



Dear Colleague:

Thank you for choosing a career with the Duluth Public Schools, ISD 709. Your knowledge, skills, and talents are important to the future success of our community's youth.

Our school district is heading in an exciting direction. Teams of staff are working together toward specific goals associated with kindergarten readiness, reading well by grade 3, closing the achievement gap, raising graduation rates and ensuring all student are college and career ready. At the core of this work is a strong belief that every student can learn and every student can be successful with our support.

Our aim is to provide the very best education for Every Student, Every Day, and what that means to each student can be different. Building positive relationships, providing regular feedback and ongoing communication with students, families, and other staff members are paramount to identifying and addressing specific needs and creating a climate of success.

All of this work is geared toward one goal: providing a quality education that prepares all students for successful lives as global citizens in the home, community, and workplace.

You are an important team member in all that we do. Best wishes for a successful school year.

Sincerely,

A handwritten signature in black ink that reads "William Gronseth". The signature is written in a cursive, flowing style.

William Gronseth
Superintendent of Schools

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About this Handbook

The Duluth Public Schools Employee Handbook is an *overview* of organizational vision and priorities, and the most commonly referenced policies and procedures. Much more detail is available at www.ISD709.org. Employees are encouraged to review and become familiar with the detailed online information.

Suggestions regarding this handbook are welcome. Please contact the Human Resources Office.

A Community-Driven Vision

Through the *Think Kids* initiative, people across Duluth were invited to participate in a community-wide conversation about education. Nearly 2,000 citizens from all walks of life took part, sharing their thoughts about what's going well, what could be improved, what needs to be done now, and what should be done in the future.

Through these individual voices run common desires for our schools and community. The result is a set of shared values and beliefs from across the city, and a new vision for Duluth's schools that guides planning and decision-making.

Detailed information available at www.ISD709.org.

As a community, we believe:

- Every student is unique with the potential to learn and achieve personal success.
- All children have the right to a quality education, delivered by highly qualified educators.
- A wide range of educational opportunities will inspire students toward lifelong learning and productive global citizenship.
- Including all voices in our community—from inside and outside of our schools and from all ages and backgrounds—makes our schools strong and successful.
- Schools serve the entire community as places where neighborhoods and families find support, providing learning opportunities for people of all ages.
- It is important to maximize available resources and identify innovative ways to attain the resources needed to further support education.

Goals of the community-driven plan:

Using the community driven priorities, leaders inside and outside of our schools developed a four-year continuous improvement plan for Duluth Public Schools. Goals are specific, measurable, attainable, realistic, and timely. Detailed information is available at www.ISD709.org.

1. High achievement for all

- Increase student achievement, reduce the achievement gap, and raise graduation rates.
- Continuously improve and enhance the quality of our curriculum and align it to state standards.
- Provide high quality staff development that aligns with our goal to provide opportunities for students of every culture and ability to be successful.
- Improve and enhance program offerings before and after school.

2. Provide a safe and welcoming environment for everyone in our schools

- Decrease bullying among students.
- Reduce the use, and disproportionality in the use, of out-of-school suspension (OSS) as a disciplinary consequence.
- Increase safety and decrease injuries of students and staff.
- Increase family and community involvement, engagement, and satisfaction, and deepen our community partnerships.

3. Utilize effective, efficient systems that make the best use of resources.

- Prioritize general fund spending for instruction and support of students.
- Improve communication, cooperation, and teamwork within and across employee groups.
- Increase the diversity of staff through culturally competent recruitment and retention practices. The percentage of staff of color will reflect the percentage of people of color in our community.
- Expand and improve community use of facilities to support the needs of families and the greater community.

ISD 709 Community Vision and Priorities

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

In implementing our vision and addressing our priorities, we will work to ensure:

- Teachers and staff are highly qualified and diverse, providing opportunities for students of every culture and ability to be successful.
- Schools are safe, respectful, caring environments for children and adults.
- We are closing the achievement gap by using best practices and by partnering with community, state and national organizations to bring the best possible education to our children.
- Class sizes are suitable and appropriate to students' development and needs.
- A wide range of enriching activities and curriculum are provided for students before, during and after school.
- Our schools serve as community resources for residents of all ages.
- Strategies are sought to reduce costs and increase funding; people inside and outside schools are regularly invited to share ideas and creative options.
- People inside and outside schools feel comfortable asking questions and sharing concerns and feel satisfied that they are heard.

Working as Professionals

The following Duluth Public School norms help identify an agreed upon standard of behavior for employees and volunteers of the Duluth Public Schools. They are intended to guide day-to-day interactions, help frame decision-making processes, and promote consistency and efficiency. Practicing these norms within our organization will support a positive, collaborative, and respectful culture and provide more and better opportunities for focusing on shared knowledge, achieving goals, and meeting the needs of our students and families.

1. Communication

- In written communication, we will strive for clarity and professionalism. Email, letters, and all other documents will communicate important information with a respectful tone.
- Interpersonally, we will communicate as professionals. We will actively listen, seek to understand multiple perspectives, and share information in a timely manner.
- In meetings, we will focus on agreed upon issues, avoid distractions that take away from full engagement in the discussion, and allow and encourage each other to participate. During meetings, the use of technology will be limited to professional tasks and directed toward completing the work at hand.
- Across our School District, we will ask staff what information is important to them and share this information through multiple forms of communication. We will work to prioritize and coordinate sharing of information in an efficient and effective manner at the district, site, and classroom levels.
- The aim of all communication will be to discuss ideas and foster community.

2. **Cooperation**

- With helpful intent, we will be open and flexible in our approach to working together. We will value one another as individuals and respect each other's opinions.
- We will engage in our work, support each other, and focus on what we can control to find creative solutions for problems.
- We will strive for consensus and use compromise to resolve concerns. Once final, we will represent common messages and decisions in the manner intended and agreed upon.

3. **Teamwork**

- We will establish a positive culture of working together to achieve common goals. We will recognize the importance of relationships, focus on strengths, and integrate diverse perspectives.
- We will be strict with outcomes and, when possible, open-minded about how teams achieve them. We will clarify roles and expectations with each other and share the responsibility and accountability for what we achieve.
- We will seek feedback from each other and consciously recognize and celebrate our successes together.

4. **Conflict**

- We will assume positive intent and see conflict as an opportunity to continuously improve. We will share our concerns and address challenges with those involved. If necessary, we will seek help, compromise, or agree to disagree.
- Mistakes happen; if we make a mess, we will clean it up. We will listen and ask questions to understand each other, work to restore relationships, and solve problems.

5. **Working with People Inside and Outside of Schools**

- *Provide great service to parents, students, co workers, community members.* Think about how you feel when a salesperson ignores you until they finish a personal phone call. Studies show that 68% of people move on to other service providers because they had a negative employee contact and only 14% because they were dissatisfied with the product itself.
- *In every situation, practice kindness, courtesy and prompt service.* As a public institution, we are here to serve children, families, our community, and each other. When we treat those around us with dignity and respect, we inspire our students to do the same.
- *Anticipate questions and provide timely responses.* Return email and phone messages within 24 hours. Even if you can't provide an immediate answer, respond to let that person know you'll have to get back with them. This will eliminate frustrations and misunderstandings.

- *Be an ambassador for your school and District.* What you say to others has an impact on how well your school and District is perceived. According to *Education Week*, more than 70% of parents say they rely on personal conversations and observations to gather information about their local schools. As an employee of the School District, people will consider you an expert on what's happening, so it's critical to know the facts and speak accurately.
- *Don't speculate.* If you don't know the answer, be honest and tell the person that you'll get back to them with an answer. Speculation spreads rumors that may not be accurate.
- *Be brief and to the point.* To help get your message across, keep written communication brief and use simple language. Highlight key messages in your headline or in bullets so those that skim your message will understand your main points. Avoid educational jargon and stay away from acronyms.
- *Communicate face-to-face as often as possible.* The more difficult the situation, the more important it is to communicate face-to-face. In the Hierarchy of Effective Communications, face-to-face communication is ranked No. 1 for being most effective, followed by small group discussion (2), speaking before a large group (3), and phone communication (4).
- *Share good work and good news.* If you're doing something new or unique in your classroom, department, or school, contact the ISD 709 Communications office and let them know so they can share it with the community. If you have a special event coming up, let them know two to three weeks in advance so they can give notice to the media if appropriate.
- *Do your job well.* It sounds simple, but 90% of good public relations is simply doing a good job.

Duluth Public Schools: ISD 709 at a Glance

Duluth Public Schools provides educational services for families and students from birth through adulthood.

- Early childhood programs help prepare children to enter Kindergarten.
- Elementary schools provide education for grades kindergarten through 5, middle schools grades 6 – 8, and high schools grades 9 - 12.
- The Area Learning Center serves adult students seeking a GED, high school diploma, classes for English language learners and more.
- Community education programs provide a wide range of enrichment courses for students of all ages, from youth to senior citizens.
- Duluth Public Schools provides educational services and support to eight alternative schools, hospitals, and community support programs.

Facilities include:

- Two high schools.
- Two middle schools.
- Nine elementary schools.
- One transportation office/bus garage.
- One alternative high school with an Adult Basic Education and Area Learning Center, and offices for district administration and support staff.

<p><u>Elementary Schools:</u></p> <ul style="list-style-type: none"> - Congdon Park - Homecroft - Lakewood - Laura MacArthur - Lester Park - Lowell - Myers-Wilkins - Piedmont - Stowe <p><u>Middle Schools:</u></p> <ul style="list-style-type: none"> - Lincoln Park - Ordean East <p><u>High Schools:</u></p> <ul style="list-style-type: none"> - Denfeld - East 	<p><u>Alternative Programs/Schools</u> <i>(located in Historic Old Central High School):</i></p> <ul style="list-style-type: none"> - Academic Excellence Online High School - Adult Basic Education - Area Learning Center <p><u>Educational Services:</u></p> <ul style="list-style-type: none"> - Merritt Creek Academy - Chester Creek Academy - Rockridge Academy - Arrowhead Academy - Bethany Crisis Shelter - Superior Academy - Hospitals - The Bridge 	<p><u>Birth – Pre-K Programs:</u></p> <ul style="list-style-type: none"> - Early Childhood Screening - Early Childhood Family Education - Early Childhood Special Education - Head Start - School Readiness/Pre-K <p><u>Community Education:</u></p> <ul style="list-style-type: none"> - KEY Zone school age care program - Adult and youth enrichment - Community use of school facilities - Aquatics - Driver education
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2017-18 Demographics

- High School Students (Grades 9-12) – 2,896
- Middle School Students (Grades 6-8) – 1,790
- Elementary Students (Grades K-5) – 3,772
- Receiving Free/Reduced Price Lunch – 3,621
- Students of Color – 2,000
- Receiving Special Education Services K-12 – 1,396

Duluth Board of Education

The Duluth Public Schools: ISD 709 Board of Education is made up of seven members. Three members are elected at large and four are elected from four specific districts throughout the city. The length of each term is four years, with three positions being filled during one election and four positions being filled two years later. See page 54 for School Board member contact information and standing committee information.

