

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, May 17, 2011

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

1. **Presentations**

A. Minnesota Partnership for School Connectedness Presentation

4

Richelle Peterson, sixth grade Science and Language Arts teacher at Woodland Middle School, presented information about her experience as a teacher fellow in the Minnesota Partnership for School Connectedness (MPSP). Duluth was one of five school districts in Minnesota selected to participate in this grant-funded opportunity, which is an initiative partnering with the University of Minnesota to increase connectedness between sixth grade teachers and students and fostering engagement in learning.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

B. Data Coach and Integration Specialist Update

8

Tawnyea Lake, Terri Huttel, and Ron Hagland presented an update on District Data Coaches and Integration Specialists.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

2. **Informational Items**

The following items are for informational purposes only and do not require School Board approval.

A. Grant Applications - None

3. **Action Items**

A. Presentation Items Requiring Approval - None

B. Resolution E-5-11-2878 - Acceptance of Grant Awards to Duluth Public Schools

32

Attached is Resolution E-5-11-2878 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards for the following organizations:

Youth Service America
Duluth Superior Area Community Foundation

Recommendation: It is recommended that the Duluth School Board approve Resolution E-5-11-2878- Acceptance of Grant Awards to Duluth Public Schools.

C. Extended Trip Requests

37

The following extended trip request is submitted for approval:

Fifth grade students from Nettleton traveled to the Science Museum and History Museum in St. Paul, Minnesota May 5th and 6th, 2011. The purpose of this trip was to enhance student learning and meet standards in Science and Social Studies. The total cost of the trip was \$2,690 and was funded with grant dollars and donations.

Recommendation: It is recommended that the Duluth School Board approve the above extended field trip request.

D. 2011-12 Continuation of Change in Contractual Day – Educational Audiologist

According to Article X, Section VII, of the Collective Bargaining Agreement between ISD 709 and DFT, deviation from the contractual workday or school day may take place if certain conditions are met.

For each of the past five school years, the School Board approved a change in contractual day for Educational Audiologist Linda Kalweit. It is requested that approval be given for a change in contractual day for Linda Kalweit, with a workweek defined as up to forty hours and to include up to ten-hour days, as mutually agreed upon with the Director of Special Services, for the 2011-2012 school year.

This will allow Ms. Kalweit to accommodate the changing needs of the students and families that audiology serves, including evening hearing clinics, evening home visits for early childhood (deaf and hard of hearing) students, and for programming deaf and hard of hearing student amplification systems (personal FMs) after school hours so that students do not miss out on teacher instruction during the school day.

Recommendation: It is recommended that the Duluth School Board accept and approve this item.

E. Diplomas

41

The following student has completed all high school requirements and should be awarded a diploma:

Elizabeth A. Jeanetta

Recommendation: It is recommended that the Duluth School Board approve the above diploma award.

Minnesota Partnership for School Connectedness

Overview

The Minnesota Partnership for School Connectedness (MPSC) is a three-year intercollegiate, interdisciplinary initiative partnering the University of Minnesota with five diverse school districts throughout the State to increase connectedness and engagement between sixth grade teachers and their students.

University staff collaborate with teaching staff in two ways:

Teacher Fellows

One sixth-grade teacher from each school will participate in a year-long fellowship.

Teacher Facilitator

Teachers from non-intervention schools develop and assist with trainings, ensure viability and provide quality feedback for on going revisions.

Contact:

Paul Snyder - psnyder@umn.edu
Pamela Moore - moore068@umn.edu

Fellowship Components

Three-day Training Institute

Goal: Impart relevant knowledge, develop skills, provide support, build upon school/district professional development plans. Each Fellow develops a Student Engagement Plan that includes learning goals for the year; student engagement strategies for application in the classroom; and areas for additional coaching.

Ongoing Classroom Intervention

- Classroom observation and coaching, using a modified version of the Classroom Assessment Scoring System (CLASS)
- Tracking and support of Student Engagement Plan implementation

Cohort Convenings

Four one-day convenings for Teacher Fellows impart knowledge, develop skills and provide support throughout the school year.

Attention to School Context

Meetings with school principals and other school district personnel ensure progress, diffusion of new connectedness knowledge and student engagement techniques from Fellows to other teachers and school staff.

Partner Schools

Duluth

- Morgan Park Middle
- Woodland Middle

Mapleton

- Maple River Middle

Mounds View

- Edgewood Middle
- Highview Middle

South Washington County

- Cottage Grove Middle
- Woodbury Middle

Worthington

- Worthington Middle

UNIVERSITY OF MINNESOTA

mpsc

Minnesota Partnership for School Connectedness



THE KONOPKA INSTITUTE FOR BEST PRACTICES IN ADOLESCENT HEALTH

Housed at the University of Minnesota, the Konopka Institute works in partnership with community organizations, service providers, educators, policy makers and public agencies to promote the use of practices, policies and systems that show the greatest promise of supporting genuine healthy youth development.

Improving State Public Health Systems

The Institute receives funding from HRSA/MCHB to provide training and support to Adolescent and Maternal and Child Health Professionals in State Public Health departments across the county. Acting as the State Adolescent Health Resource Center (SAHRC), Konopka staff work to increase the capacity of these public health champions to support the needs of adolescents. Center goals:

- Increase attention to adolescents as a group within the state public health system
- Increase the system's capacity to address adolescent health
- Promote healthy youth development approaches and philosophies



Increasing Youth Connectedness

Continuing the Institute's longstanding practice of listening to young people and professionals in the field, Konopka Institute's staff developed the Minnesota Partnership for School Connectedness (MPSC). Funded by the US Department of Education, the intercollegiate program includes:

- The Division of Adolescent Health & Medicine, Department of Pediatrics
- The Educational Psychology Department, College of Education and Human Development
- Participating school districts throughout Minnesota



MPSC is a statewide teacher fellowship program with monthly classroom teacher observation and coaching. The partnership's goal: improved connectedness between sixth grade teachers and students.

Resources

Listening to New Voices: Youth Voices on Staying in School and Dropout Prevention - A summary of findings from Listening Groups conducted across Minnesota as part of the MN Department of Education's Dropout Prevention Initiative. The report documents young people's attitudes and beliefs toward high school and dropout prevention. Available at the Institute's web site.

eAdolescence - A bi-monthly newsletter that delivers a listing of adolescent health resources, publications and web sites. Organized around Healthy People critical objectives for adolescents. Subscribe by sending an email to boche001@umn.edu.

Dr. Konopka's Legacy

With an unshakable belief in the potential of all young people, the Konopka Institute for Best Practices in Adolescent Health works to answer Gisela Konopka's request:

"I would like to leave as a legacy people who can work with the young with strength, knowledge, imagination and deep caring."

Gisela was an early voice in the field of healthy youth development. As a longtime faculty member in the School of Social Work at the University of Minnesota, Gisela was a pioneer in the social group work method, where she would engage young people by listening to them, hearing their stories, their dreams, their aspirations.

Gisela believed that all young people can achieve their dreams and advocated through out her lifetime for practices, policies and systems that foster health youth development and successful transitions from adolescence to adulthood.

