

## Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, October 18, 2011

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

### 1. Informational Items

#### A. Informational Presentations

##### 1) 2011 Minnesota Comprehensive Assessments (MCAs) and 2011 Adequate Yearly Progress (AYP) Results

4

Tawnyea Lake, Director of Assessment, Evaluation, and Performance, presented an overview of the 2011 MCA results in Math and Reading, which are administered in grades 3-8, 10, and 11 and which are used to determine whether schools and districts have made AYP toward all students being proficient in 2014. She also presented an overview of the 2011 District AYP results.

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

##### 2) Overall Student Achievement and Achievement Gap Update

29

Dr. I.V. Foster, Superintendent presented an update on overall student achievement and also the achievement gap within the Duluth Public Schools.

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

##### 3) Review of ISD 709 Calendar 2012-13 School Year

63

Bill Gronseth, Assistant Superintendent, presented the draft *ISD 709 Calendar 2012-13 School Year* for review, which was presented to and reviewed by the Quality Steering Committee on September 29, 2011.

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

#### B. Grant Applications - None

### 2. Action Items

#### A. Presentation Items Requiring Approval

##### 1) Selecting a Name for the New Eastern Middle School

At the direction of the Board of Education the initial School Naming Committee reconvened for the purpose of recommending a name for the new eastern middle school, which resulted in a tie for the names of Ordean and East. Both names are being brought forward for Board action.

Recommendation: It is recommended that the Duluth School Board receive and accept the Committee's proposed names and select one for the new eastern middle school.

B. Resolution E-10-11-2938 - Acceptance of Grant Awards to Duluth Public Schools 64

Attached is Resolution E-10-11-2938 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards for the following organizations:

Northland Foundation  
Qwest Foundation

Recommendation: It is recommended that the Duluth School Board approve Resolution E-10-11-2938 - Acceptance of Grant Awards to Duluth Public Schools.

C. Extended Trip Requests 67

The following extended trip requests are submitted for approval:

Duluth Public Schools FCCLA-HERO students will be attending the Fall Delegate Assembly at the Crowne Plaza Hotel in Brooklyn Park, Minnesota from October 30-31, 2011. The cost of the trip is \$582 per person and will be funded with student fees, fund raising activities, and grant funds.

Duluth Public Schools Business Professionals of America (BPA) and Business-Marketing DECA students will be attending the Fall Leadership Training at the Hilton Hotel in Minneapolis, Minnesota from October 30-31, 2011. The cost of the trip is \$137.65 per person and will be funded with student fees, fund-raising activities, and grant dollars.

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

D. Diplomas 73

The following students have completed all high school requirements and should be awarded a diploma:

Jill Marie Winbauer - August 3, 2011  
Tanya Lynn Atallian - June 7, 2011  
Ryan M. Nordberg - August 3, 2011

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



# MCA Results

## Duluth Public Schools

### 2010-2011

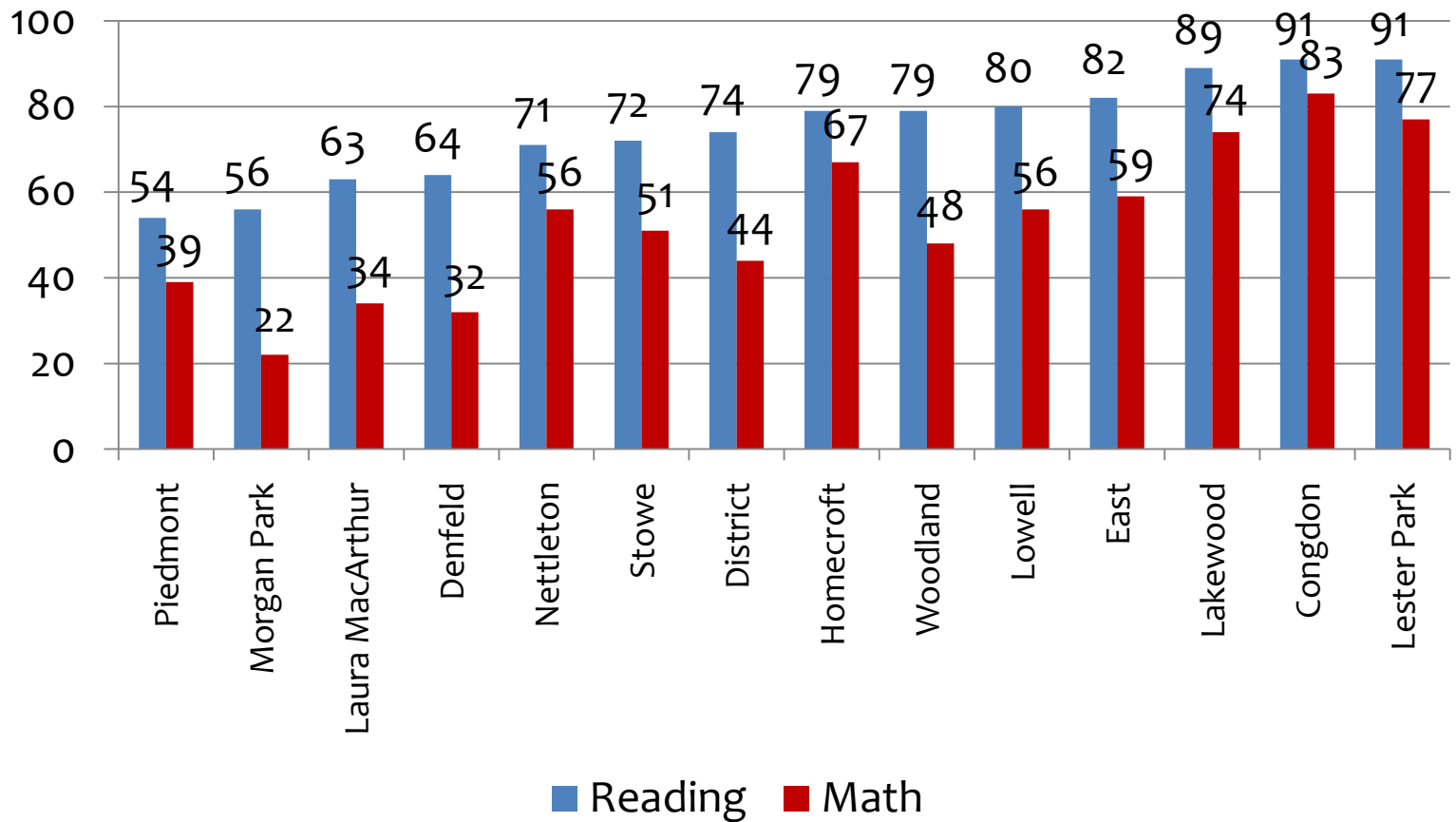
Tawnyea L. Lake, PhD  
Director of Assessment,  
Evaluation, and Performance