At Large – 3 Seats

District 1 – 1 Seat

District 2 – 1 Seat

District 3 – 1 Seat

District 4 – 1 Seat

School Board Committee meetings are held the second Monday and Tuesday of each month, in preparation for the regular meeting held the third Tuesday of each month.

Duluth Public Schools: ISD 709 District Administration Includes:

- **Office of the Superintendent.**
- **Office of the Assistant Superintendent:** Schools, Adult Basic Education, School Climate, Community Education, Head Start, Homebound/Online Learning.
- **Curriculum and Instruction:** Curriculum, Civic Engagement, Office of Education Equity, Office of American Indian Education, Families In Transition, Gifted & Talented, Homeschool Coordination, Staff Development, Technology Department, Title Programs, CTE.
- **Assessment/Evaluation/Performance.**
- **Special Services:** Special Education Services, School Nurses, Early Childhood Special Education.
- **Business Services:** Human Resources, Child Nutrition, Facilities Management, Finance Department, Accounts Receivable, Accounts Payable, Payroll, Print Shop, Purchasing, Transportation.

Common Abbreviations

<p>AASA-American Association of School Administrators ABE-Adult Basic Education ACH - Achievement Tests ACT-American College Test ADA-American Disabilities Act ADD-Attention Deficit Disorder ADHD-Attention Deficit Hyperactivity Disorder AEO-Academic Excellence Online ALC-Alternative Learning Center ALT-Achievement Level Tests AP-Advanced Placement APE-Adapted Physical Education ASL-American Sign Language ASD-Autism Spectrum Disorder AYP-Adequate Yearly Progress BST-Basic Standards Test CES-Community Education Services CEU-Continuing Education Unit CLP-Continuous Learning Plan CPR-Cardiopulmonary Resuscitation CST - Child Study Team CTE - Career and Technical Education DAPE-Developmental Adapted Physical Education DFT-Duluth Federation of Teachers DCD-Developmental Cognitive Disability DHH-Deaf/Hard of Hearing DHS-Denfeld High School DMTS-District Media and Technology Services DO-District Office DOE-Department of Education DPA-Duluth Principals' Association DRA-Developmental Reading Assessment EBD-Emotional Behavior Disorder ECFE-Early Childhood Family Education ECSE-Early Childhood Special Education ECSU-Educational Cooperative Service Unit EDRS-Electronic Data Reporting System EEAC-Education Equity Advisory Committee EHS-East High School ELL-English Language Learners ESEA-Elementary/Secondary Education Act ESY-Extended School Year FACS-Family and Consumer Sciences FAR-Formative Appraisal Review FAS-Fetal Alcohol Syndrome FI-French Immersion FMLA-Family Medical Leave Act FTE-Full-Time Equivalent GPA-Grade Point Average HOCHS-Historical Old Central High School IDEA-Individuals with Disabilities Education Act IEP-Individual Education Plan</p>	<p>IFSP-Individual Family Service Plan ILP-Individual Learning Plan IRA-International Reading Association ISD-Independent School District LEP-Limited English Proficiency LD-Learning Disability LPR-Local Percentile Rank LSN-Licensed School Nurse MAEF-Minnesota Academic Excellence Foundation MASA-Minnesota Association of School Administrators MARSS-Minnesota Automated Reporting Student System MEIRS-Minnesota Early Indicator and Response System MCA-Minnesota Comprehensive Assessments MDE-Minnesota Department of Education MMR-Multiple Measurement Rating MSBA-Minnesota School Boards Association MSHSL-Minnesota State High School League MTSS-Multi-Tiered System of Supports NCLB-No Child Left Behind NCTE-National Council of Teachers of English NPR-National Percentile Rank NWEA-Northwest Evaluation Association OE-Open Enrollment OEE-Office of Education Equity OHD-Other Health Disability OSHA-Occupational Safety and Health Administration PACSE – Parent Advisory Council for Special Education PDS- Pre-observation Data Sheet PLC-Professional Learning Community PSAT-Preliminary Scholastic Achievement Test PSEO-Post-Secondary Education Option PTA-Parent-Teacher Association PTO-Parent-Teacher Organization PTSA –Parent-Teacher-Student Association PTSO-Parent-Teacher Student Organization QRI-Qualitative Reading Inventory RTI-Response to Intervention SAT-Scholastic Achievement Test SD-Staff Development SIP-School Improvement Plan SIS-Student Information Systems SLD-Specific Learning Disability SRBI - Scientific Research Based Intervention SST - Student Support Team TAP-Tests of Achievement and Proficiency TEAE-Tests of Emerging Academic English TIES-Technology and Information Educational Services TOSA-Teacher on Special Assignment TPA-Teacher Performance Appraisal TSIS-Total Student Information Systems YDIYS-Youth Development/Youth Service</p>
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School/Community Responsibilities

THE DULUTH SCHOOL BOARD shall carry out the educational requirements as expressed in law and formulate and adopt policies for the organization, management, and control of the school system, including policies applicable to its operation.

The School Board, acting through the Superintendent of Schools, is responsible for the supervision of the behavior of students while legally under the supervision of the school.

THE SUPERINTENDENT OF SCHOOLS shall establish all necessary procedures, rules, and regulations to make the School Board policies effective relating to the standards of student behavior and shall be responsible to the board for discipline in the Duluth Public Schools.

THE ASSISTANT SUPERINTENDENT OF SCHOOLS shall be responsible to the Superintendent and shall implement all necessary procedures, rules, and regulations to make the School Board policies relating to standards of student behavior effective in the schools and data collection regarding student behavior in the schools.

THE SCHOOL PRINCIPAL includes both the principal and assistant principal(s) and shall be responsible to the Assistant Superintendent of Schools in implementing all necessary procedures, rules, and regulations to make the School Board policies effective relating to the standards of student behavior.

The principal:

1. Shall have the responsibility and the authority to formulate school expectations and regulations not in conflict with School Board policies relating to standards of student behavior or data collection regarding student behavior in the schools.
2. Shall be responsible for disseminating the expectations and regulations currently in effect for the school to all faculty, students, parents/guardians, and all interested community groups at the beginning of each school year, and to each new student upon registration.
3. Has the authority to impose suspensions and/or recommend to the Superintendent of Schools the exclusion or expulsion of a student consistent with the guidelines of M.S. 121A.41, The Pupil Fair Dismissal Act, for violation of law or failure to comply with school regulations.

THE STAFF shall be responsible to the principal for implementing all necessary procedures, rules, and regulations to make the School Board policies effective relating to the standards of student behavior.

When a staff member's efforts to solve a behavior problem are unsuccessful, the student shall be referred to the principal, who has the responsibility and authority to use such measures as may be necessary to maintain control within the classroom, school building, and on school property.

All employees are expected to participate directly in the supervision and guidance of the behavior of all students within their scope of their authority and responsibilities.

Principals will notify all personnel (including custodians, paraprofessionals, cafeteria personnel, and clerical staff) of their authority and responsibilities relating to student behavior.

All staff is expected to deal with students in a fair, firm, and consistent fashion. It shall be the responsibility of the principal to assist all concerned with this task.

THE TEACHING STAFF has the responsibility/authority to make clear what standards of student behavior are required by the teacher. A copy of the teacher's expectations of acceptable behavior shall be posted in the teacher's classroom. These rules shall be consistent with district policy.

1. Report any violations of the district and/or building discipline policy to the principal.
2. Manage classroom privileges.
3. Assign school classroom learning activities.
4. Request a parent(s) or guardian(s) conference.
5. Refer learning challenges to the building principal or, for students with disabilities, to the Individual Education Plan (IEP) manager.
6. Use reasonable measures as may be necessary to ensure an appropriate learning culture in the classroom, school, and on school grounds.
7. Confront inappropriate behavior and respond pursuant to the Duluth Public Schools Student Discipline Policy.

PARENT(S) AND/OR GUARDIAN(S) are legally responsible for the behavior of their children as determined by law and community practice. Parent(s) and/or guardian(s) are expected to exercise the required controls so that the student's behavior will be conducive to the development of self-discipline and will not disrupt the school's education program. Parent(s) and/or guardian(s) shall provide the school with information on how they may be contacted.

Partnership between parent(s) and/or guardian(s) and the school is essential in assisting students to work to the best of their ability and achieve good school experiences. Parent(s) and/or guardian(s) have a responsibility to help maintain communication with the school by participating in school community activities such as Parent-Teacher-Student Association (PTSA) meetings, attending scheduled individual conferences, and bringing matters of concern to the attention of the principal or faculty.

Parent(s) and/or guardian(s) should report to school staff any information they have concerning illegal activities or any violations of school rules that threaten the health, safety, or property of others.

Students Rights and Responsibilities

RIGHTS – The rights of an individual are preserved only by the protection and preservation of the rights of others. A student is responsible for the manner in which his/her individual rights are exercised and must accept the consequences of any actions that are committed outside the boundaries of those rights. Cooperative relationships between staff, students, and parent(s) or guardian(s) are the foundation for quality support and service. With rights come responsibilities. The rights and responsibilities listed here are not all inclusive, for students have other rights guaranteed by the Constitution and by state and local laws. This statement of rights and responsibilities is a general guide and is not proposed to cover every situation that may arise.

THE RIGHT TO LEARN – Each student has the right to attend school in a safe environment, free from fear, and to gain an education as provided by law. The right to learn also includes the right of classes to meet and carry on studies without interruptions, disruptions, or distractions, whether from inside or outside the classroom. Behavior that disrupts the normal functioning of classes is an infringement on the rights of others.

THE RIGHT TO FREE SPEECH AND EXPRESSION – Students in the Duluth Public Schools represent a wide range and diversity of opinion and background. Students have the right to express opinions, take stands, and support causes – either publicly or privately – provided such expressions are not libelous or obscene according to current legal definition and do not interfere with the rights of others or disrupt or distract from the atmosphere of learning in the school. The

right to free expression of religion under the U.S. Constitution and the American Indian Religious Freedom Act is protected.

THE RIGHT TO BE INFORMED OF RULES – Students have the right to be informed of all policies, rules, and regulations they are expected to follow. Copies of these rules governing the code of conduct shall be available in each school office, and the basic rules shall be published and distributed to all students, parent(s) or guardian(s), and other interested persons.

THE RIGHT TO PRIVACY – Students’ rights to privacy regarding school records will be protected and any disclosure of information from a student’s permanent records shall be consistent with legal requirements.

