

Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, April 21, 2026

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

1. **Call to Order**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Approval of the Agenda**
5. **School and Community Recognition**
6. **Report of the Superintendent**
 - A. Reports from Student School Board Representatives 2
 - B. Superintendent's Report 4
 - C. Schedule of Meetings and Events 22
7. **Report of Standing Committees**
 - A. Committee of the Whole
 - 1) Monthly Committee of the Whole (*April 7, 2026*) 23
 - B. Human Resources/Business Services Committee (*April 13, 2026*)
 - C. Policy Committee (*April 9, 2026*) 136
8. **General Board Committee Updates**
9. **Consent Agenda**
10. **Resolutions from Committee Reports**
 - A. B-4-26-4162 - Acceptance of Donations to Duluth Public Schools 155
 - B. B-4-26-4163 - Resolution Establishing School Forest Site For Myers-Wilkins Elementary School 157
11. **Special Resolutions and Action Items**
 - A. B-4-26-4164 - Acceptance of Grant Awards to Duluth Public Schools 158
 - B. Approval of Education Equity Advisory Committee (EEAC) Bylaws 161
12. **Questions / Other**
13. **Adjournment**

April

Good afternoon everyone!

Unfortunately, I haven't been able to gather as much information from students since our April PAWS day is next week.

Our "Swing Into Spring" community service event last Sunday was a tremendous success! Since October, Student Government has been working very hard to create this event, and we were thrilled with the turnout! We raised over \$1,500 for four non-profit organizations: the League of Women Voters, the Damiano Center, Animal Allies, and the Depot Foundation. We were very thankful that ABO Hounds, Taylor Swift Club, and Key Club contributed! Attendees enjoyed cookies, lemonade, and a variety of activities, including face painting, rock painting, gaga ball, bracelet making, creating cards for Ecumen, tie-blanket making for LifeHouse, spikeball, and bean bag toss. Additionally, Girl Scouts were there selling cookies, and we held a successful clothing and food drive. We are hoping to do this event again next year with even more activities and nonprofits.

Next Wednesday, Student Point Of View will finally be meeting with Denfeld's Gold's group! Unfortunately I have my ACT during that time so I will not be able to attend, but I am excited to hear from other students about how that goes.

Climate Club and Key Club have organized events focused on environmental cleanup around the school for Earth Day! It is great to see multiple clubs working together on this initiative.

Speaking of Climate Club, they have created a new innovative project called 'the Pilot Project'! This month-long trial aims to introduce reusable utensils and composting during breakfast. Various other clubs will be volunteering to support this project, and I anticipate sharing more about this at our next meeting!

The History Day state competition was held last weekend. I heard very positive feedback from students, we even had 2 national finalists from East!

Bea Martin, Gabbi McDonald, Jupiter Sadowski, Katie Kehtel, Lyla Ronkainen, Joslyn Morris are headed to state this weekend for Speech! We have another dog run set for this Thursday to congratulate them :)

Our Spring athletic teams, including Track, Boys Tennis, Baseball, Softball, and Boys and Girls Lacrosse, have all been staying busy with many practices and games!

Our school play, 'The Little Prince', will be performed on May 7th, 8th and 9th at 7 PM in the auditorium. I encourage you to attend and support our talented students!

Student Government will be hosting another tailgate on May 15th right after school, before the Boys Lacrosse game! Numerous clubs will contribute with games and treats. There will also be a hotdog eating contest.

Promcom has been meeting since January to plan our "Night In Ibiza" themed prom that is scheduled for May 2nd! We also have a Unified Prom scheduled an hour before.

I want to mention that I am very interested in learning more about the city-wide student council! I think collaborating with Denfeld and ALC would be very beneficial. Let me know how I can help with this!

As always, thank you for this opportunity and your time!

www.ISD709.org

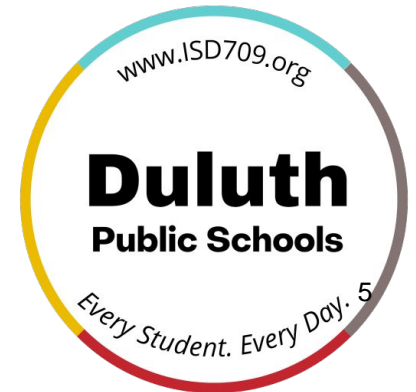
Duluth

Public Schools

Every Student. Every Day.

Superintendent's Report

April 21, 2026



OUR MISSION

Every student, every day will be empowered with learning opportunities for growth, creativity and curiosity, in preparation for their future in a global community.

OUR VISION

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

OUR CORE VALUES

Learning



Developing a love of learning through life-long inquiry.

Excellence



Having high standards for all through accountability, integrity and authenticity.

Equity



Creating conditions of justice, fairness and inclusion so all students have access to the opportunities to learn and develop to their fullest potential.

Collaboration



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

Belonging



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

Topics

- 2026 Student Representative Reports
 - Osiris Garcia Henderson- ALC
 - Tamia Bowles - Denfeld
 - Kalina Mattila - East
- Budget Reduction Update
- Legislative Update
- Litigation Update
- Education Equity Advisory Committee Bylaws Update
- Area Learning Center Update
- Other

Budget Update

The Current Challenge: A \$4 Million Gap

State funding and mandates are not keeping pace with rising operational costs.



Special Education

Rising costs and significant underfunding.



Health Insurance

Impact of rapidly rising premiums.



Transportation

Increased costs of student transit services.



Unfunded Mandates

Other costs driven by legislative requirements.



The Bottom Line:

To maintain fiscal health, we must optimize resource allocation and reduce spending for the upcoming school year.

Budget Realignment: Guiding Change



Principles Over Politics for Greater Transparency

Open, honest communication with the board, staff, and families.



Student-First Focus

Prioritizing the educational and developmental needs of every learner.



Mental Health Needs

Expanding essential support systems for student and staff well-being.



Overhead Reduction

Streamlining administrative costs to maximize classroom funding.



Referendum Promises

Upholding our commitments to the community and maintaining trust.



Inclusive Process

Engaging diverse perspectives in every step of the decision-making cycle.

General Fund Budget Reductions

Throughout this process, our primary goal was to keep reduction as far away from the classroom as possible. To achieve this, the largest percentage of cuts was taken at the district administrative level (15.61%), compared to 5.8% at secondary schools and 4.1% at elementary schools.

The finalized plan includes a total of \$4,296,067 in estimated savings in the general fund budget. It is important to note that these changes involve two distinct actions;

- Reductions: Eliminating certain positions or software contracts to save general fund dollars.
- Reallocations: Using restricted funds (such as Title funding or special grants) to keep essential positions.

General Fund Budget Reductions

We are currently finalizing the difficult phase of notifying dozens of educators and support staff regarding displacements. While we are working diligently to place as many individuals as possible into alternative roles for the 2026-2027 year, these conversations emphasize the human impact of the funding gaps we are fighting to close.

Identified Reductions

Legislative Update

Legislative Updates

In alignment with our Board's legislative platform, I testified before the House Education Finance Committee earlier last week in support of HF 4114, the goal of which is to repeal the mandated \$250 million contingent reduction in special education aid.

I emphasized that Duluth's current \$4.2 million deficit is a "systemic math problem," with 50% driven by the special education cross-subsidy. I urged the committee to provide fiscal stability rather than using special education funding as a placeholder for state budget balancing.

I will be conducting additional lobbying efforts next Wednesday to advocate for our schools' needs.

Litigation Update

- As you know, we have entered into a lawsuit as plaintiffs with Fridley School District and Education Minnesota seeking to return protected status to schools related to immigration enforcement within schools.
- Our initial federal court hearing was on April 8th. We are currently awaiting the judge's findings.



Education Equity Advisory Committee (EEAC)

Bylaw Updates

EEAC's History

- EEAC bylaws started in 2003 - though the work existed prior
- The EEAC underwent a revitalization process that began around December 2021
 - This process involved approximately 30 education equity partners who collaborated to develop new bylaws for the School Board to approve
- Several subcommittees were formed starting around summer 2022
- The most recent update of the bylaws was in 2022

The Process

- **Activity:** Held 3 meetings over the past 4 months.
- **The Challenge:** We identified a structural mismatch. The group operated as a "committee," but our bylaws outlined a "community forum."
- **The Decision:** After careful deliberation, we officially committed to **functioning as a formal Committee.**
- **Action Taken:** Formed a dedicated subcommittee and engaged in an intensive, collaborative process to rewrite our bylaws.



Area Learning Center Update

Area Learning Center

The Minnesota Department of Education has changed its procedures for the approval of four-day school weeks for alternative programming. Previously, there was not a need to submit for a variance for such programs, but that has changed for the coming year.

This year, they are requiring applications, but will allow for significant flexibility, whereas next year the application process will be more robust.

Given that the board has approved Duluth Federation of Teacher contracts with four-day week language since 2011, we only need documentation in our minutes from tonight's meeting that we have previously taken action that has approved this.

Questions



Schedule of Meetings and Events

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

The Schedule of Meetings and Events is Subject to Change

Week of April 20 - April 24, 2026

Monday	April 20, 2026	5:00 p.m.	District Advisory Committee Meeting
Tuesday	April 21, 2026	5:30 p.m. - 6:15 p.m.	School Board Listening Session*
Tuesday	April 21, 2026	6:30 p.m.	Regular School Board Meeting*

Week of April 27 - May 1, 2026

Wednesday	April 29, 2026	5:00 p.m.	Education Equity Advisory Committee (EEAC) Myers-Wilkins Elementary School 1027 N 8th Ave E, Media Center
Thursday	April 30, 2026	4:15 p.m.	Parent Advisory Council on Special Education (PASCE) - -Module 4: Individualized Education Programs

Week of May 4 - May 8, 2026

Tuesday	May 5, 2026	4:30 p.m.	Monthly Committee of the Whole
Wednesday	May 6, 2026	4:30 p.m.	American Indian Parent Advisory Committee (AIPAC) Denfeld High School 401 N 44th Ave W, Room 1206
Thursday	May 7, 2026	5:00 p.m.	Title VI Public Hearing

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



Scan QR Code for:
[Listening Session Guidelines](#)

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, April 7, 2026

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

4:30 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Strategic Plan Alignment

1) Advancing Equity - N/A

2) Supporting Every Student

a. Chronic Absenteeism

2

b. Duluth Head Start

13

c. Graduation Rates

72

3) Improving Systems

a. Child Nutrition Supper Meal Audit

85

B. Teaching, Learning, and Equity Board Summary Report - N/A

C. Budget Update

1) 2026-27 Preliminary Budget

104

D. Other

4. ADJOURN

COW Agenda Cover Sheet

Meeting Date: 04/07/2026

Topic: Chronic Absenteeism

Presenter(s): Elijah R.-Denfeld 11th grade, Emma N.-Denfeld 11th grade, Tammia B. - Denfeld 11th grade, Adrianna P.-Denfeld 10th grade, Kalista D.- Denfeld 12th grade.

Staff Supporters: Annie Parish, Camryn Joki

Attachment:

<https://docs.google.com/presentation/d/1NztVunh63xRyMIEqIrKQKf6WJhHM6aouUpmiSVBalaE/edit?usp=sharing>

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

Our team plans to create a mentorship program with a personalized approach to students' unique attendance barriers. Students who are deemed eligible will take an intake survey to determine their struggles with absenteeism and find the mentor that they will most easily be able to connect with. Upon being matched, a mentor will utilize developmental assets and behavioral assets to establish a relationship. Mentors will then work with students to set goals based on their strengths and remove obstacles that hinder their ability to be present.

This Requires School Board Approval : No

DASH to Success

Personalized Mentorship to Address Chronic Absenteeism

Denfeld After School Happenings (DASH), a program of Duluth Community School Collaborative, provides opportunities for students to collaborate with community partners to build programming that supports student attendance and enhances academic success.

Using a social emotional lens, DASH continuously incorporates quantitative and qualitative feedback from community partners. A youth leadership team, the DASHboard empowers students to think critically, gain leadership skills and develop and implement research-based programming for student success.

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Developing a love of learning through life-long inquiry.

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

Roughly one in three
Denfeld students are
chronically absent.



What is Our Program Idea?

To empower students to increase their attendance through connections that lead them to feel a sense of belonging at school. We plan to implement this strategy by starting mentor relationships for students in need to personalize their needs and goals while fostering youth-adult connections in schools.

We hope to seek mentor volunteers through already established community partnerships with Mentor North, local colleges and universities.

Why is this important?

- Loneliness is a determining factor in a students attendance.
- Not every students reasons for absenteeism is the same.
- Our school particularly suffers with chronic attendance issues.
- We find that students are in need of inclusion in their school communities.
- Young people are not the future, young people are right now.

What do we Hope to Achieve?

- Students feeling a sense of importance and belonging in their school communities.
- Improve attendance and academics.
- Build youth-adult relationships.
- Improving students developmental and behavioral assets.

How Will We Know it is Working?

- Our team will gather quarterly intake surveys to track students overall satisfaction with their attendance and our program.
- More quantifiably our attendance coordinator will monitor students attendance numbers (Tardies, Absences).
- Their grades will also be monitored.
- We will also ask the teachers evaluate students classroom participation.

Sources

- Brooks, A. C. (2026, January 22). How to help kids like school better. The Atlantic.
- Minnesota Report Card, rc.education.mn.gov/#mySchool/p--3. Accessed 30 Mar. 2026.
- Richmond, E. (2013, December 2). What does it take to get kids to stop skipping school? The Atlantic.



Questions?

- Any questions?
- Comments?
- Concerns?
- Feedback?

COW Agenda Cover Sheet

Meeting Date: Tuesday, April 7, 2026

Topic: Duluth Preschool data, Duluth Preschool/Head Start self assessment, update on the Federal Head Start NOFO and FY27 transportation waiver

Presenter(s): Barbara Eckberg

Attachment: Duluth Preschool ppt data, FY27 transportation waiver, Duluth Preschool/Head Start Self Assessment

Brief Summary of Presentation or Topic (no more than a few sentences): The Duluth Preschool Coordinator Team has submitted the data to complete the most recent student data, program data in support of the program goals. The presentation will give an overview of the data informing the program self assessment, support of program goals, steps to support and increase staff capacity,

This Requires School Board Approval : Duluth Preschool/Head Start Self Assessment and FY27 Duluth Preschool/Head Start Transportation Waiver

Committee of the Whole

April 2026

Duluth Preschool 2025-26

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Successes and Changes

- Policy Council
 - Student Growth and Development
 - Coordinator Team
 - P-3 Initiative
 - Community Education
 - Retaining 150 State Funded seats through School Readiness and Voluntary PreK
-
- Government Shutdown impacting (NOFO) Notice of Funding Opportunity Grant Timeline: 2025-2026 funding extension to August 1, 2026
 - Retirement/Staffing

Recruitment and Enrollment

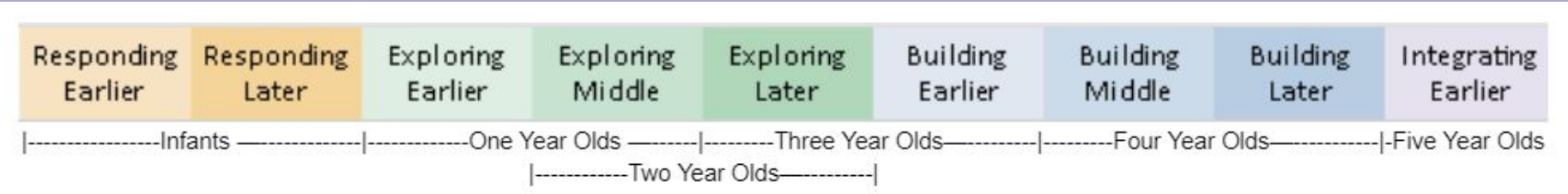
- Head Start Performance standard to maintain 97% enrollment [1302.15](#) for no less than 3 consecutive months
- Poverty guidelines released January 17, 2026 [2026 Federal Poverty Guidelines](#)
- Community recruitment flyers and contacts
- Ongoing work with internal partners: ECFE and ECSE
- March 1, 2026: Notification to returning families of Duluth Preschool acceptance and placement
- April 1, 2026: Notification to new families/children of Duluth Preschool acceptance and placement
- May 1, 2026: Notification to new families/children of Duluth Preschool acceptance and placement
- June 1, 2026: Notification to new families/children of Duluth Preschool acceptance and placement

DRDP Winter 2025-26

Duluth Preschool

The DRDP is a continuum of skills from early infancy to Kindergarten. For our data, averages are based on:

- Responding Earlier-Responding Later = Infants***
- Exploring Earlier-Exploring Middle = 1 year olds***
- Exploring Middle-Exploring Later = 2 year olds***
- Exploring Later-Building Earlier = 3 year olds***
- Building Middle-Building Later = 4 year olds***
- Integrating Earlier = Kindergarteners***



254 3-5 year olds enrolled at checkpoint cutoff

96% assessed

4% “Elected Not to Rate” (10 children-chronic absences)

Head Start = 173 children

School Readiness = 60 children

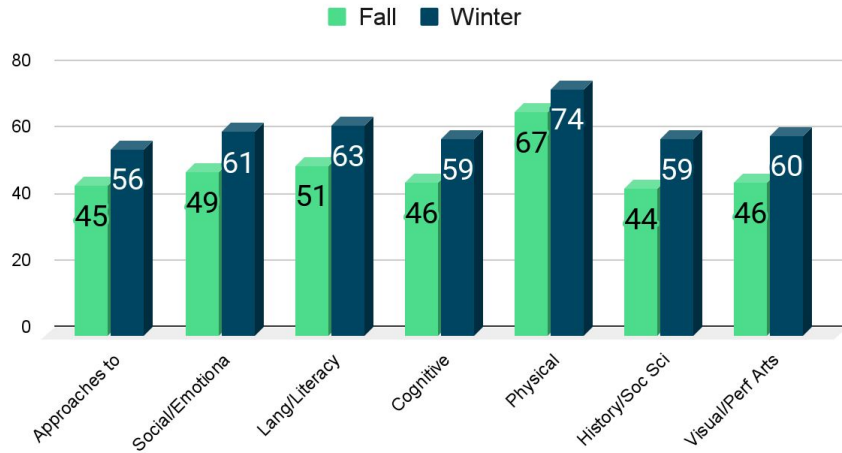
VPK = 21 children

***Only Head Start, VPK & School Readiness Classrooms have winter assessment data**

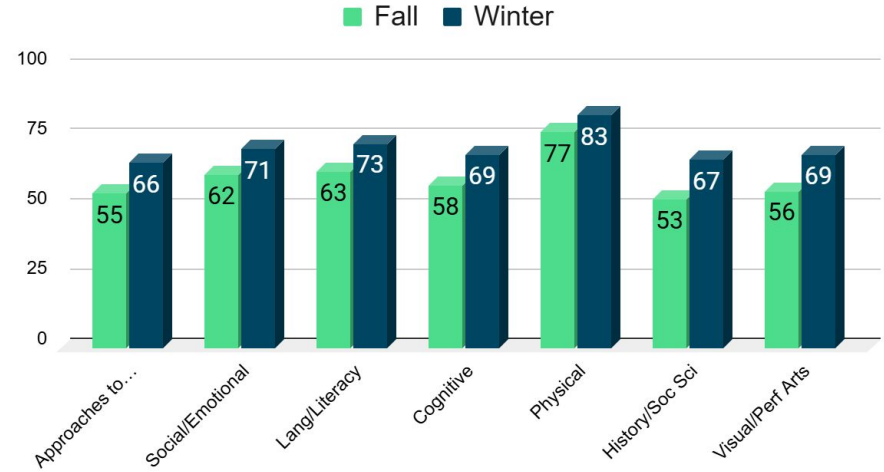
****One classroom did not complete the winter checkpoint due to staffing issues**