Gisela Konopka
Konopka Institute for Best Practices in Adolescent Health

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Minneapolis, MN 55414
612.626.1980
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DIVISION OF ADOLESCENT
HEALTH & MEDICINE
DEPARTMENT OF PEDIATRICS

UNIVERSITY OF MINNESOTA

FUNDAMENTAL REQUIREMENTS FOR HEALTHY YOUTH DEVELOPMENT

In the spring of 1973 the Office of Child Development of the Department of Health Education and Welfare asked Gisela Konopka and the Center for Youth Development and Research, University of Minnesota to develop a statement on their concept of normal adolescence and impediments to healthy development. The statement was viewed as a possible base for national policy.

Youth need the opportunity to:

- Participate as citizens, as members of a household, as workers, and as responsible members of society.
- Gain experience in decision-making.
- Interact with peers, and acquire a sense of belonging.
- Reflect on self in relation to others, and discover self by looking outward as well as inward.
- Discuss conflicting values and formulate one's own value system.
- Experiment with one's own identity, with relationships; try out various roles without having to commit ones' self irrevocably.
- Develop a feeling of accountability in the context of a relationship among equals.
- Cultivate a capacity to enjoy life.

Later, Dr. Konopka added another requirement to the list:

- Participate in the creative arts, to learn self-expression and communicate deep feelings from within.



Dr. Gisela Konopka
1910 – 2003

Gisela Konopka
Konopka Institute for Best Practices in Adolescent Health

DIVISION OF ADOLESCENT
HEALTH & MEDICINE
DEPARTMENT OF PEDIATRICS

UNIVERSITY OF MINNESOTA

Konopka, G. Requirements for healthy development of adolescent youth, *Adolescence* 8(31), 2-25, 1973.



Instructional Data Coach Model

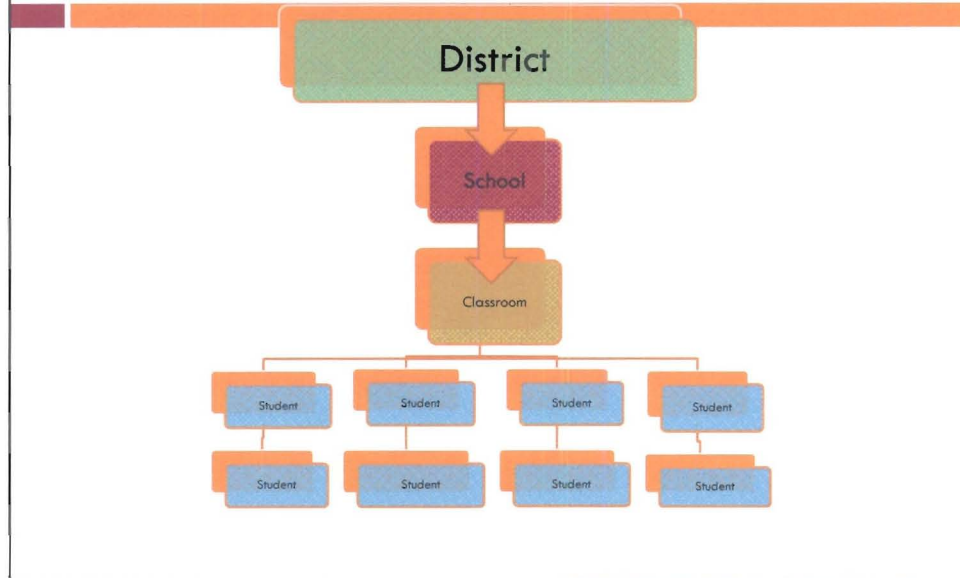
□ Purpose

- Purpose of the instructional data coach model is to help close the achievement gap and accelerate learning for all students by building teacher capacity through implementation of effective instructional practices (Casey, 2008).

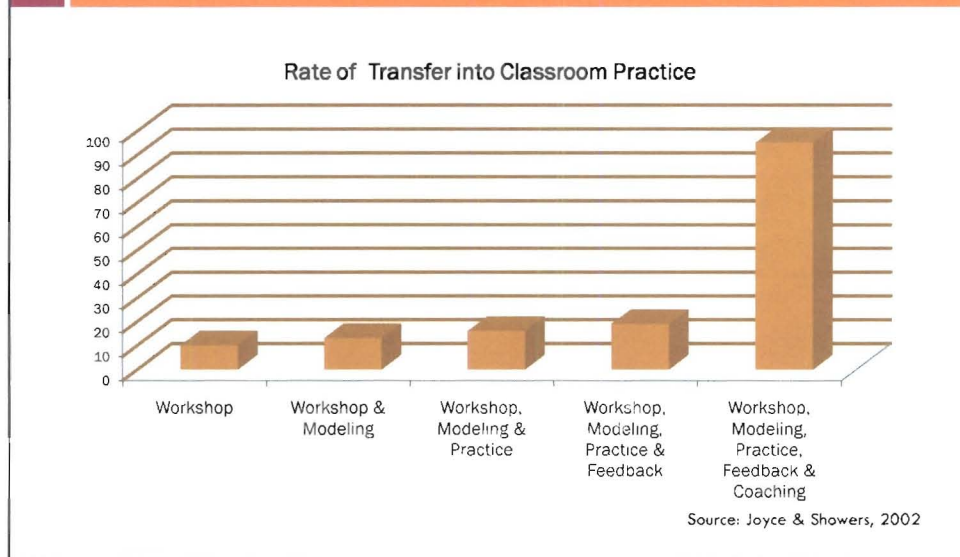
□ Rationale

- Alignment of effort = greater student impact
- Most effective way to deliver professional development

Alignment and Student Impact



Professional Development and Effectiveness



What Are We Doing?

- Job Descriptions were written collaboratively with the Duluth Public Schools Quality Steering Committee in Spring 2010 (see Appendix A for an example of a Middle School Instructional Data Coach – Math Specific)
- Instructional Data Coach Model was developed based on best practice (See Appendix B for Duluth Public Schools Instructional Data Coach Model)
- Various roles of the data coach
 - Classroom Supporter
 - Instructional Supporter
 - Curriculum or Content Facilitator
 - Data Coach
 - Facilitator of Change
 - Learner
 - Professional Learning Facilitator
 - Resource
 - School Leader
 - Mentor

Killion and Harrison, 2006

How Are We Doing... (so far)?