THE RIGHT TO PERSONAL PROPERTY – Students have the right to be secure in their persons, papers, and effects; however, they must refrain from bringing onto school property or to school-sponsored events any material or item that would cause, or tend to cause, a disruptive activity or endanger the health and safety of students or other persons. When reasonable cause exists for a school principal to believe that such items are present, general or individual searches may be conducted under the authorization of the principal or representative designated by the principal.

School lockers are the property of the School District. At no time does the School District relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules.

As soon as practicable after the search of a student’s personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by the police or school officials. If practical and reasonable, search of an area assigned to a student will be made in the presence of an adult witness and in the presence of the student. Illegal items may be seized by school authorities, and items which disrupt, distract from, or interfere with the educational process may be removed from student possession. When school officials deem it appropriate, the Duluth Police Department may perform random safety sweeps of the buildings including parking lots, and lockers as appropriate.

RESPONSIBILITIES – Students are responsible for the consequences of their behavior. Each student is responsible for knowing and obeying all school rules and regulations. Principals shall be responsible for informing the parent(s) or guardian(s) of any student whose behavior is in serious conflict with established rules, public laws, and procedures.

Notwithstanding the provisions of any law to the contrary, the conduct of all students twenty-one years of age and under attending a public elementary or secondary school shall be governed by a single set of reasonable rules and regulations promulgated by the local school board (M.S. 120A.20).

Students are responsible for reporting any illegal activities or serious violations that threaten their health, safety, or property of themselves or others.

Students are responsible for following all necessary procedures, rules, and regulations to make effective the school board policies relating to the standards of student behavior. All acts or conduct prohibited by state, federal, or local law are also considered a violation of the School Discipline Policy.

RESPONSIBILITY FOR ACADEMIC WORK – Duluth Public Schools faculty and staff are responsible for providing learning opportunities that are relevant and of high quality.

Students are responsible for:

1. Completing class assignments on time as instructed by the teacher.
2. Properly caring for the instructional materials furnished to them by the School District.
3. Bringing to class all materials required for daily classroom use.
4. Actively participating in the learning activities.

RESPONSIBILITY REGARDING ATTENDANCE AND TARDINESS – Students are responsible for being in attendance each school day. Students shall be familiar with and responsible for following all School District attendance and tardiness policies, rules, and regulations.

RESPONSIBILITY FOR DISCIPLINE – Students have the right to a free public education and they are responsible for:

1. Complying with the expectations and regulations of the School District and the instructions of all School District personnel.
2. Respecting the authority of the faculty and School District officials on school property, on district-provided transportation, and at school-sponsored, off-campus events.

Failure to meet these responsibilities may be cause for disciplinary action.

Principals may choose to implement restorative processes and procedures. The application and use of the restorative processes is at the discretion of the Superintendent.

Academic Excellence Online

AEO works to inspire students to achieve their potential and to lead productive, fulfilling lives as citizens of the community and the world. Students who are new to AEO, including those attending another Duluth school, can enroll by filling out forms found on the School District's website. For more information, please contact AEO staff at (218) 336-8766 with any questions or for help filling out forms. An AEO representative will make contact with the student once the forms are received.

Accidents and Injuries

All employee accidents or injuries shall be reported to the principal's office at once, regardless of how minor the injury may be. An "Employee Accident / Injury Report" form is to be completed promptly and must accurately state the details of the accident, including witnesses and contributing factors. Workers' Compensation forms are posted on the Duluth Public Schools website at www.isd709.org, go to "For Staff", select "Human Resources" and select the "Workers' Compensation" link. Cases are sometimes held open for long periods of time and we must be able to accurately identify an injury or accident. These reports must be on file in the Human Resources Department. Accident reports are available at all District sites and online.

Achievement Gap

Duluth Public Schools currently has a number of academic achievement gaps in the areas of reading, math, and on-time graduation for various identified groups of students on the basis of race, economics, and qualification for special services. The District goal is to raise achievement for all students while making greater gains, more quickly, for students identified within an achievement gap. All staff plays a role in the educational success of students. It is vitally important that all staff members are knowledgeable of the achievement gaps that exist and that they consistently work to

implement best-practice strategies and quality understanding of differences based on culture and/or ability to address the multiple factors that are identified as keys to the success of all students.

Activities and Athletics

Elementary, middle, and high schools provide a variety of before and after school programs and activities. For more information, please contact your school office.

Advisors/Coaches

All advisors/coaches are required to adhere to the District Student Eligibility Policy found in the Student Handbook. All advisors/coaches are expected to adhere to all rules governed by the MSHL and School District policy, particularly as it pertains to student safety, medical well-being, hazing, and harassment.

Adult Basic Education/Adult Learning Center

Education opportunities are available for adults and youths ages 17 and older who are not enrolled in any other formal K-12 education program. The Adult Learning Center offers English as a Second Language, Basic Skill Brush-up, Adult Diploma, and GED. Weekly enrollment is available. For further information you may contact (218) 336-8739.

Adult Diploma

High School diploma completion for students 21 and older is offered at the Adult Learning Center. Students must meet certain credit and assessment qualifications to be eligible to work on diploma completion. For further information you may contact (218) 336-8790.

Air Travel

All school air travel arrangements must be made through the Business Office at HOCHS. An Air Travel Request Form (Form 3136A) must be completed and received by the Business Office at least twenty-one (21) days in advance of departure.

Area Learning Center (ALC)

The ALC provides educational opportunities for 15-20 year old students meeting at-risk criteria. Students between the ages of 15 and 20 have a seat-based program option. Students 16-20 years old have an independent study option. Students also have the opportunity for credit recovery outside the school day.

Attendance

The School Board of the Duluth Public Schools believes that regular school attendance is directly related to success in academic work. Student absences, whether excused or unexcused, are detrimental to the learning process, in that work made up outside of class is not as effective as the actual classroom experience. Experiences like class discussion and student-teacher interaction cannot be replicated outside the classroom or at a later time. In addition, regular attendance develops habits of dependability important to the future of the student. In accordance with the regulations of the Minnesota Department of Education and the Minnesota Mandatory Attendance Law, students are required to

attend all assigned classes and/or study halls every day school is in session. The responsibility for attendance is shared by students, parents, and the school.

Supplementary Building Regulations - In an effort to achieve regular attendance, each building will be responsible to develop procedural regulations and to communicate them to their school community at the beginning of each year. These regulations, to be approved by the Superintendent or designee, will follow the policy and procedures adopted by the School Board.

The regulations shall include notification of parents, intermediate interventions for unexcused absences, procedures for obtaining and completing makeup work, prevention programs, and programs for improving attendance.

Employee Attendance

Staff attendance impacts student performance. Your presence is crucial for students' success in school and life beyond. Staff members are expected to report to work on time and ready. We recognize staff may at times need to miss work. In those cases staff members are responsible for the timely communication of their absences.

The Substitute Employee Management System (SmartFind Express) is an automated phone and web-based system used by employees and substitutes. It is designed for absence entry, substitute selection, job notification, and job assignment. Online training for an employee and substitute are available on the District's website.

For more specific information, please refer to the attendance policy found on the District's website.

Benefits

The Benefits Department manages and coordinates benefit programs including health, dental, life, and long-term disability insurance for 1,500 active employees and 1,100 retirees. We also administer the District's Section 125 Flexible Spending Account (FSA), Health Reimbursement Arrangement (HRA), COBRA compliance, FMLA designation, HIPAA compliance, EAP, and ADA accommodations. In addition, we are responsible for Tax Shelter Annuity (TSA) programs. Please contact the benefits staff at (218) 336-8723 with any questions.

Bodily Injuries (Students)

The School Board shall provide a safe learning environment for all students. A safety education program shall be implemented with special focus on laboratory courses in science, homemaking, industrial education, and physical education classes. All accidents or injuries related to accidents shall be reported immediately to the principal. A written report on the School District form entitled Student Accident/Injury Report shall be submitted to the Facilities Management Office on the date of the occurrence. The parent/guardian shall furnish, at the time of student enrollment, emergency information as requested on the Enrollment Card.

School principals are responsible for implementing the following procedures when dealing with accidents or severe illness of students:

1. The parent will be contacted at home or work.
2. When this is not possible:
 - a. An ambulance or police car may be called.
 - b. The school may contact the family physician.
 - c. A neighbor or relative, designated by the parent, may be contacted to care for the child until the parents can be reached.
 - d. A taxicab may be called to take the child home at the parent's expense.

- e. The police or ambulance may be asked to take the child to a hospital emergency service if no other arrangements can be made.

Budget Planning

Duluth Public Schools ISD 709's fiscal year begins July 1 and ends June 30. Each step in the budget process requires School Board approval and is open for public inspection and comment. The process spans multiple school and calendar years; the District can be in multiple phases of the process at any given time. *Detailed information regarding the budget including revenues and expenditures can be found at www.ISD709.org, under District/Financial Accountability.*

Property Tax Levy – The process begins with submission of estimated property tax levy information to the Minnesota Department of Education (MDE) by August. MDE sets the maximum amount each district may levy based on current legislation.

Truth in Taxation Hearing –held in December, prior to the School Board certification of the tax levy.

Preliminary Budget Projections - Includes enrollment projections and budget forecasts, development of staffing guidelines and determination of revenue and expenditure assumptions. During this time period the state legislature will provide information about anticipated school funding. The School Board approves any necessary adjustments to the General Fund in March.

Final Budget Approval – The School Board approves a final budget in June per state statute.

Fiscal Year Begins – July 1.

Annual Financial Report and Audit – The final step involves closing the books and preparing financial statements for the year. During this step the District undergoes an independent audit as required by law. The audit typically takes place in October and November and the School Board reviews the audited financial report in December.

Bullying

As a community, we value environments where the uniqueness of each person is honored, recognizing that we all come from many different circumstances and cultures. With that in mind, we work to ensure schools are safe, respectful, and caring environments for children and adults.

The Duluth Public Schools *Bullying Prohibition Policy* prohibits bullying behavior and assists in preventing and responding to acts of bullying and other similarly disruptive behaviors.

The policy reflects recommendations from the Minnesota School Board Association, months of work by members of the ISD 709 Bullying Prevention Committee, several community meetings hosted by the Duluth Public Schools and the City of Duluth, and review of community, student and staff surveys to gather thoughts and advice. The policy assists schools in preventing, identifying, and responding to bullying.

The entire policy is available online at www.ISD709.org. Briefly:

The act of bullying, by either an individual student or group of students, is expressly prohibited. This applies not only to students who directly engage in bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. It's everyone's responsibility to report bullying behavior, not just the person targeted.

Each school will utilize research-based, developmentally appropriate, best practice prevention strategies which may include but are not limited to:

- Teaching respect and acceptance of differences between people.
- Positive behavior interventions and supports.
- Social emotional learning.
- Intentionally creating positive student and staff relationships.
- Preparing students for when bullying behaviors may occur.