Head Start

Head Start 3-5's 25-26

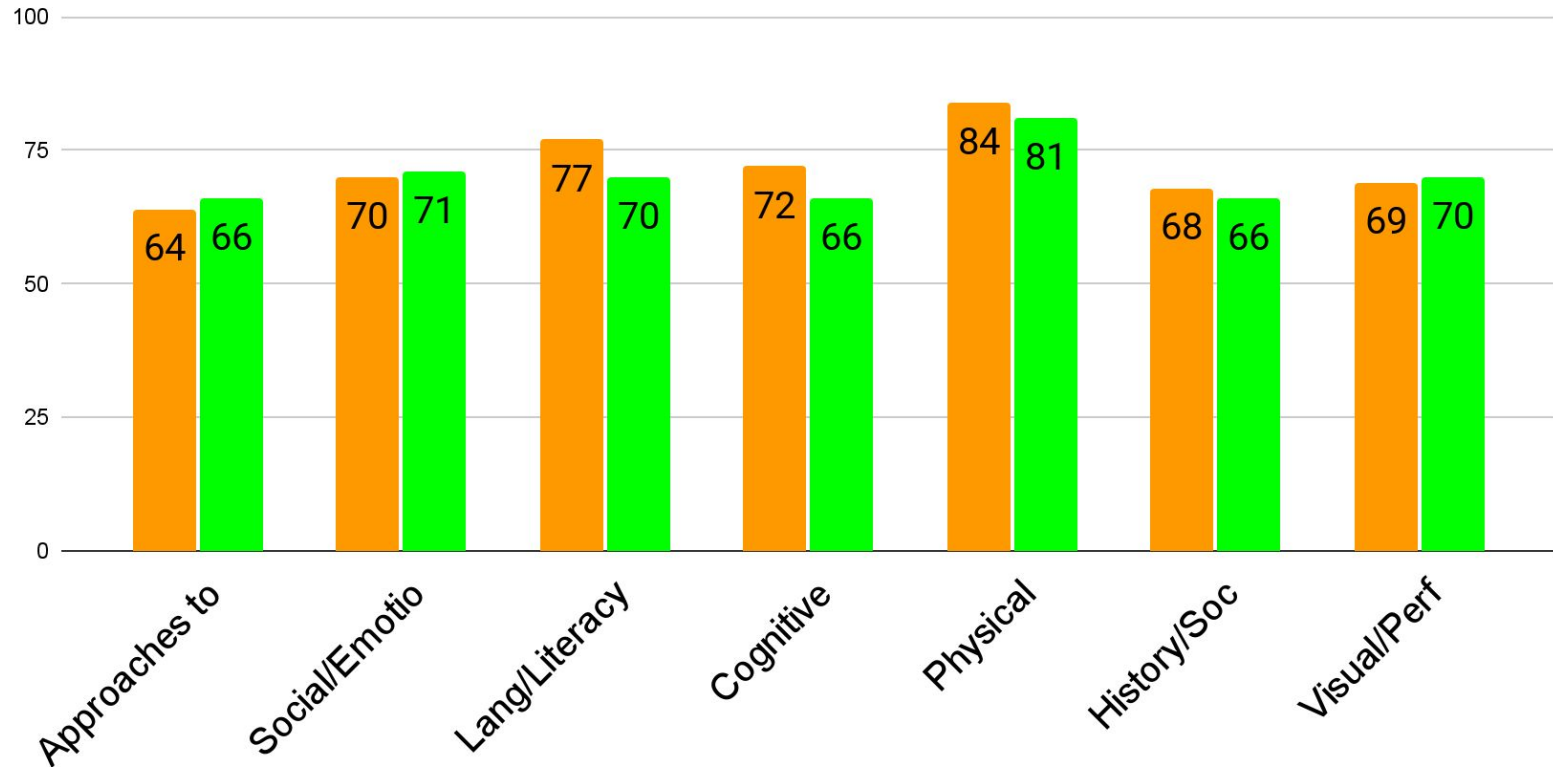


Head Start 4YO's

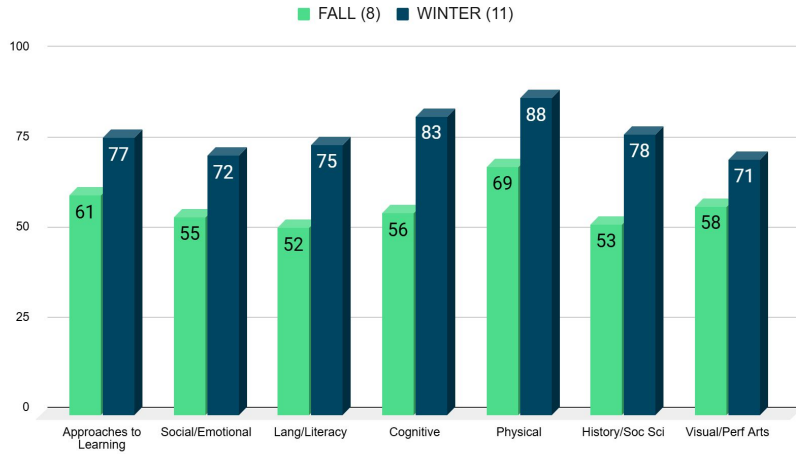


Head Start Male/Female 4 YOs 25-26

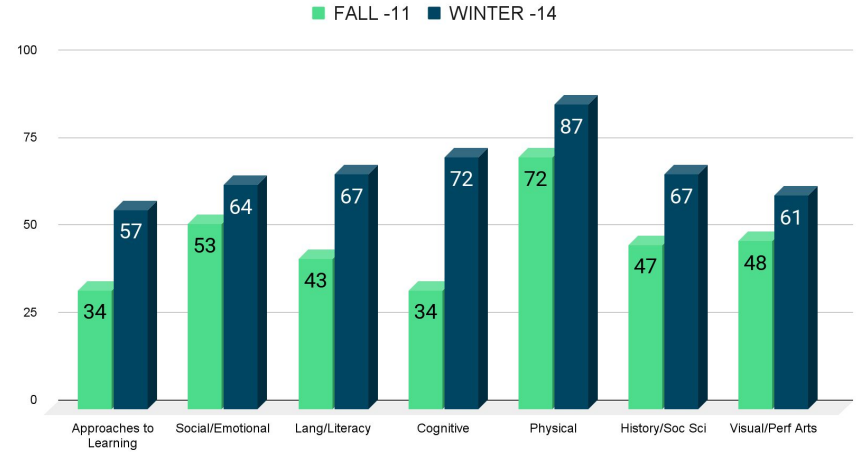
Male Winter Female Winter



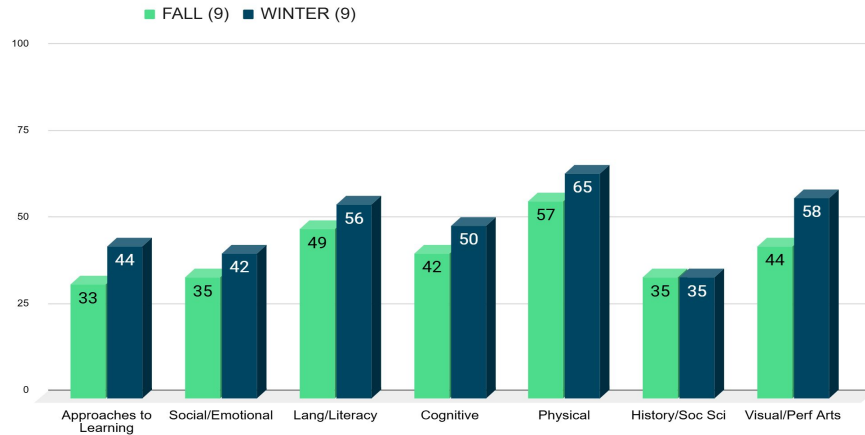
Head Start Speech IEP 4 YO's



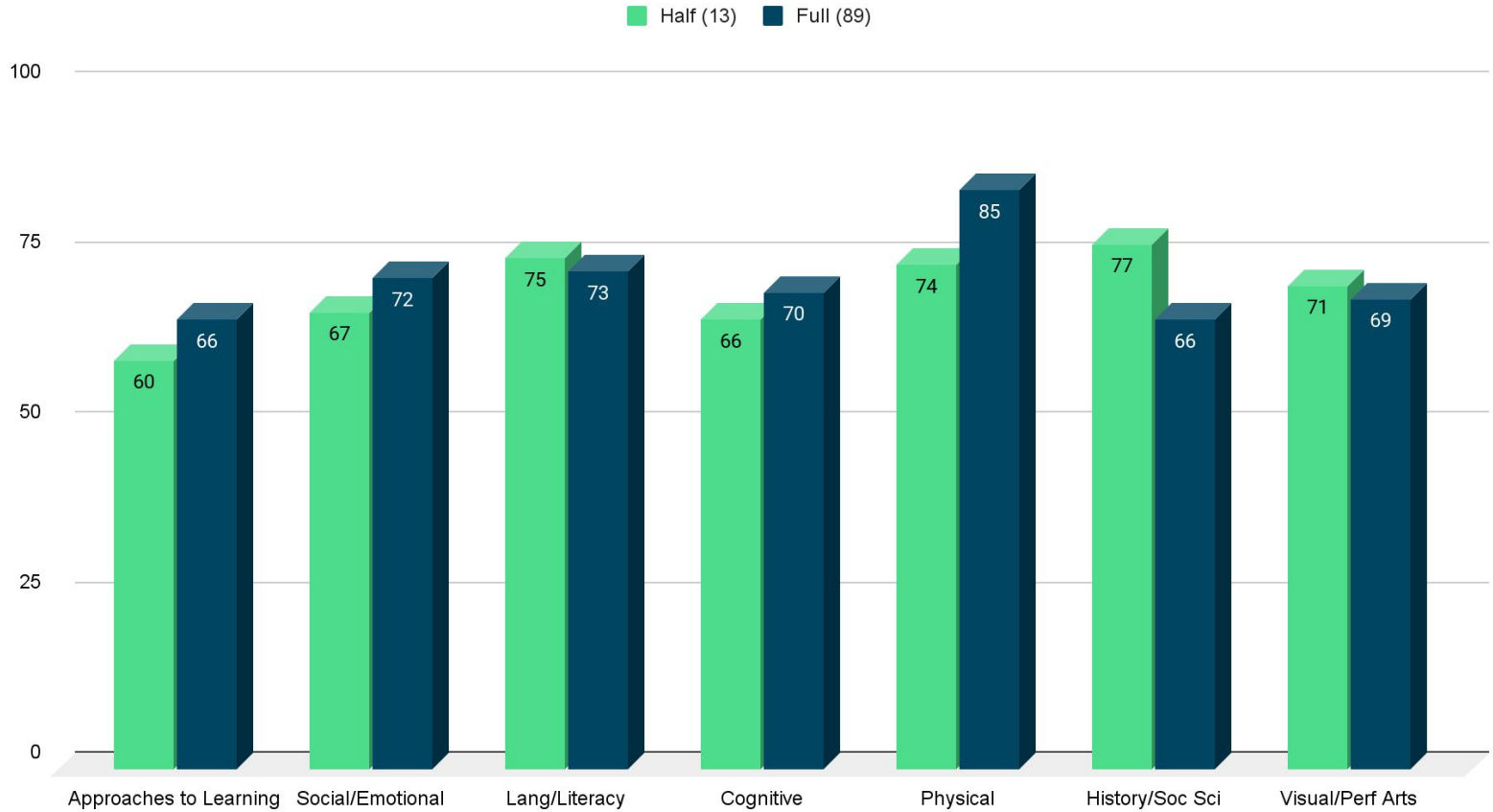
Head Start Developmental Delay 4YO's



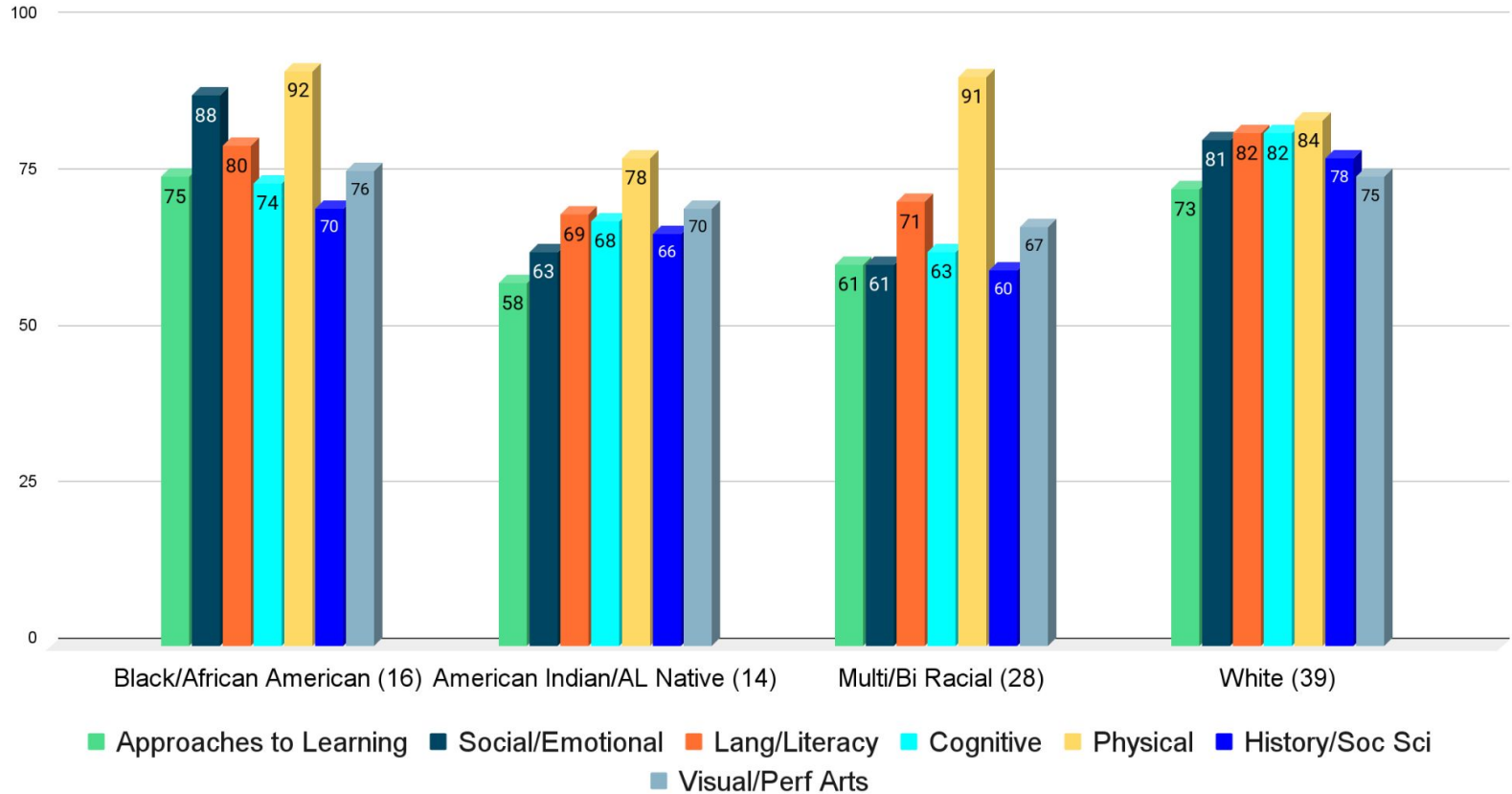
Head Start Para Supprt (1-1 or shared) 25-26



Winter: Head Start 4YO's Half and Full 25-26

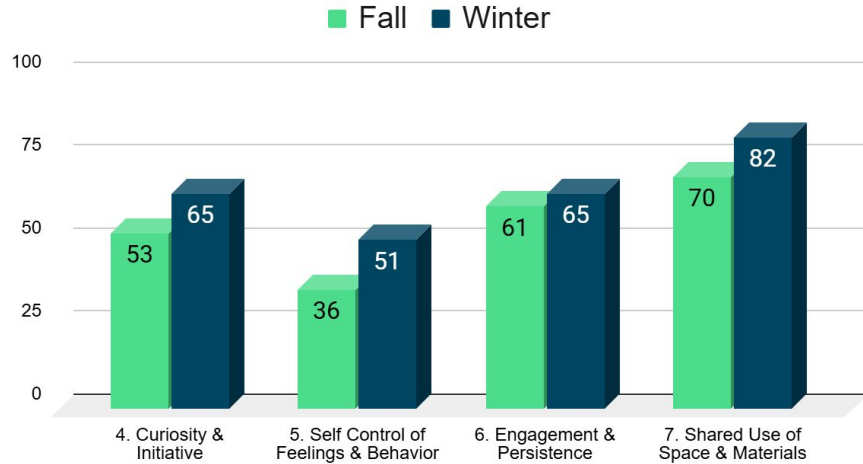


HS 4 YO's by Race: WINTER 25-26

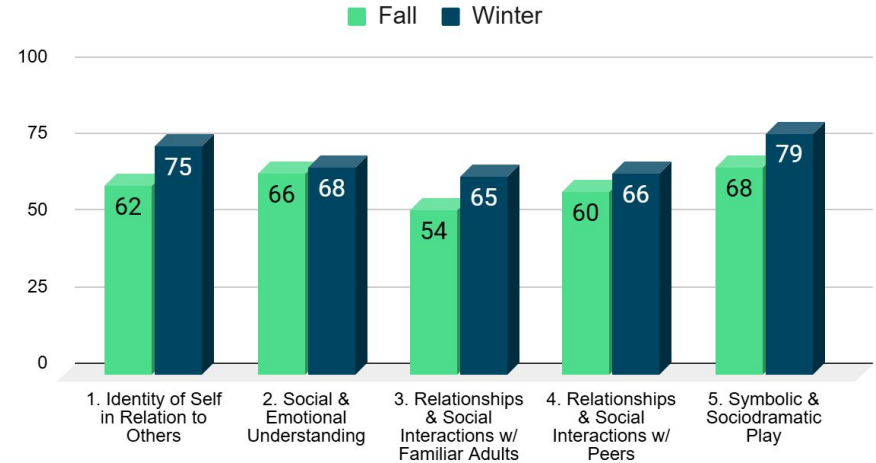


DRDP Domains by Objective 4 YO's

Head Start 4 YO's Approaches to Learning-Self Regulation

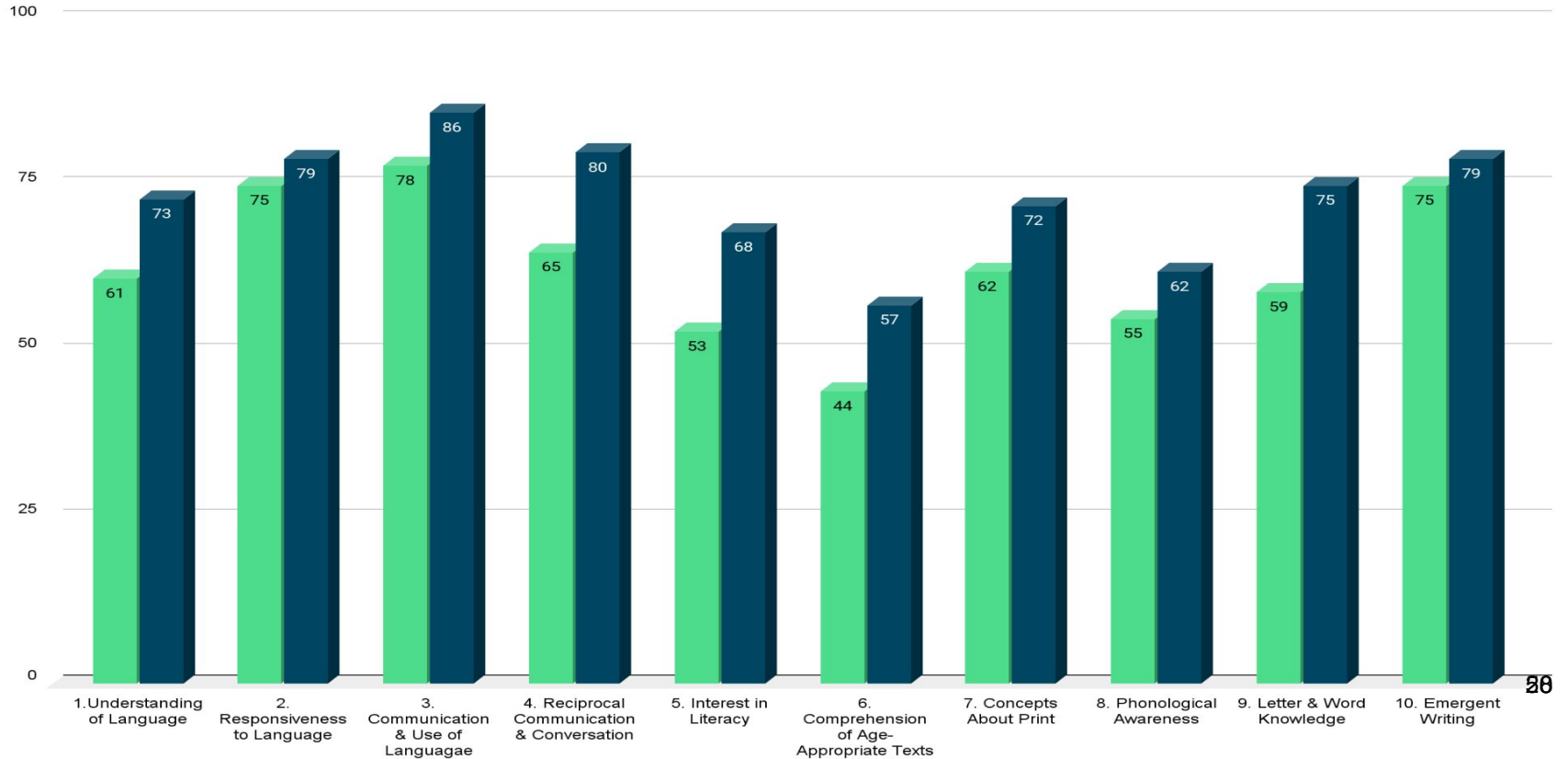


Head Start 4YO's Social & Emotional Development



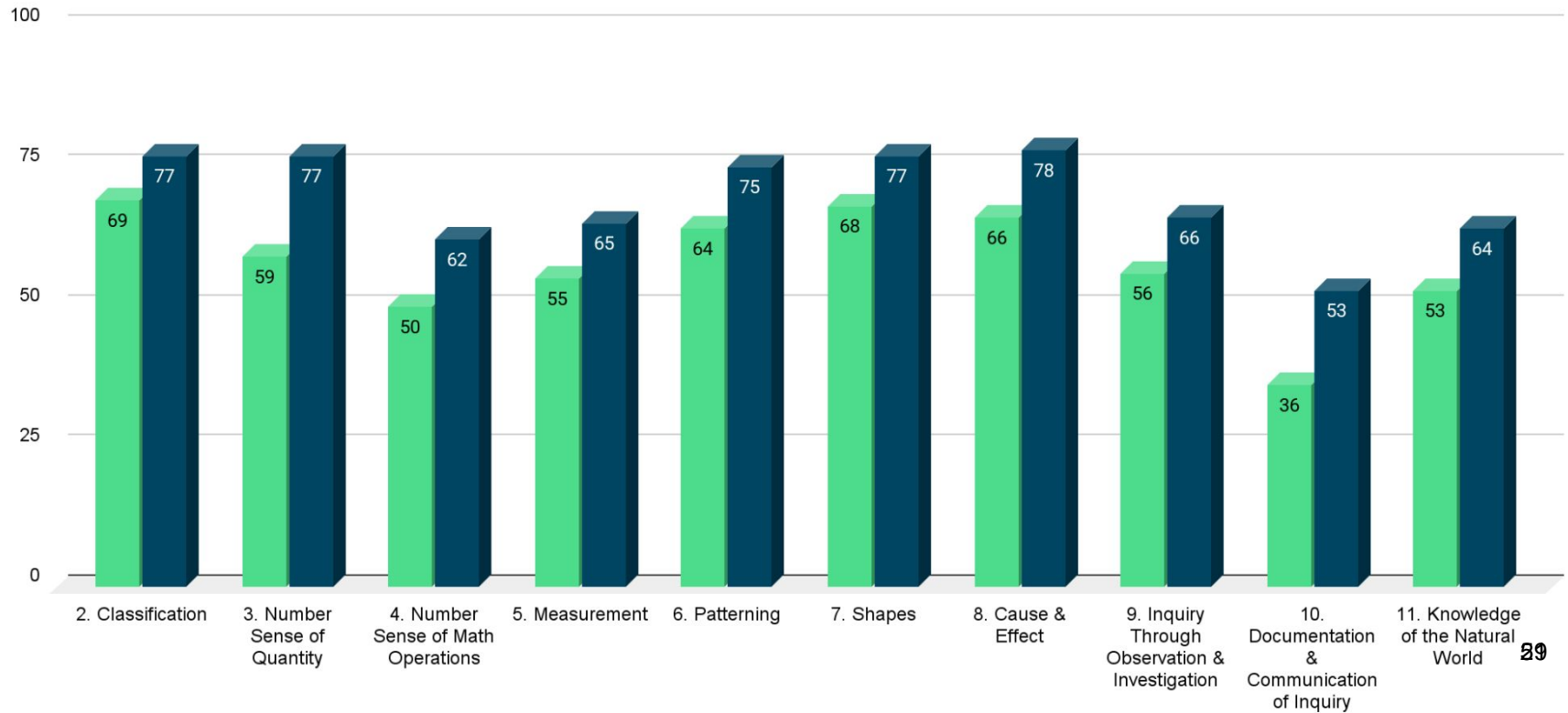
Head Start 4 YO's Language & Literacy Development