**READING AND MATH MCA  
RESULTS DISTRICT**

# MCA Reading and Math All Students, All Grades

## Percent Proficient

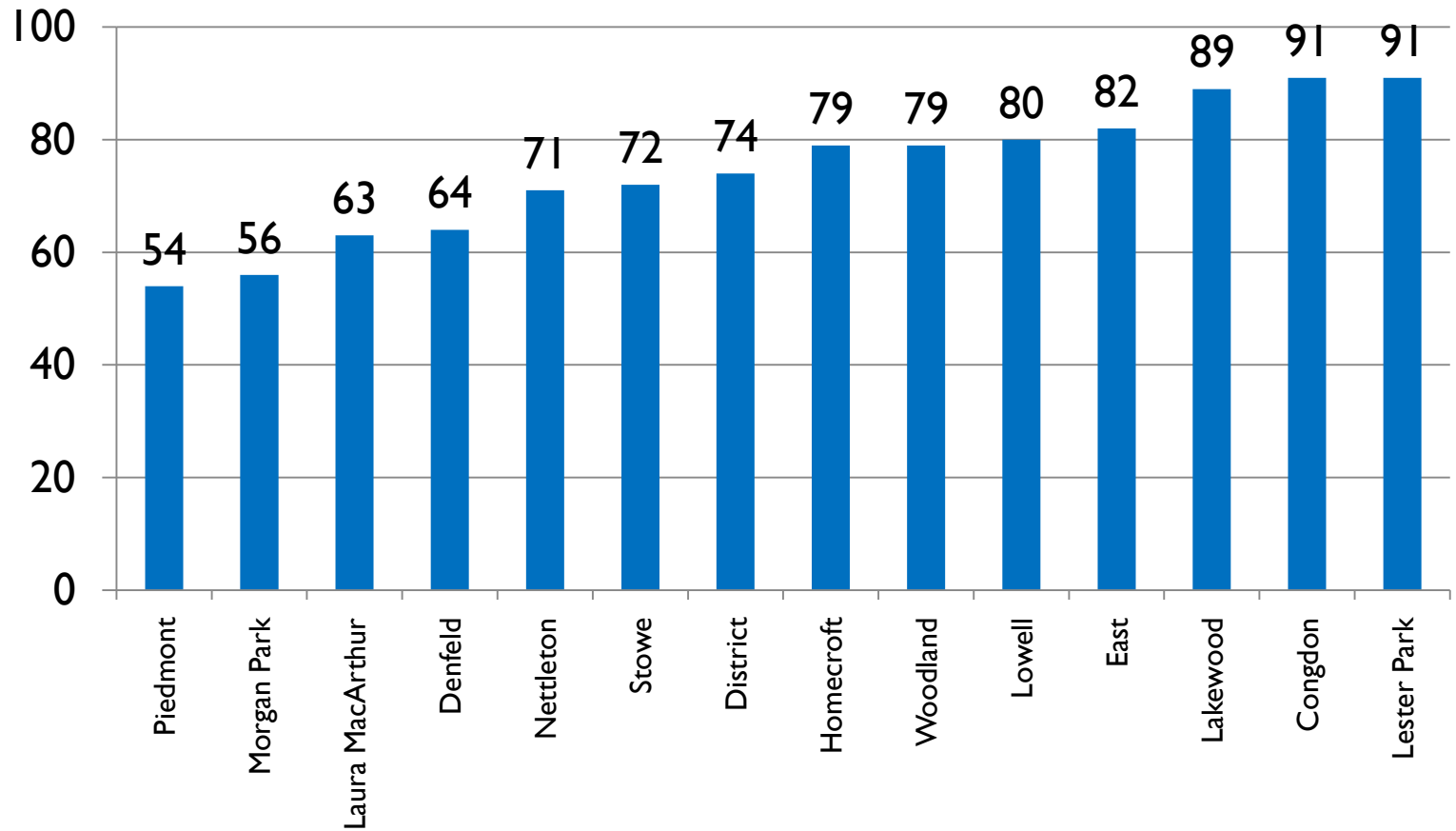




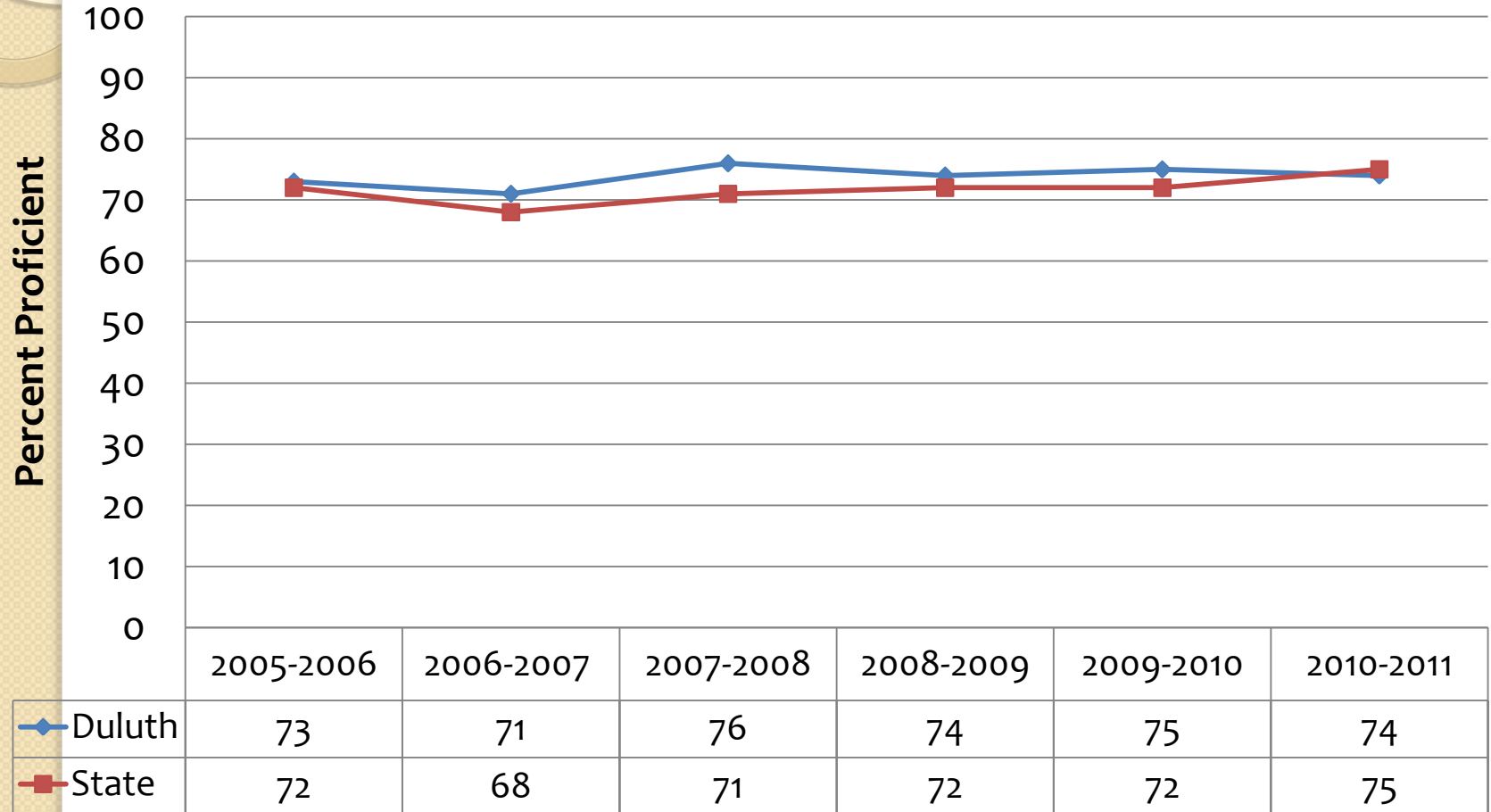
# **READING MCA RESULTS DISTRICT**

# MCA Reading All Students, All Grades

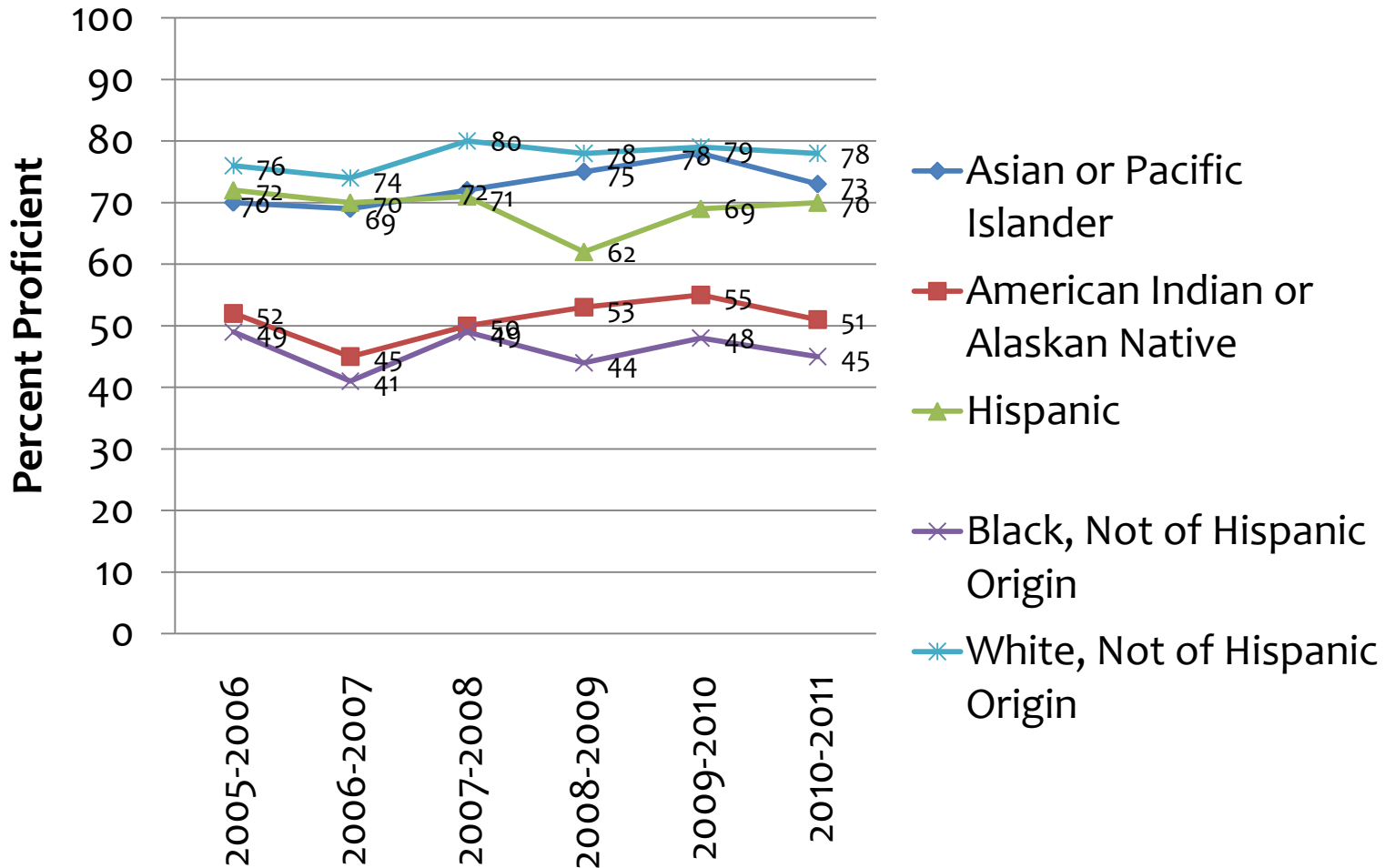
Percent Proficient



# MCA-II Reading Results All Grades

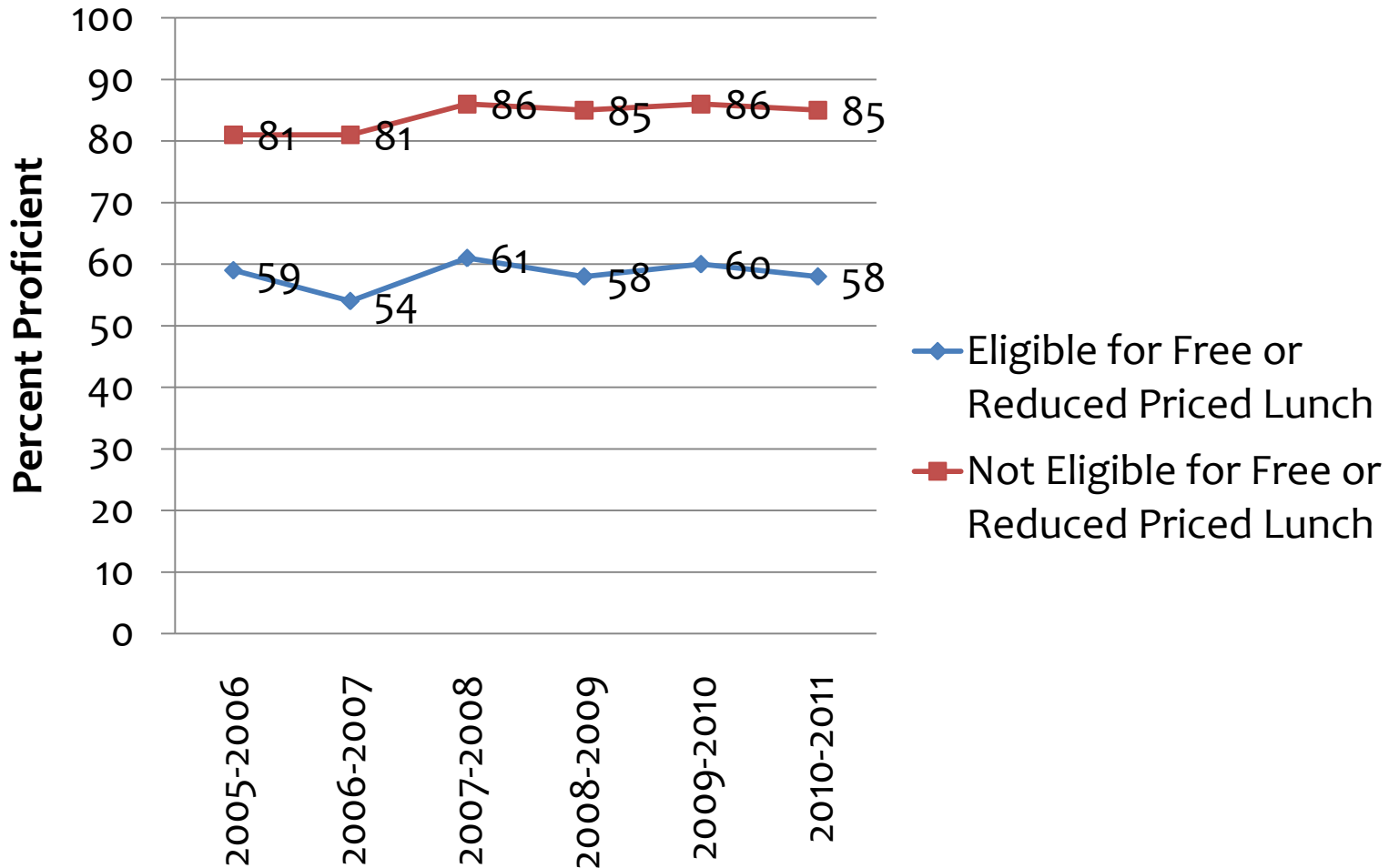


# MCA-II Reading Results By Ethnic Subgroup Over Time



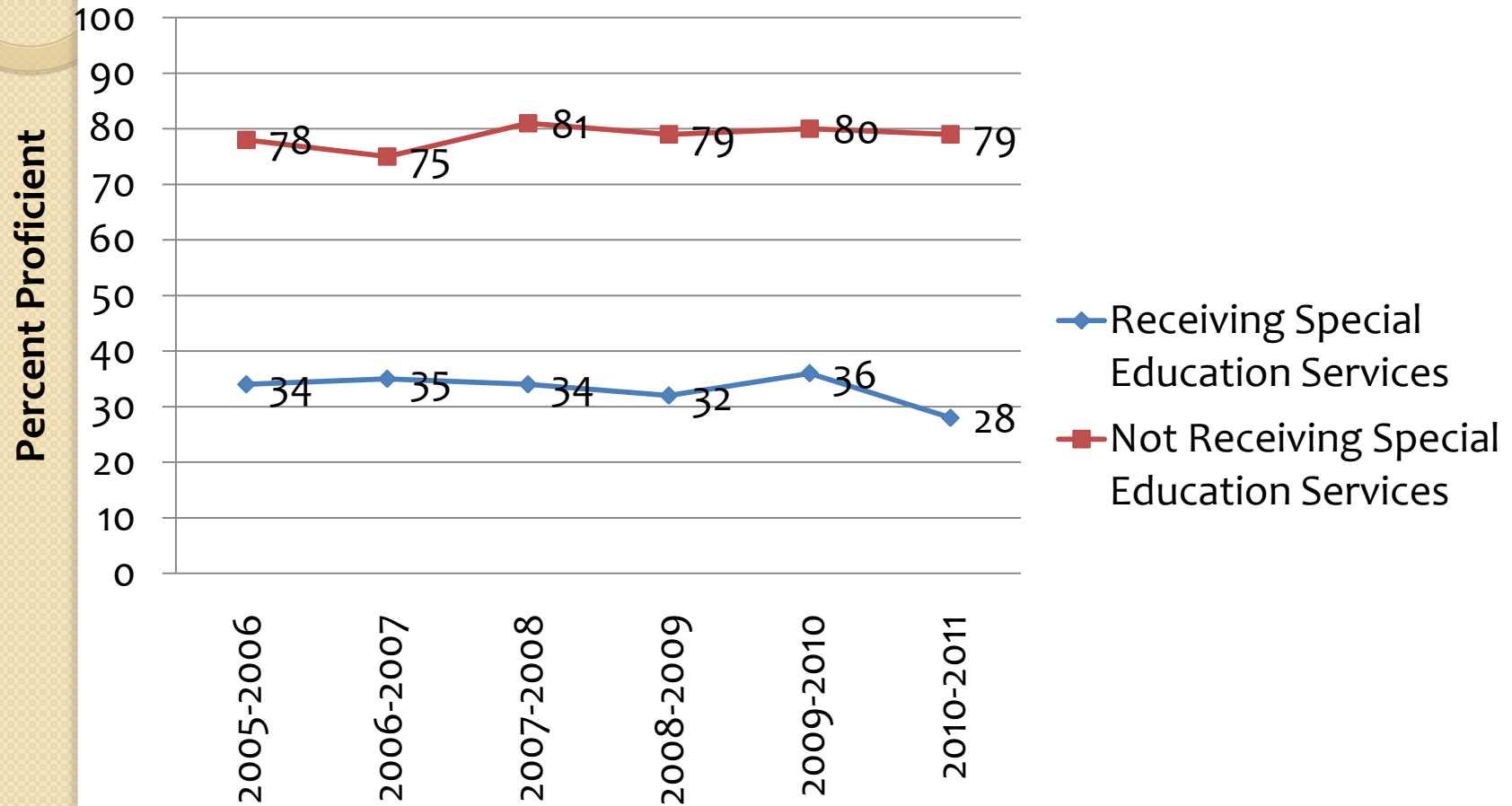
# MCA-II Reading Results By Economic Subgroup Over Time