- Evaluation process to date
 - Formal monthly evaluations from Instructional Data Coaches
 - Professional Development Log (time study logs)
 - Mid-year focus group with Instructional Data Coaches
 - Informal conversations with principals
- Year-end evaluation – Stay tuned!
 - Student achievement data
 - Benchmark Assessments, NWEA, MCA
 - Year-end focus group with Instructional Data Coaches
 - Formal monthly evaluations from Instructional Data Coaches
 - Professional Development Logs (time study logs)
 - Interviews with principals
 - Staff survey data

Past and Present

- | | |
|--|---|
| <ul style="list-style-type: none"> □ Past <ul style="list-style-type: none"> □ Staff development was scattered, based on individuals' preferences □ Staff development funds were used to pay for workshops, trainings, out-of-town travel... □ Data use was limited to year-end data (MCAs) □ Students were placed into classes based on teacher recommendation □ Staff development was a "one shot" experience □ Staff development was dependent on outside experts | <ul style="list-style-type: none"> □ Present <ul style="list-style-type: none"> □ Staff development is aligned with High Achievement aim – staff working together collaboratively □ Staff development funds are used to pay for our greatest assets... our teachers! ...and time together to learn from each other... □ Data is used ongoing to drive instruction and improve instructional practice □ Students are placed into classes based on many sources of data (including teacher recommendation) □ Staff development is on-going and sustainable. We are building capacity. □ Staff development capitalizes on our internal expertise |
|--|---|

Evaluation: Monthly Evaluations

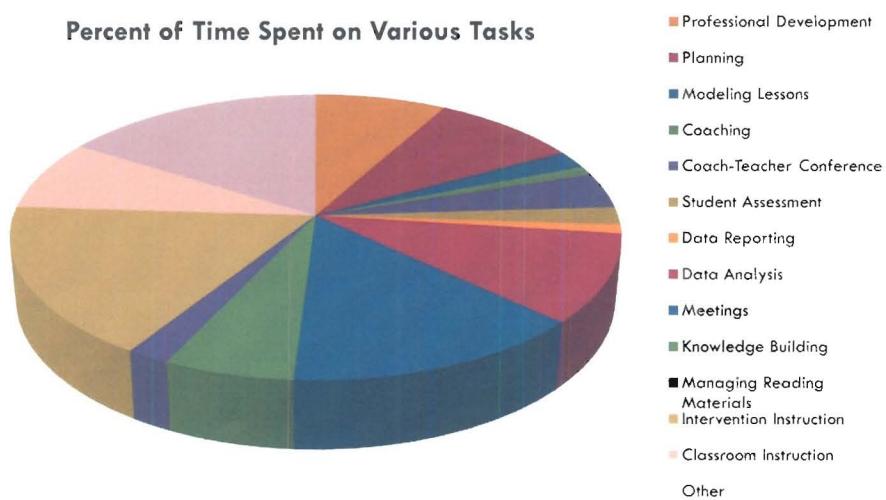
- Each month, Instructional Data Coaches meet for a day for professional development
- Training strands include:
 - Use of Data
 - Curriculum and Assessment (Reading and Math)
 - Coaching and Leadership
 - District-Wide Interventions
 - Cultural Competency
- Training is evaluated monthly (See example of most recent evaluation in Appendix C)

Evaluation: Professional Development Logs

- Each week, Instructional Data Coaches report on their activities (See example in Appendix D)

Evaluation: Professional Development Logs

Percent of Time Spent on Various Tasks



Evaluation: Informal Data

- Mid-year focus group with Instructional Data Coaches
 - Instructional data coaches were asked to describe the work that they do and the results that they have observed at the mid-year point
 - Responses were grouped according to the roles of the instructional data coach, as defined in the Duluth Public Schools Instructional Data Coach Model.
 - All responses are presented verbatim (See Appendix E).
- Conversations with principals
 - Informal conversations and check-ins throughout the year
 - Recent comments compiled and presented verbatim (See Appendix F).

Next Steps

- Continue evaluation process – Year-End Evaluation
- Use evaluation data as a guide for improvement
- Celebrate successes!

Job Description

Middle School Instructional Data Coach (Math)

The Middle School Instructional Data Coach (Math) will be responsible to interpret site specific data, research/assist with facilitation of best practice instructional strategies, and collaborate with school staff/district to raise student achievement in math.

- Responsible for teaching 2 hours of Math Lab
- Responsible to help facilitate staff development opportunities at your school site
- Responsible to attend district level training (data interpretation, coaching strategies, professional learning community development, best practice math strategies, etc.)
- Responsible to collaborate with classroom teachers: modeling effective classroom practices for math, facilitating PLC (Professional Learning Communities), etc.
- Responsible to collaborate with building leadership on a regular basis.

Qualifications

- Desired qualification: Strong background in teaching math
- Secondary Education or Relevant Advanced Degree
- Tenured teacher with a minimum of 8 years of classroom teaching experience
- Demonstrated efficacy in working with adult learners
- Skills in technology, classroom instruction, and organization and management

Duluth Public Schools Instructional Data Coach Model

Purpose of Instructional Data Coaching

The purpose of the instructional data coach model is to help close the student achievement gap and accelerate learning for all students by building teacher capacity through implementation of effective instructional practices (Casey, 2008). "Improving teachers' learning and, in turn, their own practice and their students' learning, requires professional development that is closely and explicitly tied to teachers ongoing work. Coaching addresses that requirement" (Neufeld & Roper, 2003). The coaching model recognizes the needs of each individual teacher and is tied to each school's site plan and the district's strategic plan. In this way, effective collaboration can result in the ultimate goal of improved student performance.

Rationale

Instructional data coaching is an action step in the current Duluth Public Schools Strategic Plan (2010-2011). Coaching can be instrumental in helping to:

- Meet Adequate Yearly Progress in reading and math in all schools and at the district level
- Increase high school graduation
- Provide clear and specific connection between student achievement data, the Site Improvement Plan and the District Strategic Plan
- Encourage equitable student participation to be disaggregated by ethnicity and socioeconomic status in all programs

Roles

The role of instructional data coach is multidimensional. Coaches often fill multiple roles simultaneously. Killion and Harrison (2006) have identified 10 common roles regardless of the coaching approach used.

Role #1: Classroom Supporter

Purpose: To increase the quality and effectiveness of classroom instruction based on using the gradual release model and may include but is not limited to: collaborating, co-planning, modeling, co-teaching, providing descriptive feedback based on teacher requested observation

Role #2 Instructional Supporter

Purpose: To support the implementation of effective instructional strategies including but not limited to: assessment of learning, differentiation of instruction, standards based learning, building capacity by working with intervention groups

Role #3 Curriculum or Content Facilitator

Purpose: To promote implementation of local and state standards through adopted curricula including but not limited to: increasing teacher content knowledge, facilitating a better understanding of the structure of the written, taught and tested curriculum, dissection of standards to guide identification of essential knowledge and skills

Role #4 Data Coach

Purpose: To facilitate conversations using data to drive instructional decisions including but not limited to: collaborating with teachers to analyze formative and summative student achievement data, assisting teachers with the use of data to improve student learning

Role #5 Facilitator of Change

Purpose: To engage teachers in reflective thinking while looking at their own instructional practices critically and analytically including but not limited to: fostering a safe, trusting environment for teachers, introducing alternatives and refinements for teacher instructional practices

Role #6 Learner

Purpose: To engage in continuous learning in order to keep current including but not limited to: engaging in professional development opportunities and professional reading, practicing and reflecting about what is learned

Role #7 Professional Learning Facilitator

Purpose: To design and facilitate effective professional learning opportunities including but not limited to: Providing professional development, facilitating other forms of professional development

Role #8 Resource

Purpose: To identify a variety of resources to enhance classroom instruction and student achievement including but limited to: indentifying instructional and assessment resources requested by teachers, sharing research and instructional best practice

Role #9 School Leader

Purpose: To support and communicate the school and district initiatives with the school community including but not limited to: involving stakeholders in the implementation of School Improvement Planning, connecting with community stakeholders by sharing instructional practices that impact students, acting as a strong advocate for student learning

Role #10 Mentor

Purpose: To support new teachers or those who mentor new teachers to increase instructional skills and awareness of school and district initiatives