■ Fall ■ Winter

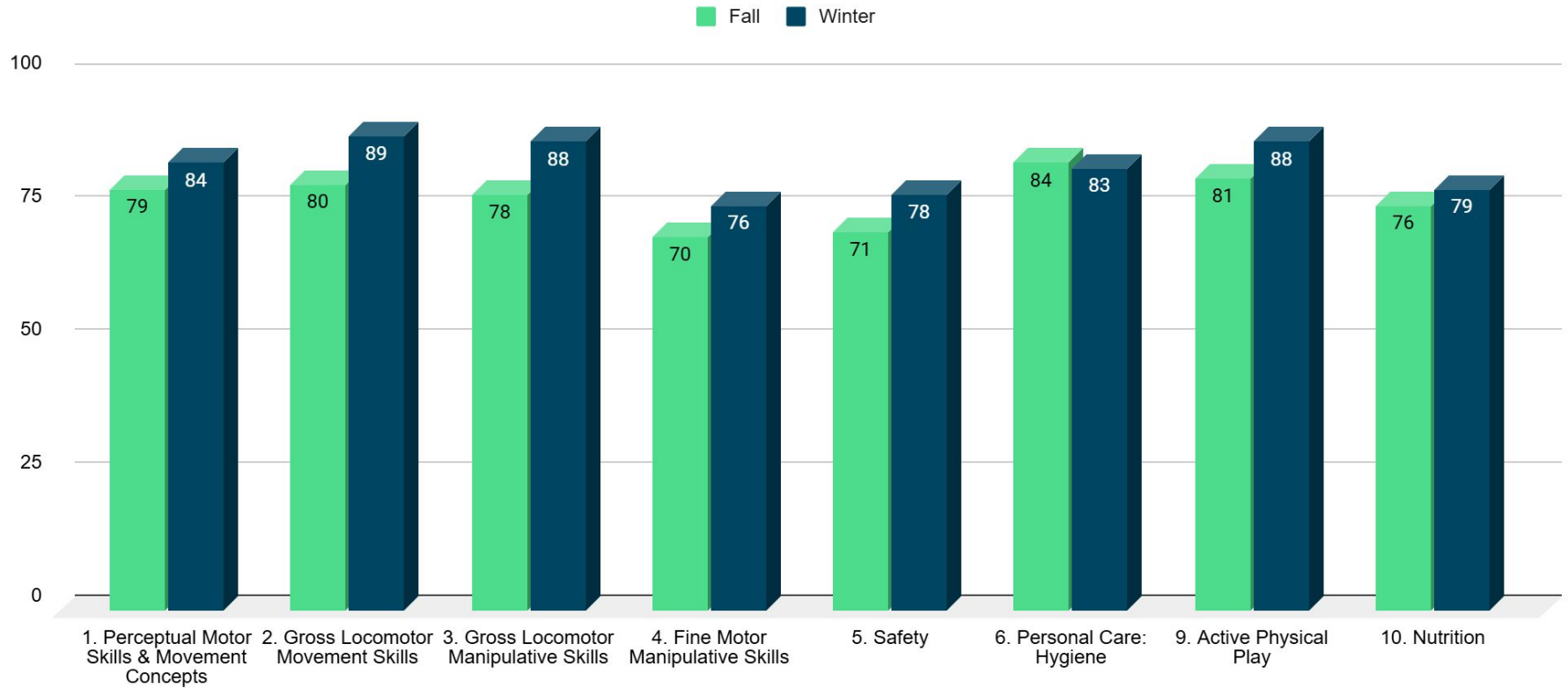


Head Start 4 YO's Cognition, Including Math & Science

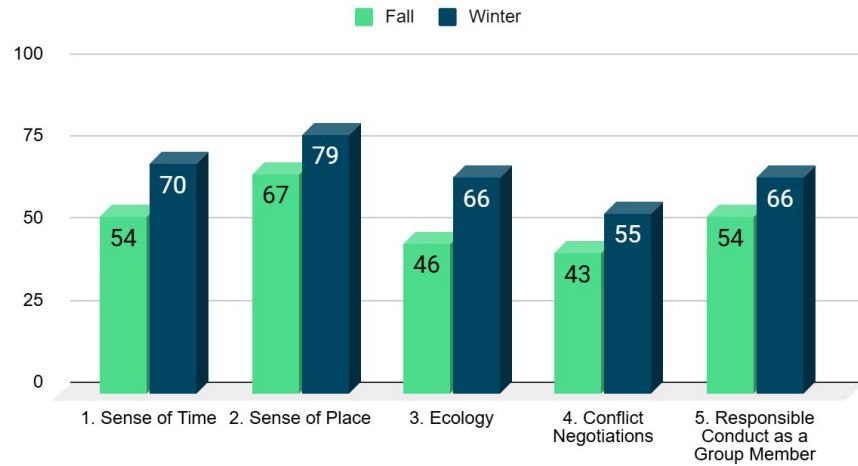
■ Fall ■ Winter



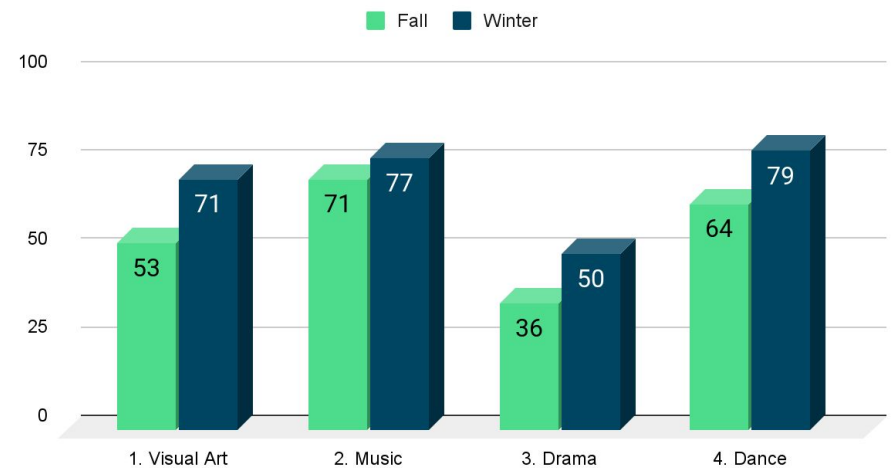
Physical Development and Health



History-Social Science



Visual & Performing Arts

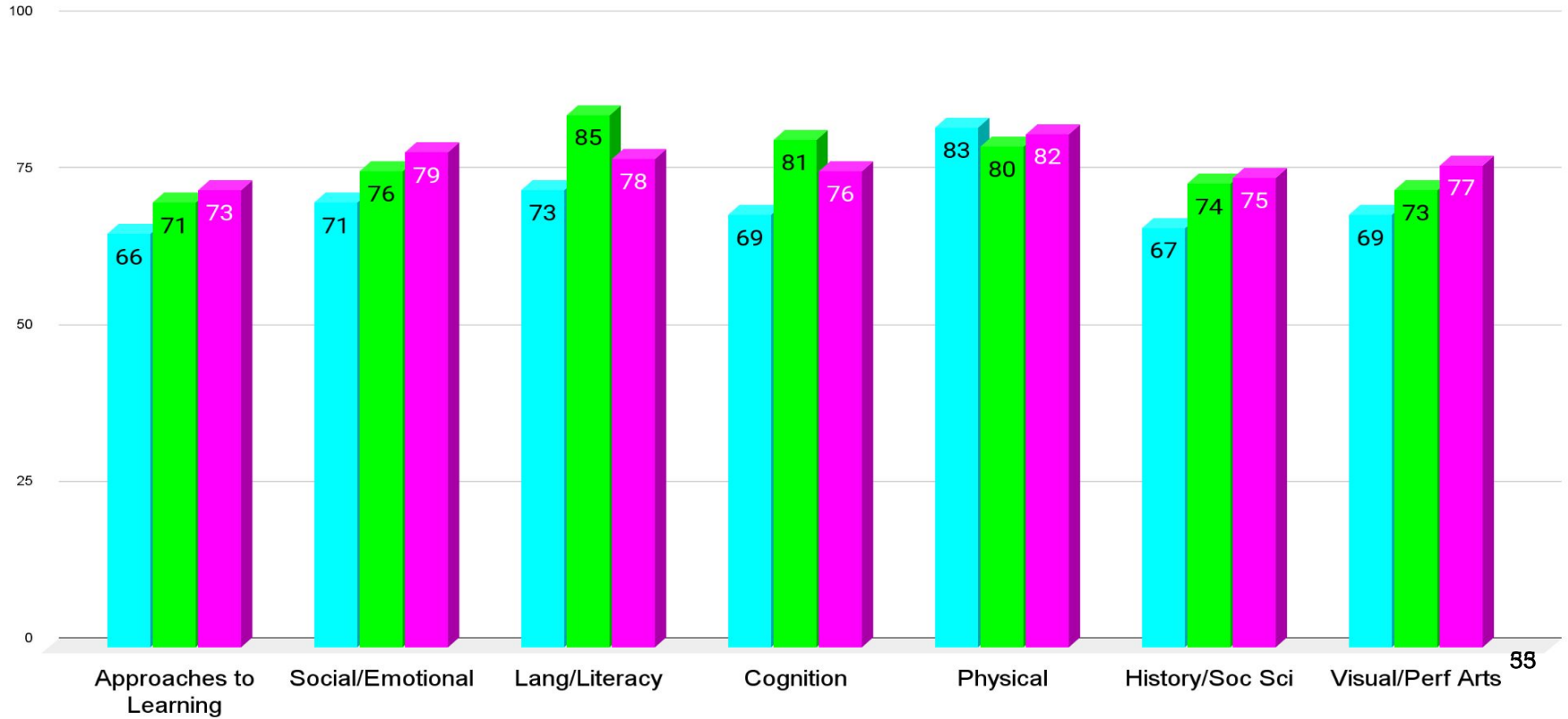


Program-Wide

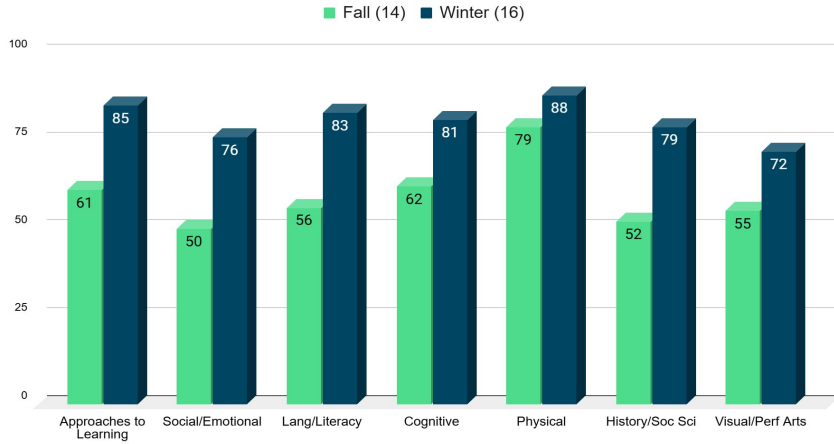
VPK/SR/Head Start

Program Comparison 4 YO's WINTER 25-26

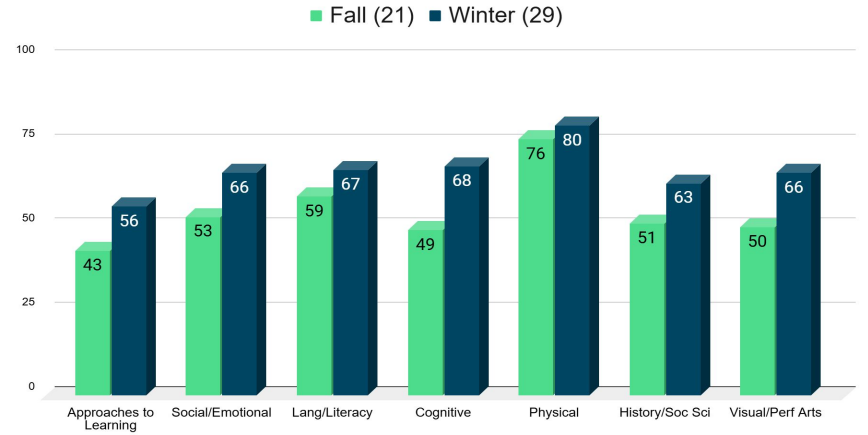
■ Head Start (102) ■ School Readiness (39) ■ VPK (19)



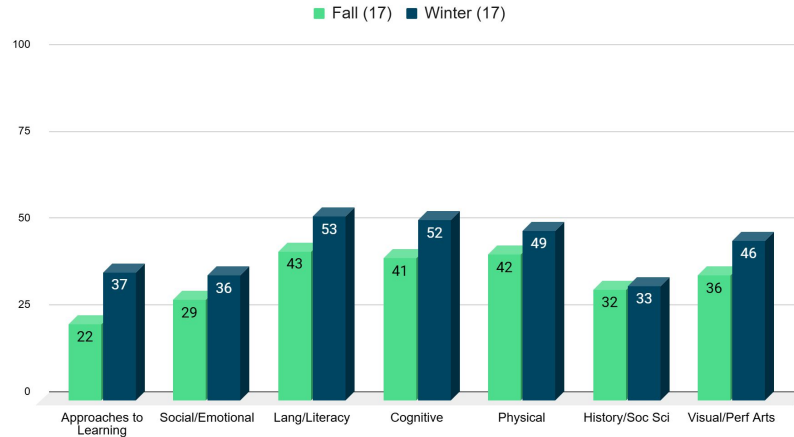
Program Speech IEPs 4 YO's 25-26



Program Developmental Delay IEP FALL 25-26 4 YO's

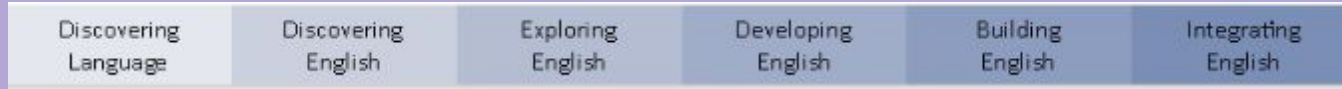


Program Para Support (1-1 or shared) IEP 4 YO's 24-25

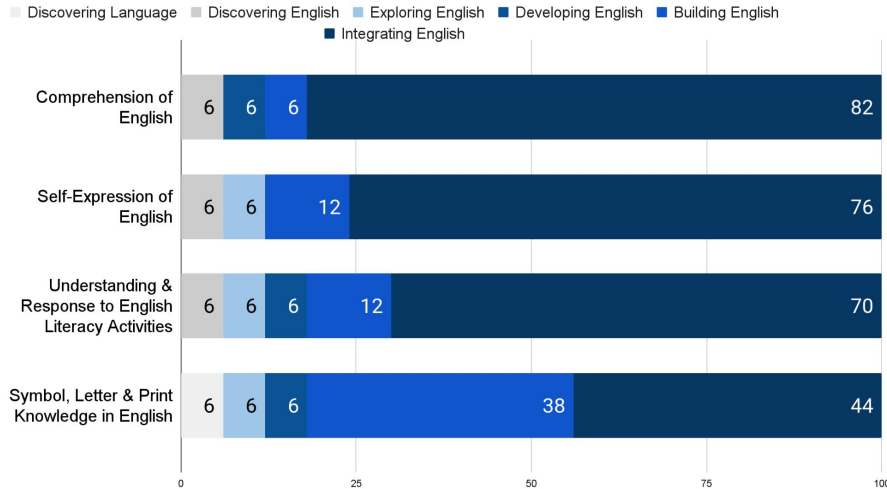


Dual Language Learners

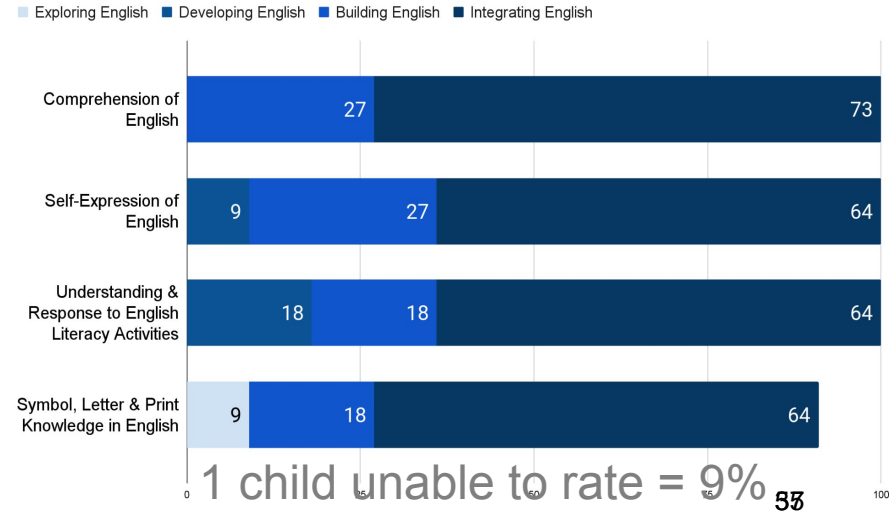
Home languages:
Portuguese, Spanish, Ojibwe, Vietnamese,
Dutch, Tibetan, Hausa, Russian,
Swahili/Kiswahili/Nandi



DLL-FALL 25-26 (16 students)

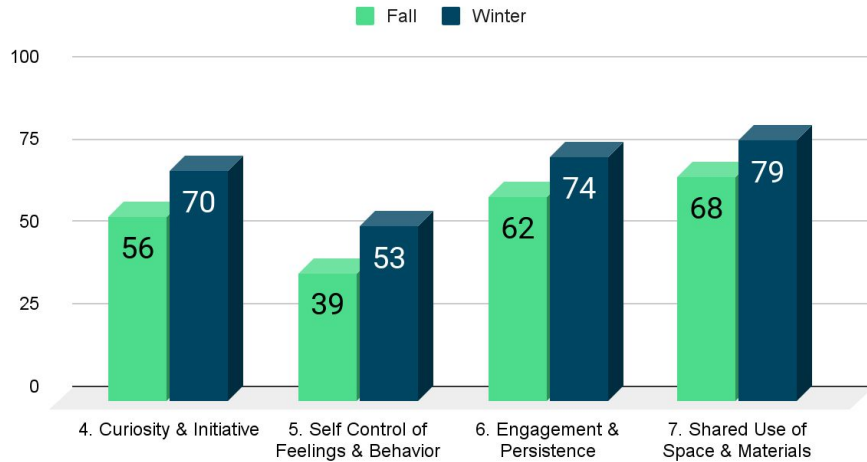


DLL-FALL 25-26 (11 students)