11



# MCA-II Reading Results By Special Ed Status Over Time

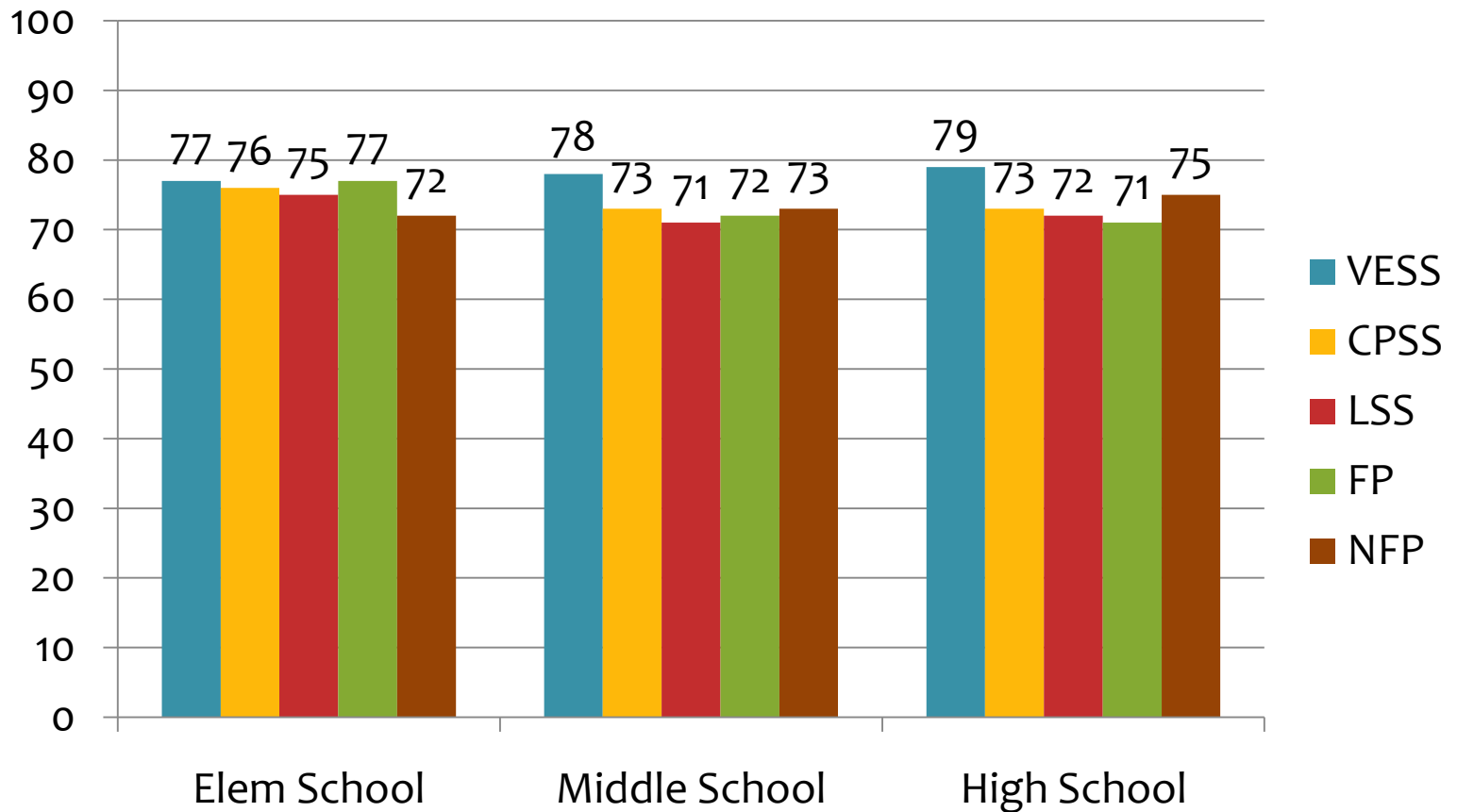
12



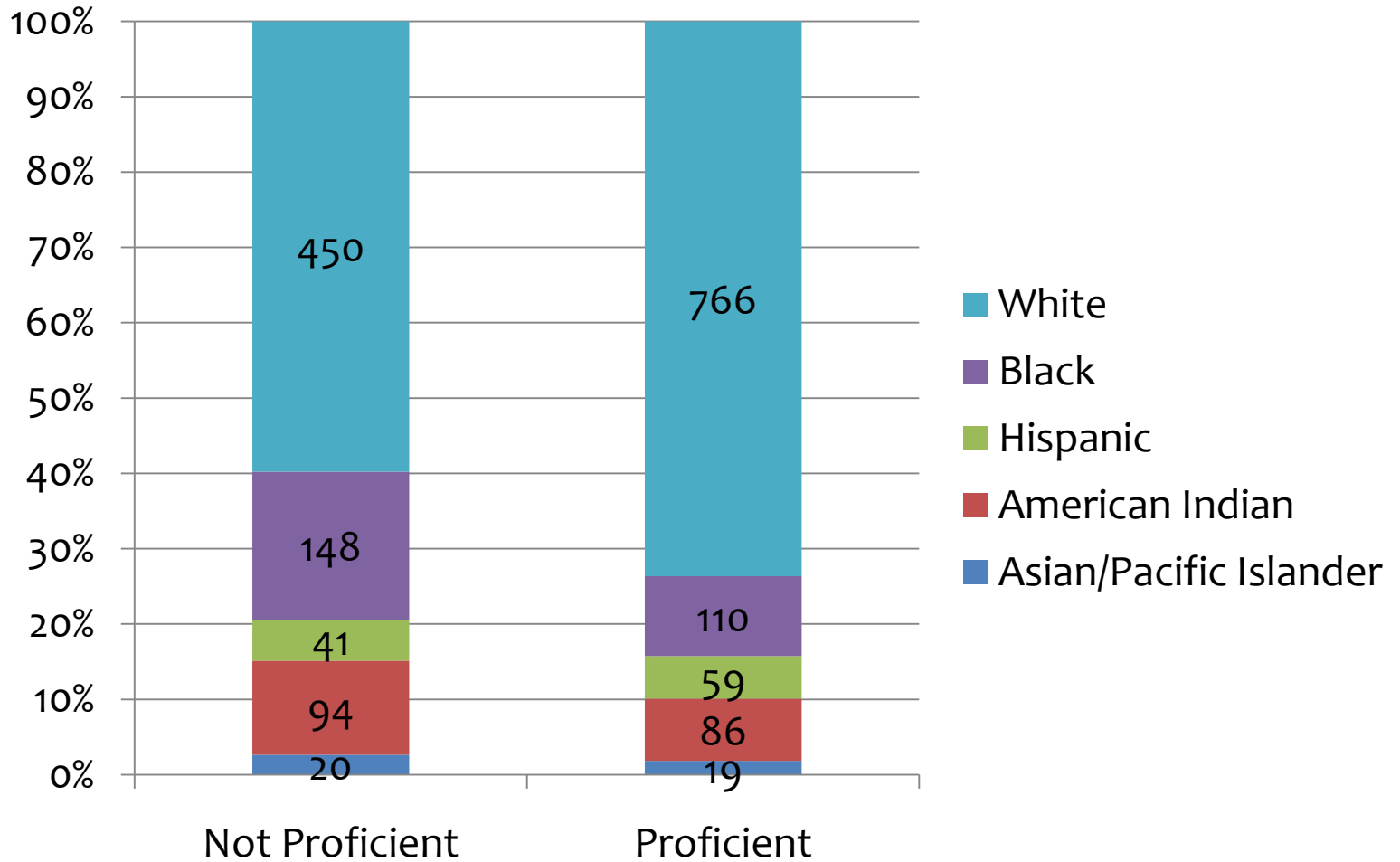
# MCA Reading

## All Students, Sub Scores

### Percent Correct



# Reading Proficiency All Grades Eligible FRL Only, By Ethnicity



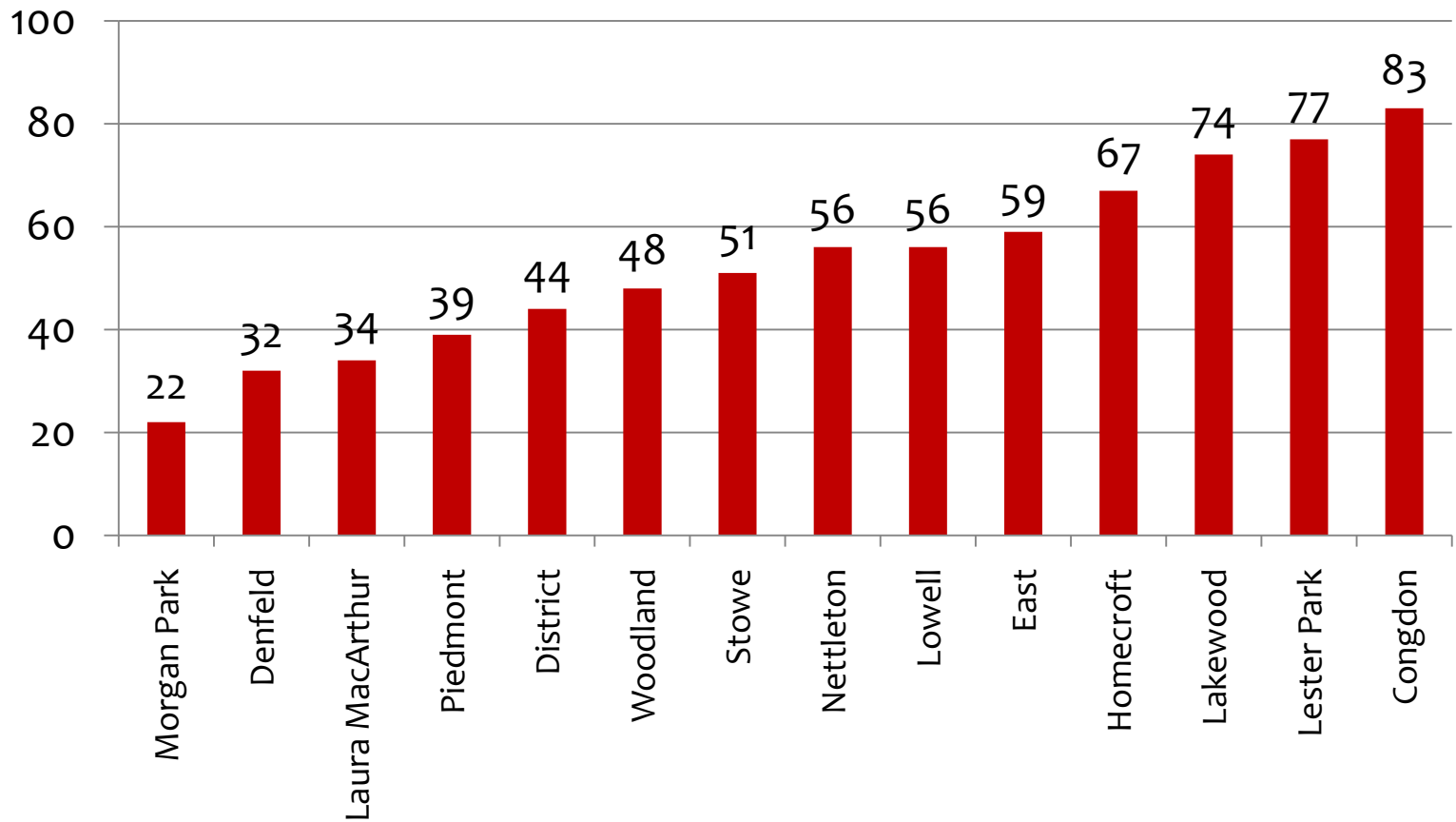


# **MATH MCA RESULTS DISTRICT**

# MCA Math

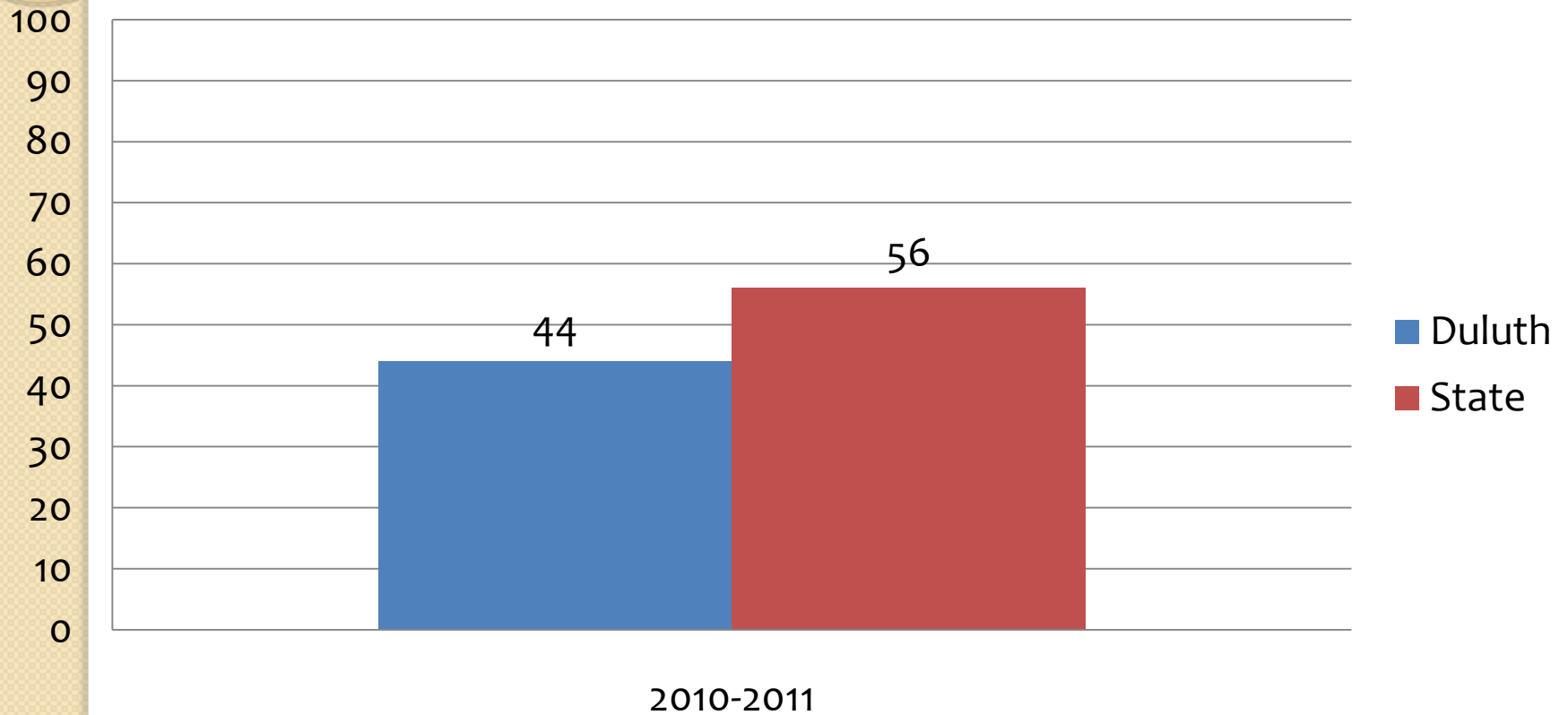
## All Students, All Grades

### Percent Proficient



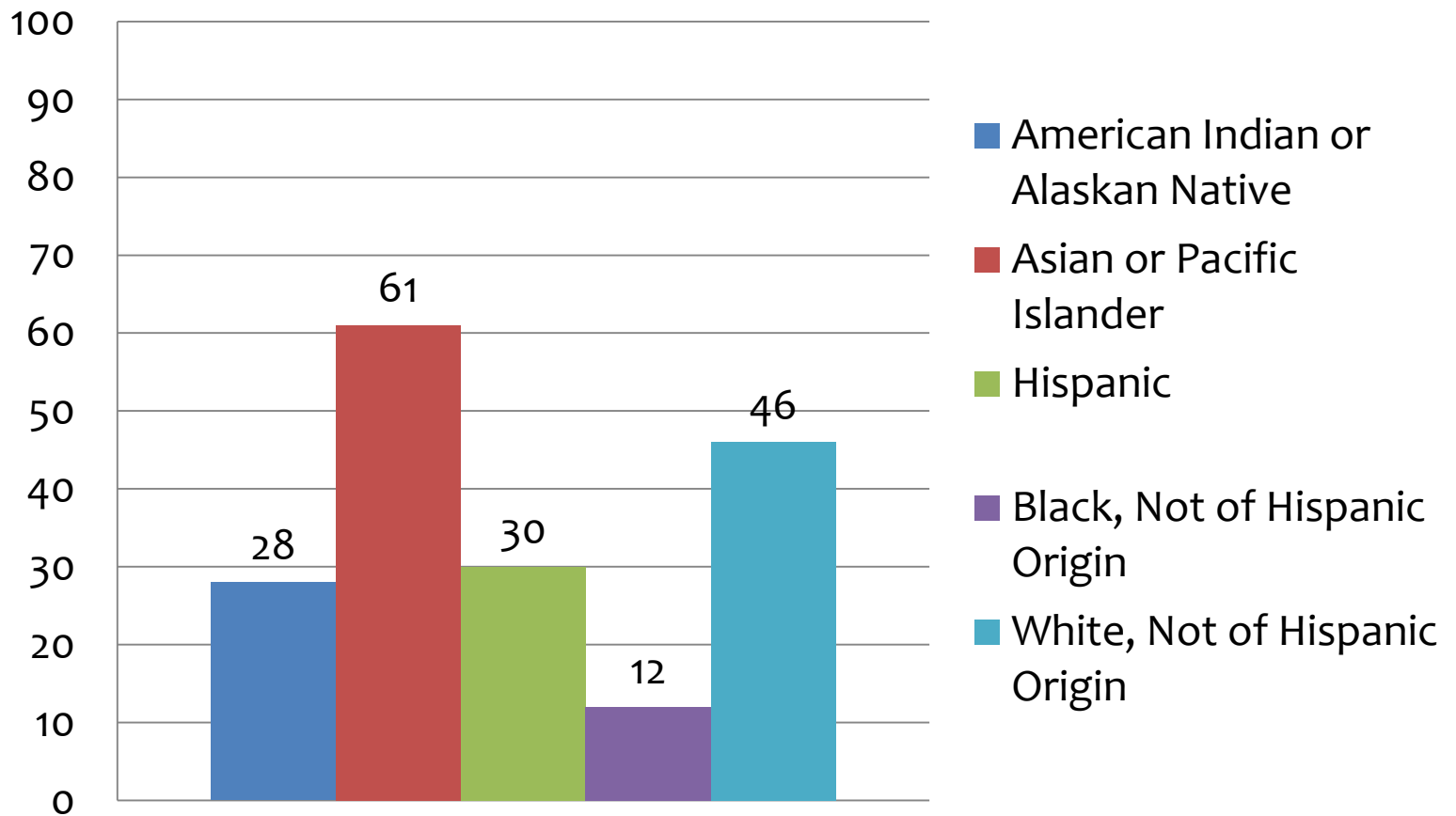
# MCA Math Results – All Grades<sup>17</sup>