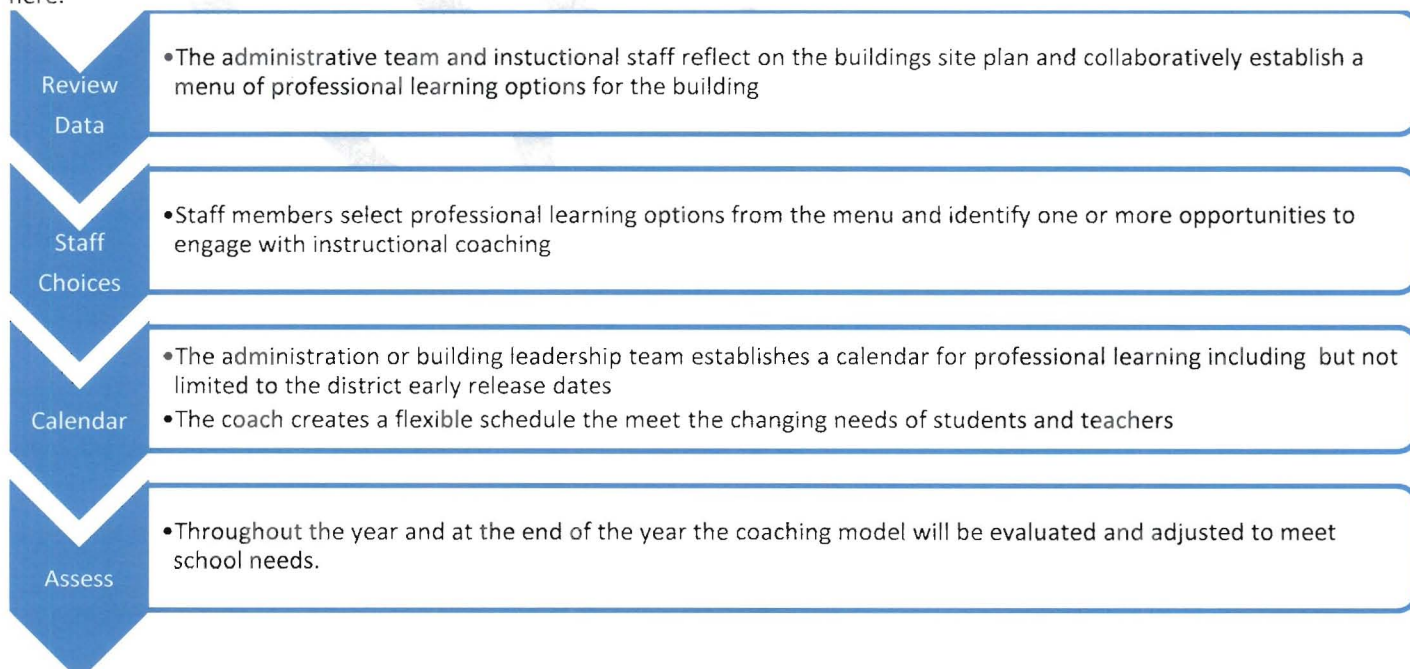
Implementation at schools

Administrative teams will communicate with staff the purpose and the roles of the instructional data coach and how the coaching model supports improvement of student learning. Instructional and administrative staff [including the coach] will review relevant data and the school site plan to determine building focus for coaching. Coaches participate in district trainings relevant to instructional coaching including the processes for determining readiness and implementing the instructional coaching model in each building.

The on-going foundation of a professional learning community is essential for building a common knowledge and experience around the written, taught and tested curriculum. Throughout the implementation of coaching in a school, coaches are able to:

- Work with teachers to review data
- Facilitate inter-visitations to see and learn from other classrooms
- Organize study groups, on-site workshops and book studies
- Work with collaborative groups to examine student work and plan instruction
- Read and provide research to staff
- Attend coaching trainings and bring information and strategies back to building staff
- Help to establish common vocabulary; background knowledge and experiences; and collaborative relationships

Schools implement instructional coaching through a process best fitting the school culture. One suggestion of a process is illustrated here.



Resources: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

Process standards refer to the “how” of professional development. They describe the learning processes used in the acquisition of new knowledge and skills. Process standards address: the use of data, research-based practices, adult learning and collaboration.

Data-driven: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Evaluation: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

Research-based: Staff development that improves the learning of all students prepares educators to apply research to decision making.

Design: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

Learning: Staff development that improves the learning of all students **applies** knowledge about human learning and change.

Collaboration: Staff development that improves the learning of all students **provides** educators with the knowledge and skills to collaborate.

Knowledge and skills

Coaches need to understand and integrate best practices to support quality teaching and learning.

- a. Initial training for new coaches focused on overviews of the following:
 - Instructional Coaching Model
 - District Initiatives

- b. On-going training will be provided. Topics will include, but not be limited to the following:
 - Use of data to inform instruction
 - Coaching foundations
 - Curriculum and assessment
 - Pedagogy
 - Professional Learning Communities
 - Cultural competency
 - Essential elements of adult learning
 - Change theories
 - Planning and giving effective presentations & processing protocols

Infrastructure for on-going professional development for coaches

Two full days of training in August; One full-day each month:

- Coaches will meet in content/instructional level groups or a K-12 group
- Coaches will engage in professional learning and collegial problem solving
- Coaches will utilize cross grade/school level conversations to promote systemic alignment

Coaches will meet regularly with their principals to focus their work in support of the school site plan. Coaching training agenda, schedules and minutes will be communicated to principals with an open invitation to attend any coach training.

Planning and Coordination

- Cadre of coaches
- Learning Services Department
- Consultant, as appropriate

**Specific Training Strands
for on-going professional development - years 1-3**

<p align="center">Use of Data</p> <p>Creating a passion in others for using data</p> <p>Responsible and ethical uses of data</p> <p>Understand district and site MCAII profiles</p> <p>Understand AYP interpretations</p> <p>District assessment- the basics – who, what, when and why</p> <p>Accessing data- Benchmark data, NWEA, MCAII (summary and Individual student- level), MDE, Tableau, NWEA website, Infinite Campus, Excel Spreadsheets</p> <p>Progress monitoring between benchmark periods</p> <p>Data driven dialogues</p> <p>Data walls</p> <p>Using data to inform instruction</p> <p>Matching student data to interventions</p>	<p align="center">Curriculum and Assessment Reading</p> <p>Written, taught and tested curriculum</p> <p>State and district assessments</p> <p>Standards based reporting</p> <p>Assessment for learning</p> <p>Review of student work</p>	<p align="center">Coaching and Leadership</p> <p>Essentials of adult learning</p> <ul style="list-style-type: none"> Creating a safe and supportive environment Goal setting (with data) Group Dynamics Adult learning styles Adult communication styles <p>Coaching Foundations</p> <ul style="list-style-type: none"> Mentoring Focused Conversations Protocols for Professional Learning Program documentation Coaching Continuum (guided release model) Develop, Commitment, Support, Implement, Reflect <p>Teaching Learning Cycle</p> <ul style="list-style-type: none"> Assessing, evaluating, planning, teaching, learning, assessing... <p>Theory of Change- Theory of Action</p> <p>Understanding by Design</p> <ul style="list-style-type: none"> With the end in mind <p>Differentiation</p> <ul style="list-style-type: none"> What, where when, how Principles of Learning: Brain-Based Learning, Motivation Theory, Transfer Theory, Practice Theory, Reinforcement Theory, Retention Theory, Attribution Theory
<p align="center">Cultural Competency</p> <p>Achievement gap</p> <p>White privilege</p> <p>Culturally inclusive strategies</p>	<p align="center">Curriculum and Assessment Math</p> <p>Written, taught and tested curriculum</p> <p>State and district assessments</p> <p>Standards based reporting</p> <p>Assessment for learning</p> <p>Review of student work</p>	<p align="center">Interventions</p> <p>Intervention Pyramid</p> <ul style="list-style-type: none"> Global understanding of how and why it developed. The process and data used. Limitations of that data etc. <p>Read 180</p> <p>Trans Reading & Trans English; Trans Math & Labs</p> <p>RTI Model /Framework</p>