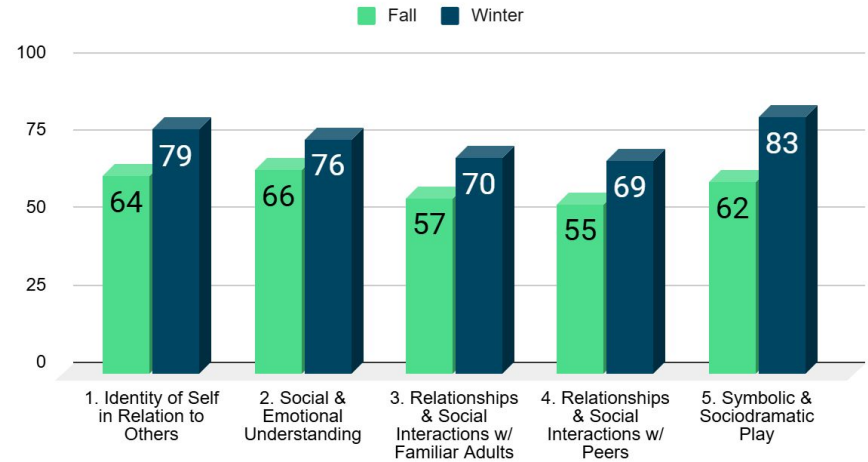


Domains by Objective: 4 Year Olds Program-Wide

Approaches to Learning & Self Regulation

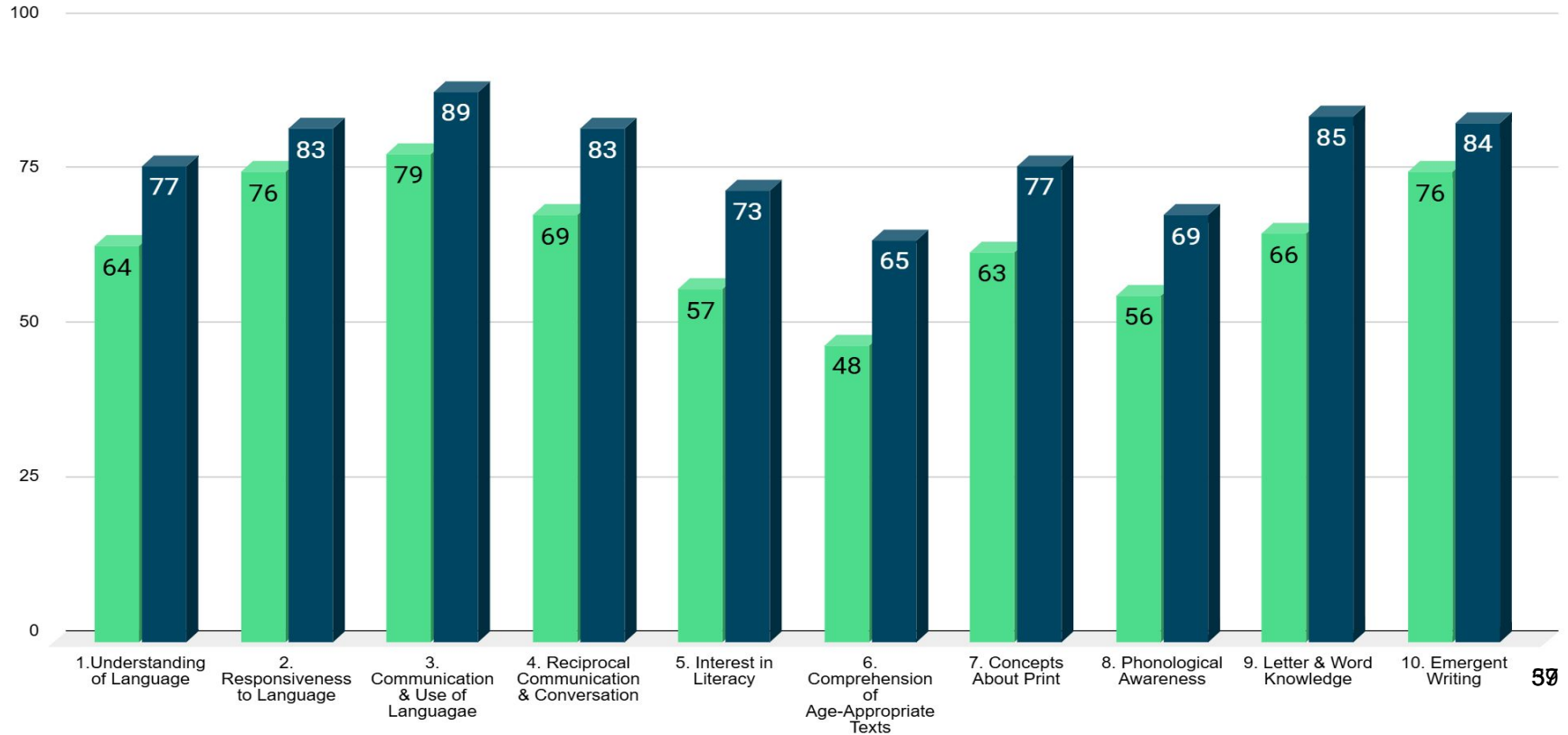


Social & Emotional Development

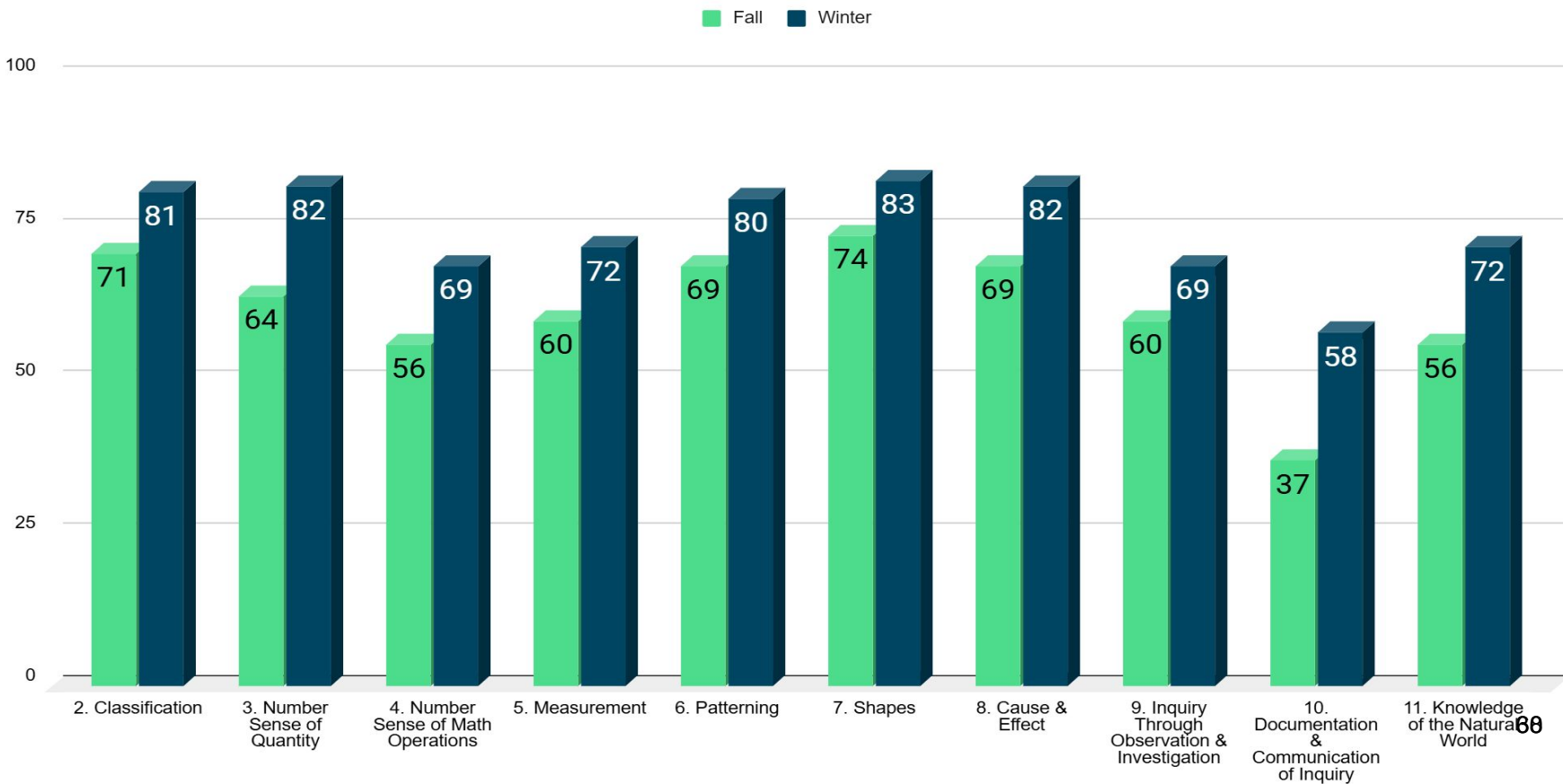


Language & Literacy

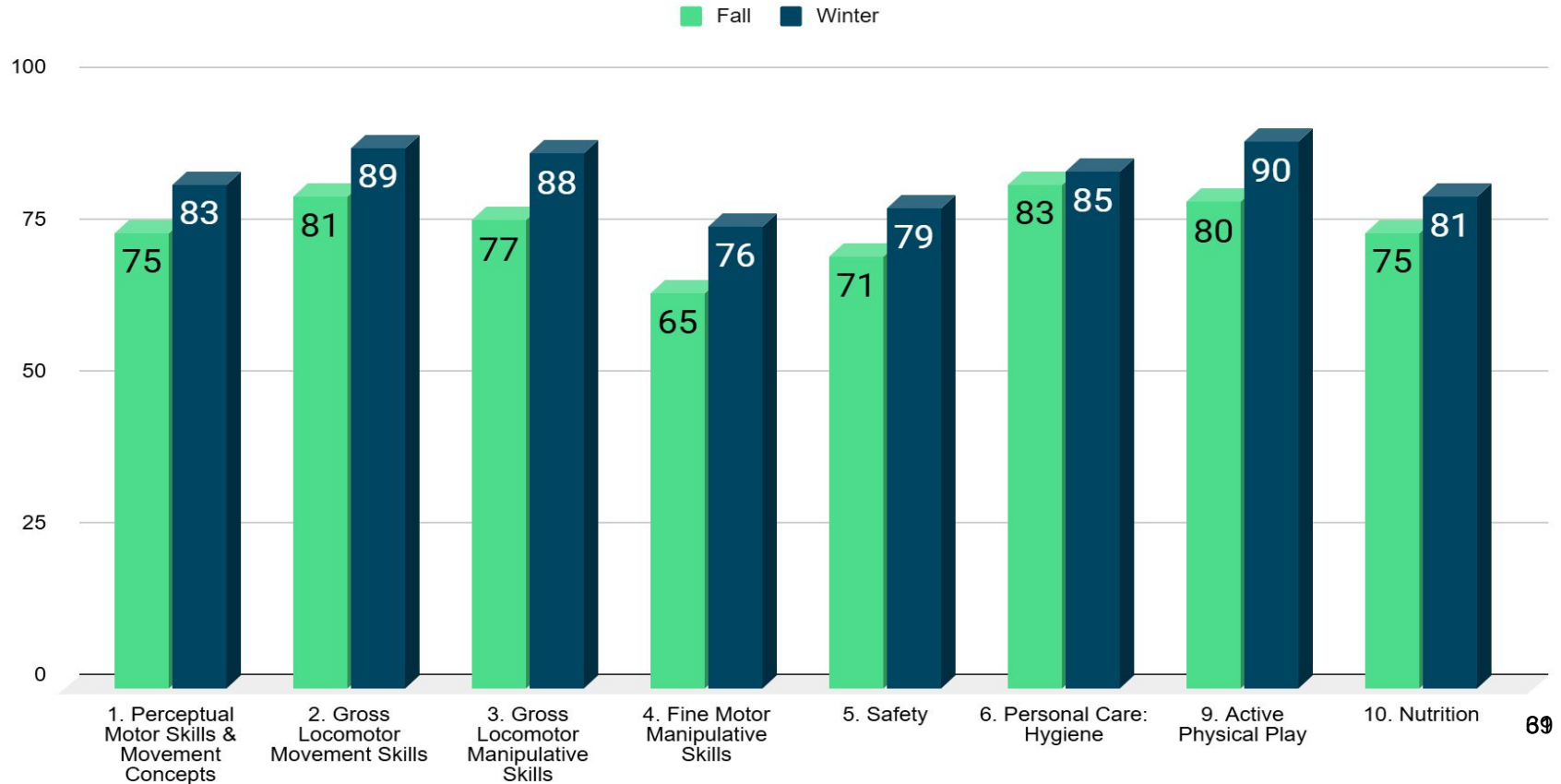
■ Fall ■ Winter



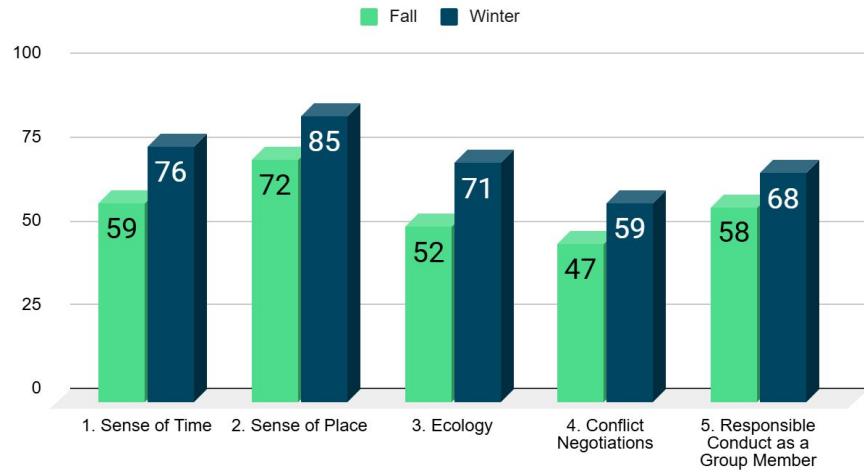
Cognition Including Math & Science



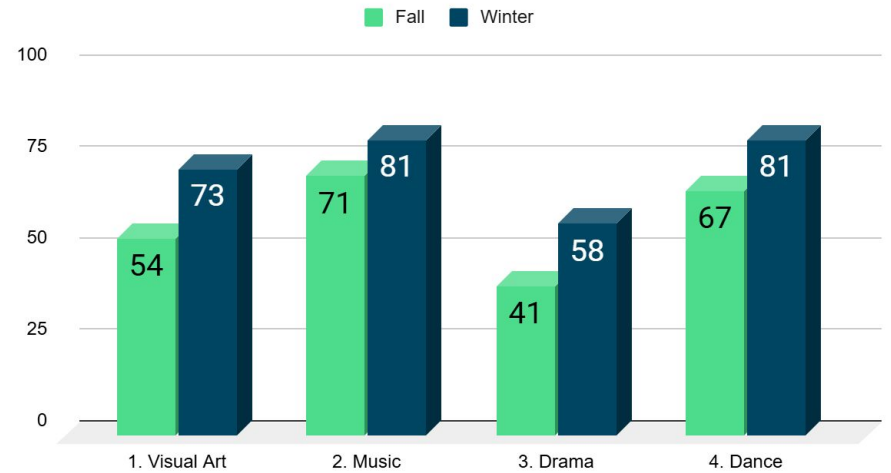
Physical Development-Health



History-Social Sciences



Visual & Performing Arts



Mental Health Support

Supports for mental health and well-being (from Head Start Standard 1302.45) (highlights related to mental health)

- To support a program-wide culture that promotes mental health, social and emotional well-being, and overall health and safety, a program must use a multidisciplinary approach.
- Ensures mental health consultation services are available at a frequency of at least once a month.
- *Mental health consultants.* A program must ensure that mental health consultants provide consultation services that build the capacity of adults in an infant or young child's life to strengthen and support the mental health and social and emotional development of children.

Mental Health Support

Time in classrooms

Structured observation

Consult with teachers

Consult with parents

Behavior Incident Data

Student support teams

Staff training

Program support

Referrals to outside services

Mental Health Support

Behavior Incident Reports (BIRs) are part of behavior tracking in Duluth Preschool

- **Physical aggression towards peers**
- **Physical aggression towards staff**
- **Property destruction (i.e. throwing materials)**
- **Risk taking** - unsafe climbing, biting non-foods, or other risky behavior
- **Inappropriate body behaviors**
- **Elopement** - attempting to leave the class or run away from the group
- **Withdrawn** - staying outside of the group's activities, or refusing activity options
- **Uncontrollable crying** - extended periods of crying without responding to comfort measures
- **Other** - some behaviors of concern don't fit neatly into a category

Mental Health Support

1,200 total incidents (representing 1727 total behaviors of concern)

Behavior Incidents by rate*

- Physical aggression towards peers - 444
- Physical aggression towards staff - 376
- Elopement - 197
- Property Destruction - 209
- Risk taking - 137
- Uncontrollable crying - 129
- Withdrawn - 107
- Self-harm - 39
- Inappropriate body behavior - 16
- Other documented behavior incidents - 73

Mental Health Support

Behavior Incident Tracking

- One piece of data that adds to our understanding of a child
 - Some students enter preschool with extremely high needs - whether environmental, developmental, medical/physiological, or a combination.
 - Preschool staff support individual needs through comprehensive services including behavior planning, resource and referral, family education, and classroom supports.
- One piece of data that adds to our understanding of program needs and resources
- Shows where supports are needed at the classroom and program level.

Special Education: Students Served under IDEA

Spring 2026 Data (as of March 25, 2026)



PROGRAM-WIDE SUMMARY

Total Enrolled (Actual): **283**

Students with Open IEPs: **99**

Students with Open IFSPs: **1**

Students with Closed IFSPs: **1**

Total Served (Program Wide): **101**

Percentage of Actual Enrollment: **35.7%**

Breakdown by Disability: **73 DD, 24**

Speech/Language, 2 ASD, 1 EBD, 1

Hearing Impairment



HEAD START

Actual Enrollment: **180**

Open IEPs: **60**

Percentage: **33.3%**

Breakdown: **43 DD, 16**

Speech/Language, 1 EBD



VOLUNTARY PRE-K (VPK)

Actual Enrollment: **21**

Open IEPs: **6**

Percentage: **28.6%**

Breakdown: **3 DD, 2**

Speech/Language, 1 Hearing Impairment



SCHOOL READINESS (SR)

Actual Enrollment: **60**

Open IEPs: **27**

Percentage: **45%**

Breakdown: **20 DD, 5**

Speech/Language, 2 ASD



STATE FUNDED

Actual Enrollment: **27**

Total Served: **8**

Percentage: **36.3%**

Open IEPs: **7 (31.8%)**

Open IFSPs: **0**

Closed IFSP (parent decline):

1 (4.5%)



68

★ ***Note:** Open IEPs for Head Start, including drops, is 64 (35.6% of actual enrollment of 180). **Breakdown: 45 DD, 18 Speech/Language, 1 EBD.**

Staff Professional Development

- Strengthening staff capacity
- Supporting staff wellness
- Supporting the whole child and their family through parallel process

[2025-26 Staff Training Template](#)

[2026-27 Staff Training Template](#)

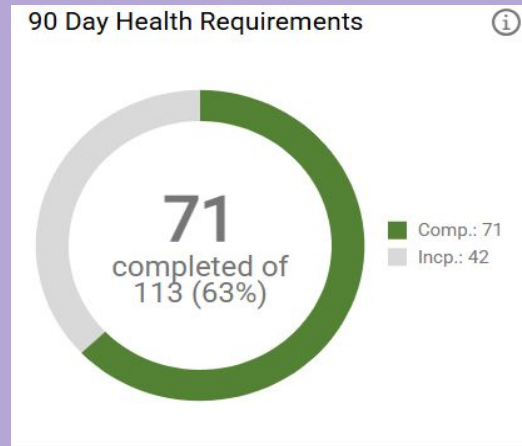
Health and Nutrition

Vision and Hearing Screening



39 students failed vision screening. The Duluth Preschool Program secured 17 free pair of glasses from Prevent Blindness

Well Child Check and Dental



The Children's Dental Services comes to the schools to do preventive care.

Incident/Accident Reports

- 18 incidents/accidents
- 2 reported to the Office of Head Start
- 1 reported to DHS

CLASS Observations

CLASS (Classroom Assessment Scoring System), measures classroom interactions, using behavioral evidence in the areas of:

- Emotional Support
- Classroom Organization
- Instructional Support

The scoring ranks from 1 (low) to 7 (high)

Self Assessment

The following program wide recommendations support continuous quality improvement.

1. Continue to explore opportunities to hire and engage more substitute paraprofessionals and teachers, through a continued partnership with Kelly Education
2. Continue to build staff capacity in working with challenging child behaviors, both through strengthening intervention strategies, teacher mentoring and collaborative observations and ongoing parent partnership
3. Continue Internal Monitoring, supporting individual sites and staff through a parallel process seeking optimal outcomes for our children and their families.
4. Continue to support teams in inputting data through Child Plus and Educlimber (BIRs), informing program decisions through data collections and exploration.
5. Continue to explore program goals for the NOFO 2026-31

Partnerships

The Depot
Viewcrest Nursing Home
Hawks Ridge
First Witness
Fire Station #1
YMCA
Growing Little Loves Creative Art Space
Duluth Public Library
Bayfront (partnership with Parks & Rec)
LSC Dental
Lincoln Park
Bagley Nature Center*
Children's Museum
Superior Zoo*
Great Lakes Aquarium
Playfront*
Duluth Art Institute

*scheduled for the
Spring 2026

Where are we in the grant cycle?

- Current extension ending August 1, 2026
- Checking into [Grants.gov](https://www.grants.gov) for the NOFO
- Monthly check in with OHS
- Preparing for a possible grant extension
- Preparing for a possible NOFO- 5 year competitive opportunity

Questions

Thank You

2025-2026 Duluth Public Schools Head Start Self Assessment Report

Purpose of Self Assessment

Head Start Performance Standard §1302.102(b)(2)(i) indicates that a program must effectively oversee progress towards program goals on an ongoing basis and annually must conduct a self-assessment that uses program data, and professional development and parent and family engagement data as appropriate, to evaluate the program's progress towards meeting program goals, compliance with program performance standards throughout the program year and the effectiveness of the professional development and family engagement systems in promoting school readiness.

Head Start Performance Standard §1302.102(c)(2)(iv) indicates that a program must use information from ongoing monitoring and the annual self-assessment, and program data on teaching practice, staffing and professional development, child-level assessments, family needs assessments, and comprehensive services, to identify program needs, and develop and implement plans for program improvement.

Questions that helped guide the process were:

- Is our program meeting the Head Start Performance Standards?
- Are our services responding to the changing needs of children and families?
- Is the program achieving the continued goals for the 2025-26 program year?

Duluth Head Start used a process for the self assessment that involved teams, focus groups, surveys and program data to determine success in the following areas:

1. High Quality Preschool Classrooms
2. Responding to the Unique Needs of our Community
3. Fostering Resilience with a Focus on Health and Wellness
4. Program Management and Quality Improvement
5. Family Engagement and Enrollment

Program Strengths

Duluth Head Start is a school based program with a mission to create a strong learning community in order to achieve success in the classroom and beyond. Currently located in eight of the eight elementary schools in Duluth, MN, spread across this 27 mile long city, along the shores of Lake Superior.

Independent School District 709, Duluth is identified as the Head Start grantee. Head Start has been in our public schools since 1965 and is staffed by certified teachers, and paraprofessionals, represented by the school district bargaining units. The wages and benefits align with that of other District 709 employees. The collaboration and partnership between Head Start and District 709, allows for multiple opportunities to work together through initiatives and programs in support of children and families. The Desired Results Developmental Profile (DRPD) student assessment data will support the selected age-appropriate experiences, high quality preschool classroom design, and family engagement, all preparing our children for kindergarten.

Methodology

Program leadership, collaborative school partners, the Head Start planning team, and Head Start Parent Policy Council provided input into the program's self assessment methods and direction. The program self assessment was conducted through survey, staff conversations, focus groups, data review, staff and parent interviews, and a review of community needs reports. This methodology was approved by the Policy Council on February 12, 2026 and provides an opportunity for self assessment in the following program areas :

1. High Quality Classrooms
2. Responding to the Needs of Our Community
3. Fostering Resilience with a Focus on Health and Wellness
4. Program Management and Quality Improvement
5. Parent, Family, and Community Engagement; Enrollment; Transportation

High Quality Preschool Classrooms

High quality preschool classrooms are identified in research as programming that supports the development of children across domains. A rich environment of experiences, with a focus on the social/emotional developmental domain is the foundation from which student growth and learning occurs. The relationships between teachers and children, teachers and families, along with play-based learning and qualified staff members contribute to high quality preschool classrooms. High-quality preschool classrooms bolster student success, across developmental domains, supporting optimal child outcomes.