Schools will respond to bullying in a manner appropriate to the individual incident, considering the nature of the behavior, the developmental age of the student and the student’s history of problem behaviors and performance. When bullying occurs, steps will be taken with the student harmed and with the student who engaged in the prohibited behavior.

For the student harmed: Protect, support and intervene on their behalf. Support may include safety planning, one-to-one support, check-in and/or check-out with a trusted adult in the school and choice to participate in a restorative process facilitated by a trained facilitator, among others.

For the student who engaged in the prohibited behavior: Schools may use multi-tiered levels of response that are individualized, consistent, age-appropriate and match the severity of the behavior and student’s developmental age. Consequences must be paired with meaningful instruction and guidance and carefully planned with defined outcomes. Responses may include but are not limited to working with parents, disciplinary action (detention, suspension, etc.), teaching/re-teaching desired skills or behavior, and connecting with community resources.

Staff training will be required on a three year cycle for all school personnel to prevent, identify and respond to bullying behavior and be offered annually to build the skills of all Duluth Public Schools employees to implement the policy. Schools will incorporate into the curriculum developmentally appropriate instruction to help students identify, prevent and reduce bullying, and create a safe learning environment.

“Bullying” means intimidating, threatening, abusive or harming conduct that is objectively offensive and:

- There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior, and
- The conduct is repeated or forms a pattern, or
- Materially and substantially:
 1. Interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or to receive school benefits, services or privileges.
 2. Places the student in reasonable fear of harm to the student’s person or property.
 3. Causes a substantially detrimental effect on the student’s physical or mental health.

For more information on bullying prevention and response contact the Duluth Public Schools Climate Coordinator and check online: <http://www.stopbullying.gov>.

Calendar

The School Board adopts the school calendar, which is available for you to view on page 44. The official calendar of activities is posted on the school’s website.

Campaign and Political Activity by Employees

Bond and Education Levy Referenda - In order to promote an informed citizenry, schools and school districts may share information about a proposed voter levy question in a neutral manner with anyone at any time, e.g., how much is the proposed levy, what is the levy for, what happens if it passes/doesn't pass, and other basic information.

Minnesota law prohibits use of school/school district resources to lobby for a "yes" or "no" vote. "Resources" includes finances, equipment (phones, computers, email systems, etc.) and employee time while employees are on the job and being paid by the district.

Employees may lobby for a "yes" vote on their own time using their own resources.

By law, if schools allow citizens at school events to lobby for a "yes" vote, they are obligated to provide time for citizens to lobby for a "no" vote.

Below is a link to information from the Minnesota School Board Association that may help you understand school responsibilities when it comes to levy referendums:

<http://www.mnmsba.org/Elections-Referendums>

Child Abuse

Child Abuse and neglect is specific to the care of children by those responsible to do so, which includes Duluth Public Schools employees. We are responsible to report suspected incidents of child abuse and neglect to the proper authorities (see Mandated Reporting Section) and provide an educational environment free of abuse or neglect for all children in our care.

The term "abuse" means any physical or mental injury or threatened injury inflicted by a person responsible for the child's care on a child other than by accidental means. "Neglect" includes but is not limited to failure of a person responsible for a child's care to supply a child with necessary food, clothing, shelter, or medical care when reasonably able to do so or failure to protect a child from conditions or actions which imminently and seriously endanger the child's physical or mental health when reasonably able to do so.

Child Nutrition Services

Child Nutrition manages and coordinates breakfast and lunch programs for Duluth Public Schools. Staff strives to provide healthy, satisfying, and appealing meals for students and staff. Questions may be directed to the Duluth Public Schools Child Nutrition Office at (218) 336-8707.

Menus - Breakfast and lunch menus are available online at www.ISD709.org. Nutritious meals are served every day and all meals meet patterns established by the U.S. Department of Agriculture. Menus are planned and computer analyzed by the district's registered and licensed dietitian. Food selections vary between elementary and secondary schools.

How Staff Pay for Lunch - Building staff may work with the cafeteria manager to establish an individual school lunch account using their employee ID number. Staff can make a deposit into this account with a personal check or cash. Staff without an account may pay for a meal with check or cash as they exit the cafeteria serving area.

Class Records/Infinite Campus

All teachers are required to be on the Infinite Campus Grade Book. Daily absences and tardiness must also be recorded. One of the most difficult and yet most important tasks of any teacher is that of evaluating a student. This task cannot be taken lightly as the mark that you give a student may become indelible in so many ways. Be sure that the mark serves the purpose of truly evaluating a student's progress and achievement towards course/grade level standards. Each teacher should maintain current and accurate information on each student in order to keep parents informed on their child's academic progress. They will be able to access this information through the Parent Portal. Assignments and assessments should be recorded in Infinite Campus as soon as possible, but no later than 2 weeks from date of completion. Please see attached ISD 709 Secondary Grade Update Calendar for details.

All grades, marks, and any other helpful information in determining the student's growth and development should be included. The class grade book will become a part of the school's cumulative records at the end of each year. A final copy of the grade book will be submitted to the school's main office at the end of the school year and are to be kept on file in that building.

Classroom Management

The success or failure of the entire school program has its basis in the amount of success that each teacher has in the classroom. A daily classroom routine is quickly established: attendance, review discussion, lecture, formative and summative assessments, new work, supervised study, dismissal, etc.

The majority of discipline problems involve student conduct in classrooms and study halls. Teachers should set up a policy to follow when working with students who can be challenging by establishing rules and expectations for the classroom, thoroughly explain them, and be consistent in deploying these rules and expectations.

Code of Ethics for Minnesota Teachers

Minnesota Board of Teaching 8700.7500

Subpart 1. Scope

Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles, which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education professional and the public it serves, standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Minnesota Board of Teaching.

Subpart 2. Standards of Professional Conduct

The standards of professional conduct are as follows:

1. A teacher shall provide professional educational services in a nondiscriminatory manner.
2. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
3. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
4. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

5. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
6. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
7. A teacher shall not deliberately suppress or distort subject matter.
8. A teacher shall not knowingly falsify or misrepresent records or facts relating to his/her own qualifications or to other teachers' qualifications.
9. A teacher shall not knowingly make false or malicious statements about students or colleagues.
10. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Subpart 3. Statutory Enforcement of Code: Complaints, Investigation, and Hearing.

- A. The enforcement of the provisions of the code of ethics for Minnesota teachers shall be in accordance with Minnesota Statutes, Section 214.10(1992):

From Minnesota Statutes, Section 214.10 Complaints, Investigation and Hearing:

Subd. 1. Receipt of complaint. The executive director or executive secretary of a board, a board member or any other person who performs services for the board who receives a complaint or other communication, whether oral or written, which complaint or communication alleges or implies a violation of a statute or rule which the board is empowered to enforce, shall promptly forward the substance of the communication on a form prepared by the attorney general to the designee of the attorney general responsible for providing legal services to the board. Before proceeding further with the communication, the designee of the attorney general may require the complaining party to state the complaint in writing on a form prepared by the attorney general. Complaints that relate to matters within the jurisdiction of another governmental agency shall be forwarded to that agency by the executive director or executive secretary. An officer of that agency shall advise the executive director or executive secretary of the disposition of that complaint. A complaint received by another agency that relates to a statute or rule that a licensing board is empowered to enforce shall be forwarded to the executive director or executive secretary of the board to be processed in accordance with this section. No complaint alleging a matter within the jurisdiction of the board shall be dismissed by a board unless at least two board members have reviewed the matter.

Communication

District Communication - All news items relating to School District reports, needs, and planning will be released and coordinated through the Office of the Superintendent.

School Communication - The local school principal and school staff are responsible for establishing lines of communication with the parents/guardians of enrolled students and other community members relative to topics which include, but are not limited to: curriculum, instructional activities, educational innovations, special events, extra-curricular activities, accomplishments of students, accomplishments of staff, student grades (progress), and student attendance. The use of electronic means to accomplish this is expected. The various student publications supervised by the principal and paid for by the individual schools are not regarded as an official or appropriate medium for the interpretation of School Board and administrative policies.

Schools and departments may access communication/media relations support and assistance by contacting the Duluth Public Schools: ISD 709 Communications office at (218) 336-8735.

Communication Venues:

District and school information is shared through a variety of communication venues, including but not limited to:

- Email – Staff should be able to access their ISD 709 email and are encouraged to check it daily.
- Face-to-face and community meetings .
- Automated phone calls.
- Campus Portal – Campus Portal includes a billboard where messages are often posted.
- Websites – The Duluth Public Schools: ISD 709 website (www.ISD709.org) and school websites include links to important information for staff.
- Electronic Newsletters – ISD 709 News is published about once a week and includes district news items. Schools that have created electronic newsletters will include school-related material.
- Social Media – ISD 709 and several schools share information through social media like Facebook and Twitter.
- Local News Media – District and school leadership work with local TV, newspaper, and radio outlets to share information. Employees who receive media requests should refer them to their immediate supervisor, their principal, department head, or Office of the Superintendent. Media requests may also be forwarded to the ISD 709 Communications Office at (218) 336-8735.
- Hard Copy Newsletters – Several schools continue to produce hard copy newsletters. Duluth Public Schools: ISD 709 produces a monthly hard copy newsletter which is also posted electronically at www.ISD709.org. A quarterly newsletter is published and distributed to more than 30,000 homes through the Duluth Budgeteer newspaper.
- Annual Report to the Community – Each year, generally in October, ISD 709 produces an annual report for the community. It's presented to the public during the annual meeting and available to any citizen any time at www.ISD709.org.

Community Education

Grounded in the core values of lifelong learning and citizen involvement, the Community Education Department is an integral component of the Duluth Public Schools. This department strives to provide opportunities to learners of every age - from infants and preschoolers, to school-aged children, to adults and seniors - through a variety of programs and services. Opportunities are offered to local citizens, schools, agencies, businesses and institutions to become active participants in our learning system both as a learner and as a resource to it. Learning is expanded beyond kindergarten through grade 12 to include all community members and embrace both formal and informal learning opportunities. Through this engagement, uses of school facilities are maximized and locally identified goals are supported. See more at www.isd709.org.

Community Partnerships

The Duluth community has a long history of partnership with its schools. Nearly 2,000 citizens from all walks of life indicated the need for growing and improving these partnerships during the *Think Kids* initiative, a community-wide conversation about education. A guide on the District website provides the procedural instructions and explains the administrative details necessary to implement and sustain school-based partnerships.

Partnerships with community-based organizations provide important support for adults, families, and students that contribute to academic success, socio-emotional development, and employment readiness. Schools alone cannot meet the wide variety of needs that impact our children's learning. In fact, partnerships between Duluth Public Schools and their communities have existed for a number of years. Additional information can be found on the Duluth School District's website.