Monthly Half-Day Training Provided to Instructional Data Coaches

Results – April 2011

We would appreciate your feedback on the training over the last two days. Please take some time to complete following survey of your experience. Thanks. Tawnyea, Terri, Patti, Carla, Mary Ann

Overall In-Service:

1. The in-service was of high quality. 1=neutral, 4=agree, 9=strongly agree
2. The program content will be useful to me. 1=no answer, 1=neutral, 3=agree, 9=strongly agree

Comments: I appreciated your dedication. It is important for us to come together to share ideas.

Impact:

3. I can use knowledge and skills gained during this professional development event to impact my work with teachers this year. 1=disagree, 4=agree, 9=strongly agree
4. I would like additional opportunities to expand my new knowledge and skills. 2=no answer, 1=neutral, 4=agree, 7=strongly agree

Comments: Ending year strong and visible. Found very interesting material in the data bases. I get them every day.

Professional Development Practices:

5. A supportive climate of professional community was created. 1=agree, 13=strongly agree
6. Opportunities to network and learn from colleagues were supported. 1=neutral, 13=strongly agree
7. The opportunity to seek meaning and construct new knowledge was provided. 4=agree, 10=strongly agree
8. An appropriate balance between presentation and interaction was achieved. 1=agree, 13=strongly agree

Comments: Greatly appreciated the time for coaching.

Presenters:

9. The presenters' overall effectiveness was high. 1=neutral, 1=agree, 12=strongly agree
10. The content of the presenters' presentations was useful. 1=neutral, 2=agree, 11=strongly agree
11. The presenters used appropriate instructional techniques. 2=agree, 12=strongly agree
12. The presenters used high-quality materials. 2=agree, 12=strongly agree

Feedback Questions:

What did you value most from this professional development opportunity?

Talking with colleagues-discussion of what went well with data this year. More time to practice research-PLC ideas. Research information. Wrapping up the year. I liked the research practices in the morning. I learned quite a few tips to help me in research. Time to read on-line publicity on math interventions. Time to collaborate with colleagues. Sharing ideas. Next steps for next year to keep momentum and continue process begun this year. The computer lab session was nicely planned, and a timely reminder about research practices, etc.

What will you use from this professional development event in your own position this year?

The personal coaching goal-by May 26-good motivator, the research articles I found were good, loved the skit! Try to gain support. I will now do more research on different topics. Using data to look towards next year. The intervention placement, research-online. Coaching-research information. Have teachers take 5th grade science test. Develop relationships with 2nd grade teachers. What other professional development events would be of benefit to you in the future? Review Tableau in fall. More time to learn from one another. Knowledge of Math Interventions in Elementary. More sharing/training from each other.

<p>14. Other Other tasks are assigned that are performed using regular contracted hours. Many of these tasks are appropriate and necessary for the coach to perform; however, some may inhibit the effectiveness of the role of the coach. Examples of appropriate tasks may include: traveling between schools or meetings; attending a meeting related to reading, taking charge of a teacher's classroom while the teacher observes a model lesson in another classroom; presenting reading/math related information to parents and entering data into the coach's log. Examples of tasks that inhibit the effectiveness of the role of the coach include: substitute teaching, administrative tasks, and excessive bus/lunch/hall duty (this may be appropriate as long as it is not beyond what is required of all teachers).</p>	32.00	11.00	9.50	12.50	12.50	11.50	18.00	107.00
	TOTAL HOURS	79.50	67.50	71.00	60.00	74.00	50.00	70.50

Curriculum or Content Facilitator

Connecting dept. goals to reading/math site goals, support of math/reading throughout the building with students
 Explanation of state standards and how to connect to our "unique" situation
 Getting curriculum/training for sped teachers, sped teachers/students are being accounted for and have support
 Help get curriculum needs into schools, assessment support
 Uniformity in benchmark testing

Data Coach

Coaching other teachers and team teaching, reaching more students
 Conversations regarding assessment making everyone be on the same page
 Data Presentation to staff: teachers are asking how to use the data, teachers are planning on using some of the Descartes
 Data Wall, offered our staff a visual of what is helping with students, excited to see what changes will come in January
 Grade Level meetings (monthly) are very focused and guided by data
 Helping teachers to understand/use test data, students are caring and understanding
 MCA Prep Activities, great before/after results
 Talk #'s and look at progress, look for red flags
 Tracking of "bubble kids" month to month via grade level meetings
 Used data to correctly place students based on skills needed, students are learning and being successful
 Used NWEA scores to place students in math classes, students feel successful in the correct class

Facilitator of Change

Contribution staff development, how has it contributed to student achievement? NWEA
 Facilitate community meeting with Holy Rosary teachers, are their students prepared? Suggestions on the curriculum
 Facilitating assessment in all buildings
 Fun at staff meetings, attitude of openness contributes to willingness to "buy in"
 Helping teachers design reading classes. Students are successful in class, behavior management goes up
 How to test and analyze, conduit for curriculum, specialists to teachers, new math materials, reading materials
 Integrating arts into core curriculum
 Sharing ideas working in other buildings
 Some teachers trying new things, data shows students are doing better
 Staff Development, organization model for assessment across grade levels, common goals: everyone reading same sources: Daily
 Five, Math Expressions, Calendar Math, common understanding: Why tests? What to teach?
 Staff took the time to comment of the effectiveness of our SD days
 When leading PLC's being able to offer new insights to change peoples mindsets

Learner

Staff Development in interventions is guided by research backed practices

Mentor

Helping another teacher learn smartboard, student lessons more visual
 Providing a "Go-To" person, teachers get more immediate answers to questions, can adjust sooner
 Providing feedback and assistance with classroom routines that were not effective

Responsive classroom modeling via classroom morning meeting, all school morning meeting, and academic choice in flex groups
Teacher mentor, provide materials and support
Teacher support: helped in classroom
Worked with teachers who are not familiar with math curriculum to organize classes

Professional Learning Facilitator

Accomplishment: Staff development is guided by our Site Team and staff input. We keep it focused on student achievement, reading and math
Grade Level Meetings, discussions regarding interventions, offer more options for all grade levels
Helping engage people in professional discussions to make informed decisions
Introducing staff to professional literature and research
Sounding board for staff: personal issues, curriculum question, classroom needs
Staff development days, positive feedback from staff
Teachers communicating more