The Pyramid Model, first introduced to the Duluth Preschool Program in 2017, has been fully implemented into the fabric of the preschool program. The Pyramid Model evidence-based teaching practices begin with an effective workforce, nurturing and responsive relationships, resulting in high quality supportive environments. The parent engagement components of the Pyramid Model, support the home-school connection, with shared tools, language, and practices.

The data around challenging behaviors, including, but not limited to physical aggression, elopement, uncontrolled tantruming, self harm, and withdrawal can be shared with parents and allowing the data to tell the child's story. In addition, the Preschool Support Team, the classroom team and families, use the data to problem solve and coach one another in support of a child's social/emotional development and success in the classroom setting. Our Behavior Incident Reports (BIRs), 1200 from September 14, 2025 through March 31, 2026 indicate that child aggression towards peers and then staff are the most reported this program year. The BIRs indicated that child elopement is the second most reported challenging behavior, demonstrated by children in the Duluth Preschool Program.

Responding to the Unique Needs of Our Community

The unique needs of the Duluth Community are informed by the following:

- Climate:
 - 40.6 inches of snowfall, with warmer than average winter temperatures

- Homelessness:
 - At the time of this report, 20 enrolled children were identified as homeless. This number changes on a monthly basis. The unique needs of homeless children

are supported by classroom teams, community partners and through our birth to 5 State of Minnesota Head Start FIT Program and the District 709 FIT collaboration.

- **The mental health and well-being of the children we serve:** The most current data collected through program behavior incident reports (BIRs) indicates that challenging behaviors are a part of our preschool classrooms. The Duluth Preschool Program has recorded 1200 BIRs, between September 2025 and March 2026 or 109 days of preschool programming. Support for mental health and well-being, as dictated by Head Start Performance Standard 1302.45 invites the following approach in service to our enrolled preschool children.
 - To support a program-wide culture that promotes mental health, social and emotional well-being, and overall health and safety, a program must use a multidisciplinary approach.
 - Ensures mental health consultation services are available at a frequency of at least once a month.
 - *Mental health consultants.* A program must ensure that mental health consultants provide consultation services that build the capacity of adults in an infant or young child's life to strengthen and support the mental health and social and emotional development of children.

In addition, the mental health team supports families and classrooms through the Preschool Support Team (PST). This is a collaboration between families and classroom staff seeking to support children in the social/emotional domain in both classroom and home. The PST collaboration allows teams to review behavior data, investigate the function of a child's behavior and share the child's school story, while learning about the child's home story, as expressed through the child's behavior.

Together, the family and preschool staff create an individual plan for the child. The plan is titled "scaffold to success". The goal is to support the success of the child

across developmental domains, allowing for practice of skills, building of new skills and any needed adjustments along the way. Scaffolding for success represents Duluth Preschool's response to Minnesota's Successful Learner Equation.

- **Nature based programming:** Nature based preschool programs are some of the fastest growing preschool program types in MN and the US. During the course of this grant and its extension, we have maintained 4 Nature Playscapes at schools with the highest concentration of poverty in the Duluth Public Schools. In addition to the playscapes, we have continued to provide children with high quality outdoor gear so they can feel comfortable outside in any weather.
- **Oshki-Inwewin:** This bicultural preschool incorporates Ojibwe language and culture into programming. It draws families from across the city who are interested in having this experience for their children. It is located in an elementary school that houses an Ojibwe language immersion program. Interest in this program continues to grow.
- **Artist in Residence Program:** We partner with the Duluth Art Institute to provide an artist in residence program for full day classrooms. Artists provide an art lesson for 9 weeks and then have an art showcase at the end of the experience. We plan to continue this going forward.
- **Scholarships:** Our program partners with various community partners offering enrichment opportunities for children and families. Several of these have streamlined scholarship applications so that families' participation in Head Start indicates eligibility taking the burden of proof of the family.

Fostering Resilience with a Focus on Health and Wellness

YMCA Partnership:

Our partnership with the YMCA provides:

- 2 full day classrooms to attend a six week Safety Around Water class during the school day.
- Day passes for every Head Start staff and family
- In spring of 2026, we will add a swim class for Head Start parents - a result of last year's self assessment. This will include childcare. Family Advocates worked to recruit adults to attend this opportunity.

Health and Wellness for Staff:

Our Health and Wellness Committee provides breakfast for staff at each of our staff meetings. Staff also have the opportunity to provide input, anonymously through the 'preschool suggestion box'. Staff input is reviewed by program coordinators and addressed through the weekly Friday Updates from the Director. To date, 7 anonymous suggestions have been submitted and received responses, through this platform.

Reflective Practice and Supervision : Duluth Preschool staff were encouraged to engage with one another through opportunities at our staff training/ professional development days and staff meetings. Reflective Practice such as this, is a common Early Childhood process that helps staff feel supported and seen by colleagues and supervisors.

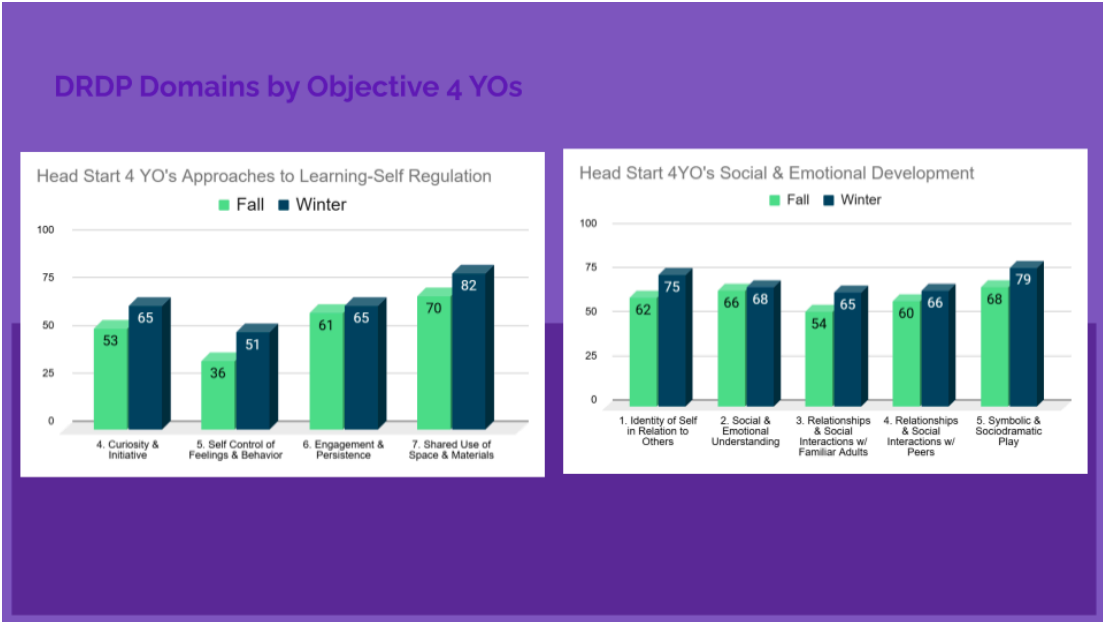
Professional Development: The Duluth Preschool Program has moved under Community Education, in the Duluth Public Schools Organizational Chart. This move has informed some of the staff development opportunities throughout the

2025-26 program year. The staff provided input into staff development opportunities utilizing the Coordinator Team, Planning Team and staff surveys. In addition, the Duluth Preschool Program has partnered with the Duluth Public Schools Professional Development Department and Community Education to plan staff professional development. The onboarding of classroom staff was more intentional this program year, with teacher and paraprofessional mentoring, in real time and with an approved paraprofessional on-boarding checklist. Staff feedback on both the mentoring and checklist have been favorable.

School Readiness

Head Start is a school readiness program, as defined by the Office of Head Start. The Desired Results Developmental Profile or DRDP results for the Fall 2025 and Winter 2026 are as follows:

- 254 3-5 year olds enrolled at checkpoint cutoff
- 96% assessed
- 4% “Elected Not to Rate” (10 children-chronic absences)





Program Management and Quality Improvement

Federal Monitoring: We were monitored by the Office of Head Start in the spring of 2024. There was one finding that was corrected regarding Oral Health Determination. Several program strengths were noted including:

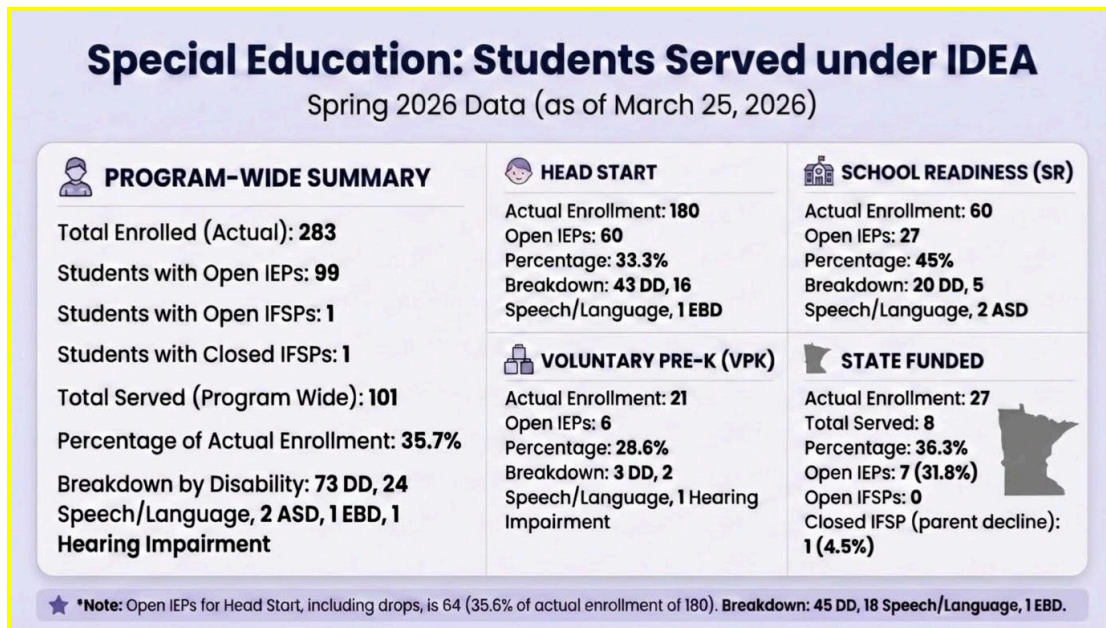
- Formal systems that remove barriers for policy council member participation
- Use of ongoing program data to innovate in the classroom based on needs of individual or subgroups of students
- Regularly offering families information or activities designed to support families' mental health and wellness
- Solicits and uses inputs from families to improve programming
- Provides economic mobility support to help families with pathways out of poverty
- Continuously evaluates the success of recruitment strategies and adjusts strategies as appropriate
- Provides targeted support for children and families who are at risk of low attendance

Internal Monitoring: We monitor classrooms twice per year: in the fall and spring. We monitor to see the following:

- Pyramid Model practices are in place
- Evidence of curriculum fidelity
- Active Supervision procedures are in place
- Meals are being served family style
- Health/Allergy information

Least Restrictive Environment (LRE): The LRE is defined as placement of a child to the maximum extent appropriate, children with disabilities, including children in

public or private institutions or other care facilities, are educated with children who are nondisabled. Duluth Preschool offers an LRE through inclusive preschool programming, partnering with the Duluth Public Schools Special Education Department. The acceptance and placement of students is a collaborative process, seeking to place children in their “home” school. The collaboration with teachers, IEP casemanagers, program leadership, program coordinators and families, contributes to the overall inclusion of children of differing abilities into the Duluth Preschool Program.



Transportation Internal Monitoring: Transportation is monitored three times per year, at the beginning of the school year, after the winter break, and in April following Spring break

We look to see upon arrival at school that

- Bus vests are being used
- Children are not released until teachers are present
- Staff are maintaining active supervision as they walk children to the classroom

- Drivers have current Release To information
- Drivers are in possession of a current route sheet

At home drop off stops we look to see that

- Parents are going up to the bus to pick children up

When a child is returned to school because an adult was not present, that provides evidence that our plan is being followed.

Bus Concern Forms are used when staff or families have concerns about a parent, driver, or child's behaviors. This form is sent to our Enrollment Coordinator who follows up with them. Bus Concern forms were completed in 2025-26, through an on-line platform. In addition, the District Transportation Coordinator, follows up with our Transportation Coordinator, regarding any ridership concerns.

Enrollment

We were identified in 2023 as being chronically under enrolled. This was due, in large part, to us limiting enrollment in classrooms struggling with challenging student behavior. Some behaviors made it difficult to keep classrooms safe.

We have worked toward and maintained the required full enrollment for the 2024-25 and 2025-26 school year. We continue to review our enrollment process annually, making any needed adjustments to the process. Contributing to this process is the quarterly Office Flow Meeting. This meeting has been established to create pathways for talking through changes, challenges, and celebrations, in the Duluth Preschool Office culture.

Finally, we have created a recruitment team, including our clerical team member, our business manager, the ERSEA Coordinator, the Inclusion Coordinator, and the

Director that meets 2 times per year to look at sites that may need strategic recruitment and child placements, along with a recruitment timeline to keep us on track with the many tasks involved in launching a new program year.

Family Engagement

Parent Committee meetings at sites have had low attendance (2-11 families), with the exception of the very first one of the year: the Ice Cream Social, held in September and early October, which had 8-17 families in attendance across all sites. We have seen success in bringing families together, when we invite them from across the city to meet at community sites like The Depot or Bayfront Park. Attendance numbers up to 117 individuals have been recorded at the city-wide events. Attendance at city wide events feels satisfying for family advocates and pleasurable for families, allowing both to connect over preselected themes like, health and wellness, challenging behaviors, nutrition, mental health, and family routines.

Program Facilities

Per Head Start and the Department of Human Services: Minnesota Child Care Centers need a minimum of 35 square feet of usable indoor space per child, with specific exclusions like hallways and closets, but centers also need 75 sq. ft. per child outdoors. Up to 25% of space occupied by furniture or equipment can count towards the total.

The current funding allows for 306 student slots. There are 8 classrooms currently accepting student placement, with 18 class sessions= 18 students per session

Program Staffing

Past practice was also used this program year to support the need for teacher subs. Certified staff: Family Advocates and Program Coordinators select 2 days per month as: “back up” teacher/para subs. Community Education is funding a float paraprofessional position, beginning 1/5/26 and ending 3/31/26.

The number of teacher absences (Frontline) September: 13/ October: 27 /November: 24 /December: 25.5/January 22/February 23/March 19. The number of para absences(Frontline) September: 38/October: 41 /November: 35 /December: 35.5/January 46/February 44/March 48 The requirement for fingerprinting of subs increased the difficulty in filling absences, through Kelly Education. There are currently 13 teacher subs and 11 paraprofessional subs, who meet the fingerprinting requirement.

Noteworthy Additions

The Office of Head Start has indicated that the competitive NOFO grant will be released during the Summer of 2026. Competition allows us an opportunity to redefine how our program responds to identified community needs.

Recommendations

The following program wide recommendations support continuous quality improvement.

1. Continue to explore opportunities to hire and engage more substitute paraprofessionals and teachers, through a continued partnership with Kelly Education
2. Continue to build staff capacity in working with challenging child behaviors, both through strengthening intervention strategies, teacher mentoring and collaborative observations and ongoing parent partnership
3. Continue Internal Monitoring, supporting individual sites and staff through a parallel process seeking optimal outcomes for our children and their families.
4. Continue to support teams in inputting data through Child Plus and Educlimber (BIRs), informing program decisions through data collections and exploration.
5. Continue to explore program goals for the NOFO 2026-31

By signing below, this report has been approved by the Governing Board and Head Start Policy Council.

_____ Kelly Durick-Eder, School Board Chair

_____ Date

_____ Danielle Baublitz, Policy Council Chair

_____ Date



Transportation Waiver for Duluth Head Start FY 2027

- Voluntary PreK is required to provide transportation to and from school for 4 year olds
- Due to this, we are asking that 4 year old Head Start children also be allowed to ride the bus to and from school. We know transportation can be a significant barrier to accessing preschool for families experiencing poverty.
- We are asking to waive the following Head Start regulations:
 - Restraints 1303.71(d) and 1303.72(a)(1)
 - Monitors 1303.72(a)(4)
- Our Parent Policy Council supports this plan contingent on maintaining the following safety provisions:
 - Preschool children will wear reflective vests making them highly visible to the bus drivers and other staff, both to and from school
 - Preschool children will sit in seats closest to the driver
 - An adult must meet the children at the bus door at drop off, and must bring the child to the bus door at pick up. We encourage parents to establish communication with the driver.
 - Unfamiliar designated adults must present an ID to the bus driver when picking up a child from the bus.
 - All Head Start children must participate in a bus safety presentation on the first day of school.
 - Riding the bus is voluntary, so parents may choose to self transport if they prefer.
 - The number of four year olds varies from year to year.

We appreciate your commitment to removing barriers for children whose families are experiencing poverty by safely getting preschool children to and from school. We know establishing patterns of regular attendance is very important for school success, and we can directly correlate transportation increased attendance.

By signing below, you are acknowledging that this waiver has been approved.

_____ Kelly Durick-Eder, School Board Chair

_____ Date

_____ Danielle Baublitz, Policy Council Chair

_____ Date

COW Agenda Cover Sheet

Meeting Date: April 7, 2026

Topic: Graduation Rates 2025

Presenter(s): Jen Larva, Brenda Spartz

Attachment: Pending

Brief Summary of Presentation or Topic (no more than a few sentences): The recent graduation rates for 2025 have been released and will be public on Friday, April 3. We will review the state, district and site results. There are many celebrations to be shared!

This Requires School Board Approval : No

2025 Graduation Data

(Analysis Year)

Reporting Year 2026

(Accountability Year)

2025: Duluth Public Schools by School / Program

4 Year Graduation Rate




School / Program	% Graduated: All Students			% Increase or Decrease
	2023	2024	2025	2024 vs 2025
★ Denfeld (n=197)	74.4%	76.9%	84.8%	7.9%
★ ALC Independent Study (n=143)	33.6%	37.6%	40.6%	3.0%
★ East (n=366)	94.3%	95.4%	95.9%	0.5%
Duluth Area Learning Center (n=40)	34.1%	68.4%	67.5%	-0.9%
AEO (n=22)	79.5%	88.9%	72.7%	-16%

Yellow Highlighted Data = Spring 2025 graduation data; reporting year 2026

n= Number of students included in group

2025: Duluth Public Schools by Students Groups

4 Year Graduation Rate

Group	2023	2024	2025	24 vs 25
 All Students (n=770)	74.9%	79.1%	80.4%	1.3%
Two or More Races (n=45)	65.1%	77.5%	71.1%	-6.4%
 Hispanic (n=23)	66.7%	76.9%	78.3%	1.4%
Black (n=35)	45.2%	54.3%	51.4%	-2.9%
American Indian (n=73)	48.3%	56.1%	52.1%	-4.1%
 Asian (n=8)	---	90.9%	---	---
White (n=586)	80.1%	83.7%	86.2%	2.5%

Yellow Highlighted Data = Spring 2025 graduation data; reporting year 2026

--- = Not counted in accountability average due to <20 students

n= Number of students included in group

2025: Duluth Public Schools by Comparison Groups

Student Group	Eligible: Free or Reduced Meals				Not Eligible: Free or Reduced Meals			
	2023	2024	2025	24 vs 25	2023	2024	2025	24 vs 25
All	54.4%	64.7%	68.1%	3.4%	91.0%	92.7%	92.1%	-0.6%
Two or More Races	56.3%	72.4%	67.6%	-4.8%	90.9%	90.9%	81.8%	-9.1%
Hispanic	54.5%	85.7%	76.9%	-8.8%	80.0%	66.7%	80.0%	13.3%
Black	34.6%	55.0%	50.0%	-5.0%	---	---	---	---
American Indian	39.1%	45.3%	48.4%	3.1%	83.3%	100.0%	72.7%	-27.3%
Asian	---	---	---	---	---	---	---	---
White	60.2%	68.4%	74.7%	6.3%	91.3%	93.9%	93.8%	-0.1%

Yellow Highlighted Data = Spring 2025 graduation data; reporting year 2026

2025: Duluth Public Schools by Comparison Groups

Student Group	Qualified: Special Education				Not Qualified: Special Education			
	2023	2024	2025	24 vs 25	2023	2024	2025	24 vs 25
All	52.7%	58.0%	61.7%	3.7%	79.7%	84.1%	84.1%	0.0%
Two or More Races	---	---	---	---	69.4%	87.1%	73.0%	-14.1%
Hispanic	---	80.0%	---	---	64.3%	75.0%	78.9%	3.9%
Black	36.4%	50.0%	45.5%	-4.5%	50.0%	57.1%	54.2%	-2.9%
American Indian	40.0%	45.0%	47.6%	2.6%	52.6%	60.9%	53.8%	-7.1%
Asian	---	---	---	---	---	90.9	---	---
White	56.6%	61.3%	66.3%	5.0%	84	87.7%	89.5%	1.8%

Yellow Highlighted Data = Spring 2025 graduation data; reporting year 2026

Denfeld High School: 2025 Graduation Performance

Student Group	2024 Rate	2025 Rate	Change
All Students	76.92%	84.77%	+7.85
American Indian	62.5%	74.02%	+11.52
Black	50.0%	53.33%	+3.33
Two or More Races	73.33%	88.24%	+14.91
Free/Reduced Meals	66.2%	78.15%	+11.95
Special Education	54.17%	51.16%	-3.01

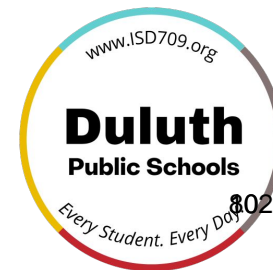
East High School: 2025 Graduation Performance

Student Group	2024 Rate	2025 Rate	Change
All Students	95.41%	95.90%	+0.49
American Indian	**	**	--
Black	**	**	--
Two or More Races	93.75%	93.75%	0.00
Free/Reduced Meals	89.62%	92.38%	+2.76
Special Education	80.43%%	84.00%	+3.57

ALC: 2025 Graduation Performance

ALC Seat-based			
Student Group	2024	2025	Change
All Students	68.42%	67.5%	-0.92
American Indian	**	**	**
Black	**	**	**
Free/Red. Meals	80.0%	64.52%	-15.48
Special Ed.	**	**	**

ALC (IS) Independent Study			
Student Group	2024	2025	Change
All Students	37.59%	40.56%	+2.97
American Indian	**	**	--
Black	**	**	--
Free/Red. Meals	33.66%	36.04%	+2.38
Special Ed.	28.57%	30.77%	+2.20



Graduation Status Definition

Graduate

- Graduates within 4 years of entering 9th grade
- Qualifies if requirements met during summer of 4th year and entered in MARSS by Sept 15th

Continuing

- Does not graduate within 4 years, but continues enrollment towards a 5, 6, or 7 year graduation

Dropout

- Officially drops during the 4 years at HS
- Reasons: social, financial, aged out, marriage, pregnancy
- Counted at HS attended for most time

Unknown

- No enrollment found; leaves HS
- MARSS number not enrolled in any MN school
- Example: summer move out of state without notifying district

2025: Duluth Public Schools by Status

4 Year Graduation Rate

Total Students Eligible to Graduate within 4 Yrs =		770
Graduation Status	# Students by Status	% by Status
Graduate	619	80.4%
Continuing	97	12.6%
Unknown	28	3.6%
Dropout	26	3.4%

By Program

In the ALL STUDENTS Group

Site	Number Graduated	Total Number in Cohort	Percent
Denfeld	167	197	84.7%
East	351	366	95.9%
ALC (combined)	85	183	46.4%
AEO	16	22	72.7%
Care and Treatment (Combined)	2	36	5.6%

Our traditional sites have a combined graduation rate of 92%



Care and Treatment includes Rockridge, Arrowhead Academy, Superior Academy and Bethany Crisis Shelter

Questions?