## Percent Proficient



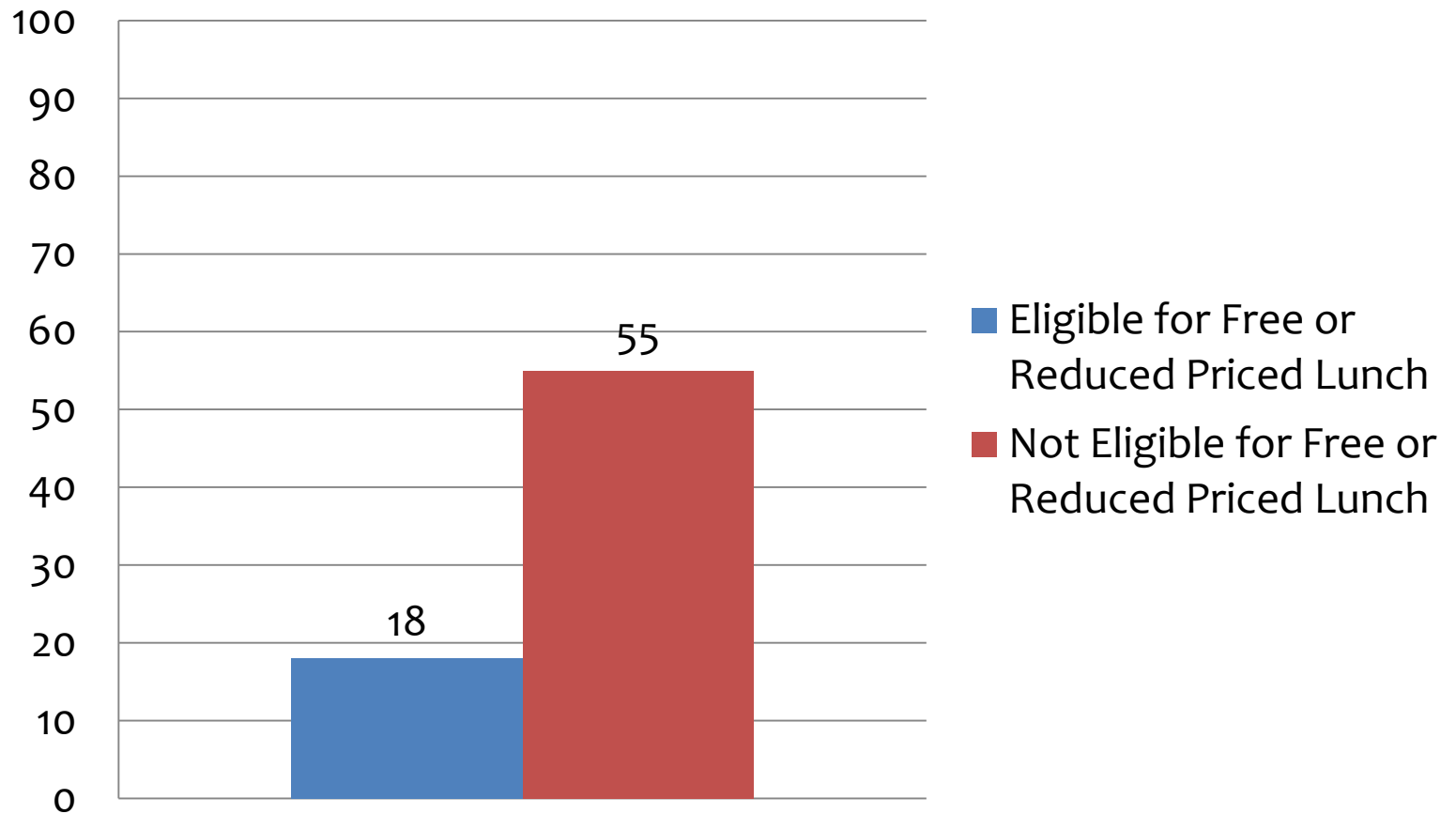
# MCA Math Results By Ethnic Subgroup

Percent Proficient

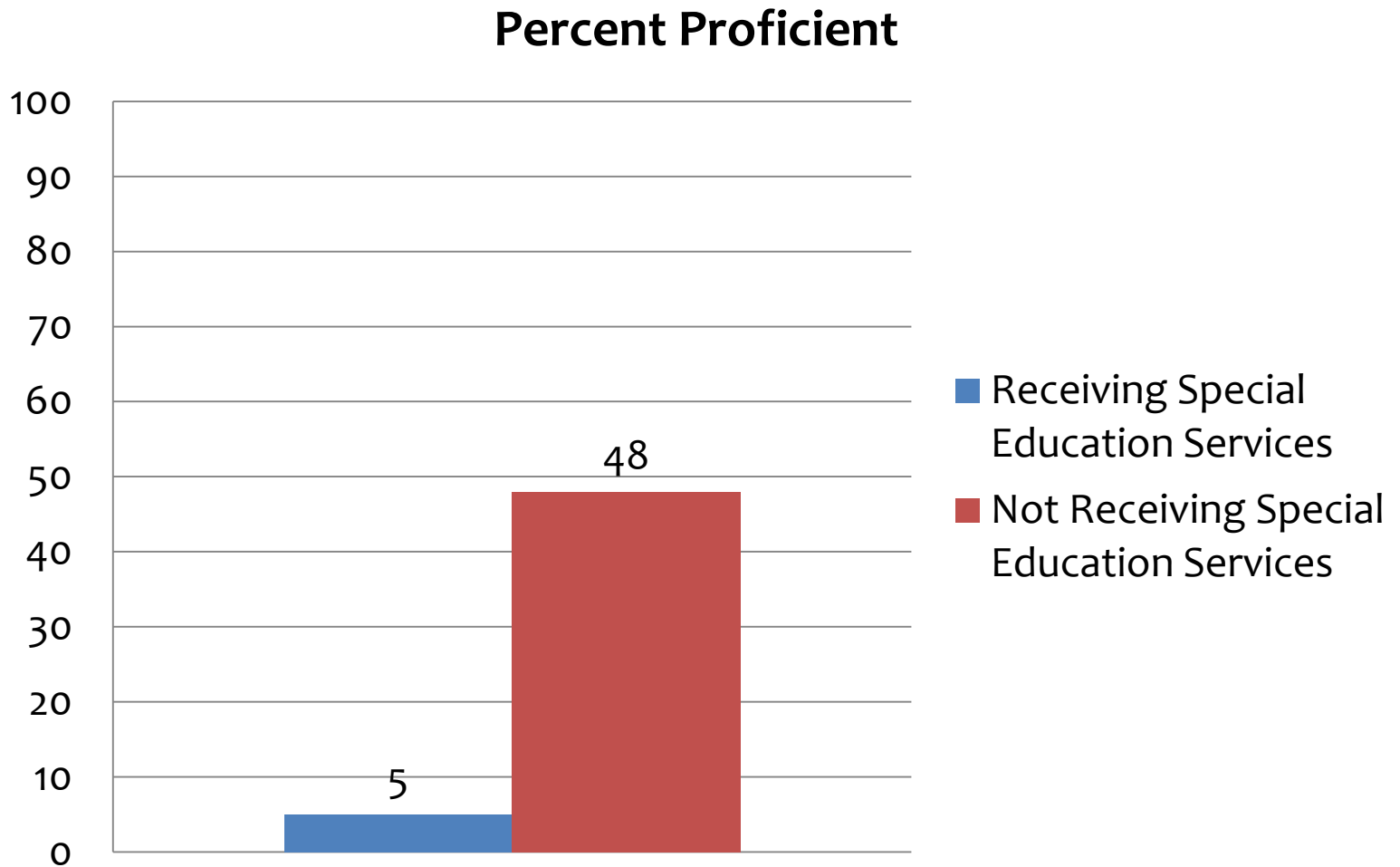


# MCA Math Results By Economic Subgroup

Percent Proficient



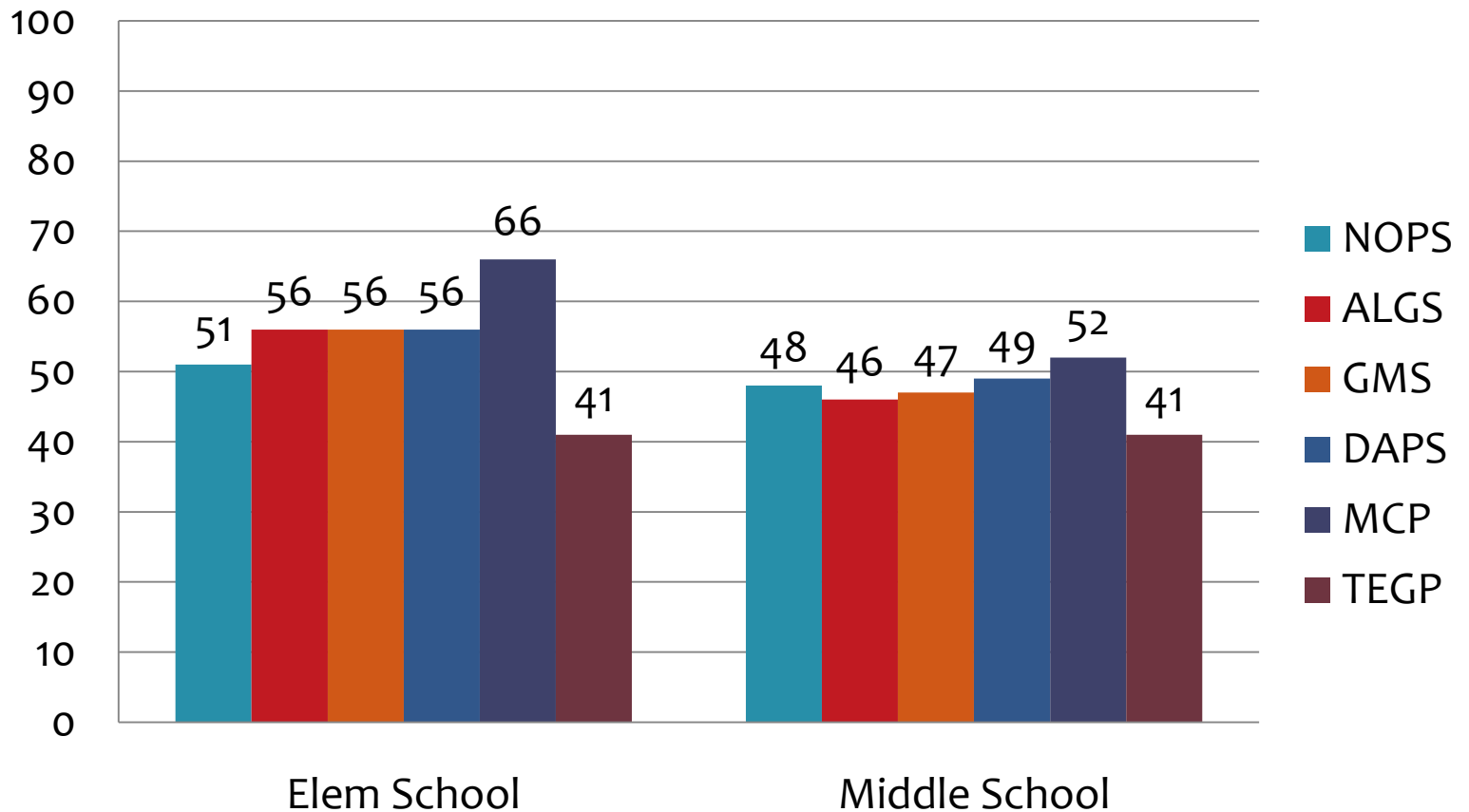
# MCA Math Results By Special Ed Status



# MCA Math

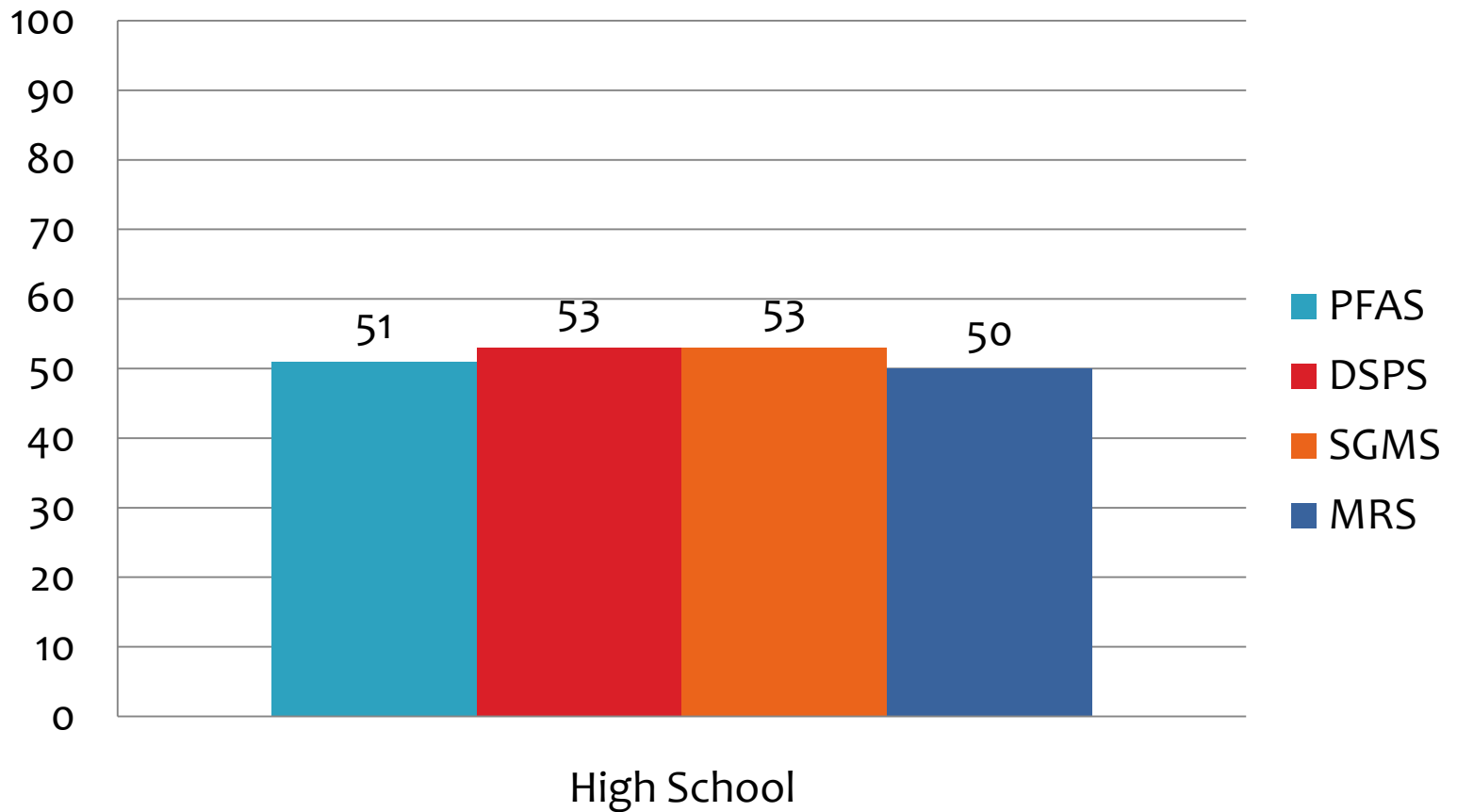
## All Students, Sub Scores

Percent Correct

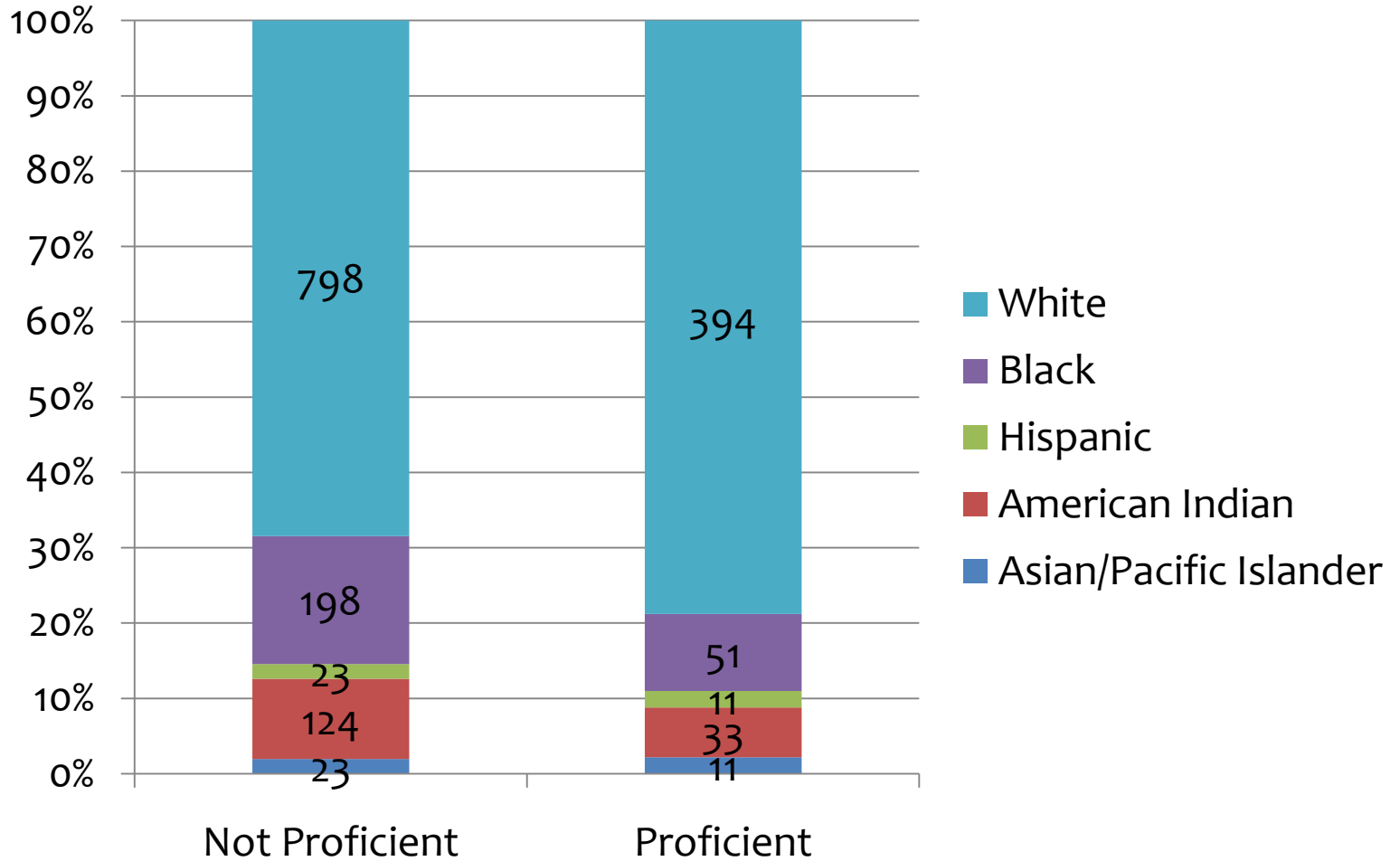


# MCA Math All Students High School, Sub Scores

## Percent Correct



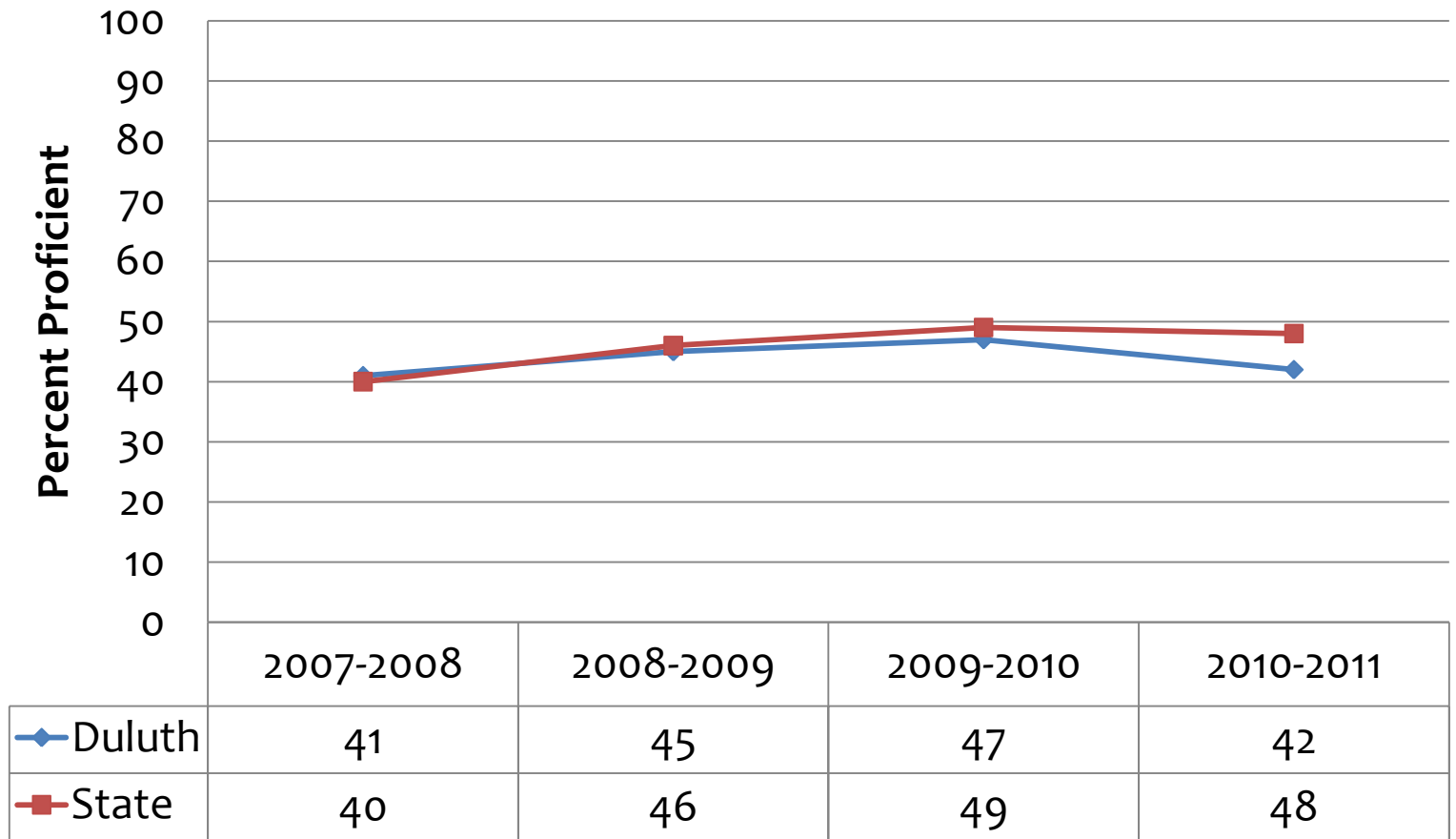