Resource

Helped teachers find resources to use in the classroom, students have a better variety of activities/differentiated lessons
Parents have responded positively regarding a pair of eyes present to oversee student success
Presenting to Pass program to inform parents of different assessments
Provide materials/web sites etc. for access to curriculum
Senior Remediation's for MCA, I have to look at the data but some passed
Set up tutoring from parent volunteer, students passed
Sitting on SST, being able to bring information shared from Grade Level Meeting
Supporting role in implementing interventions with struggling students

School Leader

Accomplishment: Developed a shared leadership with building administration. We have developed a student focus in making decisions.
Administration Assistant: Office Support: new secretary, one principal, help with bussing, child contact, organizer of Excel, special events, volunteers, visitors
Connection between teachers/school leaders
Excel facilitator, first time in one school
NWEA Staff Presentation, teacher awareness and use of data. One teacher already seeing the growth on test scores
Providing more direct/meaningful staff development on Early Release Days
Pushing people out of their "box", try new teaching strategies

Supporter-Classroom

Building trust at grade levels and across grade levels
Demonstrating different ways of working with kids that contribute to positive classroom climate
Final answers to staff questions about testing and curriculum
Getting Boost Up restarted in our building, enables differentiated learning
Offered many more resources for staff and made them readily available, technology, Think Central, helping set up classes
Providing support in behavioral concerns
Support of/Involvement in placement in Interventions, students are receiving appropriate/meaningful instruction

Comments from Data Coaches
Mid-Year Focus Group 1/6/2011

Teachers have sought out support and verbally appreciated the concept of our being there for them
Team Teaching with a focus on specific reading strategies
The inclusion of Read 180 has provided a first hand visual of students progress in terms of reading levels
Supporter-Instructional
A focus on student data to support instruction has resulted in a proactive approach versus reactive!
Being able to provide data, SRI testing for individual or classes, teachers are using data to help determine placement and intervention
Excel is offered after school interventions for students in the "yellow"
Getting answers for teachers
MCA remediation, working with students on using the Reading tools and reviewing the incorrect responses, most-all but one student retaking Reading Grad test passed (of those participating in remediation)
Providing Resources (books, articles, etc) for teachers upon request or as support to topics discussed, etc.
Reading teacher: small group organization
Senior remediation, success for some?
Support teachers as they implement new math series and use of Study Island
Teachers are much more comfortable having me come in to their classrooms and co-teach or model lessons. As a result, reading and writing practices have shown improvement, and students gain
Utilizing interventions with students and teachers that make an immediate impact

OEE – PASS PROGRAM UPDATE**EDUCATION COMMITTEE MEETING – MAY 10, 2011**

- I. **Principal’s Meeting – April 27, 2011**
- II. **I-Spec Contact Log YTD Cumulative Totals, September 2010 thru March 2011**
- III. **New Students Identified to be “At Risk” Based Upon MCA II Results, Winter 2011, Total = 220**
 - a. Congdon Elementary = 27 students
 - b. Homecroft Elementary = 2 students
 - c. Lakewood Elementary = 2 students
 - d. Lester Park Elementary = 9 students
 - e. Lincoln Piedmont Elementary = 26 students
 - f. Lowell Elementary = 23 students
 - g. MacArthur Elementary = 26 students
 - h. Nettleton Elementary = 53 students
 - i. Stowe Elementary = 9 students
 - j. Morgan Park Middle School = 21 students
 - k. Woodland Middle School = 7 students
 - l. East High School = 5 students
 - m. Central / Denfeld High School = 10 students

PASS Program

-----Integration Specialists

Check & Connect: a Mentoring model

-----Parent Involvement Training

A PIQE (Parent Institute for Quality Education) model co-facilitated by Integration Specialists and trained community members

PASS-Integration Specialist Evaluation Worksheet – Low (1) to High (5)

Name _____ Date _____

Elements	Description	
1. Relationships	Develops mutual trust and open communication, nurtured through a long-term commitment that is focused on students’ educational success.	
2. Problem- solving	Uses a cognitive-behavioral approach to promote the acquisition of skills to resolve conflict constructively, encourage the search for solutions rather than a source of blame, and foster productive coping skills.	
3. Individualized, data-based intervention	Develops student supports that are tailored to individual student needs, based on level of engagement with school, associated influences of home and school, and the leveraging of local resources.	
4. Affiliation with school and learning	Improves student access to and active participation in school-related activities and events.	
5. Persistence-Plus	Is a persistent source of academic motivation, a continuity of familiarity with the youth and family, and a consistency in the message that “education is important for your future”.	
6. A focus an alterable indicator of disengagement	Check of warning signs of withdrawal (attendance, academic performance, behavior) that are readily available to school personnel and that can be altered through intervention.	
7. Following students and families	Following mobile youth and families from school to school and program to program.	



Office of Education Equity/PASS Program-Integration Specialists

Name _____ Date _____

COMMENTS

Multiple horizontal lines for writing comments.

Supervisor _____ Date



I-Spec Monthly Contact Log Accumulative Totals for:
Month of March 2011

I-Spec	Gen	Cong	East	Homcr	Lakew	Lester	Linc	Lowell	Mac	MP	Nett	Rock	Stowe	Woo	Other	Totals
CrowDog, Deb	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dawson, Teresa	0	0	0	11	0	0	52	0	0	0	367	0	4	0	243	677
Gelineau, Aaron	166	0	66	0	0	0	2	0	0	62	164	0	0	89	239	788
Harris, Cal	16	27	15	0	0	0	82	50	97	33	0	0	0	126	0	446
Harris, Jes-wa	2	4	31	1	0	12	5	10	53	0	1	0	0	23	43	185
Henderson, Allegra	65	18	0	0	0	0	144	8	8	55	1	0	0	15	27	341
Hopkins, Vance	60	0	16	0	0	0	16	0	0	77	0	0	0	0	115	284
Pierce, Luisa	0	0	0	0	0	0	0	50	0	0	255	4	37	0	151	497
Quillien,Veronica	33	12	0	0	0	0	206	8	0	65	23	0	0	11	6	364
Smith, Nate	48	0	1	3	0	0	151	21	18	28	176	12	7	0	101	566
Smith, Tamara	13	0	0	22	26	0	10	46	29	0	49	0	0	0	17	212
Theis, Gabriela	1	9	2	2	0	0	112	29	0	0	21	0	0	0	64	240
Totals	404	70	131	39	26	12	780	222	205	320	1057	16	48	264	1006	4600

I-Spec Contact Log YTD Cumulative Totals for:
2010 - 2011 School Year

Month	Cen	Cong	East	Homcr	Lakew	Lester	Linc	Lowell	Mac	MP	Nett	Rock	Stowe	Woo	Other	Totals
Sep-10	126	31	24	9	4	18	14	35	26	22	71	7	10	30	319	746
Oct-10	152	74	74	3	14	63	43	47	106	68	81	9	19	31	342	1,126
Nov-10	201	151	74	19	18	28	110	149	337	115	230	8	26	64	246	1,776
Dec-10	152	62	91	21	21	37	118	167	73	135	305	4	17	104	243	1,550
Jan-11	212	96	102	38	35	28	211	252	155	197	536	19	45	199	543	2,668
Feb-11	179	109	135	54	15	15	589	244	159	114	985	9	24	128	1,178	3,937
Mar-11	404	70	131	39	26	12	780	222	205	320	1,057	16	48	264	1,006	4,600
Apr-11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
May-11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jun-11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	1,426	593	631	183	133	201	1,865	1,116	1,061	971	3,265	72	189	820	3,877	16,403