COW Agenda Cover Sheet

Meeting Date: 4/7/2026

Topic: Child Nutrition Supper Meal Audit

Presenter(s): Sheila Oak

Attachment: Copy of the Audit findings and corrective action plans

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

The Denfeld Supper Meal program was audited by MDE-FNS (Food and Nutrition Services) in October 2025. This is the findings of that audit and the corrective action taken.

This Requires School Board Approval :

Child Nutrition Program March 2026

Number of Employees

3 Administrative
1 Food Service equipment technician
15 Certified Food Protection Managers
50 Helpers (5 open jobs currently)
19 Dishwashers and 4 Subs

Programs Serviced

Average daily meals/snacks—7915 -- Plus Ala Carte sales

Breakfast
Lunch
Afterschool Snack
HeadStart Breakfast
HeadStart Lunch
Fresh Fruit and Vegetable Program-Myers Wilkins
Afterschool Super Snack-Denfeld
Harbor City International School Lunch Meals catered daily
Summer Breakfast
Summer Lunch

Bids within Program

Food
Milk
Bread

Audits

Administrative Audits from USDA/MDE-FNS—Every 3-5 years
Summer Meals--Yearly
New programs-- Yearly
Health Department –2 times a year to each school
Also involved when Head start is audited or Harbor City, or the District as a whole.

Free and Reduced Lunch applications

1200 per year (computer and hand calculated)
Majority are Directly Certified through the State of Minnesota
Verification Process –3% random pull once yearly

Menus

Meet USDA guidelines
Special diets also honored, Gluten free, Lactose free, Peanut Free, etc.
Managed by Software and ProTeam consultants
4-week repeating lunch menu cycle

Staff Continuing Educational Requirements

Managers are Certified Food Protection managers- Need 4 hours refresher every 3 years
Initial course and exam to obtain certification.

USDA requires:

Managers 10 hours
20+ hour employees 6 hours
20 or less hours 4 hours

School District annual computer-based training VECTOR

School Lunch Accounts

Monthly Billings over -10.00

Software Programs

Infinite Campus— This is the point of service system used to run our program. Handles F/R/P information, lunch account balances, meal counts, bills, etc.

PROTEAM HEALTHY MENUS—Menu software, nutrient analysis. Managed by an outside company for us, Fulfills all requirements from USDA for product labels and audit assistance.



Child Nutrition Programs – Child and Adult Care Food Program Review Report

Duluth ISD #709 (1000003456)

Sponsor Review Date: November 19, 2025

Date Findings Discussed with Sponsor: November 19, 2025

Corrective Action Due Date: January 16, 2026

Site Reviewed and Review Date: Denfeld Senior High School - November 19, 2025

Month of Review: October 2025

Lead Reviewer and Additional Team Members: Nancy Brady, R.D., SNS, CFPM and Christine Miller

Sponsor Representative: Sheila Oak, Food Service Director

Instructions: Please utilize this format to develop a corrective action plan within the table below for each finding identified in this review report.

1. Who

List the names and job titles of all staff responsible for:

- Correcting the finding, and
- Maintaining the corrective actions going forward.

2. What and How

Describe the steps you have taken or will take to correct the finding(s). Include:

- Specific actions taken
- Any new or updated processes or procedures
- How often each procedure will be done, for example, daily, weekly, monthly.

3. When

Provide the date(s) the corrective actions were or will be implemented.

4. Supporting Documentation

Attach documents that support your corrective actions, if applicable. Examples include:

- Staff training records
- Meal count records
- Updated menus, procedures, or checklists

How to Submit Your Response

1. Save this report as a **Word** document.
2. Enter your corrective action in the 'Sponsor Corrective Action Column' next to each finding.
3. Attach your supporting documents.
4. Email the **Word** document and all attachments together to the lead reviewer.

If your corrective action response is incomplete or unclear, MDE will contact you to revise it.

Sponsor Level Findings

Area	Finding ID and Description	Required Corrective Action	Sponsor Corrective Action
<p>1200 Training—CACFP At-Risk Afterschool Meals Program Training Sponsoring Organization</p>	<p>1202SP. All afterschool program staff (i.e. Coordinators for DASH, Sport Teams and Debate Club) did not receive annual <i>CACFP At-Risk Afterschool Meals Program</i> training pertinent to their specific responsibilities and duties. Also, documentation (i.e. agenda, attendance date and names of participants) was not available to demonstrate that afterschool program staff received annual CACFP training.</p>	<p>Corrective Action: Describe your plan to correct this finding.</p> <p>Technical Assistance: Require all afterschool program staff that work with students who will access the At-Risk Afterschool Meals Program to attend an annual training on the At-Risk Afterschool Meals Program. You can meet individually with staff and provide training pertinent to their specific responsibilities and duties OR use MDE’s Brighton training course available on our website (MDE-213 CACFP Annual Training for At-Risk Afterschool Care Center 2026).</p>	<p>Who: Sheila Oak DTR, Supervisor of Child Nutrition</p> <p>What and How: Require all staff involved with the afterschool meals program to meet individually with myself or a member of my office staff to get training that is pertinent to their specific duties in the meal service process. Have them sign the signature page when done training.</p> <p>When: Starting 12/1/25</p> <p>Supporting Documentation: Labeled A 3 pages</p>
<p>MDE Response to Sponsors Corrective Action Plan:</p>			
<p>1200 Training—Civil Rights Training Sponsoring Organization</p>	<p>1210SP. Staff from DASH who work with the public and participants of the CACFP At-Risk Afterschool Meals Program did not receive annual <i>Civil Rights training</i>. In addition, documentation (i.e. agenda, attendance date and names of participants) was not available to</p>	<p>Corrective Action: Describe your plan to correct this finding.</p>	<p>Who: Sheila Oak DTR, Supervisor of Child Nutrition</p> <p>What and How: Civil Rights training will be provided to the DASH staff involved in meal distribution and attendance. Foodservice employees involved in Prep and paperwork will have civil rights training annually.</p>

Area	Finding ID and Description	Required Corrective Action	Sponsor Corrective Action
	demonstrate that Civil Rights training was provided.		<p>The materials will be provided to the employees involved with training or they may watch the VECTOR video until the USDA video is updated.</p> <p>When: 12/1/2025</p> <p>Supporting Documentation: Labeled B 29 pages</p>
MDE Response to Sponsors Corrective Action Plan:			
<p>Observation and Recommendation: It was noted during the review that all district employees received Civil Rights training produced by Vector Solution K-12 edition. Vectors civil rights training module has some outdated information in it but it can still be used until USDA updates their materials and training tools.</p>			

Area	Finding ID and Description	Required Corrective Action	Sponsor Corrective Action
<p>1600 Eligibility— Program and Participant</p>	<p>1604SP. Approximately half of the total number of At-Risk afterschool suppers that were served and claimed for reimbursement during this school year were provided to students who were not participating in an eligible afterschool care program. Many students were served the cold bagged supper and either left the school site or remained on site to consume the meal but did not plan to participate in any afterschool program.</p> <p>This is a repeat finding that was cited during an administrative review conducted in April 2023.</p>	<p>Corrective Action: Describe your plan to correct this finding.</p> <p>Technical Assistance:</p> <p>Participant Eligibility: At-Risk Afterschool Programs may claim reimbursement ONLY for meals and/or snacks served to students (age 18 or under) who participate in an eligible Afterschool Program and who are “in the care” of the after-school program staff and only on days when the qualifying enrichment or educational program is offered. In addition, all meals and/or snacks served in the At-Risk Afterschool Meals Program must be eaten on site in a congregate setting.</p> <p>Program Eligibility: Afterschool programs must be organized primarily to provide “care for children” after school or on the weekends, holidays, or school release days during the regular school year. Each identified afterschool program must provide organized regularly scheduled education or enrichment activities in a structured and supervised environment.</p>	<p>Who: Sheila Oak DTR, Supervisor of Child Nutrition—Responsible for corrective action and ongoing review of process</p> <p>What and How: Team or program leaders will be responsible for Picking up and distributing the bag meals, as well as maintaining the attendance and meal taken paperwork.</p> <ol style="list-style-type: none"> 1. Program coaches or leaders will contact the Child Nutrition program of their desire to have afterschool meals for their group of students staying after school to participate in their enrichment program or sport. 2. The team leader will be given the program training materials and Civil Rights training materials to review before they begin their role in the distribution of meals. 3. The Team leader will be responsible for keeping the attendance sheet as well as the meal taken sheet that is given to them daily with the meals. 4. The meals will be picked up from the cafeteria by 2:45 daily. The team leader or coach will distribute the meals to their group and the meals will be eaten as a group within the school district buildings. 5. The attendance sheets will be returned the next day with the cooler and any unused meals.

Area	Finding ID and Description	Required Corrective Action	Sponsor Corrective Action
			<p>6. Meal counts are to be lowered or raised daily by contacting the Child Nutrition office or the cafeteria.</p> <p>When: This new process of distribution began on 12/1/2025.</p> <p>Supporting Documentation: Online DASH attendance/meal consumption sheet</p> <p>Paper meal recording sheet that will be given to new participants in the program that will not be using an online form.</p> <p>Labeled C 3 pages</p>
MDE Response to Sponsors Corrective Action Plan:			

Site Level Findings

100002233 – Denfeld Senior High School

DATE OF VISIT

Area	Finding ID and Description	Required Corrective Action	Sponsor Corrective Action
300 Meal Counting/Claiming— Day of Review	302. Daily attendance information was only collected and recorded for students who participated in afterschool programs offered by DASH. No other afterschool programs offered at Denfeld High School collected/recorded or maintained daily attendance information of their program participants.	<p>Corrective Action: Describe your plan to correct this finding.</p> <p>Technical Assistance: Attendance information must be recorded daily on a roster of student’s names for each eligible afterschool program. Site staff must compare daily meal and/or snack counts to daily attendance information to ensure that the number of meals and/or snacks served does not exceed the total number of students in attendance.</p>	<p>Who: Sheila Oak DTR, Supervisor of Child Nutrition—Responsible for corrective action and ongoing review of process</p> <p>What and How: Team or program leaders will be responsible for Picking up and distributing the bag meals, as well as maintaining the attendance and meal taken paperwork.</p> <ol style="list-style-type: none"> 1.Program coaches or leaders will contact the Child Nutrition program of their desire to have afterschool meals for their group of students staying after school to participate in their enrichment program or sport. 2.The team leader will be given the program training materials and Civil Rights training materials to review before they begin their role in the distribution of meals. 3.The Team leader will be responsible for keeping the attendance sheet as well as the meal taken sheet that is given to them daily with the meals. 4. The meals will be picked up from the cafeteria by 2:45 daily. The team leader or coach will distribute the meals to their group and the meals will be eaten as a group within the school district buildings. 5.The attendance sheets will be returned the next day with the cooler and any unused meals.

Area	Finding ID and Description	Required Corrective Action	Sponsor Corrective Action
			<p>6. Meal counts are to be lowered or raised daily by contacting the Child Nutrition office or the cafeteria.</p> <p>When: This new process of distribution began on 12/1/2025.</p> <p>Supporting Documentation: Online DASH attendance/meal consumption sheet</p> <p>Paper meal recording sheet that will be given to new participants in the program.</p> <p>Labeled C 3 pages</p>
MDE Response to Sponsors Corrective Action Plan:			
<p>300 Meal Counting/Claiming— Five Day Reconciliation assessment conducted during the administrative review in November 2025.</p>	<p>304. After reviewing the “five-day reconciliation period,” which is assessed during our administrative review of Denfeld’s November supper meal counts, versus available attendance information, it was noted that the site's daily meal counts exceeded attendance information on the following days: November 11, 13, 17 and 18.</p>	<p>Corrective Action: When preparing your November 2025 claim for reimbursement kept in mind that the number of suppers that can be claimed for reimbursement on a daily basis can only reflect the number of students who attended the afterschool programing in DASH and received a meal.</p>	<p>Who: Sheila Oak, DTR, Supervisor of Child Nutrition</p> <p>What and How: The meal counts of students that were attending the afterschool DASH program and the students that punched in for meals were cross referenced and only those students attending DASH will be claimed for having a meal.</p> <p>When: When preparing the November claim on December 1, 2025.</p> <p>Supporting Documentation:</p>

Area	Finding ID and Description	Required Corrective Action	Sponsor Corrective Action
			<p>The comparison sheet and the final total for the claim.</p> <p>Labeled D 3 sheets (I did a revised claim after finding a math error)</p>
MDE Response to Sponsors Corrective Action Plan:			
<p>300 Meal Counting/Claiming—Review Period</p>	<p>305. Daily attendance records were not accurately maintained during the review period for all At-Risk afterschool participants. Attendance records were only maintained for students attending afterschool programs offered by DASH. No other afterschool programs (i.e. Sport Teams, Debate, etc.) recorded or submitted daily attendance information on a roster of student’s names.</p>	<p>Corrective Action: Describe your plan to correct this finding.</p> <p>Technical Assistance: Regulations state that At-Risk Afterschool Programs may claim reimbursement ONLY for meals and/or snacks served to students who participate in an approved Afterschool Program.</p>	<p>Who: Sheila Oak DTR, Supervisor of Child Nutrition—Responsible for corrective action and ongoing review of process</p> <p>What and How: Team or program leaders will be responsible for Picking up and distributing the bag meals, as well as maintaining the attendance and meal taken paperwork.</p> <ol style="list-style-type: none"> 1. Program coaches or leaders will contact the Child Nutrition program of their desire to have afterschool meals for their group of students staying after school to participate in their enrichment program or sport. 2. The team leader will be given the program training materials and Civil Rights training materials to review before they begin their role in the distribution of meals. 3. The Team leader will be responsible for keeping the attendance sheet as well as the meal taken sheet that is given to them daily with the meals. 4. The meals will be picked up from the cafeteria by 2:45 daily. The team leader or coach will distribute the meals to their group and the meals will be eaten as a group within the school district buildings.

Area	Finding ID and Description	Required Corrective Action	Sponsor Corrective Action
			<p>5.The attendance sheets will be returned the next day with the cooler and any unused meals.</p> <p>6. Meal counts are to be lowered or raised daily by contacting the Child Nutrition office or the cafeteria.</p> <p>When: : This new process of distribution began on 12/1/2025.</p> <p>Supporting Documentation: Online DASH attendance/meal consumption sheet</p> <p>Paper meal recording sheet that will be given to new participants in the program.</p> <p>Labeled C</p>
MDE Response to Sponsors Corrective Action Plan:			
<p>300 Meal Counting/Claiming— Review Period</p>	<p>308., 314f and 314g. Daily meal counts (suppers) reported during the review month of October 2025 were greater than daily attendance information on the following dates: October 2, 6, 7, 8, 9, 13, 14, 15, 20, 21, 22, 23, 27, 28, 29, and 30.</p> <p>A combination of these two issues contributed to this finding: 1. Suppers were offered and served to students who were not “in care,” or in other words not participating in an afterschool program. Specifically, students received a supper and either left</p>	<p>Corrective Action: Describe your plan to correct this finding.</p> <p>Meal count adjustments are summarized on the “Claim for Reimbursement Adjustment Form At Risk” an Excel spreadsheet which is attached to the email along with this review report.</p> <p>Overpayments identified during a CACFP review are totaled and if they exceed \$600, funds must be recovered. Refer to the review cover letter/email for more information. Sponsors may appeal actions taken by the Minnesota Department of</p>	<p>Who: Sheila Oak, DTR, Supervisor of Child Nutrition</p> <p>What and How: The meal counts of students that were attending the afterschool DASH program and the students that punched in for meals were cross referenced and only those students attending DASH will be claimed for having a meal.</p> <p>When: When preparing the November claim on December 1, 2025.</p> <p>Supporting Documentation:</p>

Area	Finding ID and Description	Required Corrective Action	Sponsor Corrective Action
	<p>the school building or stayed on site but had no intention of participating in any afterschool program.</p> <p>2. Daily attendance records of students who participated in eligible afterschool programs were not kept by staff who operated these afterschool programs. If attendance records had been maintained the suppers that their participants received could have been claimed for reimbursement. The DASH afterschool program was the only group that maintained daily attendance information of their participants.</p> <p>Note: Going forward, the total number of At-Risk Afterschool Meal Program suppers that can be claimed for reimbursement can ONLY reflect the number of meals served to students who attend an eligible afterschool program.</p>	<p>Education (MDE) in accordance with the CACFP Appeal Procedure, which is also attached to the email along with the review report.</p> <p>If an appeal is not received within the specified time frame, MDE will adjust the claim for reimbursement.</p>	<p>The comparison sheet and the final total for the claim. The November Claim</p> <p>Labeled D</p>
MDE Response to Sponsors Corrective Action Plan:			
300 Meal Counting/Claiming— Review Period	314a. Average Daily Attendance (ADA) was incorrectly reported on the review month claim for reimbursement. An enrollment figure of 440 students was reported as the ADA instead of a calculated average number of students who attend/participate	<p>Corrective Action: Describe your plan to correct this finding.</p> <p>Technical Assistance: To accurately calculate Average Daily Attendance (ADA) which is reported on the Monthly Claim for Reimbursement: add together daily attendance for the reporting month to equal total</p>	<p>Who: Sheila Oak, DTR, Supervisor of Child Nutrition</p> <p>What and How: I will add up the monthly attendance for the DASH program and divide it by the number of reporting days to come up with the average daily attendance</p>

Area	Finding ID and Description	Required Corrective Action	Sponsor Corrective Action
	daily in the school's afterschool programs.	<p>monthly attendance. Next, divide total monthly attendance by the number of operational days in the reporting month to equal Average Daily Attendance.</p> <p>Total Monthly Attendance ÷ Operational Days = ADA</p>	<p>When: December 1, 2025</p> <p>Supporting Documentation: Labeled E 1 page Decembers claim also shows the average daily attendance as 27. 268 divided by 10=26.8 or 27.</p>
MDE Response to Sponsors Corrective Action Plan:			
300 Meal Counting/Claiming— Review Period	314j. The sponsor incorrectly reported the total number of suppers served on the October 2025 monthly claim for reimbursement because daily totals were sourced from the Food Production Records and incorrectly included suppers served to students who were not participating in an afterschool program.	Corrective Action: Describe your plan to correct this finding.	<p>Who: Sheila Oak DTR, Supervisor of Child Nutrition—Responsible for corrective action and ongoing review of process</p> <p>What and How: Team or program leaders will be responsible for Picking up and distributing the bag meals, as well as maintaining the attendance and meal taken paperwork.</p> <ol style="list-style-type: none"> 1.Program coaches or leaders will contact the Child Nutrition program of their desire to have afterschool meals for their group of students staying after school to participate in their enrichment program or sport. 2.The team leader will be given the program training materials and Civil Rights training materials to review before they begin their role in the distribution of meals. 3.The Team leader will be responsible for keeping the attendance sheet as well as the meal taken sheet that is given to them daily with the meals. 4. The meals will be picked up from the cafeteria by 2:45 daily. The team leader or

Area	Finding ID and Description	Required Corrective Action	Sponsor Corrective Action
			<p>coach will distribute the meals to their group and the meals will be eaten as a group within the school district buildings.</p> <p>5.The attendance sheets will be returned the next day with the cooler and any unused meals.</p> <p>6. Meal counts are to be lowered or raised daily by contacting the Child Nutrition office or the cafeteria.</p> <p>7. The claim will only include meals that were counted on the attendance sheet as well as the meal taken sheet.</p> <p>When: This new process of distribution began on 12/1/2025.</p> <p>Supporting Documentation: Online DASH attendance/meal consumption sheet</p> <p>Paper meal recording sheet that will be given to new participants in the program.</p>
MDE Response to Sponsors Corrective Action Plan:			