# Math Proficiency All Grades Eligible FRL Only, By Ethnicity



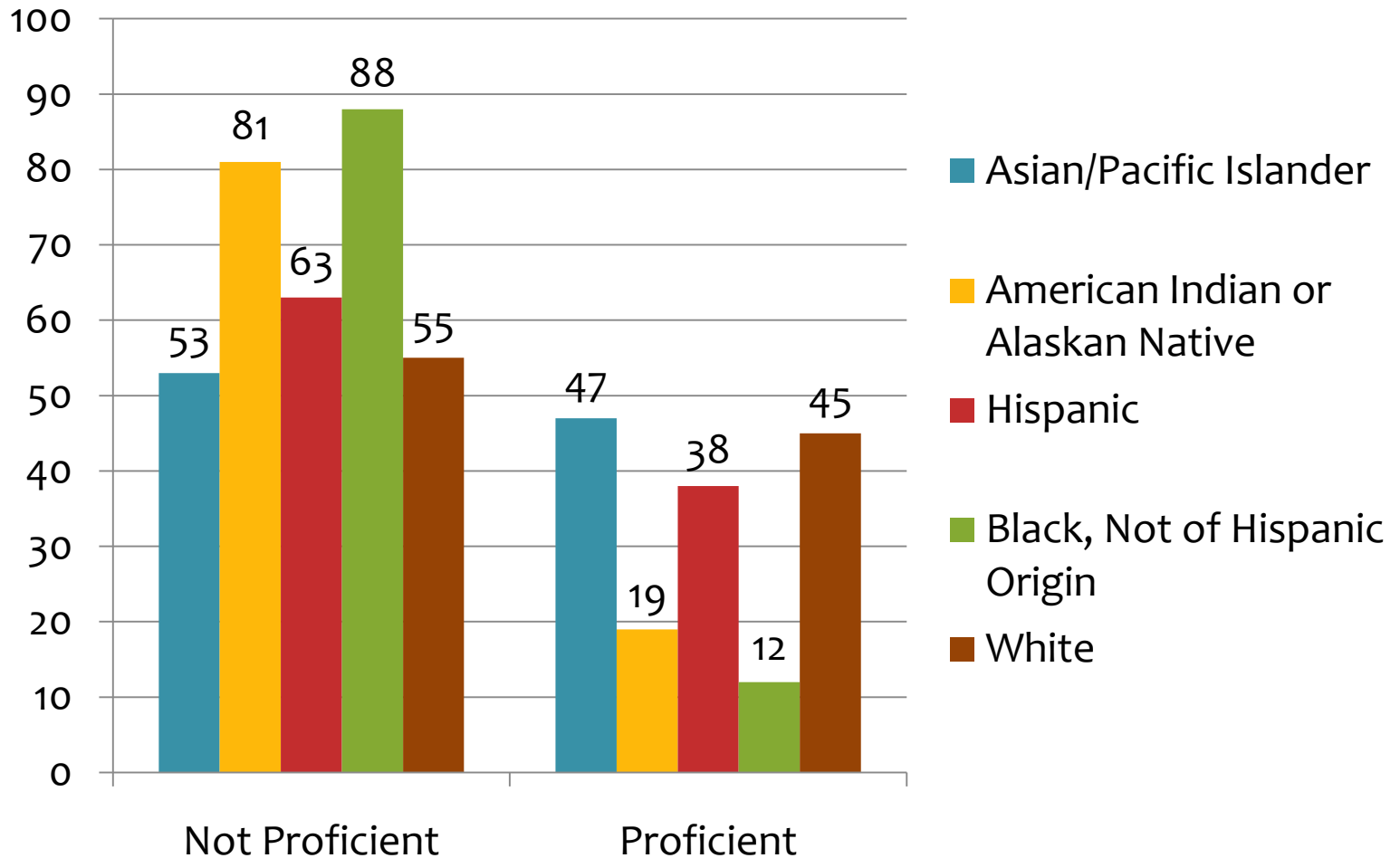


# **SCIENCE MCA RESULTS DISTRICT**

# MCA Science District – All Grades



# MCA Science Results By Ethnic Subgroup





**AYP RESULTS  
DISTRICT**



# Duluth Public Schools ISD 709

21 Century World-Class Education

*2011-2012*

*Dr. I.V. Foster, Jr., Superintendent*

QUALITY  
ACCOUNTABILITY  
RESULTS

# OVERALL ACADEMIC ACHIEVEMENT EFFORTS

District 709 will take steps to research, collaborate, and implement the following in an effort to improve overall student achievement.