RESOLUTION

Acceptance of Grant Awards to Duluth Public Schools

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

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

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

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

	Organization	Author/Contact	Project Title	Award Amount	Terms
1.	Youth Service America	Laura Irving	Disney Friends of Change through Youth Service America	\$500	Funds from this grant award will be used for supplies and transporting students to Enger Park for their Enger Tower Project – Rocking the Dirt-Healing the Hill: Restoring Enger Park.
2.	Duluth Superior Area Community Foundation	Rory Johnson, Proctor Public Schools	Scott D. Anderson Leadership Foundation Fund of the Duluth Superior Area Community Foundation	\$16,000	Funds from this grant award will be used to support the Ninth Annual Scott Anderson Leadership Forum this summer.



April 28, 2011

Dr. Keith Dixon
 Superintendent
 ISD#709 - Duluth Public Schools
 215 North First Avenue East
 Duluth, MN 55802

Dear Dr. ^{Ced}Dixon:

I am pleased to inform you that the Board of Trustees, at its meeting on April 27, 2011 approved a grant of \$16,000 from the Scott D. Anderson Leadership Foundation Fund for your project/program - "Scott Anderson Leadership Forum - Year IX."

Enclosed please find our Grant Agreement. If these conditions are acceptable to you, please return the signed and dated document to us as soon as possible. Once the agreement has been received, a check in the amount of \$16,000 will be mailed to ISD#709 - Duluth Public Schools.

As we understand the term of this grant to be through 12/31/2011. Please submit a Final Project Report, including all requested materials, by 2/28/2012. The form is available on our Web site (www.dsacommunityfoundation.com). The report will help us determine the effectiveness of this grant. We also request that the Community Foundation be credited for this grant in all related publicity materials and that you forward copies of those materials to us for our files. Credit lines should read, "Funded (or Funded in part) by the Scott D. Anderson Leadership Foundation Fund of the Duluth Superior Area Community Foundation."

We are very pleased to be able to help you with your project and wish you continued success.

Sincerely,

Holly C. Sampson
 President

Enclosures

Private giving for the public good.

"Fostering generosity, civic engagement, and inclusiveness"

Medical Arts Building • 324 West Superior Street, Suite 212 • Duluth, MN 55802

P: 218.726.0232 • F: 218.726.0257

info@dsacommunityfoundation.com • www.dsacommunityfoundation.org



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**DULUTH SUPERIOR AREA COMMUNITY FOUNDATION
GRANT AGREEMENT**

The undersigned hereby agrees to the following grant conditions:

1. To use the funds only for the designated purpose as described in the grant application and subsequent grant notification letter; to notify the Duluth Superior Area Community Foundation of and obtain its consent to any substantial deviation from said grant application; and to not use the funds for any purpose prohibited by law.
2. To maintain its books and records to show, and separately account for, the funds received under this grant, and to maintain records of expenditures adequate to identify the purposes for which, and manner in which, grant funds have been expended.
3. To permit the Duluth Superior Area Community Foundation, at its request, to have reasonable access to the grantee's files and records for the purpose of making such financial audits, verifications, and investigations as it deems necessary concerning the grant, and to maintain such files and records for a period of at least four years after completion or termination of the project.
4. To return to the Duluth Superior Area Community Foundation any unexpended funds or any portion of the grant which is not used for the purposes specified herein.
5. To recognize the Duluth Superior Area Community Foundation in all publicity materials related to the funded project or program, as specified in the grant notification letter.
6. To submit the Final Project Report, including all requested materials, by 12/31/2011 as specified in the grant notification letter.

Name of Organization: ISD#709 - Duluth Public Schools
215 North First Avenue East
Duluth, MN 55802

Project Title: Scott Anderson Leadership Forum - Year IX

Grant Amount: \$16000 **Fund:** Scott D. Anderson Leadership Foundation Fund

Keith M. Dixon
Printed Name

 Grant Number: 20110141
Signature

Superintendent of Schools
Title

5/4/11
Date

~Please remember that in order to promptly process your agreement and distribute funds, this form must be signed and returned to the Community Foundation by 12/31 of the year in which the grant was approved. A one month extension may be approved if necessary.

Minnesota Common Grant Application Form

PROJECT BUDGET

INCOME

<u>Source</u>	<u>Amount</u>
Support	
Government grants	\$
Foundations (Scott D. Anderson Leadership F.)	\$ 16,000
Corporations	\$
United Way or other federated campaigns	\$
Individual contributions	\$
Fundraising events and products (Registration fees: 82 students x \$150)	\$ 12,300
Membership income	\$
In-kind support	\$
Investment income	\$
Revenue	
Government contracts	\$
Earned income	\$
Other (specify) Carry over from 2010	\$ 2,136
	\$
Total Income	\$ 30,436

EXPENSES

<u>Item</u>	<u>Amount</u>	<u>%FT/PT</u>
Salaries and wages	\$	
Workshop Group Facilitators (15 @ up to 48 hrs x \$20.46 per hr)	\$ 12,642	
Program/Managing Directors (4 @ 100 hrs x \$20.46)	\$ 8,184	
	\$	
SUBTOTAL	\$ 20,826	
Insurance, benefits and other related taxes	\$ 1,082	
Consultants and professional fees	\$ 1,250	
Travel – student transport	\$ 600	
Equipment	\$	
Supplies – books, snacks, refreshments, t-shirts, etc.	\$ 5,935	
Printing and copying	\$	
Postage & Mailings	\$ 275	
Rent and utilities – custodial fee	\$ 468	
In-kind expenses	\$	
Depreciation	\$	
Other (specify) –	\$	
	\$	
Total Expense	\$ 30,436	
Difference (Income less Expense)	\$ 0	

See attached Excel document for more detailed budget breakdown.

Budget Narrative-Scott Anderson Leadership Forum

INCOME

<u>Source</u>	<u>Amount</u>
Registration fees (82 students x \$150)	\$12,300
Carry over from last year	2,136
SALF grant (to Duluth Public Schools)	<u>16,000</u>
Total income	\$30,436

EXPENSES

<u>Item</u>	<u>Amount</u>
Salaries Team Leaders ³ (15 @ 48 hrs x \$20.46))	
Program/Managing Directors ⁴ (4 x \$2,046 = 100 hrs @ \$20.46)	\$20,826
Fringe Benefits – FICA, TRA, Wrk Comp, Unempl Comp	1,082
Keynote speaker	1,250
Postage & Mailings	275
Student Transportation – buses	600
Forum Expenses (supplies, meals, T-shirts, books, custodial fee)	<u>6,403</u>
Total expenses	\$30,436

Supporting Information

Each school can send an allotted number of students based on their enrollment. Each school selects participants as they wish, some by application, some by selection for potential, some by need for leadership training. Many schools have given scholarships for the \$150 registration fee to be sure that students who can't afford the fee have the opportunity. Many students are selected because they have potential but have not had an opportunity. The Forum is still a developing program and the issues of cost and selection are evolving.