Confidentiality

Confidential Student and Family information (FERPA- Family Education Rights and Privacy Act) - Information about a student or a student's family is confidential. Discussion of an individual student's achievements, challenges, health,

behavior, and/or family circumstances should only take place with the school's staff on a need-to-know basis. The Family Educational Rights and Privacy Act (FERPA) authorizes the sharing of student information among school personnel with legitimate educational interest). Violations of this policy can result in disciplinary action and legal risk. Keep this in mind both at work and away from the building. Casual conversation with friends or relatives, particularly in public, could result in legal action taken by the family against an educator sharing such information. Staff should be very mindful of communicating confidential information about students in the staff lounge, classroom, lunchroom, hall, office, and other school areas.

Staff members should consider the following:

- Control the information you have about students.
- Only share information with those who are authorized and need to know.
- Never discuss information regarding students at social events, etc.
- Forward all requests for confidential information, whether informal or formal, regarding students to teachers and/or administrators.
- Indicate to individuals asking for information that you're complying with the School District's position on maintaining confidentiality for students.
- Don't discuss students during your breaks in areas where unauthorized individuals could hear your conversation.
- Explanations for why you can't discuss a student are easier than explanations for why you divulged confidential information.
- Not discussing confidential information is providing the highest quality of care to a student.
- Take a student's right to privacy seriously.
- Information learned at school stays at school.
- Appropriate information exchange carries with it responsibility.
- Learn how to politely and courteously handle inquiries regarding confidential information.
- Identify acceptable means for people who need student information to request the information.
- Treat confidential information as if your job depends on it.
- You represent the School District and maintaining confidentiality is crucial to its positive public image.

Copyrighted Materials

See District Policies/Regulations 3189, 3189R, 3190, and 3190R at:

<http://www.isd709.org/district/policies/3000-series---business-finance>

Corporal Punishment

No employee or agent of the School District shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. Legislature of the state of Minnesota Section 1. (127.45) (Corporal Punishment Prohibited.) Subdivision 1. For the purpose of this section, "corporal punishment" means conduct involving:

1. Hitting or spanking a person with or without an object, or
2. Unreasonable physical force that causes bodily harm or substantial emotional harm. Subdivision 2. (Prohibition.) An employee or agent of a public school district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

Counseling

Counselors provide services in a variety of ways. Responsive counseling services are provided in individual and group settings in reaction to students' needs related to:

1. Academic achievement.
2. Personal/social development.
3. Career and education decision making.

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

Cyber-Bullying

Cyber-bullying means bullying using technology or other electronic communication. It is our responsibility to prevent cyber-bullying from happening and intervene when it does. How we supervise student use of technology, intentionally create positive relationships, listen to student concerns, and report instances of bullying behavior makes a difference in our school communities. The term "cyber-bullying" applies to prohibited conduct which occurs on school premises, on School District property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

Data Privacy

Educational data is private data under the state and federal laws, Minnesota Government Data Practices Act (MGDPA) and Federal Educational Rights and Privacy Act (FERPA). MGDPA defines educational data broadly as any data on an individual maintained by a public educational agency or institution which relates to a student. FERPA defines educational records as any record that directly relates to a student and is maintained by an educational agency or institution or by a party acting for the agency or institution, with the exception of "directory information." The Duluth Public Schools defines directory information as student name, date and place of birth, participation in officially recognized activities and sports, height and weight of members of athletic teams, degrees and awards received, and dates of attendance. Generally, private educational data cannot be disclosed to a third party, unless a statutory exception applies or appropriate consent has been given by the parent or eligible student (18 or older).

It is the staff's responsibility to know and understand the parameters in regard to the collection, maintenance, and dissemination of pupil records, as well as the privacy rights of students as provided in federal law and state statutes.

The Health Insurance Portability and Accountability Act (HIPAA) provide data privacy and security provisions for safeguarding medical information. The Duluth Public School's Health Plan Notice of Privacy Practices is available on the Benefits web page of the District website at www.isd709.org.

Discipline and Classroom Control

School discipline is the responsibility of all staff members, who are required to address inappropriate student behavior, whenever and wherever it occurs. In most cases, verbal correction and redirection will be the appropriate consequence for minor violations of school policy. Staff members will be encouraged to contact parents concerning discipline issues whenever appropriate. Disciplinary action includes, but is not limited to, parent meetings, loss of school privileges, in-school and out-of-school suspensions, and detention.

Teachers are expected to maintain good student control in the classroom. If a student or students misbehave in a manner that you cannot readily control, you are expected to contact the principal for assistance. Physical force should not be used or implied as a threat or actual method of control or discipline. Physical force should be used only in situations where injury to an individual is a possibility, such as in the case of a fight, and only then to restrain the individual(s) involved.

Dress

Staff members are to dress in a manner that is appropriate for their position. Professionals should be readily distinguished as such. Good grooming and appropriate dress are important and necessary for all school employees. Professional staff should be particularly exemplary because of the position they hold in the school. Wearing casual clothing could contribute to student management and public credibility problems. For these reasons, staff members are expected to dress in a manner that sets them apart from students and enhances a business-like atmosphere in the classroom. Proper attire and good grooming contribute to the development of a desirable school and classroom atmosphere.

You will be expected to help enforce the dress code for students. T-shirts, jackets, buttons, pins, jewelry, etc., with 'poor taste' slogans or pictures referencing tobacco, alcohol, drugs, and/or racial, sexual, religious harassment, are not allowed on school grounds. Students should be asked to change clothes or turn garment inside out. Students are expected to dress in a manner that does not disrupt the learning process or pose a health or safety issue to others.

Emergencies

Emergency School Closings/Delay - The decision to close or delay the start of school due to severe weather is made prior to 6:00 a.m. and unless you hear an announcement over local radio and television stations that schools are closed, schools will be open. Your cooperation in not calling the stations or schools regarding probable closure is appreciated. If an emergency school closing occurs after you have been given an assignment, but prior to the time you have reported for work, you will not report to work nor will you receive pay for that day. Individuals employed as long-term substitutes do not work on the day(s) schools are closed, but are paid in accordance with the collective bargaining agreement. If an emergency school closing occurs during the school day, you will be paid for hours worked. You will be released from your duties by the building principal after the students' safety is assured.

Places to check for notification of school closings/delay include, but are not limited to:

- Online - www.ISD709.org or www.duluthnewstribune.com.
- Radio - KDAL AM 610/95.7FM, KQDS AM 95, WEBC AM 56, WSCD 92.9 FM.
- TV - KDLH-TV3, KBJR-TV6, WDIO-TV10, KQDS-TV21.

Employee Online

Employees will be able to access their pay stub information online at any time and from any computer with Internet access (home or school). Pay stubs can be viewed and printed. We recognize that not all employees have access to a personal computer. Employees will have convenient access to a district computer and printer at each site during regular business hours.

Access your pay stub by logging into Employee Online from the district website using your employee ID and password. Employee Online is a secure site designed to show only the logged in user's information. The Human Resources Department will set up Employee Online for new staff members at the time of hire. Employee Online is accessible through the district website.

Equal Employment and Promotional Opportunities

Equal employment and promotional opportunities will be provided for all persons without regard to race, creed, color, religion, sex, age, disabilities, marital status, national origin, status with respect to public assistance, gender, gender identity, gender expression, sexual orientation or any other legally protected characteristic. Duluth Public Schools, in accordance with all applicable federal, state, and local anti-discrimination laws, including Chapter 363A of Minnesota Statutes, will use approved traditional and nontraditional methods to recruit, employ, train, assign, transfer, retain, and to promote equity in the employment of women, people of color, and other legally protected characteristics through a positive recruitment plan. Additionally, the recruitment plan will be superseded by all criteria as defined by contracts, collective bargaining agreements, and state/federal laws. The School Board will provide resources to implement this plan in every department and school and at all levels of operation.

Employees with questions or complaints concerning the School District's compliance with federal and state anti-discrimination laws are encouraged to utilize the "Equal Opportunity Policy Complaint Procedure" to register such questions and complaints.

Evaluations of Tenured and Probationary Teachers

Statutory Language - The teacher evaluation process must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan.

Teacher Evaluation - The district will employ the Charlotte Danielson observation tool based on *Framework for Teaching*. Tenured teachers will have summative evaluations on a three-year cycle, and non-tenured teachers will have administrative evaluations three times a year for three years.

Individual Growth and Development Plan - The aim is to make the goal setting process as simple and straightforward as possible. The goal setting and reflection process should cover the requirements for reflection for relicensure as well.

With time for collaboration, time for work with student data, and time for reflection, this growth plan will become a meaningful document with a measurable impact on professional development and student achievement.

Finances

Employee Reimbursements - All reimbursements to employees will appear as a separate item on the employee's pay stub and added to their payroll direct deposit. Reimbursements must be approved by the employee's supervisor and comply with District policies. Most common reimbursement issues that arise involve adhering to Policy 3135 – Mileage Reimbursement for Use of Private Vehicles and Policy 3136R – Expenses – Travel. Mileage and other travel expenses will

only be reimbursed if it is submitted within 60 days of the first date of travel. Reimbursements for supplies or other materials must be accompanied by original receipts.

Other Payments - Checks through Accounts Payable are issued weekly. Generally, payment requests received by Accounts Payable by noon on Thursday will be paid the following Tuesday. Only the Finance Department can grant requests for checks outside of the normal processing schedule.

Fire Drills

Fire drills are conducted five times during each school year. These come at unannounced times and teachers and staff are to be familiar with the regulations for their classroom and to be prepared to evacuate the building according to the plan for their room. The fire drill regulations are to be posted in each classroom. When the fire alarm rings, each teacher will direct the students to follow the designated route for exit from that room. Teachers and staff should accompany their classes all the way out to the sidewalk area. Everyone is expected to get out anytime the fire alarm rings. Teachers should remain outside the building actively supervising their students until signaled to return. Designated RESCUE ROOMS have been identified in each of the schools. Students who cannot evacuate the building should be brought to one of these designated areas.

GED

The Adult Learning Center offers preparation for the GED exam and is an Official Pearson Vue GED Testing Center for the Duluth region. The previous 2002 paper/pencil version of the GED exam has been replaced with a new 2014 computer-based test.

Gifts to School Personnel

No school employee is to accept any commission or gift from individuals or companies seeking to sell equipment or materials to our schools. This also applies to materials and supplies used in school organizations, classes, and so forth.

This prohibition shall not be construed to prevent vendors from paying reasonable costs to provide opportunities for school officers and employees to see or hear about new ideas, equipment, and/or materials, nor shall it be construed to prevent students from presenting token and inexpensive gifts to staff members. In most cases, the writing of letters to staff members expressing gratitude or appreciation is considered to be more appropriate.