- Teaching & Leadership Professional Development
  - Math, Reading, Science Focus
    - Standards Base Curriculum
      - Curriculum Maps
    - Best Instructional Practices

- Tiered Intervention Instructional Services
  - Aligned Local/National Assessment
  - Continuous Improvement Processes
    - Use of Data & Quality Tools
- Align Community Partner Resources with Districts Achievement Goals

# ACADEMIC ACHIEVEMENT GAP EFFORTS

District 709 will take steps to research, collaborate, and implement the following in an effort to reduce the academic achievement gap.

- Target Low Achievement Schools
  - Math and Reading Focus
- Students of Poverty & Culturally Relevant Teaching Strategies

- Continuous Improvement & Quality Tools
  - Monthly Progress Monitoring
  - Instructional-Data Coach Support
  - Integration Specialist Support

# OTHER EFFORT TO REDUCE THE ACADEMIC ACHIEVEMENT GAP

The following comprehensive educational reform models will be researched and discussed among target low performing school staff, administration, and other appropriate stakeholders in an effort to reduce the academic achievement gap and improve student performance among all students.

- America's Choice Educational Reform Model
  - Year Round Schooling

**THANKS  
FOR  
LISTENING!**

|                         |                        |                           |                   |                           |                          |
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School design to  
 Offer the  
 performance of at-risk  
 elementary, K-8,  
 Get into and high schools

About America's Choice > About America's Choice

## ABOUT AMERICA'S CHOICE

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America's Choice is a new kind of educational organization. We are a solution provider. We offer comprehensive, proven solutions to the complex problems educators face in the era of accountability.

America's Choice has an unparalleled **history** as a national thought leader and as the creator of research-based school improvement solutions that work for states, districts, and schools.

We have traveled the world to learn how the most successful schools and school systems organize and systematically teach for results. We know how to help the millions of American students who are at risk of failing to catch up, to meet rigorous academic standards, and to succeed in school. And we know how to bring out the best in school leaders, coaches, and teachers. Our coherent, uniquely American solutions help schools focus on teaching, learning, and results.

**Watch** what our schools across the country say about solutions by America's Choice

- Our Mission
- Our Staff
- What We Offer
- Our History
- District and State Partnerships
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About America's Choice > Teaching

Teaching conceptual understanding in mathematics; creating more effective coaches

## OUR MISSION

America's Choice is a mission-driven organization. Everything we do is directed towards producing:

- Students who leave high school ready to do college work without remediation
- Schools we would want our children to attend
- Schools that can get all students to high standards, no matter where they start

- Our Mission
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## WHAT WE OFFER

The **America's Choice School Design** provides an unmatched combination of professional development, technical assistance, and high-quality materials to help turn around schools that have a substantial group of students with difficulty meeting standards. The design is customized for elementary, K-8, middle, and high schools.

**Ramp-Up Literacy** and **Ramp-Up Mathematics** are comprehensive instructional systems designed to accelerate the learning of middle and high school students who are two or more years behind grade level. These solutions feature yearlong, double-period classes to help students catch up.

**Literacy Navigator** and **Mathematics Navigator** are modular interventions for elementary and secondary students who are experiencing difficulty with specific topics. These interventions supplement any curriculum and stop achievement gaps before they start.

**America's Choice Writing Aviator™** is an intensive, research-based writing program for students who are working on grade level. It improves their writing effectiveness and fluency and prepares them for state tests, college essays, and postsecondary education and workplace success. This carefully sequenced, coherent program features intensive instruction, a content-rich curriculum, and daily practice in a one-hour class.

The America's Choice **Coaching Program** provides district and school instructional coaches with targeted, systematic training.

**District Partnerships** help districts design and implement coherent districtwide strategies for curriculum, instruction, assessment, and learning climate—to optimize performance for all students.

The **State Alliance for High Performance** works with state education departments to implement global best practices. We help create state-level policies and structures that help our students match or exceed the performance of their peers in the world's highest-performing nations.

### Our Mission

### Our Staff

### What We Offer

### Our History

### District and State Partnerships

### State Alliance

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Research-based professional development and materials for teachers of English language learners Offerings > School Design

## SCHOOL DESIGN

**A comprehensive, coherent, research-based solution for schools—elementary, K–8, middle, and high—that improves the performance of all students.**

For more than ten years, America's Choice has been a proven turnaround partner; we have helped over 1,000 schools across the country. We have the **results** you are looking for—improved student achievement, higher test scores, increased graduation rates, fewer discipline problems, and more effective leadership and teaching.

The America's Choice School Design helps districts and schools focus on five critical elements of school improvement:

1. Creating a **standards-based system** with assessments that monitor progress and inform instruction
2. **Aligning instruction to standards** and focusing teaching on moving students from where they are to where they need to be
3. **Strengthening instructional leadership**
4. **Building professional learning communities**
5. **Engaging parents and the community**

The America's Choice School Design is a coherent, comprehensive design that offers exceptional instructional materials and strategies with first-rate coaching and professional development.

"America's Choice has produced significant improvements in schools where it has been implemented, helping to close the achievement gap and lifting more students to high standards."

— *The Education Innovator*, U.S. Department of Education, October 25, 2004

### Rigorous Standards and Assessments

#### Aligned Instructional Systems

#### Strengthening Instructional Leadership

#### Professional Learning Communities

#### Parent/Guardian and Community Engagement

#### Elementary Design

#### K-8 Design

#### Middle School Design

#### High School Design

#### Research-Based Solutions


#### School Design Results

#### Implementation Commitments

#### What People Are Saying

#### Assessment and Reporting Online

An overview of the School Design, with Judy Coddling, president of America's Choice, as well as educators and external evaluators.



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- Math Navigator Results
- Ramp-Up Math Results
- Ramp-Up Literacy Results
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Research-based results > School Design Results  
 professional development and materials for teachers of English language learners

## RESULTS FOR AMERICA'S CHOICE SCHOOL DESIGN

The America's Choice School Design is a proven solution for schools with a record of poor performance. We help turn around schools where most students are having difficulty meeting state standards across multiple subjects.

### State Results

After just one year in America's Choice schools, **Arkansas** elementary students **outpaced state gains in proficiency in both literacy and mathematics**. America's Choice works with the lowest-performing schools across the state.

Over four years, average annual growth in 30 America's Choice middle schools in **Georgia** exceeded state growth in both English language arts and mathematics. "Georgia's Choice" has yielded **long-term, statewide results**—and has met the Georgia Department of Education's challenge to get at least 50 percent of students to proficiency on a new state test within three years.

America's Choice schools in **Hawaii** have made **steady growth in proficiency over five years** in both literacy and mathematics. Three schools that had been in restructuring met AYP for the first time.

Over three years, elementary, middle, and high schools in **Mississippi** using the America's Choice School Design **exceeded the state growth rate in reading, language, and mathematics**. Eight of the first 40 schools identified as the lowest performing in the state exited the "priority" list after just one year as America's Choice schools.

### District Results

America's Choice schools in **Rochester, NY**, made **substantial long-term gains in student achievement**, particularly for low-performing and minority students, on state tests and other nationally normed measures. The results come from an **independent, comprehensive, longitudinal study** of America's Choice schools.

Over seven years, America's Choice schools in **New York City** topped state gains in English language arts and mathematics. America's Choice elementary students in almost 40 of the toughest schools in the district **exceeded state gains annually and cumulatively**.

After just one year as America's Choice schools, three **Chicago** K-8 schools made the city's "**top 50 gainers**" list for composite increases on the state test.

**Niagara Falls, NY**, is **closing the gap with the state** with districtwide results on the state's English language arts assessment.

**Duval County, FL**, implemented the America's Choice School Design in more than a third of its 160-plus schools. The district made steady growth in reading and mathematics—and was **recognized by the state for the highest increase in "A"-rated schools**.

### School Results

**William E. Doar Jr. Public Charter School for the Performing Arts** in Washington, DC, selected the America's Choice School Design when it opened in 2004. In a struggling district, the school **made AYP for the first time** in its third year of operation.

In two years as an America's Choice school, **Chattooga High School** in rural Georgia **increased its graduation rate by 20 percent and improved student performance in all subjects on graduation tests**. The school also made AYP and improved results substantially for students with disabilities.

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## MATHEMATICS

### It's Time For a New Approach to Math Intervention

Many educators are frustrated by the limited options they have for helping students who struggle with math. Research has shown that what holds students back is not only a lack of knowledge, but also the **misconceptions** they have developed over the years. For students to succeed, interventions must not only build skills and problem solving, *but also* identify and address misconceptions.

America's Choice math interventions do all of this and more.


Students struggling with math have different levels of need. Some can be addressed with short-term interventions; others require more sustained and intensive attention. That is why America's Choice offers a **tiered set** of programs. You can also view how our math intervention programs fit in the **Response to Intervention (RTI)** model.

"We had excellent results with Mathematics Navigator and Ramp-Up Mathematics."

— Nilene Quave, Principal, Pearl River Central Junior School, Pearl River, MS

Offerings > Mathematics > Mathematics for conceptual understanding in mathematics;

Leading mathematics educator, **Phil Daro** of America's Choice explains the impetus behind the America's Choice Mathematics programs and some of its goals and design features.




**Mathematics Navigator**<sup>®</sup> **Grades 2-10**

Mathematics Navigator is a short-term, tier-two intervention program that helps students repair gaps and misconceptions—and master concepts, skills, and problem solving that are critical for success in algebra, geometry, and other higher-level courses. Navigator modules are 20 days in length and augment the on-grade curriculum with 35-45 minutes of targeted instruction, delivered during, before or after school, or in summer school.



**Ramp-Up Mathematics**<sup>®</sup> **Grades 6-9**

Ramp-Up Mathematics is a year-long, tier-three comprehensive acceleration system specifically targeted to boost the performance of secondary students who are two or more years below grade level in mathematics. Ramp-Up to Pre-Algebra and Ramp-Up to Algebra are designed to accelerate learning, raise test scores, break the cycle of failure, and establish a pattern of achievement. Ramp-Up provides a replacement curriculum and expands the standard period to 90 minutes of instruction.



**Ramp-Up to Algebra for California** **Grades 7-11**

Ramp-Up to Algebra for California is a yearlong algebra readiness program that targets the concepts most critical to success in algebra while rebuilding mathematical foundations.

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Offerings > Literacy

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## LITERACY

**All Students Need to Become Strong Readers and Writers. Now They Can.**

For many students, literacy problems that begin in the elementary years trigger a cycle of academic failure in middle and high school. Students who read far below grade level can't succeed in school and are at risk of dropping out. Many students who are in on-grade programs need stronger reading skills to thrive as they delve into new areas of content and their texts increase in complexity. And even strong readers may lack the skills to succeed in the craft of writing, even though it is increasingly important for high-stakes tests, the SAT, and for employers.

America's Choice has developed a set of revolutionary literacy solutions to help students become strong readers and effective writers. They use authentic literature, scaffolded workshops, and explicit instruction in the skills they need for success.



**Ramp-Up Literacy**

**Grades 6 & 9**

Ramp-Up Literacy™ is a yearlong, comprehensive acceleration system specifically designed to boost the performance of secondary students who are two or more years below grade level in literacy. Ramp-Up to Middle Grades Literacy and Ramp-Up to Advanced Literacy accelerates learning, raise test scores, break the cycle of failure, and establish a pattern of achievement. Ramp-Up provides a replacement curriculum and expands the standard period to 90 minutes of instruction.



**Ramp-Up Literacy for Florida**

**Grades 6 & 9**

Ramp-Up Literacy™ for Florida has been approved as a Comprehensive Intervention Reading program for the state of Florida.



**Literacy Navigator™**

**Grades 4-10**

Literacy Navigator™ is a supplementary modular intervention that uses powerful cognitive research to build comprehension for reading in the content areas.



**Writing Aviator**

**Grades 2-10**

America's Choice Writing Aviator™ is a carefully sequenced, coherent K-10 program that provides targeted, systematic instruction and daily practice in writing, reinforced with reading.

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Research-based professional development and materials for teachers of English language learners

## ENGLISH LANGUAGE LEARNERS

### America's Choice Helps English Language Learners Succeed

A student body with diverse backgrounds, languages, cultures, and literacy experiences presents both challenges and opportunities for many schools today. America's Choice believes that all students, including English language learners (ELLs), can achieve academic success given the proper tools and effective instruction.

That is why we have incorporated the most current second-language-acquisition research and methodology into all of our solutions, from our **math interventions** to our comprehensive **school design**. Our own ESL experts and practitioners have also leveraged this research to create exceptional stand-alone materials and professional development for administrators, ESL teachers, and mainstream content-area teachers.

#### Our ELL materials include

- Tools and information to foster collaboration between classroom and ESL teachers
- Specific advice and procedures to make the America's Choice literacy, math, and science programs more accessible in a linguistically diverse classroom
- Guidance for school leaders on how to identify their students' needs and create a culture of success
- Text in Spanish for use in Spanish-English bilingual program models

#### Our ELL resources include

- Teaching English Language Learners: Literacy K-5
- Bridging Into English: Literacy Lessons for English language learners K-5 (includes a CD with model lessons)
- Latino Literature, K-5
- Ramp-Up to Literacy, English Language Learners, Teacher Guide Series
- English Language Learners: A Resource Guide for School Leaders
- Teaching English Language Learners: Literacy, Secondary
- Ensuring Success for English Language Learners: Ramp-Up to Mathematics
- Genre Study Compendium for English Language Learners
- First 30 Days of Readers and Writers Workshop, K-5: A Bilingual Guide for Teachers
- Mathematics Navigator **student editions in Spanish** for all elementary modules

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Research-based > Literacy > Writing Aviator  
 professional development and materials for teachers of English language learners

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## WRITING AVIATOR

**A carefully sequenced, coherent K–10 instructional system that strengthens writing effectiveness and fluency for students working on grade level**

Provides sound instruction and intense practice in writing, beginning in the earliest years of school  
 Teaches students the writing process—planning, drafting, editing, and revising—in a daily, one-hour class  
 Provides a content-rich curriculum with genre studies in narrative, report, and persuasive writing—genres that students are expected to know to meet school demands, state testing requirements, and college and career expectations  
 Makes the connections between reading and writing explicit  
 Builds in **classroom practices** that engage students and teachers in writing  
 Responds to the needs of ELL and special needs students  
 Supports teachers with high-quality **professional development**, an engaging **curriculum**, and aligned **assessments**

Writing Aviator goes beyond the writing workshop to provide clear instruction in the craft of writing.