Prior to Forum: 4 meetings of 2 hours each with Directors for team building, Forum orientation and initial planning, Team Leaders assume presentations and committee responsibilities; 40 hours Scott Anderson Leadership Forum, 5 days, Monday, June 20-Friday, June 24, 2011 at Superior Middle School, estimated 5 hours of preparation for presentations or following up on committee responsibilities (in-kind cost). Team Leaders will be paid based on their level of participation.

Director's Responsibilities: Same involvement as Team Leaders, plus responsibility for putting together and managing all the content and logistics of the planning for and running the Forum itself, including meetings for administrative responsibilities (e.g., grant reports, grant writing, preparation), planning (e.g., site selection, staff recruitment, Forum date), arrangements in the fall and winter before Forum planning with staff begins, assessment development, establishing a Forum Guide of job descriptions.

Well-respected and qualified leadership motivational Keynote speaker, Craig Hillier, will present to the Forum.

FIELD TRIP REQUEST FORM

Date of Submission:

38

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: 5th Grade Nettleton

2. Contact Person (Responsible for Checklist Completion): John Schmidt

3. Field Trip Date(s): 5/5, 5/6 Destination: Science Museum & History Museum St. Paul

4. Field Trip Overview (Include events, establishments and locations):
5/5 1:00 - 4:00 - Minnesota History Center
5/5-5/6 (4:00 - 5/5 Science Museum of Minnesota 11:30 AM 5/6)

5. Field Trip Departure from School (Date and Time): 5/5 9:30 AM

Field Trip Return to School (Date and Time): 5/6 3:30 pm

6. Objectives of Field Trip: Enhance student learning and meet standards in Science and Social Studies. Drumming performance at Museum (Inventions, Ojibwe culture, history, scientific method, contributions of women and minority)

7. Relationship to Curriculum or Student Learning: Activities and lessons have been aligned with the Minnesota State Standards (Cultures to science)

8. Planned Follow-up Field Trip Activities: Foss kits Ojibwe culture study, Contributions to science by historically unrecognized persons and cultures.

9. Field Trip Budget Request

Estimated Expenses		Grant to cover 7 th per student
Total Admission/Fees	<u>History - Science - Grant to cover \$42.00 per student</u>	\$ 490 ⁰⁰ Total
Total Meals		\$ 5 to 7 ⁰⁰ per student
Total Lodging		\$ 0
Total Transportation		\$ 2,000
<input type="checkbox"/> School District Vehicle(s)		
<input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name:	<u>Coach buses because of</u>	(covered by OEE)
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name:	<u>drumming concert</u>	
Total Additional Stipends:		\$ 0
Other:	2490	\$ 0
Total	<u>All expenses covered</u>	\$

Revenues		
District Budget	Code: <u>OEE</u>	\$ 2490-
Booster Group		\$
Donations		\$ 200 ⁰⁰
Student Fees	<u>donation of \$2.00 per student and cost of lunch</u>	\$ 0
Total Additional Stipends:		\$ 0
Total		\$

11. Reviewed/Completed Request Checklist: Yes No

on the permission slip a donation was asked for but a statement was made that no one would be denied the opportunity

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

- Develop and Communicate Student Discipline Expectations
- Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.)
- Gain Access to Cell Phone for Field Trip
- Plan Arrangements for Early Pick-Up or Late Drop-Off Students (if necessary).
Guide: May choose to leave message on school voice mail to help with late drop off.
- Plan Meal Arrangements (if necessary)
Reminder: Notify food service of non-participation.
- Plan Administration of Student Medication and First Aid Needs (if necessary)
Guide: Contact School Nurse.
- Develop and Communicate Action Plan if Student Gets Lost on Trip
- Arrange Adult Chaperones for Field Trip (if necessary)
Guide: One (1) adult for every twenty (20) students depending on field trip. Parent volunteers are encouraged when possible or appropriate. *1/5*
- Develop and Communicate Teacher and Adult Chaperone Expectations
Example: Supervision duties, no smoking, no alcohol
- Planned Itinerary *(see attached)*

TIME

LOCATION

- Maintain Student Roster and Check-in/Check-out Procedure
- Arrangement for Safety Needs (i.e. crossing guards)

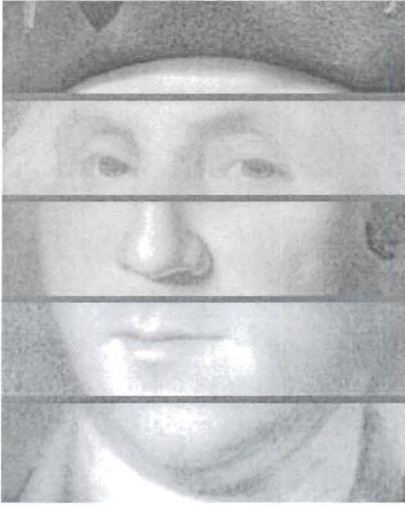
Signature of Contact Person: *John Schmidt*

FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

- Develop and Complete Field Trip Itinerary and Emergency Telephone Contacts Letter to Parents/Guardians
Note: Attach tentative planned itinerary.
- Arrange Funding of Expenses During Trip
- Arrange Meal Plans
- Arrange Lodging Plans and Room Assignments
- Collect Family Emergency Information for Students
Example: Home phone numbers, emergency contacts, medical information
- Additional Information
Note: Provide any additional information.

Signature of Contact Person: *John Schmidt*



Minnesota History
Center
Washington Exhibit
Classroom Activities
Time to Explore the
Center

We are going to
St. Paul!
May 5th and 6th



Science Museum of MN
King Tut Exhibit
Solve a Mystery
Explore the Museum
Sleep Among the
Dinosaurs!

Thursday, May 5th

9:30 - Depart School
12:00 – Lunch at the Minnesota History center
(School Lunch on their grounds)
12:30-3:30 – Minnesota History Center Exhibits
2:00-2:45 Classroom Session
4:00 – Science Museum Mystery

Friday, May 6th

9:15 – Secrets of the Pharaohs Movie
10:15 – King Tut Exhibit
11:30 – Depart the Science Museum – Lunch along the
way – Students will need \$5.00-7.00 for lunch
3:00 – Friday, May 6th – Return to school – Early
Release Day

**We will be returning AFTER the buses have left.
Students will need to be picked up or walk home.**

Most of the cost for this trip is already covered through other funds. No students will be denied the opportunity due to lack of funds.

Other costs...

\$2.00 – Minnesota History Center Suggested Donation
\$5.00-7.00 for lunch on Friday
\$\$\$ for the gift shop at the Science Museum

Please use the three envelopes enclosed for returning money to school...

One envelope for the \$2.00 donation to the Minnesota History Center
One envelope for Lunch Money for Friday
One envelope for Gift Shop Money (Optional)

MEMORANDUM

TO: Curriculum Dept.

FROM: Beth Tamminen, Adult Diploma Program

SUBJECT: High School Diploma

DATE: April 25, 2011

The following student completed all requirements for graduation from I.S.D. 709 in the Adult Diploma Program and requests her Duluth Public Schools diploma, dated March 30, 2011:

Elizabeth A. Jeanetta