Area	Finding ID and Description	Required Corrective Action	Sponsor Corrective Action
500 Meal Service— Day of Review	503. Not all suppers were consumed on-site.	<p>Corrective Action: Describe your plan to correct this finding.</p> <p>Technical Assistance: Meals and/or snacks served in the CACFP Afterschool Meals Program must be consumed on-site in a congregate setting. In addition, participants can take one vegetable or one fruit or one prepackaged grain item off-site to eat at a later time. The one food item a student takes off-site must be from the students own meal or from a share table.</p>	<p>Who: Sheila Oak, DTR, Supervisor of Child Nutrition</p> <p>What and How: Educating the group leaders handing out meals to students on the rules and regulation of the meal program. Explaining that meals are to be consumed on site and that participants can take one vegetable or one fruit or one prepackaged grain item off-site to eat at a later time</p> <p>When: December 1, 2025</p> <p>Supporting Documentation: Labeled A Part of the training for group leaders</p>
MDE Response to Sponsors Corrective Action Plan:			
1600 Eligibility - Participant and Site	1603. Some At-Risk suppers are served to students who are not participating in an approved afterschool care program.	<p>Corrective Action: Describe your plan to correct this finding.</p> <p>Meal count adjustments are summarized on the “Claim for Reimbursement Adjustment Form At Risk” an Excel spreadsheet which is attached to the email along with this review report. Options you can take regarding these adjustments are discussed in the Required Corrective Action column for Area 300 Meal Counting/Claiming—Review Period,</p>	<p>Who: Sheila Oak DTR, Supervisor of Child Nutrition—Responsible for corrective action and ongoing review of process</p> <p>What and How: Team or program leaders will be responsible for Picking up and distributing the bag meals, as well as maintaining the attendance and meal taken paperwork.</p> <p>1.Program coaches or leaders will contact the Child Nutrition program of their desire to have afterschool meals for their group of</p>

Area	Finding ID and Description	Required Corrective Action	Sponsor Corrective Action
		Finding ID and Description numbers 308., 314f and 314g.	<p>students staying after school to participate in their enrichment program or sport.</p> <p>2.The team leader will be given the program training materials and Civil Rights training materials to review before they begin their role in the distribution of meals.</p> <p>3.The Team leader will be responsible for keeping the attendance sheet as well as the meal taken sheet that is given to them daily with the meals.</p> <p>4. The meals will be picked up from the cafeteria by 2:45 daily. The team leader or coach will distribute the meals to their group and the meals will be eaten as a group within the school district buildings.</p> <p>5.The attendance sheets will be returned the next day with the cooler and any unused meals.</p> <p>6. Meal counts are to be lowered or raised daily by contacting the Child Nutrition office or the cafeteria.</p> <p>When: This new process of distribution began on 12/1/2025.</p> <p>Supporting Documentation: Online DASH attendance/meal consumption sheet</p> <p>Paper meal recording sheet that will be given to new participants in the program.</p>
MDE Response to Sponsors Corrective Action Plan:			

COW Agenda Cover Sheet

Meeting Date: Tuesday, April 7, 2026

Topic: 2026-27 Preliminary Budget Presentation

Presenter(s): Simone Zunich, Exec. Dir. of Finance & Business Services

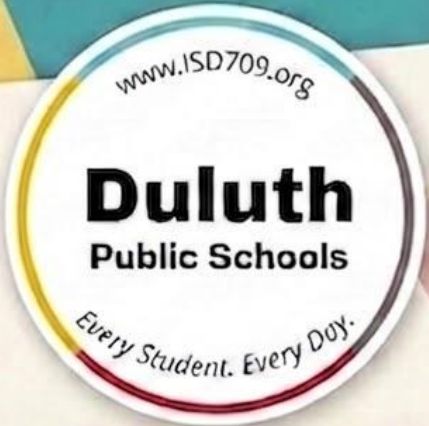
Attachment: Yes – both powerpoint and pdf versions

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

Simone will provide the 2026-27 preliminary budget presentation to the COW.

This Requires School Board Approval :

Approval in June, 2026

The logo is a circular emblem with a white center and a multi-colored border (yellow, teal, red). It contains the website address at the top, the school name in the center, and the motto at the bottom.

www.ISD709.org

Duluth
Public Schools

Every Student. Every Day.

The background features a collage of colorful geometric shapes and financial charts. On the left, there's a yellow and teal abstract shape. In the center, a circular logo is prominent. To the right, a pie chart and a line graph with an upward arrow are visible. At the bottom, there are more bar charts, a circular chart, and a stylized school building with a clock tower in red and brown tones.

FISCAL YEAR 2026-27 PRELIMINARY BUDGET FINANCIAL PLANNING & PROJECTIONS

Prepared by: Simone Zunich
Presented: COW Meeting, April 7, 2026

Student Enrollment & Basic Revenue

Average Daily Membership (ADM): Projected at **8,175** (Increase from 8,125 in FY 26).

Basic Formula Allowance: Projected at **2.69%** increase or \$7,682 per pupil

Levy Updates: Revenue updated based on Pay 25 and Pay 26 cycles.

Compensatory Aid: * Currently budgeted at **\$9,312,178** (based on MDE report).

Special Education Funding

FY 27 Revenue Projection: \$27,530,933.

FY 26 Revenue Revision: Updated to \$31,341,962.

Special Education General Fund Impact: * Currently accounts for **40%** of general fund programs.

- Setting 4 costs estimated between **\$500,000 – \$1,000,000**.

Personnel & Benefit Assumptions

Staff: 2.5% average rollover applied

Lane Changes: Budgeted at 1.8%

Insurance Premiums: 15% estimated increase projected for both **Health** and **Liability** insurance

New Mandatory Obligations (Analytics Objects):

- **Minnesota Family Medical Leave Act Paid Leave (MFMLA) (Obj 219): 5%**
- **Summer Unemployment (Obj 281): 5%**
- **Fund 02 (Food & Nutrition): 5% for Obj 281**

Facilities & Site-Specific Needs

Inflation Strategy: 2.26% inflation applied *only* to Capital Projects (per Fed Reserve 5-yr projection)

- *Note:* Purchased services and supplies held flat to FY 26 levels

First Street Additional Staffing:

- **1st St downtown:** \$350,000 (3.0 FTE)
- **Support:** \$150,000 (2 Custodians, 1 PT Clerical)
- *Note:* These assumptions may require further increases/decreases

Unfunded Mandates & Contract Reviews

READ Act: Lane change costs of approx. **\$650,000** for FY 26 and and \$1,200,000 for FY 27.

MFMLA: While state-funded, the district must absorb the cost of substitutes.

Summer Unemployment: Funded by state through the end of FY 27.

Efficiency Spotlight: * Kelly Education: Contracted costs were \$1.2M in FY 25.

- Analysis shows the district would pay ~33% more if handled internally; current contract represents a significant saving.

Financial Outlook & Risk Assessment

Spending Trends:

- FY 25 Overspend: **\$7,000,000**
- FY 26 Projected Overspend: **Minimum \$4,207,549**
- FY 27 Planned Budget Reductions: **\$4,000,000**

Key Concerns:

- Special Education cost volatility
- Risk of **Statutory Operating Debt (SOD)** due to general fund depletion

PROPOSED FISCAL YEAR 2026/2027 BUDGET

REVENUES	Proposed FY 2027 Budget	EXPENDITURES	Proposed FY 2027 Budget	Dollar Change
01 General Fund	\$149,157,649.00	01 General Fund	\$153,031,448.00	-\$3,873,799
02 Food Service	\$6,283,279.00	02 Food Service	\$6,365,884.00	-\$82,605
04 Community Service	\$7,983,518.00	04 Community Service	\$7,855,857.00	\$127,661
06 Construction		06 Construction		\$0
07 Debt Service	\$28,913,419.00	07 Debt Service	\$28,453,464.00	\$459,955
08 Trust	\$305,000.00	08 Trust	\$285,842.00	\$19,158
20 Internal Service	\$1,201,126.00	20 Internal Service	\$1,309,828.00	-\$108,702
79 Student Activities	\$523,886.00	79 Student Activities	\$438,705.00	\$85,181
Subtotal - Revenues	\$194,367,877.00	Subtotal - Expenditures	\$197,741,028.00	-\$3,373,151

Questions & Concerns?

Policy Committee Meeting
Duluth Public Schools, ISD 709

Agenda

Thursday, April 9, 2026

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

4:30 PM

1. AGENDA ITEMS

2. POLICIES FOR FIRST READING - None

3. POLICIES FOR SECOND READING - None

4. POLICIES FOR REVIEW

A. 208 Development Adoption and Implementation of Policies	2
B. 302 Superintendent	4
C. 211 Criminal or Civil Action Against School District, School Board Member, Employee, or Student	6
D. 401 Equal Employment Opportunity	9
E. 420 Communicable Diseases and Infectious Conditions	12
F. 604 Instructional Curriculum	15

5. REGULATIONS - Informational

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208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policies shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form that is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

- A. The school board has jurisdiction to legislate policy with the force and effect of law for the school district. School district policy provides the school board's general direction for the school district while delegating policy implementation to the administration.
- B. The school district's policies provide guidelines and goals to the school community. The policies are the basis for guidelines and directives created by the administration. The school board shall determine the effectiveness of policies by evaluating periodic reports from the administration.
- C. Policies may be proposed by a school board member, employee, student, or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION AND REVIEW OF POLICY

- A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings.
- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a meeting after the two meetings at which public input was received. The policy will be effective on the latter of the date of passage or the date stated in the motion.
- C. In an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board in a single meeting. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The policy adopted in an emergency shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency.
- D. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF AND ACCESS TO POLICY

- A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.
- B. Each school board member shall have access to school district policies. An electronic copy of the school district policies shall be placed on the district website. Paper copies shall be placed in the Superintendent’s office and shall be available for reference purposes to other interested persons.
- C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy current.
- D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 506 Student Discipline; 722 Public Data Requests; and 806 Crisis Management Policy.
- E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the mission, educational philosophy, and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: MSBA/MASA Model Policy 305 (Policy Implementation)

Replacing: Policies 8065, 9065
First Reading: 01-19-2016
Adopted: 02-23-2106
Updated: 02-27-2018
Updated: 09-20-2022

302 SUPERINTENDENT

I. PURPOSE

The purpose of this policy is to recognize the importance of the role of the superintendent and the overall responsibility of that position within the school district.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent who shall serve as an ex officio, nonvoting member of the school board and as chief executive officer of the school system.

III. GENERAL RESPONSIBILITIES

- A. The superintendent is responsible for the management of the schools, the administration of all school district policies, and is directly accountable to the school board.
- B. The superintendent **or designee** shall annually evaluate each principal assigned responsibility for supervising a school building in the district.
- C. The superintendent may delegate responsibilities to other school district personnel, but shall continue to be accountable for actions taken under such delegation.
- D. Where responsibilities are not specifically prescribed, nor school board policy applicable, the superintendent shall use personal and professional judgment, subject to review by the school board.
- E. **Inform and make available to all School Board members prospective or other legal suits filed by or against the School District; offers to purchase school property; and petitions received by the School District.**

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
MSBA/MASA Model Policy 301 (School District Administration)
MSBA/MASA Model Policy 303 (Superintendent Selection)
MSBA/MASA Model Policy 304 (Superintendent Contract, Duties, and Evaluation)

MSBA/MASA Model Policy 305 (Policy Implementation)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 510 (School Activities)
MSBA/MASA Model Policy 511 (Student Fundraising)
MSBA/MASA Model Policy 513 (Student Promotion, Retention, and Program Design)
MSBA/MASA Model Policy 602 (Organization of School Calendar and School Day)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 802 (Disposition of Obsolete Equipment and Material)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
MSBA/MASA Model Policy 905 (Advertising)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA/MASA Model Policy 907 (Rewards)
~~MSBA Service Manual, Chapter 3, Superintendent of Schools~~

Replaces: 2010, 2015, 2050, 2065
First Reading: 12-20-16
Second Reading: 01-17-17 ISD 709

211 CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT

I. PURPOSE

The purpose of this policy is to provide guidance about the school district's position, rights, and responsibilities when a civil or criminal action is pending against the school district, or a school board member, school district employee, or student.

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that, when civil or criminal actions are pending against a school board member, school district employee, or student, the school district may be requested or required to take action.
- B. In responding to such requests and/or requirements, the school district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.
- C. The school district acknowledges its statutory obligations with respect to providing assistance to school board members and teachers who are sued in connection with performance of school district duties. Collective bargaining agreements and school district policies may also apply.

III. CIVIL ACTIONS

- A. Pursuant to Minnesota Statutes section 466.07, subdivision 1, the school district shall defend and indemnify any school board member or school district employee for damages in school-related litigation, including punitive damages, claimed or levied against the school board member or employee, provided that the school board member or employee was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.
- B. Pursuant to Minnesota Statutes section 123B.25(b), with respect to teachers employed by the school district, upon written request of the teacher involved, the school district must provide legal counsel for any school teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of the teacher with the school district. The school district will choose legal counsel after consultation with the teacher.

C. Data Practices

Educational data and personnel data maintained by the school district may be sought as evidence in a civil proceeding. The school district will release the data only pursuant to the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 and to the Family Educational Rights and Privacy Act, 20 United States Code section 1232g, and related regulations. When an employee is subpoenaed and is expected to testify regarding educational data or personnel data, the employee will inform the building administrator or designated supervisor, who shall immediately inform the superintendent or designee. No school board member or employee may release data without consultation in advance with the school district official designated as the responsible authority for the collection, use, and dissemination of data.

D. Service of Subpoenas

School district officers and employees will normally not be involved in providing service of process for third parties in the school setting.

E. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with school district personnel policies and applicable collective bargaining agreements.

IV. CRIMINAL CHARGES OR CONDUCT

A. Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.
2. If the school district receives information relating to activities of a criminal nature by an employee, the school district will investigate and take appropriate disciplinary action, which may include discharge, subject to school district policies, statutes, and provisions of applicable collective bargaining agreements.
3. Pursuant to Minnesota Statutes section 123B.02, subdivision 20, if reimbursement for a criminal defense is requested by a school district employee, the school board may, after consulting with its legal counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the school district. The decision whether to reimburse shall be made in the school board's discretion. A school board member who is a witness or an alleged victim in the case may not vote on the reimbursement. If a quorum of the school board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.

B. Students

The school district has an interest in maintaining a safe and healthful environment and in preventing disruption of the educational process. To promote that interest, the school district will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. The policy of the school district is to cooperate with law enforcement officials. The school district will make all efforts, however, to encourage law enforcement officials to question students and employees outside of school hours and off school premises unless extenuating circumstances exist, the matter being investigated is school-related, or as otherwise provided by law.
2. If questioning at school is unavoidable, the school district will attempt to maintain confidentiality to avoid embarrassment to students and employees and to avoid disruption of the educational program. The school district will attempt to notify parents of a student under age 18 that police will be questioning their child. Normally, the superintendent, principal, or other appropriate school official will be present during the interview, except as

otherwise required by law (Minnesota Statutes section 260E.22), or as otherwise determined in consultation with the parent or guardian.

D. Data Practices

The school district will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act) and 20 United States Code section 1232g (FERPA).

V. STATEMENTS WHEN LITIGATION IS PENDING

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, school board members or school district employees shall make or release statements in that situation only in consultation with legal counsel.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 123B.02, Subd. 20 (Legal Counsel; Reimbursement)
Minn. Stat. § 123B.25(b) (Legal Actions Against Districts and Teachers)
Minn. Stat. § 260E.22 (Interviews)
Minn. Stat. § 466.07, Subd. 1 (Indemnification)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
Minn. Op. Atty. Gen. 169 (Mar. 7, 1963)
Minn. Op. Atty. Gen. 169 (Nov. 3, 1943)
Dyppress v. School Committee of Boston, 446 N.E.2d 1099 (Mass. App. Ct. 1983)
Wood v. Strickland, 420 U.S. 308(1975)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 408 (Subpoena of a School District Employee)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)

First Reading: 05.07.2024
Second Reading: 06.13.2024
Adopted: 06.18.2024

401 EQUAL EMPLOYMENT OPPORTUNITY

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and school district employees.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal employment and promotional opportunities for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for employee with a disability.

[NOTE: The Minnesota Human Rights Act defines states, "Sexual orientation" means to whom someone is, or is to include "having or being perceived as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities. having a self image or identity not traditionally associated with one's biological maleness or femaleness." Minnesota Statutes, section 363A.03, subdivision 44.]

The School District, in accordance with all applicable federal, state, and local anti-discrimination laws, including Chapter 363A of Minnesota Statutes, will use approved traditional and non-traditional methods to recruit, employ, train, assign, transfer, retain, and to promote equity in employment of women, people of color and other legally protected characteristics.

- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities, or privileges of employment.
- D. Every school district employee shall be responsible for following this policy.
- E. [Refer to District Policy 103 Complaints – Students, Employees, Parents, Other Persons](#) for complaint and grievance procedures.
- F. Any person having a question regarding this policy should discuss it with the ~~Executive~~ Director of Human Resources ~~and Operations~~, the Title IX Coordinator or the Section 504 Coordinator.

*Title IX Coordinator:
Anthony Bonds, Assistant Superintendent*

ISD 709
District Services Center
709 Portia Johnson Dr.
Duluth, MN 55811
218-336-8739
anthony.bonds@isd709.org

Section 504 Coordinator:
Anthony Bonds, Assistant Superintendent
ISD 709
District Services Center
709 Portia Johnson Dr.
Duluth, MN 55811
218-336-8739
anthony.bonds@isd709.org

Claims of discrimination may also be pursued through the following agencies where appropriate:

U.S. Department of Education
Office for Civil Rights, Region V
500 W. Madison Street – Suite 1475
Chicago, IL 60661
Tel: 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

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 2615 (Family and Medical Leave Act)
38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)
38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 405 (Veteran's Preference)
MSBA/MASA Model Policy 413 (Harassment and Violence)

Replacing: Policy 4010

401 - 2 of 23

First Reading:	10-16-2018
Second Reading:	11-20-2018
Adopted:	11-20-2018
First Reading:	07-16-2019
Second Reading:	08-20-2019
Reviewed:	08-20-2024

420 COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

I. PURPOSE

To ensure the health and safety of all students, staff, and contractors within our school district, the school board is committed to implementing measures that prevent the spread of serious communicable and infectious diseases. This policy aims to balance the need to protect public health with the rights of all individuals, including those who may be infected. By adopting these measures, we can create a safe and welcoming learning environment for everyone.

II. GENERAL STATEMENT OF POLICY

A. Students

The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally, and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.
2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The school licensed nurse, along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular, and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Minnesota Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minnesota Statutes section 121A.23 that includes:

1. planning materials, guidelines, and other technically accurate and updated information;
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school districts and Service Cooperatives;

4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. involvement of parents and other community members;
6. in-service training for district staff and school board members;
7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;
8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. participation by state and local student organizations.
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

Legal References: Minn. Stat. § 121A.23 (Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in School Clinics)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Resources: [Minnesota Department of Health, Persons Required to Report Disease \(accessed 12/23/25\)](#)

Replacing: Policies 4055, 4065 & 5130
First Reading: 08.20.2024
Second Reading: 09.05.2024
Adopted: 09.17.2024

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. Instruction must be provided in at least the following subject areas:
 - 1. basic communication skills including reading and writing, literature, and fine arts;
 - 2. mathematics and science;
 - 3. social studies, including history, geography, economics, government, and citizenship;
 - 4. health and physical education;
 - 5. the arts;
 - 6. career and technical education; and
 - 7. world languages.
- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Public elementary and middle schools must offer at least three and require at least two, of the following five art areas: dance, media arts, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five arts areas: dance, media arts, music, theater, and visual arts.
- D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.
- E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

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

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

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

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or

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

VI. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

9. be reviewed and revised at least annually by the student, the student’s parent or guardian, and the school district to ensure that the student’s course-taking schedule keeps the student on track for graduation, making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
 - C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
 - D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student’s plan reflect the student’s unique talents, skills, and abilities as the student grows, develops, and learns.
 - E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
 - F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student’s plan under this provision shall continue while a student is enrolled.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)
Mahmoud v. Taylor, 606 U.S. (2025)

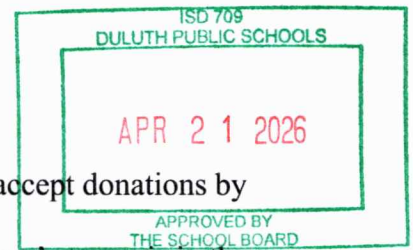
Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

Replacing: Policies 6041, 6125, & 6130
First Reading: 02.29.2024
Second Reading: 03.19.2024
Adopted: 03.19.2024

604 - 4 of 4

Reviewed:

08.20.2024



RESOLUTION

Acceptance of Donations to Duluth Public Schools

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

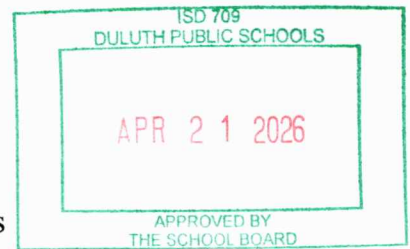
WHEREAS, acceptance of the donations in accordance with the donor's terms is in the best interest of the Duluth Public Schools:

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

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

SCHOOL	DONOR	AMOUNT	RESTRICTION	COMMENTS
Denfeld	Mr. & Mrs. William C Denfeld	\$1,000.00	Denfeld Students and Staff	
District Service Center	Duluth Pizza Ranch	In-kind	This donation will be used as part of a survey raffle at Unity in Our Community.	A bundle of 5 \$5 Fun Zone cards and a card for Free Pizza for a Year (one large specialty pizza each month for the year).
Districtwide	Super One	\$100 gift card to Super One	food	
East	Christian Eggert Violins	In-kind	No	They donated a violin and bow. Total value of donation is \$6,916.00
East	Duluth Burger Company, LLC, Culver's of Duluth, MN	\$208.00	Goes to student organization, FFA	
Head Start	Jane Killough	\$50.00	Head Start Transportation	
Lester Park	Darlene Diehl	In-kind	Art room	
Lester Park	Lester Park School Foundation	\$11,224.70	Yes. It was used toward the 2nd/3rd grade pod update, Library & STEM orders, and Teacher/classroom donations in 2025.	
Lincoln Park	Donors Choose	In-kind	To use for the teachers' classrooms	12 copies of Red Bird Danced, and 12 copies of The Star That Always Stays

Lincoln Park	Mary Sage	In-kind	Chrissy Valento's Art Class	Art supplies for Chrissy Valento's art room – A lot of Paper, Ink stamps, Beads, popsicle Sticks, Stickers, scissors, paint plate, stencils
Lincoln Park	Donors Choose Team (Anonymous)	In-kind	For Dawson Ness's classroom	288 Pirate gold coins, Red Feather quill pen and ink set, belt pouch, 18 PCS tea party set, Animal cosplay costume, Himalayan Salt lamp, Spike tape set, additional requested resources.
Myers-Wilkins	Phi Sigma Sigma Foundation	\$1,000.00	\$500 for student activities, \$500 to Playworks	
Myers-Wilkins	Myers-Wilkins PTO	\$5,973.00	Playworks - Recess Coaching	



RESOLUTION

Establishing a School Forest Site For Myers-Wilkins
Elementary School in Duluth, Minnesota

WHEREAS Minnesota Statute 89.41 Subdivision 1 states: Any school district in the state, however organized, the University of Minnesota, or any branch thereof, any state university, community college, or other public educational institution or agency of the state, all herein referred to as agencies, may establish and maintain school forests according to this section, subject to the approval of the commissioner of natural resources. For the purpose of a school forest, an agency may use land the agency owns or uses under an agreement or may acquire land by gift or with contributed funds.