See how Writing Aviator fits in the **Response to Intervention (RTI)** model.

### What's Included

**Professional Development**

**Daily Structure**

**Assessment**

**Research Basis**

**Implementation**

"Students are writing more and enjoying it! The quality of their writing has grown over time. Teachers are more comfortable facilitating writing and assisting students through the process."

— Ruth S. Williams, principal, Kelly Elementary School

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Email: [info@americaschoice.org](mailto:info@americaschoice.org)

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Research-based professional development and materials for teachers of English language learners

Offerings > Science

## SCIENCE

Download the **brochure**

Download a **sample lesson**

### Science Navigator for Secondary Students

Research shows that to succeed in college and the 21st-century workplace, students need the content knowledge and reasoning skills that are part of a strong science education. Science Navigator is designed to prepare middle-school students for success in their science classes. The program fills in the gaps in students' knowledge and builds their process skills, giving students a solid foundation for meeting the requirements of high-school science courses.

Science Navigator focuses on scientific investigation, process skills, reading comprehension of complex text, and ways for teachers to probe for student understanding. Exploring the topic of energy, the inquiry-based lessons in Science Navigator foster an active engagement in science and deepen student learning.

In middle school, Science Navigator can be used as a supplemental program to raise students' achievement level. For students who need extra support to acquire the process skills necessary for their future high-school science courses, Science Navigator can be used in beyond-the-bell or extended-learning-time classrooms. The program can also serve as an intervention to help high-school students be on track for college and career readiness.



**Module 1**

*Energy Foundations*  
 Lessons 1–5: Energy and the Transfer of Thermal Energy  
 Lessons 6–10: Conduction, Convection, and Radiation  
 Lessons 11–15: Radiant Energy and the Water Cycle  
 Lessons 16–20: Energy and Climate Change



**Module 2**

*Energy in Living Systems*  
 Lessons 1–5: Flow of Energy, Producers, and Photosynthesis  
 Lessons 6–10: Consumers, Food, and Digestion  
 Lessons 11–15: Decomposers and Food Webs  
 Lessons 16–20: Carbon Cycle, Populations, and the Impact of Changing Climates



**Module 3**

*Energy in Physical Systems*  
 Lessons 1–5: Transfer of Energy and Turbines  
 Lessons 6–10: Magnets, Electricity, and Generators  
 Lessons 11–15: Circuits and the Transmission of Electricity  
 Lessons 16–20: Different Energy Sources



**Science Process Skills**

A reference book for teachers and students that can be used with all three module all three modules.

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Research-based professional development and materials for teachers of English language learners > Professional Development

## PROFESSIONAL DEVELOPMENT

**Outstanding professional development is a hallmark that distinguishes America's Choice.**

The goal of our professional development is to change classroom practice and equip school staff to provide instruction that makes a difference.

Outstanding training comes from outstanding trainers. America's Choice ensures that our trainers and coaches meet the highest standards. Before they begin to work with schools, our staff participates in a rigorous certification process developed by our National College. They become specialists in one or more specialty areas—literacy, mathematics, science, English language learning, or leadership. Our certified trainers make America's Choice uniquely qualified to support educators.

Our **mathematics professional development program** strengthens teachers' content knowledge and pedagogy. By focusing on the most important concepts students must learn to succeed in algebra and beyond, we help teachers expand their math knowledge and become more effective. Our professional development enables teachers to deliver their district-adopted math programs more efficiently and with better results.

The **America's Choice Coaching Program™** provides targeted, systematic training for district and school instructional coaches who need a specific set of skills to be effective change agents, models, and mentors to classroom teachers.

**Download** an outline of our offerings in professional development that reinforce our Intervention programs.

**To inquire about products and purchasing:**

**Call:**  
**877.530.2716**

**Email:**  
**info@americaschoice.org**

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Offerings > Professional Development > Mathematics Professional Development

Research and materials for teachers of English language learners

## MATHEMATICS PROFESSIONAL DEVELOPMENT

Our professional development for math teachers uses a three-pronged approach to teaching mathematics. We believe teachers must teach for conceptual understanding, build problem-solving skills, and strengthen basic skills.

We help teachers succeed at each grade level on the most important concepts and skills that students need to acquire. Teachers also learn practices to strengthen students' ability to think, reason and communicate mathematically.

### Upper Elementary level topics included

- concepts of addition and subtraction
- concepts of multiplication and division
- concepts of fractions and decimals
- surfacing and revising misconceptions
- focused teaching
- strategies for building academic language

### Middle School and High School level topics include

- rational numbers
- ration, proportional reasoning
- surfacing and revising misconceptions
- analyzing student work to inform instruction
- accessing academic language
- differentiating for ELL and special needs students

America's Choice Mathematics Institutes generally require six days and are delivered in three sessions. Between sessions, participants return to their schools to experiment with and implement practices they learned. Each successive session builds on participants' implementation experiences. This embeds professional development in instructional practice.

Our professional development is most effective when an entire district adopts it. Grounding all mathematics teachers in common practices and strategies strengthens districtwide performance. It establishes a shared language and set of routines and strategies that support the mathematics program and provides continuity when teachers move from school to school.

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Research-based Offerings > Coaching Program  
 professional development and materials for teachers of English language learners

**"The math and reading coaches that America's Choice sent to us were outstanding. They really got the ball rolling."**  
 — Nina Guthrie, assistant superintendent, Pearl River County School District, Mississippi

## COACHING

**Even the greatest teachers need training before they can become great coaches.**

Like great athletes, great teachers benefit from skilled coaching. Yet most districts and schools do not have the tradition or capacity to train effective coaches, who need a unique set of skills that even excellent teachers may not have.

The **America's Choice Coaching Program™** provides district and school instructional coaches with targeted, systematic training delivered by our highly qualified, experienced professional development staff. This program's modules on skills, process, and culture help coaches

- Hone interpersonal skills for facilitating, questioning, and guiding teachers
- Create customized coaching plans that reflect principles of adult learning and respond to demonstrated teacher needs and student progress
- Nurture a professional culture of collaboration and reflective teacher practice with classroom demonstrations, observations, analysis of student work, and study groups
- Support classroom instruction that is more closely aligned with state standards and assessments
- Meet the needs of all students, including English language learners and special populations

Our action-oriented program uses a variety of proven strategies

- Role plays, case studies, and instructional videos that help coaches establish relationships based on trust, active listening, effective questioning, constructive feedback, managing change, and overcoming resistance
- Assessing needs based on data, developing and negotiating action plans for teacher development, and reflecting on and evaluating outcomes
- Using observation and data to analyze root causes for performance gaps

Our five-day Coaching Institute empowers coaches to create a culture that supports ongoing collaboration and change through professional learning communities and teams.

The America's Choice Coaching Program also offers training modules on our proven approaches to literacy and mathematics instruction. Optional on-site technical assistance and follow-up for coaches, leadership teams, and administrators are available as well.

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AMERICA'S  
CHOICE  
RESULTS & COMMENTS

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## ROCHESTER, NY

### Independent, Comprehensive, Longitudinal Results

The Rochester City School District, one of five large urban districts in New York, began working with America's Choice in 1998 to improve schools and student achievement across the board. The district is a stellar example of the results that are possible with the America's Choice School Design.

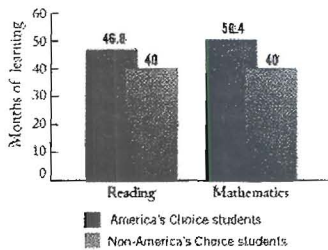
In a major longitudinal study, the Consortium for Policy Research in Education (CPRE), an independent consortium of seven of the nation's leading research institutions\*, found that the America's Choice School Design results in substantial, long-term gains in student achievement, particularly for the lowest-performing and minority students. Gains were measured by state tests and other nationally normed measures.

After four years in America's Choice schools, students in Rochester have statistically significant gains in performance compared to other similar students—gains that accumulate year after year. In reading, they've gained 6.8 months compared with their peers. In mathematics, they've gained 10.4 months compared with their peers. By 8th grade, they are about a year ahead of similar students in Rochester schools.

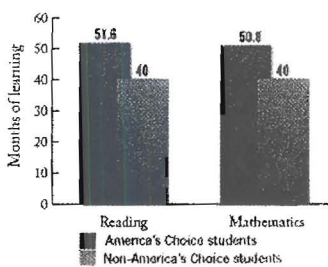
These results hold true with minority students as well. After four years in America's Choice schools, African American students are 5.6 months ahead of their peers in reading and 7.2 months ahead in mathematics. After four years in America's Choice schools, Hispanic students are 11.6 months ahead of their peers in reading and 10.8 months ahead in mathematics.

In fact, since the publication of this study, New York recognized Rochester in 2005 for having the biggest gains of any urban district on the state's assessments.

**America's Choice Students Gain Additional Months of Learning**



**Gains by Hispanic Students in America's Choice Schools Narrow the Achievement Gap**



**America's Choice Helps Rochester**

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## CHICAGO, IL

### Three K-8 Schools in "Top Gainers" List After One Year of America's Choice

#### The Challenge

The Chicago Public Schools had a growing number of schools in the "needs improvement" designation.

#### The Solution

In the 2006-07 school year, the district selected the intensive version of the America's Choice School Design for eight severely underperforming K-8 schools.

#### The Results

After just one year, three of these America's Choice schools were recognized as among the "top 50 gainers" in Chicago's 623 schools for composite increases on the Illinois Standards Achievement Test.

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## CHATTOOGA HIGH SCHOOL

### Instructional Solutions Pay Off with AYP Results, Reduced Dropouts

#### The Challenge

With a dropout rate of almost 60 percent, and no college-bound culture within the community, overall achievement levels at Chattooga High School were low. The school knew it had to take action to give students in its rural, largely disadvantaged community better options for postsecondary success.

#### The Solution

Chattooga began by offering Ramp-Up to Advanced Literacy and Ramp-Up to Algebra in the 2004-05 school year, then implemented the full America's Choice School Design in the 2005-06 school year. In doing so, the high school joined the elementary and middle schools in the district that had already adopted the America's Choice design, which created a K-12 district wide solution that involved the entire community.

#### The Results

Chattooga experienced a nearly 20 percent increase in its graduation rate between 2004 and 2006.

Designated as a school "in need of improvement" in 2004-05, the school made AYP in 2005-06 by improving the percentage of students meeting and exceeding standards on the Georgia High School Graduation Tests for 11th graders.

Gains made by students with disabilities, who averaged 12 percent of the test-taking population, were particularly notable.

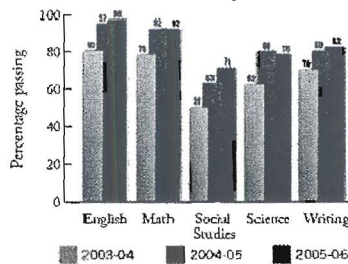
In addition to test score gains and improved graduation rates, the school has improved attendance and reduced disciplinary issues.

#### School Snapshot

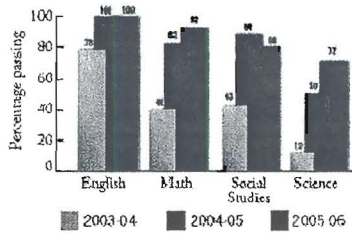
**Chattooga High School**  
**Chattooga County School District**

- Rural
- Grades 9-12
- 740 students
- 59 percent economically disadvantaged
- 22 percent special needs students
- 80 percent white
- 15 percent African American
- 2 percent Hispanic

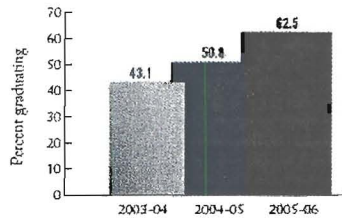
Student Performances Rises in All Subjects on Graduation Tests



Students with Disabilities Improve on Graduation Tests



In Two Years, Graduation Rate Jumps Almost 20 Percent



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Writing Aviator

Comprehensive writing program to improve all students' writing

Get Local > Central Region

## AMERICA'S CHOICE CENTRAL REGION

**NEW:** Click [here](#) to visit our page for Arkansas.

In the Central Region, states, districts, and schools in Kentucky, Illinois, Michigan, Minnesota, and Ohio have adopted the America's Choice School Design and instructional solutions over the past nine years.

In Illinois, for example, we have worked with urban and suburban districts and schools that were early adopters of the America's Choice School Design. Many of these districts have continued their relationships with America's Choice as alumni schools.

The Central Region encompasses the Midwest, stretching from West Virginia to the Dakotas and Oklahoma and from Michigan down to Kentucky.

### Central Region Highlights

The **Chicago Public Schools**—the third largest school district in the country, with more than 400,000 students and over 600 schools—is working with America's Choice on two major, top-priority projects.

For the Chicago High School Redesign Initiative, funded by the Bill and Melinda Gates Foundation and several area foundations, America's Choice is establishing Readers and Writers Workshops in English classrooms and implementing Ramp-Up Literacy in selected schools. This project, which focuses on improving instructional programs in low-performing schools, includes customization of America's Choice literacy solutions to align them with Illinois state standards and deliver tailored instructional support. In the second year of this project, six high schools have implemented these solutions so far.

In 2006, the district selected the America's Choice School Design for several of its severely underperforming K-8 schools. After just one year as America's Choice schools, three of these schools were recognized among the "top 50 gainers" for composite increases on the Illinois Standards Achievement Test.

In **Ohio**, districts in **East Cleveland**, **Springfield**, **Warren**, and **Youngstown** have adopted the America's Choice School Design to improve student achievement in low-performing schools.

In 2006, the **Arkansas Department of Education** selected America's Choice in a competitive bidding process as its turnaround partner for schools facing restructuring. America's Choice works with the 31 schools statewide that have implemented the design's intensive version.

Schools in **Texas** have adopted Ramp-Up Literacy, Ramp-Up Mathematics, and Mathematics Navigator.