Grant Applications and Awards

All grant proposals are to be reviewed by the Assistant Superintendent prior to submission, to inform district administration of the district required commitments (time, data, funding, etc.) per the grant. We have created a Google Form to simplify and streamline the pre-approval process: <https://goo.gl/L8VcCV>

Upon pre approval by the Assistant Superintendent, all grant applications must be presented to the Education Committee as an informational item.

Once the grant is awarded by the granting agency, all grants awards must be submitted to the Education Committee as an action item. Grant dollars are not accessible until after the Education Committee has accepted and provided final approval at the School Board meeting.

Harassment and Violence

Independent School District 709 (ISD 709) is committed to creating and maintaining a learning and working environment where all individuals are treated with respect and dignity. Every individual has the right to learn/work in an environment free of harassment and violence.

In the School District, harassment and violence – whether verbal, physical, or that which creates a hostile climate – is unacceptable and will not be tolerated. Harassment and violence are unlawful, hurt all people and have no legitimate educational purpose. Any employee or student who engages in such conduct shall be disciplined as provided by law, district policies, and applicable labor agreement.

It is the policy of ISD 709 to maintain a learning and working environment that is free of harassment and violence based on sex, sexual orientation, race/ethnicity, religion or religious practices, disability, and other forms of harassment as defined in this policy.

This policy:

- Applies equally to all School District employees and students.
- Requires reporting and documenting of harassment.
- Requires adults to help students if they are aware of/witness instances of harassment.
- Includes a broad range of behaviors, mandates, and procedures for violations.
- New forms (one page) in each building administrative/guidance offices
- Requires that building administrators be notified immediately of violence/harassment.
- Requires building administrators to document and investigate and, in cases of sexual violence harassment, must utilize the sexual assault response protocol.
- Requires remedial measures be taken and progressive discipline for violations.

There are many right things you can do in addition to reporting to the appropriate building administrator(s), which you **MUST** do. Ignoring violence/harassment is the wrong response.

Call Human Resources with questions: (218) 336-8718.

Hazing Policy

It is important for all coaches and advisors to make students aware of the Hazing Policy of Duluth Public Schools: ISD 709. School organizations and teams cannot engage in any activity that would embarrass or humiliate a student. This policy includes any team/group selections or initiations.

Coaches/Advisors should make certain that any group/team does not engage in any of the following:

1. Initiation rites which include face-painting or unusual costumes.
2. Unauthorized public performances (e.g., performing the school song, cheer or dance routines).
3. Any physical activities (e.g., paddling, blindfolds, obstacle courses).
4. Any public activities that would embarrass or single out a member (e.g., singing or dancing at a restaurant, standing on street corners waving at cars).
5. Any activities that involve putting up signs or toilet paper on any buildings or homes. This is a very dangerous activity that has resulted in violent altercations with neighbors.
6. Any activities that separate team members and treat them in an embarrassing way. This includes traveling to and from events.

When students are selected for an organization or team, coaches/advisors should make all students aware that any form of hazing will not be allowed. It is up to each coach/advisor to make certain that the entire team knows these rules. Please see the activities director if there are any questions.

Hiring/Applications

Certified Positions - Individuals who are interested in applying for certified positions that are open to external applicants must typically hold a bachelor's degree from an accredited college or university and a license issued by the Minnesota Department of Education with a specific endorsement for grade level and subject area. Additional Minnesota State Board license/registration requirements may be required for some positions (e.g., school nurse, school social worker). To apply for an open position, applicants must submit an online application by 4:00 pm of the closing date. A complete application includes:

1. Cover Letter.
2. Resume.
3. Completed online application.
4. College transcripts (official or unofficial).
5. Three recent professional evaluations or letters of recommendation.
6. Copy of current valid Minnesota Teaching License.

Non-Certified Positions - Online applications for non-certified positions are accepted at any time. To apply for an open current external position, applicants must submit an online application by 4:00 pm of the closing date. If you have any questions regarding our hiring process, please contact the Human Resources Department at (218) 336-8718.

Honorariums

If such payments are made for services rendered during employee's scheduled work day, staff members have the choice of:

1. Turning the payment into the School District's Human Resources Office.
2. Taking payroll deduction for the loss of school time.

See [Policy 4095 Student Teachers](#) for exceptions.

Human Resources

The Human Resources Department website, located within www.ISD709.org, offers information for both current employees and job seekers.

Illness

Staff members who find they will be unable to be present in school because of illness should use (by phone or Internet) the Smartfind Express Reporting System and report the absence to the school/site. This early indication will make it possible for a substitute to be secured. In the case of a teacher becoming ill during the day, an administrator should be informed and coverage will be arranged immediately so the teacher may go home. Early in the year, each teacher is to prepare a folder, which will be available in the main office containing information for the substitute. Included in the folder will be up-to-date seating charts for each class, some suggested lesson plans and any other information which would be helpful to a substitute teacher arriving on short notice.

Students who become ill during the course of the school day should be sent to the Nurse's Office. Except for emergencies, the student who is ill should report to the classroom, where they can ask to be allowed to go to the Nurse's Office. Students who have an accident in school should similarly be sent or brought to the Nurse's Office where a determination will be made of the seriousness of the problem. Students leaving the building due to illness without being properly excused through the Nurse's Office or the Attendance Office will have an unexcused absence.

Internet Use

In order to prepare our students for the global 21st century workplace, we embrace online tools for learning as a means to teach our students strong communication skills, collaboration skills, and creative thinking skills. In making decisions regarding student and employee access to the Duluth Public School's computer system and the Internet – including electronic communications – the School District considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental for preparation of citizens and future employees. Access to the School District computer system and to the Internet enables students and employees to explore thousands of libraries, databases, blogs, and other resources while exchanging messages with people around the world. The School District expects that faculty will promote responsible use of the School District computer system and the Internet throughout the curriculum and will provide guidance and instruction to students about their use. Please refer to District Policy 3187 "Use Policy for Internet Access" and 3187R "Internet Use Regulations" for more information.

Intoxicants

No employee shall distribute, dispense, possess, use, or be under the influence of any alcoholic beverage, or other intoxicating liquor or unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of any narcotic drug, hallucinogenic drug, or amphetamine. Students who come to school intoxicated, or bring intoxicants to a school-sponsored event will be suspended from school immediately for a minimum of three days. Police and parents will be immediately involved. Please see District Policies 4035, 4036 and 4036R on the District's website at www.isd709.org

Lockdown Drills

Lockdown drills are conducted five times throughout the year at unannounced times. All staff members are to be familiar with the procedures for lockdowns. When the drill is announced over the PA system, teachers are to direct students to pre-designated areas of their rooms away from view of windows and doors. Teachers should lock their doors, checking the hallway for students as they do so. No one is allowed to leave the room for any reason until an all clear is announced. Lockdown drills last approximately one hour. (During a drill, teachers may go back to teaching once an announcement has been made. However, no one is allowed to leave the classroom until the entire drill is completed and a final announcement has been made). Designated RESCUE ROOMS have been identified in each of the schools. Students who cannot evacuate the building should be brought to one of these designated areas.

Mandated Reporting

The School District requires all school personnel to report suspected child neglect or physical or sexual abuse to social services in compliance with Minnesota Statute. Reporting of suspected child abuse is the responsibility of the individual who believes abuse/negligence is occurring. This can be done privately or under the auspices of the school, **but all suspected cases must be reported as required by law.**

If you suspect abuse:

- Call social services and/or law enforcement immediately. Minnesota Statute mandates this call be made within 24 hours of knowledge of the incident.
- Within 72 hours you must follow your verbal report with a written report.
- **Do not investigate** – wait for someone in authority to ask you to do something.
- Do not talk about the case to anyone (other than your building administrator).
- Keep good documentation of what you have observed in your personal file.
- Keep a copy of the written report in a locked cabinet and give a copy to administration.
- Staff that have firsthand knowledge are required to write and submit the report.
- It is acceptable to report incidents of suspected abuse or neglect to your supervisor. However, **it does not meet the requirement of the law.**

Media Relations

Maintaining the necessary liaison with press, radio, and television shall be the responsibility of the Superintendent, who shall designate members of his/her staff to assist him/her in carrying out this public relations function. In the case of an individual school's relationship with the media, the principal is responsible and may also designate members of his/her staff to assist.

Newspersons may not enter classrooms in session or in any way create a distraction or interfere with school routine without the permission of the principal. Publicity or news of classes or other school situations involving students who are identified as disadvantaged, retarded, or handicapped require that the principal or other school staff members inform the newperson that the permission of the student's' parents must be obtained before photographs or interviews may be published or broadcast.

Employees who receive media requests should refer them to their immediate supervisor, their principal or department head or to the ISD 709 Communications Office.

Schools and departments may request communication/media relations assistance by contacting the ISD 709 Communications Office at (218) 336-8735.

Network Security

The District monitors the network for hacking, inappropriate use and virus protection. The Family & Student Handbook addresses student discipline issues.

Internet Filtering - The District uses a commercial filter to manage filtering of inappropriate sites. If you encounter a site that you feel should be blocked or is unnecessarily blocked, please enter a Technology Help Desk ticket and choose the category "Internet Filtering."

Parent/Teacher Conferences

The School District provides opportunities for parent/teacher conferences in the fall and in the spring. In accordance with the teacher contract, teachers will be available for 24 hours of parent conferences. This time is compensated with three vacation days within the district calendar.

During parent conferences, teachers are expected to be available in the building for the duration.

Pay Days

Employees will be paid every other week. Timesheets for non-certified personnel should be turned into payroll no later than 4:00 P.M. on the Tuesday following Friday pay day. ISD 709 uses direct deposit.

Use of Physical Restraint and Seclusion

Duluth Public Schools ISD 709 promotes the use of positive behavioral approaches as an intervention for all students.

A Duluth teacher, school principal, school employee, school bus driver, or other agent of Duluth Public Schools in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another. Minn. Stat § 121A.582.

Duluth Public Schools ISD 709 uses restrictive procedures only in response to behavior(s) that constitutes an emergency, even if written into a child's Individual Education Plan (IEP) or Positive Behavior Intervention Plan (BIP).

"Physical restraints or holding" means physical intervention intended to hold a child immobile or limit a child's movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury. Minn. Stat. § 125A.0941 (c)

The term physical holding does not mean physical contact that:

1. Helps a child respond or complete a task.
2. Assists a child without restricting the child's movement.
3. Is needed to administer an authorized health-related service or procedure.
4. Is needed to physically escort a child when the child does not resist or the child's resistance is minimal.

Duluth Public Schools trains and use the following types of physical holding: children's control, team control, transport, and interim control. Each time physical holding is used, the staff person who implements or oversees it must document the incident as soon as possible after it concludes.