NOW, THEREFORE, BE IT RESOLVED the Board of Education of Duluth, Public School District No. 709, approves the establishment of the Myers-Wilkins Elementary School Forest comprising approximately 1 acre described as beginning from the eastern corner of parcel 010-2790-04380, continuing in a line Southeast approximately 100 feet, directionally parallel to N 10th Ave. E, then Southwest approximately 590 feet to Kenwood Ave., 10 feet south of the Northwest corner of -02940, then north approximately 70 feet along Kenwood Ave., then Northeast approximately 105 feet, then North approximately 40 feet to the Southern corner of parcel -04300, then Northeast 400 feet, along the boundaries of adjoining parcels in the northwest, to the point of beginning, all in the SW NE and NW NE of Section 22, Township 50 N, Range 14W, and supports the enrollment of said school forest in Minnesota DNR School Forest Program for educational purposes.

BE IT FURTHER RESOLVED that the Duluth Public Schools wishes to extend its gratitude to the Myers-Wilkins School Forest Committee for their work to create an engaging outdoor learning environment for Myers-Wilkins students.



RESOLUTION

Acceptance of Grant Awards to Duluth Public Schools

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

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

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

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

Organization	Authors or Contacts	School	Award Amount	Terms
Duluth Public Schools Fund Grant	Dina Scheib	Congdon Park Elementary	\$1,512.00	Inclusive Literacy: Adapting Books for Diverse Learners
Duluth Public Schools Fund Grant	Keely Waechter	Denfeld High School	\$2,000.00	In School Work Experience Option
Duluth Public Schools Fund Grant	Cindy Miller	District-wide Artificial Intelligence Professional Development	0.00	AI Professional Development in Duluth Public Schools
Duluth Public Schools Fund Grant	Abigail Burritt	Duluth East High School	\$705.00	Building Manipulatives and Games Project 2026
Duluth Public Schools Fund Grant	Mara Schneidermann	Duluth East High School	\$807.00	Coffee and Popcorn Club Supplies to Support Vocational Skills
Duluth Public Schools Fund Grant	Paul Christenson	Duluth East High School	\$2,000.00	Duluth East High School - Choir Music Library Updating

Duluth Public Schools Fund Grant	Colleen Moran	Homecroft Elementary	\$2,953.00	Homecroft's Battle of the Books!
Duluth Public Schools Fund Grant	Christina Boynton	Homecroft Elementary	\$3,000.00	iPads for Homecroft Elementary Students to support MN Media Arts standards
Duluth Public Schools Fund Grant	Stephanie Larsen	Laura MacArthur Elementary	\$1,800.00	STEM in the Classroom
Duluth Public Schools Fund Grant	Cal Harris	Laura MacArthur Elementary	0.00	The Spotlight
Duluth Public Schools Fund Grant	Krista Sivertson	Lester Park Elementary	\$1,928.00	K-5 Resource Decodable Library
Duluth Public Schools Fund Grant	Meghan Sperl	Lincoln Park Middle School	\$1,500.00	Middle School Planners
Duluth Public Schools Fund Grant	Stephanie Youngman	Lincoln Park Middle School	0.00	Planners for Incoming 6th Grade Students
Duluth Public Schools Fund Grant	Christine Valento	Lincoln Park Middle School	\$1,554.00	Wool Felt: Art + Science + Social Studies = Creativity
Duluth Public Schools Fund Grant	Danielle Vang	Ordean East Middle School	\$975.00	History Day Exhibit Boards
Duluth Public Schools Fund Grant	Elina Gilsvik	Ordean East Middle School	\$2,000.00	Let's Ski: Expanding Nordic Skiing Access at Ordean East Middle School
Duluth Public Schools Fund Grant	Sasha Fjeran	Ordean East Middle School	\$3,000.00	Media Arts Program Technology Enhancement
Duluth Public Schools Fund Grant	Sarah Walker-Davis	Other; Preschool Birth to Age 5	\$5,000.00	ECFE Family Literacy

Duluth Public Schools Fund Grant	Amber Zaddack	Other; Special Education Services	\$1,487.00	Read Together, Grow Together
Duluth Public Schools Fund Grant	Sarah Steichen	Piedmont Elementary	\$900.00	Piedmont Early Childhood Special Education Movement and Large Motor Space
Duluth Public Schools Fund Grant	Jessica Bradley	Piedmont Elementary	0.00	Piedmont Panther Squad Tees
Duluth Public Schools Fund Grant	Camryn Joki	Unity in Our Community District Wide	0.00	Unity in Our Community 2026



Education Equity Advisory Committee By-laws

BY-LAWS

Independent School District # 709

Education Equity Advisory Committee

ARTICLE I

Name

The name of this Advisory committee shall be the “Education Equity Advisory Committee” hereinafter referred to as EEAC. The committee shall exist by virtue of Duluth Public School

ARTICLE II

Purpose

The EEAC serves as a strategic advisory body to the Duluth Public Schools and administration, focusing on the pursuit of educational equity. The Committee’s mission is to recognize and address the historical conditions and systemic barriers that limit student opportunity based on race, socioeconomic status, and other social markers.

The EEAC is designed for members dedicated to the intentional elimination of institutional barriers and the active resistance of societal "isms" (such as racism and sexism). By acknowledging and challenging dynamics of power and privilege, the EEAC ensures that equity remains at the forefront of every meeting and recommendation.

ARTICLE III

Members

Section 1. The Committee shall strive to reflect the diverse demographics and lived experiences of the ISD #709 community. Selection of members shall prioritize a balanced representation of geography, race, ethnicity, socioeconomic status, gender identity, and disability status.

Section 2. To ensure a holistic perspective on educational equity, the Committee shall consist of representatives from the following groups, whenever possible:

- Parents/Guardians of students currently enrolled in the district.
- Currently enrolled students.
- ISD 709 employees (e.g. teachers, support staff, principals).
- Local college/university students.

- Representatives from local non-profits working with historically marginalized populations and Tribal nations.
- Residents-at-large with a demonstrated interest in educational equity.

2.1 The EEAC shall consist of a minimum of 15 members, with a maximum of 30. Membership shall be intentionally designed to include members committed to eliminating structural and institutional barriers to educational opportunity.

Section 3. Prospective members will apply to be on the committee and a selection committee share review applications and recommend candidates for membership. The Selection Committee shall consist of:

- Two (2) current EEAC members elected by the full committee
- One (1-2) district administrators

Section 4. Review every year, the Committee shall review its current membership against the most recent community demographic data to identify and address any gaps in representation and select new members accordingly

Section 5. Terms will be two (2) years, with the option to reapply.

ARTICLE IV

Member Protection and Non-Retaliation

All EEAC members shall be free to express their views, cast votes, and participate in committee discussions without fear of retaliation, reprisal, or adverse employment consequences. District employees serving on the EEAC do so in a volunteer advisory capacity separate from their employment relationship. No member shall face professional disadvantage, negative performance evaluation, assignment changes, or other employment-related consequences based on their EEAC participation, votes, or expressed viewpoints. Any concerns about retaliation shall be reported directly to the School Board Chair and Superintendent.

ARTICLE V

Meetings

Section 1. The regular meeting of the EEAC shall be held regularly as determined by the committee in a facility that is ADA compliant, unless otherwise ordered by the Independent School District #709 School Board or Superintendent.

1.1 Meetings will be led by the ISD 709 Director of Advancing Equity.

1.2 The goal of each EEAC Meeting shall be identified in the agenda shared with committee members prior to the meeting.

1.3 When formal recommendations, feedback, or requests are made, these items shall be

sent to district administrative personnel and the School Board after the EEAC Meeting by the district facilitator.

1.4 A report to the Committee of the Whole of the School Board shall be done between the EEAC meetings when there are Recommended Action Items or upon the request of the Committee of the Whole.

1.5 When Recommended Action Items are approved by a majority vote and sent to the School Board, the Board or district administrative personnel shall provide a formal response or update to the EEAC within 60 days of the request.

Section 2. Special meetings can be called by the EEAC, School Board, or by the Superintendent. The purpose of the special meeting shall be stated in the call for the meeting--with the notice of that special meeting--distributed at least three (3) school days prior to the meeting.

Section 3. The regular meeting in September of each year shall be known as the annual meeting. The meetings for each year shall be established at this annual meeting and shall be called the "Annual Schedule of Meetings."

ARTICLE VI

Voting and Decision-Making

Section 1. A quorum shall consist of a simple majority (50% plus one) of the currently appointed members of the Committee. No official vote may be taken unless a quorum is present.

Section 2. Simple majority rule except as otherwise provided by these bylaws, all matters brought before the Committee shall be decided by a simple majority vote of the members present and voting.

Section 3. Definition of Majority A "simple majority" is defined as more than half of the total votes cast, excluding abstentions. In the event of a tie, the motion shall be considered failed.

ARTICLE VII

Sub-committees

Section 1. Subcommittees will be established on an as-needed basis to meet outside of the normal EEAC meeting dates.

1.2 A subcommittee will be composed of at least one (1) Facilitator and a minimum of three (3) EEAC members, including at least one ISD 709 employee.

ARTICLE VIII

Amendment of Bylaws

These bylaws can be amended at any meeting of the EEAC by a simple majority of the members. The amendment shall be introduced in writing at one meeting and discussion allowed at the following regular meeting.

ARTICLE IX

Operating Procedures

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) The Office of Education Equity shall provide the EEAC with all necessary budget and reporting data, ensuring full compliance with current education legislation.

Revision: Approved School Board 12/16/03

Revised: DIAC 3/30/05

Revised: DIAC 9/28/05

Revised: DIAC 10/04/06

Revised: DIAC 12.07.06

DIAC approved 12.13.06

School board approved 01.16.07

Revised: ~~DIAC~~ EEAC 1.23.09

Revised: 10.28.09

Approved by School Board 11.17.09

Revised: EEAC 12.15.21

Approved by School Board 1/18/22

Revised: EEAC 3.10.22

Approved by School Board 4.6.22

Revised:EEAC 3/5/26

Education Equity Advisory Committee By-laws

BY-LAWS

Independent School District # 709

Education Equity Advisory Committee

ARTICLE I

Name

The name of this Advisory committee shall be the “Education Equity Advisory Committee” hereinafter referred to as EEAC. The committee shall exist by virtue of ~~Duluth Public School Independent School District #709 School Board Policy NO.1070 - Citizens Advisory Committee: General Policy.~~

ARTICLE II

Purpose

The EEAC serves as a strategic advisory body to the Duluth Public Schools and administration, focusing on the pursuit of educational equity. The Committee’s mission is to recognize and address the historical conditions and systemic barriers that limit student opportunity based on race, socioeconomic status, and other social markers.

The EEAC is designed for members dedicated to the intentional elimination of institutional barriers and the active resistance of societal "isms" (such as racism and sexism). By acknowledging and challenging dynamics of power and privilege, the EEAC ensures that equity remains at the forefront of every meeting and recommendation.

~~The purpose of this committee shall be for the Duluth Public Schools to establish and use a Citizens Advisory Committee to provide recommendations and advice on matters of Education Equity to the ISD#709 School Board and district administrative personnel regarding planning, implementation, and/or evaluation of various district initiatives or plans in compliance with MN Statutes and Rules such as the Achievement and Integration Plan, the ESSA Northstar Plan and related policies, procedures, and goals.~~

ARTICLE III

Participants-Members

Section 1. ~~EEAC~~ The Committee shall strive to ~~achieve participation from a~~ reflect the diverse ~~range of perspectives and communities.~~ demographics and lived experiences of the ISD #709

community. Selection of members shall prioritize a balanced representation of geography, race, ethnicity, socioeconomic status, gender identity, and disability status.

~~1.1 EEAC shall remain committed to the pursuit of education equity where 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 are fully recognized.~~

~~1.2 The EEAC is intentionally designed for active participants who are committed to eliminating those structural and institutional barriers to educational opportunity.~~

~~Section 2. Participants may be students, families, staff, and community members (individuals, organizations, committees) willing to participate in an advisory capacity where consensus is utilized to provide advice and recommendations on matters of Education Equity to the Duluth Public Schools. District administrators shall be ex-officio.~~

To ensure a holistic perspective on educational equity, the Committee shall consist of representatives from the following groups, whenever possible:

- Parents/Guardians of students currently enrolled in the district.
- Currently enrolled students.
- ISD 709 employees (e.g. teachers, support staff, principals).
- Local college/university students.
- Representatives from local non-profits working with historically marginalized populations and Tribal nations.
- Residents-at-large with a demonstrated interest in educational equity.

~~2.1 It shall be the goal of the EEAC that the Participants shall be reasonably representative of the diversity of the district, always striving for communities of color to be fully represented. The EEAC shall consist of a minimum of 15 members, with a maximum of 30. Membership shall be intentionally designed to include members committed to eliminating structural and institutional barriers to educational opportunity.~~

~~Section 3. The EEAC shall remain committed to the recognition of the negative dynamics of power and privilege present in many of the “isms” of our society (i.e. Racism, Sexism).~~

~~3.1 The EEAC shall actively resist these dynamics and manifestations in all EEAC meetings and matters.~~

~~3.2 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. 3.2A reads as follows: School Board Resolution E-6-18-3555 is
Exhibit 1 attached to the EEAC bylaws~~

Prospective members will apply to be on the committee and a selection committee share review applications and recommend candidates for membership. The Selection Committee shall consist of:

- Two (2) current EEAC members elected by the full committee
- One (1-2) district administrators

~~Section 4. At each meeting, Participants shall sign-in and acknowledge who they represent.~~

~~4.1 All participants will identify whether they are active participants who will be participating in any consensus decision making process.~~

~~4.2 Any participant can choose to not actively participate in the consensus process on any matter by simply identifying this to the group. Review every year, the Committee shall review its current membership against the most recent community demographic data to identify and address any gaps in representation and select new members accordingly~~

~~Section 5. Although there will be Participants of different communities and the school district at each meeting of the EEAC, all meetings and work done by the EEAC would be open and inclusive of all members of the community with passion, concern, and ideas for the district to meet their goals through equitable practices. Terms will be two (2) years, with the option to reapply.~~

ARTICLE IV

Facilitators Member Protection and Non-Retaliation

~~Section 1. There shall be two (2) Co-Facilitators of each EEAC Meeting. The facilitators shall perform the duties prescribed by the bylaws and by the guidelines adopted by the EEAC to meet the goal of each EEAC Meeting (see ARTICLE V Section 1, see ARTICLE II Section 1).~~

~~1.1 The Co-Facilitators shall be nominated and accepted by the active participants at each EEAC Meeting for the following regular meeting.~~

~~1.1a The Co-Facilitators of the EEAC may be participants of EEAC Subcommittees.~~

~~1.2 The Recorder shall be the person that is employed as the Office of Education Equity Office Support Specialist, other contractor, or a nominated active participant. who accepts the nomination for a specific EEAC meeting.~~

~~Section 2. The facilitators shall be nominated, and then shall have accepted the nomination for a specific EEAC Meeting.~~

~~Section 3. The removal of facilitators shall follow the District Code of Conduct for Board/Committee membership~~

All EEAC members shall be free to express their views, cast votes, and participate in committee discussions without fear of retaliation, reprisal, or adverse employment consequences. District employees serving on the EEAC do so in a volunteer advisory capacity separate from their employment relationship. No member shall face professional disadvantage, negative performance evaluation, assignment changes, or other employment-related consequences based on their EEAC participation, votes, or expressed viewpoints. Any concerns about retaliation shall be reported directly to the School Board Chair and Superintendent.

ARTICLE V

Meetings

Section 1. The regular meeting of the EEAC shall be held ~~monthly in a facility that is handicap accessible~~, regularly as determined by the committee in a facility that is ADA compliant, unless otherwise ordered by the Independent School District #709 School Board or Superintendent.

- 1.1 ~~The goal of each EEAC Meeting shall be to create two (2) specific items:~~
 - 1) ~~List of a maximum of four (4) Informational Items (by Consensus of active participants in attendance)~~
 - 2) ~~List of a maximum of four (4) Recommended Action Items (by Consensus of active participants in attendance)~~ Meetings will be led by the ISD 709 Director of Advancing Equity.

1.2 ~~These items shall be sent to district administrative personnel and the School Board after each EEAC meeting.~~ The goal of each EEAC Meeting shall be identified in the agenda shared with committee members prior to the meeting.

1.3 ~~A report to the Committee of the Whole of the School Board shall be done between the EEAC meetings when there are Recommended Action Items or upon the request of the Committee of the Whole.~~ When formal recommendations, feedback, or requests are made, these items shall be sent to district administrative personnel and the School Board after the EEAC meeting by the district facilitator.

1.4 ~~EEAC Meeting agenda items and/or requests for specific staff to attend (to provide information or answer questions) shall be submitted at least two (2) weeks in advance of each EEAC Meeting or agenda items may also be submitted at the end of each EEAC Meeting for the following meeting.~~ A report to the Committee of the Whole of the School Board shall be done between the EEAC meetings when there are Recommended Action Items or upon the request of the Committee of the Whole.

1.5 When Recommended Action Items are approved by a majority vote and sent to the School Board, the Board or district administrative personnel shall provide a formal response or update to the EEAC within 60 days of the request.

Section 2. Special meetings can be called by the EEAC, School Board, or by the Superintendent. The purpose of the special meeting shall be stated in the call for the meeting--with the notice of that special meeting--distributed at least three (3) school days prior to the meeting.

Section 3. The regular meeting in September of each year shall be known as the annual meeting. The meetings for each year shall be established at this annual meeting and shall be called the "Annual Schedule of Meetings."

~~Section 4. Six (6) active participants of the EEAC shall constitute a quorum for the purpose of doing business.~~

~~4.1 Temporary suspension of the Six (6) participant quorum.~~

~~4.1a Special circumstances as acknowledged by the consensus of the EEAC participants will determine the need and duration of any temporary suspension of the Six (6) participant quorum.~~

~~Section 5. All meetings of this EEAC shall be open to the public in accordance with Minnesota law. All meetings agendas will be posted on the ISD709 webpage and copies sent to each School Board member.~~

ARTICLE VI

Voting and Decision-Making

Section 1. A quorum shall consist of a simple majority (50% plus one) of the currently appointed members of the Committee. No official vote may be taken unless a quorum is present.

Section 2. Simple majority rule except as otherwise provided by these bylaws, all matters brought before the Committee shall be decided by a simple majority vote of the members present and voting.

Section 3. Definition of Majority A "simple majority" is defined as more than half of the total votes cast, excluding abstentions. In the event of a tie, the motion shall be considered failed.

ARTICLE VII

Sub-committees

~~Section 1. A subcommittee, comprised of at least one (1) Facilitator and a minimum of three (3) EEAC participants should be representative of diverse communities. It shall be the duties of this sub-committee to recommend actions and/or modifications to the EEAC.~~

~~1.1 An official quorum for an EEAC Subcommittee is defined as four (4) active participants present, with at least one (1) serving as a Facilitator for each meeting held.~~

~~Section 2. Such other committees, standing, special or task shall be created at regular EEAC meetings with a Facilitator of that subcommittee designated.~~

~~2.1 Any EEAC Standing Committees will appoint Co-facilitators. Subcommittees will be established on an as-needed basis to meet outside of the normal EEAC meeting dates.~~

~~1.2 A subcommittee will be composed of at least one (1) Facilitator and a minimum of three (3) EEAC members, including at least one ISD 709 employee.~~

ARTICLE VII

Advisory Authority

~~A Short Guide to Consensus EEAC - Adapted from Seeds for Change shall direct the EEAC in all cases to which they are consistent with these bylaws and any special rules of order the EEAC may adopt. Unless stipulated in these bylaws, all recommended plans, actions, and/or changes by the active participants at a regularly scheduled meeting shall be the official advice or recommendation of the EEAC. The EEAC shall strive to seek unanimity in all official recommendations or necessary advice by following the guidelines spirit of Consensus.~~

ARTICLE VIII

Amendment of Bylaws

These bylaws can be amended at any meeting of the EEAC by ~~consensus of the active participants. The amendment shall be introduced in writing at one meeting and discussion allowed at the following regular meeting. Upon EEAC approval of any amendment to the Bylaws, the amendment will be sent to the Duluth School Board as an action item.~~ a simple majority of the members. The amendment shall be introduced in writing at one meeting and discussion allowed at the following regular meeting.

ARTICLE IX

Operating Procedures

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 shall provide the EEAC with the with all necessary budget information and reporting information. This information shall be in accordance with all of the reporting requirements of the current education legislation. and reporting data, ensuring full compliance with current education legislation.~~

*Revision: Approved School Board 12/16/03
Revised: DIAC 3/30/05
Revised: DIAC 9/28/05
Revised: DIAC 10/04/06
Revised: DIAC 12.07.06
DIAC approved 12.13.06*

School board approved 01.16.07
Revised: ~~DAE~~ EEAC 1.23.09
Revised: 10.28.09
Approved by School Board 11.17.09
Revised: EEAC 12.15.21
Approved by School Board 1/18/22
Revised: EEAC 3.10.22
Approved by School Board 4.6.22
Revised: EEAC 3/5/26