"Seclusion" means confining a child alone in a room from which egress is barred. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room. Minn. Stat. §125A.0941 (g). Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion. Duluth Public Schools do not use any rooms for seclusion. See Restrictive Procedures in this handbook.

Policies

The School District's complete manual of approved School Board policies and administrative regulations are included on the District website.

- 0100 Series - School District
- 0200 Series - School Board Bylaws
- 0300 Series - Administration
- 0400 Series - Employees/Personnel
- 0500 Series - Students
- 0600 Series - Education Programs
- 0700 Series - Non-Instructional Operations
- 0800 Series - Building and Sites
- 0900 Series - School District - Community Relations
- 1000 Series - Community Relations

- 2000 Series - Administration
- 3000 Series - Business & Finance
- 4000 Series - Human Resources
- 5000 Series - Students
- 6000 Series - Curriculum & Instruction
- 7000 Series - New Construction
- 8000 Series - School Board Operations
- 9000 Series - School Board Bylaws

For further information, contact the Executive Assistant to the Superintendent at (218) 336-8752.

Professional Development Opportunities

Continuing education should align with site goals which, in turn, align with the District-Wide Continuous Improvement Plan. Professional development activities may include curriculum development and curriculum training programs, and activities that allow teachers and other team members to enhance team performance. The School District may implement additional staff development activities required by law and activities associated with professional teacher compensation models.

Professional Leave

Teachers are encouraged to attend conventions or meetings pertaining to their specialties. A "Professional Leave" request form must be completed and submitted for each event in a timely fashion. These requests will be considered for approval based on budgetary considerations, total leave days allocated to the principal, number of days an individual is out of the building, recent history of convention attendance, and other factors.

Staff development funds may be requested to cover the costs of continuing education opportunities by filling out a pre-approval request form. Expenses that may be covered by staff development funds may include but are not limited to: substitute teachers, registration fees, lodging, mileage, and meals. The staff development committee will allocate staff development funds. Professional leave requests are required whenever you desire to be gone from your building regardless of the need for a substitute. Exceptions to this policy are made for events such as field trips or extracurricular activities when you are with students, it will be for less than half of a day, and you do not need a sub.

Religious Activities

The School District shall neither promote nor disparage any religious belief or non-belief, but shall encourage all students and employees to have an appreciation for and tolerance of each other's views.

Restrictive Procedures

Restrictive Procedures are use of physical holds and/or seclusion by a Duluth Public School employee in an emergency situation where a student(s) are physically acting out and a danger to themselves or others. We do not intend to use seclusion and have not created any rooms within Duluth Public Schools designed for seclusion. Use of restrictive procedures is done within the context of positive behavior interventions and supports, are limited to approved non-violent techniques, and governed by Restrictive Procedures Law and Duluth Public Schools Policy 532R. Note: As of August 2015, we do not use "prone restraint" (holding a student face down) with any students at any time.

Safety of Students, Staff, and Public

Every reasonable precaution must be taken to protect the safety of students, employees, and other citizens present on school district property or at school approved events. It is the basic responsibility of all supervisory personnel to assure that safe conditions exist and that those whom they supervise use safe practices for the conduct of their work. In addition, all students and employees shall adhere to Occupational Safety and Health Act Rules, Right-to-Know laws and rules, and such other safety regulations as may be promulgated from time to time by the Superintendent. The rules and regulations are to be on file in the School District's Human Resources Department.

School Closing or Two Hour Late Start

(Also see *Emergency School Closings/Delays*)

The decision to close or delay the start of school due to severe weather is made prior to 6 am. Unless you hear an announcement over local TV and radio stations that schools are closed or delayed, you can assume that school will be in session as scheduled.

How is the decision made - Duluth School District transportation personnel are up at 3:30 am checking National Weather Service reports and are on the road by 4:00 am to check road conditions. They consult with transportation managers from Proctor, Hermantown, and Superior School Districts and with the bus contractor. They may also consult with the police department, MNDOT, highway patrol, and city and county departments that handle plowing. The Transportation Manager consults with the Superintendent in making a decision (by 5:00 a.m.) whether or not to close or delay school. During severe weather, parents have the option of picking their children up early from school.

Staff/Student Relationships and Professional Boundaries

Intentionally developing “teacher-student relationships” is a High Impact Practice that implies efficacy and respect by the teacher for what the student brings to class (from home, culture, peers), and allows the experiences of the child to be recognized in the classroom. Developing relationships requires the teacher to possess the skills of listening, empathy, caring, and to have positive regard for others. The teacher should demonstrate that they care for the learning of each student as a person (Hattie 2009). We also have responsibility to students, ourselves, colleagues, and our profession to establish professional boundaries within the context of teacher-student relationships and a safe and welcoming learning environment. Professional boundaries can be considered across at least nine areas: curriculum, emotion, relationships, use of power, institutional expectations, financial, communication, temporal, and expertise (Aultman 2009). Please review the Minnesota Code of Ethics and related Duluth Public Schools policies, and work with your building administrator or direct supervisor to understand site expectations and further discuss roles and responsibilities. Talk with your building administrator or direct supervisor about relationships and professional boundaries as they relate to working with students before or after school, in one-on-one situations, and when activities are outside of your typical day-to-day interactions. Applicable policies include: Gifts for Employees and School Board Members 421; Internet Use 3187 and 3187R; Standards of Conduct 4025; Safety of Students, Staff and Public 4040; Employee Background Checks 4042 and 4042R; Equal Educational Opportunity 102; and Reporting Suspected Abuse and Neglect 5125 and 5125R. Resources used: MN Code of Ethics, Illinois Code of Ethics, High Impact Teaching Practices (Hattie 2009), Boundary Dilemmas in Teacher-Student Relationships (Aultman 2009), Gifts for Employees and School Board Members 421, Internet Use 3187 and 3187R, Standards of Conduct 4025, Safety of Students, Staff and Public 4040, Employee

Background Checks 4042 and 4042R, Equal Educational Opportunities 102, and Reporting Suspected Abuse and Neglect 5125 and 5125R.

Student Teachers

The Superintendent is authorized to enter into formal agreements with nearby teacher training institutions to place student teachers in the schools and arrange for appropriate contracts to cover the process of placements and honorariums to supervising teachers.

A student teacher shall not be assigned to work with a teacher without the consent of the teacher and approval of the principal.

Only tenured teachers may serve as supervising teachers to student teachers, and only one student teacher may be assigned to a supervising teacher during a school year. Any exceptions to the assignment of student teachers must be authorized by the Superintendent or his/her designee.

The interests of public school students are placed above all other considerations in any student teacher training experience.

Participation in field experiences with student teachers from training institutions is based on a fundamental principle that people learn by involvement. The design and organization of each field experience is developed to provide the prospective teacher with many and varied opportunities to teach and to learn. It is a clinical experience that permits an analysis of teaching and learning in a realistic school setting with students.

All parties in the learning process are expected to adhere to the established curriculum of Duluth Public Schools. Innovations and creativity are expected to function within the curriculum structure. All instruction must have relevance to the course and sequence of instruction. As such, the success of the experience is contingent upon the relationship established between the student teacher and the cooperating teacher.

Students with Disabilities

Students with disabilities being served on an IEP are expected to follow the School Discipline Policy the same as other students. Standard disciplinary action or variance from that action must be stated in each IEP. Specific exceptions to the code of conduct related to the manifestation of the student's disability will also be included in the IEP. The basic additional rules for discipline concerning students with disabilities are as follows:

1. **School Rules** – "Regular" school rules apply if, and only if, the student discipline rules are determined at an IEP meeting to be appropriate for the student.
2. **Maximum Suspension** – No student with a disability may be suspended for more than ten total days in a school year unless due process procedures have been carefully followed.
3. **Manifestation Determination** – An IEP team meeting must be held to conduct a manifestation determination for student misconduct resulting in removal from school for ten cumulative school days, when subjected to a series of removals that constitute a pattern, or at parent request. That meeting must be held within ten school days of the beginning date of suspension to determine whether misconduct is a manifestation of the student's disability. When misconduct is determined to be a manifestation of the disability and the IEP team has not created a positive behavior intervention plan (BIP) prior to removal, both a functional behavioral determination (FBA) and BIP must be developed as soon as possible, no more than thirty school days from the time of the manifestation determination meeting. If the student already had a BIP at the time of the misconduct, the IEP team must review it and decide whether to modify it to address the misconduct (M.R. 3525.2550). When the

misconduct is not determined to be a manifestation of the disability, school personnel may apply relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to children without disabilities. Educational services would be provided for a removal from the educational setting, so as to enable the student to continue to participate in the general education curriculum and progress toward meeting IEP goals. The student may also receive, as appropriate, an FBA, BIP, and modification designed to address the behavior violation so that it does not recur.

4. **Positive Behavior Intervention** – The School District expects and encourages the planned development and use of positive behavioral interventions. The District discourages the use of punitive, aversive, or deprivation interventions.

Substitute Teachers

An individual interested in substitute teaching with Duluth Public Schools must hold a current valid Minnesota Teaching License with a specific endorsement for grade level and subject area. A copy of your current teaching license must be attached or sent to Human Resources with your completed application. Licensure information can be obtained by contacting the Minnesota Professional Educator Licensing & Standards Board at (651) 539-4200, by email at pelsb@state.mn.us, or at <https://mn.gov.pelsb> .

Substitutes (Non-certified)

Substitute Paraprofessional Staff - An individual interested in substituting as an educational paraprofessional should have previous experience working with children in either a teaching setting or other child care environment. Individuals interested in working with special education children should have some previous experience working with children having special needs.

Additional certification and licensure is required for specific educational paraprofessional positions such as health paraprofessionals and licensed practical nurses. For these positions, copies of certifications and/or licenses must be submitted along with the completed online application. Although our preference is to have licensed sign language interpreter substitutes, those individuals with strong American Sign Language skills that do not possess licensure are valuable and can be utilized as well.

Substitute Clerical Staff - An individual interested in substituting in a clerical position should have previous experience working as a receptionist or in an office doing clerical related duties. Interested parties should be able to operate an office phone system, take messages, type, and utilize a filing system. Customer service skills are essential. The School District uses Microsoft Office 2010 software and previous experience utilizing Word and Excel is preferred. Those individuals with data entry background should record this experience on their application.

Other Non-Certified Substitute Staff Positions - Other non-certified substitute positions include bus drivers, bus helpers, custodians, and food service workers. Please inquire with the Non-Certified Human Resource staff regarding qualifications.

Teacher Relicensure

The State of Minnesota requires all employees with a Minnesota Teaching License to complete 125 clock hours every five years. Clock hours must be earned in two or more categories: College courses or educational workshops. Within the 125 clock hours, the following components MUST be addressed and verified.

1. **Positive Behavior Interventions:** Typically includes experiences that deal with classroom management accommodation, adaptation, and modification of curriculum to meet the needs of differing learners.
2. **Recognition of Early Onset Mental Health Issues:** Typically includes experiences that help educators identify the sign of mental health issues in children and/or adolescents.
3. **Reading Preparation:** Experiences that help all teachers become teachers of reading.
4. **Technology Integration:** Effective for renewal of professional licenses that expire on June 30, 2012, and thereafter, applicants must also include activities that effectively integrate technology with student learning.
5. **Certified Positions** - Individuals who are interested in applying for certified positions that are open to external applicants must typically hold a bachelor's degree from an accredited college or university and a license issued by the Minnesota Professional Educator Licensing & Standards Board with a specific endorsement for grade level and subject area. Additional Minnesota State Board license/registration requirements may be required for some positions (e.g., school nurse, school social worker). To apply for an open position, applicants must submit an online application by 4:00 pm of the closing date. A complete application includes:
 - a. Cover Letter.
 - b. Resume.
 - c. Completed online application.
 - d. College transcripts (official or unofficial).
 - e. Three recent professional evaluations or letters of recommendation.
 - f. Copy of current valid Minnesota Teaching License.

Teachers are required to submit evidence of work that demonstrates professional reflection and growth in best teaching practices. The applicant must include a reflective statement of professional accomplishment and the applicant's own assessment of professional growth.

Technology

Employees of Duluth Public Schools are granted the privilege of using technology only in an authorized and acceptable manner. Generally, usage is unacceptable if it conflicts with Duluth Public Schools or the individual department's purpose, goal, or mission, or interferes with an employee's authorized job duties or responsibilities as determined by his/her immediate supervisor. For the purpose of this policy, the term "staff" includes permanent and temporary personnel, substitutes, contract personnel, hourly non-contract personnel, student teachers, volunteers, and outside agency personnel allowed use of district technology access.

Administration reserves the right to archive, monitor, review, and audit an employee's use of technology at any time. By using technology, the user consents to this monitoring.

1. Misuse of personal or District technology resources while on school property, in school vehicles, and at school sponsored activities, as well as the use of District technology resources via off-campus remote access, may result in disciplinary action up to and including termination.
2. Intentional unauthorized access and/or damage to networks, servers, user accounts, passwords, or other District resources may be punishable under local, state, or federal law.

Classroom Technology - All classrooms are equipped with the following technology equipment:

- SMART boards or projectors
- Sound amplification systems
- Microsoft Windows 7 desktop computer

The Help Desk is for assistance with District technology, as well as with basic training questions. Please follow the steps below before submitting a help desk ticket:

1. Check the Innovation Department's Tutorial.
2. Ask your building technology coordinator.
3. Submit a ticket to the Technology Help Desk. (Note: click "log in using Google" button on right).

Infinite Campus - To provide parents and students with convenient access to student information, Duluth Public Schools provides Infinite Campus Portal. The Portal provides access to data such as attendance, grades, schedules, assignments, etc. Student Portal accounts are automatically created when the student is enrolled. Parent Portal access online or via mobile device can be obtained after completing the Infinite Campus Portal Access Form. The Access Form and the Infinite Campus Parents and Students Manual are available on the Duluth Public School Website at isd709.org.
Parents→Forms.

Passwords and Logins - All staff are assigned login IDs and passwords that define their access to the District's technology resources. **Staff is responsible for maintaining the confidentiality and security of their login and password information and should not share it with anyone.** Additional information can be found on our web page isd709.org under "District" - Policies 3187 and 3187R.

If at any time a staff member feels his/her password has been compromised, he/she should change the password immediately and contact the Technology Department to report the incident.

Responsible Use of District Technology Resources - The Duluth School District provides technology resources for students to use for educational purposes. The District maintains a content filtering system to protect users from accidental exposure to inappropriate content and to remain compliant with the Children's Internet Protection Act (CIPA); however, each user is responsible for his/her use of technology whether personal or district provided when using District technology resources. Users are advised that District personnel may monitor usage and content stored on District technology resources.

The Duluth School District Policy for Internet Access (#3187 & 3187R) sets forth guidelines for staff responsibilities while using District technology resources.

Google Apps for Education - Duluth Public Schools uses Google Apps for Education, tools built specifically for K-12 education. Google Apps for Education allows for classroom and individual collaboration and includes document storage, word processing, presentation formatting, spreadsheets, and email. All staff and students receive a district-provided email account through Google Apps for Education.

District provided email addresses have a direct relationship to school and are subject to all District policies. Staff and students should always use their district email appropriately.

Tobacco

Smoking and the use of tobacco products or tobacco-related devices including electronic cigarettes shall be prohibited on School District facilities. School District facilities include school buildings, school grounds, school owned and leased vehicles, and sites leased by the School District. No one will use tobacco products or tobacco-related devices while in or on school district facilities. In addition, it is prohibited to have tobacco products or tobacco-related devices in public sight while in or on School District facilities. Exception (MN Statute 144.4169): It shall not be a violation of this policy for an American Indian adult to light tobacco in a public school as part of a traditional Indian spiritual or cultural ceremony, or to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support.

Tornado Drills/Alarms

The staff will be given directions when there is a practice for a tornado warning. These directions will indicate your movement. You will be expected to move with and stay with your class during this exercise.

Transportation

The goal of the Duluth Public Schools Transportation Department is to provide safe, comfortable, and efficient service to our young riders. To accomplish these goals, we count on the support of the schools, students, and parents.

Transportation services for Duluth students are provided through a combination of School District-owned buses and contracted service with Voyageur Bus Company. Transportation services are provided based on distance guidelines established by the School Board. The District provides transportation to:

- Elementary school students who live seven-tenths of a mile or more from school.
- Middle school students who live one-and-a-half miles or more from school.
- High school students who live two or more miles from school.
- Transportation is also provided in certain areas recognized as hazardous by the School Board.

Specific questions about student transportation can be addressed by the Duluth Public Schools' Transportation Office at (218) 336-8970.

Use of School Facilities

School facilities are an integral part of the community and may be used to promote school, civic, or social goals in accordance with policies and regulations. The requirements of the school program will receive priority in the assignment of school facilities. Charges for use of facilities and equipment shall be made in accordance with schedules established by the School Board. A building permit must be submitted to the building principal or community education coordinator of the requested facility. A copy will be returned to the petitioner after processing. To inquire about the use of school facilities, please contact ISD 709 Community Education at (218) 336-8760, email communityeducation@isd709.org, or visit www.isd709.org.

Visitors in the Building

While every attempt should be made to be cordial and helpful to those visitors who have business in the schools, there is also an attempt made not to let visiting in any way interfere with our program of education. Student visitors are expected and required to receive official sanction for their presence from the office. Students or others desiring to visit classes or to see former teachers must register in the school's main office and secure an official visitor's pass. If they do not have the appropriate credentials, the individual(s) should be escorted to the Main Office where a visitor pass may be obtained, or the office should be notified immediately. Please refer to individual school procedures regarding student visitors.

Volunteers

All volunteers are required to go through a criminal background check through the Minnesota Bureau of Criminal Apprehension. A copy of the results of the background check must be disclosed to Duluth Public Schools pursuant to Minnesota Statute #123B03 for the purpose of volunteering in our buildings.

Each school has individual needs for volunteers. Contact your school to figure out how you can help.

Volunteers are normally under the classroom teacher's supervision and must do as the teacher directs. These duties may include: tutoring, serving as classroom helpers, working on special projects/events, and taking part in advisory groups, site council, PTA, etc.

Updates for 2018-19 School Year

- School Board Member Contact Information for 2018-19
- School Board Appointments to 2018 Committees
- Duluth Public Schools ISD 709 Calendar 2018-19 School Year

Duluth Public Schools School Board Members

Name and Address	District	Phone & Email	Term Expires
David Kirby 2216 E 2nd St. Duluth, MN 55812	District 2 Chairperson	(218) 724-7095 david.kirby@isd709.org	January 6, 2020
Rosie Loeffler-Kemp 2902 Bald Eagle Trail Duluth MN 55804	District 1 Vice Chairperson	(218) 525-6878 rosalie.loefflerkemp@isd709.org	January 3, 2022
Nora Sandstad 1429 Belmont Rd. Duluth, MN 55805	At Large Clerk	(218) 461-8336 nora.sandstad@isd709.org	January 6, 2020
Josh Gorham 4402 Pitt St Duluth, MN 55804	At Large Treasurer	(218) 409-6864 joshua.gorham@isd709.org	January 3, 2022
Jill Lofald 6310 Elinor St Duluth, MN 55807	District 4	(218) 391-4696 jill.lofald@isd709.org	January 3, 2022
Alanna Oswald 615 N. 56th Ave. W. Duluth, MN 55807	At Large	(218) 393-5365 alanna.oswald@isd709.org	January 6, 2020
Sally Trnka 1828 Columbus Ave Duluth, MN 55803	At Large	(218) 610-3070 sally.trnka@isd709.org	January 3, 2022

Student Representatives

Name	School	Email	Term Expires
Maggie Carlos	Denfeld	mjcarl249@isd709.org	December 31, 2018
Finnegan (Finn) White	East	fjwhit729@isd709.org	December 31, 2018

To send a group email to board members with email account, visit:

<http://www.isd709.org/district/school-board/contact-the-board>

SCHOOL BOARD COMMITTEE APPOINTMENTS

STANDING COMMITTEES

<u>EDUCATION COMMITTEE</u>	<u>HUMAN RESOURCES COMMITTEE</u>	<u>BUSINESS SERVICES COMMITTEE</u>
Jill Lofald, <i>Chair</i>	Josh Gorham, <i>Chair</i>	Sally Trnka, <i>Chair</i>
Alanna Oswald	Rosie Loeffler-Kemp	Josh Gorham
David Kirby, ex officio	David Kirby, ex officio	David Kirby, ex officio
Bill Gronseth, ex officio	Bill Gronseth, ex officio	Bill Gronseth, ex officio

General School District Committees

<u>City of Duluth Park & Recreation Board</u> David Kirby Josh Gorham, Alt.	<u>Inter-Governmental</u> Josh Gorham Nora Sandstad Sally Trnka	<u>Community Action</u> Rosie Loeffler-Kemp
<u>Quality Steering Committee</u> Rosie Loeffler-Kemp	<u>District Wellness</u> Nora Sandstad Annie Harala, Alt.	<u>Region 7AA</u> Jill Lofald
<u>Duluth Public Schools Foundation</u> Rosie Loeffler-Kemp	<u>Special Services Advisory Committee</u> David Kirby	<u>Education Equity</u> Alanna Oswald Josh Gorham, Alt.
<u>Transfer Appeal</u> Alanna Oswald	<u>Head Start Policy Council</u> Sally Trnka	<u>Transportation Safety Committee</u> Sally Trnka