**Contact the Central Region:**  
**Chicago, IL**  
**312.506.5091**  
**central@americaschoice.org**  
**AR, IL, IA, IN, KS, LA, MI,**  
**MN, MO, NE, ND, OH, OK,**  
**SD, TX, WI**

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Writing Aviator News > AC in the News > Pearson Acquisition

**PEARSON AND AMERICA'S CHOICE ANNOUNCE ACQUISITION AGREEMENT**

COMPANIES WILL EXTEND REACH OF RESEARCH-BASED, INNOVATIVE SCHOOL IMPROVEMENT SOLUTIONS



August 3, 2010, WASHINGTON -- Pearson, the world's leading education company, today signed a letter of agreement to acquire America's Choice, a leading innovator in research-based strategies to help schools, districts, and states dramatically improve student achievement. Pearson's extraordinary resources and technological expertise will facilitate the adaptation and reach of America's Choice's comprehensive and proven school improvement model to a global community of educators and students.

In recent years, education leaders and policymakers have placed heavy emphasis on school improvement strategies for education reform. "School improvement" is generally understood to describe a comprehensive, integrated approach to improving student achievement that brings together instruction, assessment, leadership development, professional development and coaching, and ongoing consulting services. The Obama Administration has identified more than 5,000 schools in need of such improvement, and allocated nearly \$17 billion dollars to fund the efforts by states and districts.

"Pearson and America's Choice share a common vision for school improvement centered on effective instruction, strong school leadership, and sustainable change in the school performance and culture," said Will Ethridge, Chief Executive Officer for Pearson in North America. "When we combine America's Choice's efficacy with the data- and technology-driven personalized learning capability for which Pearson is known, we can respond quickly and effectively to the rapidly growing demand for comprehensive reform in our nation's most struggling schools."

America's Choice is one of the most effective and highly regarded K-12 internationally benchmarked, research-based school reform companies in the US. It began as a program of the National Center on Education and Economy (NCEE) in 1998 and became a private organization in 2004.

Much of the design of America's Choice is based on research on the effective education practices of more than 20 countries with strong track records of educating all students to high levels. That research, conducted by the National Center on Education and the Economy over many years, was translated by America's Choice into instructional materials aligned to standards, safety net programs to help students who are struggling to get back on track for meeting standards, and extensive professional development and coaching for teachers and principals. America's Choice has worked closely with more than 2000 schools in 38 states to plan and implement a standards-based system.

Last year, a landmark study of school improvement ("School Improvement by Design," link: <http://bit.ly/7Q1539>) released by the Consortium for Policy Research in Education reported that the America's Choice programs performed significantly better than their major competitors in the field, and the study's researchers stated, "Students in America's Choice schools grew at a significantly faster rate than students in comparison schools and faster than students in all other schools."

"The NCEE Board of Trustees is very pleased by this acquisition," said Marc Tucker, President of NCEE. "NCEE launched America's Choice years ago as a research and development project to create a powerful engine for school improvement in the United States. Pearson's acquisition of America's Choice will makes that engine available to many more students in the United States and around the world than we ever could have alone."

"America's Choice decided earlier in the year to solicit indications of interest in the company as a means to expand our mission to reach larger numbers of students, schools, and districts across America" said Judy Coddling, President and Chief Executive Officer of America's Choice. "After much interest and an extensive review, we chose Pearson, a partner with a deep commitment to improving student performance. This is a wonderful opportunity to enhance the resources we provide by combining our proven education model with Pearson's unparalleled technology and world-wide resources."

Pearson is exploring opportunities to bring the America's Choice model to an international market, where other school improvement organizations are gaining traction. Just last week, Pearson also

launched a school improvement business in the UK and appointed Anders Hultin, an internationally recognized leader in the school improvement community, as its CEO (link: <http://bit.ly/a13NDy>).

In the US, America's Choice will operate alongside Pearson's K12 Solutions business, an approved school improvement provider. America's Choice will be a core brand of Pearson, and its relationships with current clients will not change. Coddling will continue as CEO through the transition and will move into a senior advisory role for Pearson in 2011. Ken James will become President of America's Choice at the close of the acquisition and will assume broader responsibilities for day-to-day oversight of America's Choice. Coddling will report to Steven Dowling, Pearson Executive Vice President, who will oversee America's Choice.

"To date, our challenge as educators has been to replicate efficacy for vastly more students, and expand the impact of promising programs that weren't reaching enough students to make a significant difference," said Dowling. "This agreement allows the combined forces of America's Choice and Pearson to build an infrastructure to bring effective programs to scale."

The agreement is subject to a Hart-Scott-Rodino review and is projected to close in about a month.

###

*Pearson (NYSE:PSO), the global leader in education services, technology and school solutions, provides innovative print and digital education materials for preK through college, student information systems and learning management systems, teacher professional development, career certification programs, and testing and assessment products that set the standard for the industry. Pearson's other primary businesses include the Financial Times Group and the Penguin Group. For more information about Pearson, go to [www.pearsonschool.com](http://www.pearsonschool.com).*

*America's Choice is a leading educational organization offering comprehensive, proven solutions to the complex problems educators face in the era of accountability. America's Choice has an unparalleled history as a national thought leader and as the creator of research-based school improvement solutions that work for states, districts, and schools. America's Choice offers groundbreaking school design programs, solutions, and professional development programs, created in collaboration with world leaders in education. Its instructional solutions intervention programs are comprised of the Mathematics Navigator™, Literacy Navigator™, Ramp-Up Mathematics™, Ramp-Up Literacy™, and America's Choice Writing Aviator™.*

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News & White Papers Research in the News > CPRE Press Release

**America's Choice Outperforms Other Reform Programs in Unprecedented Study**

[Download the press release](#)

**"Students in AC schools grew at a significantly faster rate than students in comparison schools and faster than students in all other schools"**

**January 19, 2010, WASHINGTON, D.C.** – A landmark study on school improvement programs shows that America's Choice surpasses other programs in increasing academic achievement.

Released in late 2009, School Improvement by Design is the capstone report of the Study of Instructional Improvement, a 13-year project of the Consortium for Policy Research in Education that received more than \$20 million in federal and foundation money. A major, quasi-experimental study, School Improvement by Design analyzed the design, implementation, and instructional effectiveness of America's Choice and two other comprehensive school reform (CSR) programs in elementary schools.

America's Choice is a leading education organization offering states, districts, and schools instructional intervention solutions and programs.

Over four years, researchers collected data from 115 elementary schools throughout the United States, including 31 America's Choice schools, to determine how practices in CSR schools differ from those in more typical schools, and whether these differences impact academic achievement. Researchers focused on literacy achievement because of literacy's importance to students' greater academic success. Without a mastery of reading and writing, students are unable to "read to learn," specifically to handle the literacy demands that accompany more advanced subject matter.

America's Choice schools excelled over all other schools studied in increasing achievement at the upper elementary grades. Researchers found that "[students] in AC schools grew at a significantly faster rate than students in comparison schools and faster than students in all other schools."

"We are thrilled with America's Choice's unparalleled success," said Judy Coddling, president and chief executive officer of America's Choice. "This impact on reading comprehension comes at an important time in a student's academic career, when reading comprehension is a major factor in future school success. Thanks to America's Choice's distinct instructional practices, unique curricular content, and strong instructional leadership, researchers saw critical differences that are vital to driving student success. As the report shows, America's Choice dramatically increases student achievement."

Unlike comparison schools that only increased achievement in the lower grades, if at all, America's Choice's gains were sustained into the higher grades. Due to America's Choice's distinct approach to literacy instruction, researchers report that America's Choice schools experienced "accelerated growth in students' literacy achievement at the upper elementary grades."

According to researchers, America's Choice's success is due to several distinct characteristics, including:

- Strong instructional leadership from extensive coaching:** America's Choice schools are higher than all other schools on multiple dimensions of instructional leadership
- A clear and well-specified improvement plan:** Teachers and leaders receive unmatched levels of instructional guidance, giving them a clear and well-specified view of their school improvement plan
- Faithful implementation of America's Choice in schools:** Teachers and principals implemented strategies with fidelity
- Greater emphasis on writing in lessons:** America's Choice teachers focused on writing in 54 percent of all lessons; comparison teachers focused on writing in 38 percent of lessons

According to the report, the potential for academic achievement increases "if schools have a faithful implementation of the design." Teachers studied were consistent in their use of instructional strategies. This is likely due to the high levels of instructional guidance and standardization, which includes school leaders working closely with teachers to help them develop the knowledge and capabilities to use the design effectively. Researchers found that America's Choice teachers were less variable in writing instruction than all other teachers studied, offering further evidence of the design's impact on literacy instruction.

Schools in the study were disproportionately chosen from high and medium poverty districts to evaluate the impact of specific instructional interventions on student achievement in high poverty settings.

"America's Choice's success among vulnerable students, in particular, is very encouraging," said Dr. Ken James, executive vice president and chief operating officer of America's Choice. "We are going to continue to intensify existing strategies and incorporate new ones that the report verifies are effective. We see this as a prime opportunity to advance our commitment to turning around the lowest performing schools."

To read the report, visit

[http://www.cpre.org/images/stories/cpre\\_pdfs/sii%20final%20report\\_web%20file.pdf](http://www.cpre.org/images/stories/cpre_pdfs/sii%20final%20report_web%20file.pdf).

###

America's Choice is a leading educational organization offering comprehensive, proven solutions to the complex problems educators face in the era of accountability. America's Choice has an unparalleled history as a national thought leader and as the creator of research-based school improvement solutions that work for states, districts, and schools. America's Choice offers groundbreaking school design programs, solutions, and professional development programs, created in collaboration with world leaders in education. Its instructional solutions intervention programs are comprised of the Mathematics Navigator®, Literacy Navigator®, Ramp-Up Mathematics®, Ramp-Up Literacy®, and America's Choice Writing Aviator®. For more information, visit <http://www.americaschoice.org>.

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Writing Aviator  
Comprehensive  
improve all  
students' writing

White Papers News > AC in the News > JSD Article

**America's Choice Ramp-Up to Literacy was Featured in the Fall 2009 Issue of the Journal of Staff Development (JSD)**

September 1, 2009

America's Choice Ramp-Up to Literacy was featured in the Fall 2009 issue of the Journal of Staff Development (JSD), a publication of the National Staff Development Council. The article, *Fast Track to Literacy* by Thomas Guskey, Marco Muñoz, and Jennifer Aberli, examines the effectiveness of Ramp-Up in accelerating the literacy skills of struggling high school students. The authors studied the implementation of Ramp-Up in Jefferson County Public Schools in Louisville, Kentucky, and documented the positive results for involved teachers and students.

School and district leaders identified student learning outcomes they wanted to improve, the evidence believed to accurately reflect those outcomes, and the instructional practices that would result in the desired improvements. These criteria led the district to implementation of Ramp-Up to Literacy. As Muñoz wrote in his 2007 article, *Improving reading in high schools: Outcomes of Ramp-Up to Advanced Literacy in a large urban district*, "Pilot testing of the program showed it to have a significant positive effect on students' scores on norm-referenced reading and language arts assessments."

In the Jefferson County Public Schools there were strikingly positive results for teachers and their students. The quantitative and qualitative data showed that participating teachers were highly satisfied with their professional learning experiences during the institutes and follow-up sessions. The positive impact on student learning was documented by several measures, including a dramatic reduction in the percentage of high school students scoring at the lowest novice level in reading on the state assessment, lowering from 20.3% in 2000 to only 5.6% in 2007. Implementation of Ramp-Up led to a rapid rise of students' scores on the high school Reading Academic Index, increasing from 66.7% in 2000 to 91.1% in 2007. The successes documented in this article highlight the ability of Ramp-Up to increase the instructional practices of teachers and the success of students.

**Download full article.**

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Usual Efforts to Raise Scores Have Weak Effect, Study Says

Page 1 of 2

# The Washington Post

## Usual Efforts to Raise Scores Have Weak Effect, Study Says

By Megan Greenwell  
Washington Post Staff Writer  
Thursday, December 6, 2007

Common methods used to improve test scores in Maryland's chronically underperforming schools have had little effect, according to a report scheduled to be released today, but Prince George's County and other school systems have shown a willingness to try other approaches that could lead to a reversal of the downward trend.

The Center on Education Policy, a nonpartisan agency, found that the number of Maryland schools designated for restructuring -- the sanction for schools that have failed to meet federal No Child Left Behind goals for five years or more -- increased nearly 40 percent from 2004 to 2006 despite new state guidelines intended to address persistent performance issues. The restructuring schools are all in Prince George's or Baltimore.

"We certainly aren't in a position today to say that the schools are trying hard enough," said Jack Jennings, president of the nonpartisan center. "Nobody has found the answers."

The report comes a year after another Center on Education Policy publication criticized school systems' reliance on "turnaround specialists" to improve performance rather than attempting more systematic overhauls. State-approved restructuring methods include replacing all or most of the school staff, contracting with a private management company, converting the school to a charter school or appointing an accomplished principal from another school system.

Last year, Maryland State Superintendent Nancy S. Grasmick eliminated the use of turnaround specialists to restructure schools, but schools already using the specialists, including some in Prince George's, were allowed to continue.

"Both Baltimore City and Prince George's County were not producing data that supported this option as an effective strategy for turning around failing schools," Assistant State Superintendent Ann Chafin told the researchers.

The report commended the state and Prince George's for their innovation, citing county Superintendent John E. Deasy's \$33 million plan, which creates remedial programs and revamps the turnaround specialist positions.

"Under the leadership of the new superintendent and new director of accountability, the district created new turnaround specialist positions whose sole responsibilities were devoted to restructuring schools,"

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the report says, adding that principals said their specialists "become part of the schools and were providing valuable resources to teachers and leadership teams."

Jennings said he has not lost faith in turnaround specialists, saying they might help improve schools as part of a comprehensive approach. In Prince George's, implementing a curricular reform program called America's Choice and ensuring that the lowest-performing schools have the highest concentration of highly qualified teachers have shown promising results, he said. Although the number of Prince George's schools designated as in need of restructuring has increased in recent years, the number undergoing any type of corrective action decreased dramatically this year.

"We've been thrilled," said Prince George's spokesman John L. White. "That's not to say there's not more work to be done, because there is, but the progress has been terrific."

Jennings said that efforts in Prince George's have had a positive effect on some underperforming schools but that, all in all, restructuring efforts have not had a significant impact on schools with chronically low test scores. Finding the answers, he said, will take more time.

"There's a lot of pressure on these schools from their school systems, the state, parents and the press; people are impatient," he said. "I believe eventually they will find the answers, but they have to work even harder."

[View all comments](#) that have been posted about this article.

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# ISD 709 Calendar 2012-13 School Year

| AUGUST |    |    |    |    |    |    | SEPTEMBER |                     |   |    |    |                  |    | OCTOBER |    |    |    |                  |                    |    | NOVEMBER <span style="float: right;">63</span> |      |    |    |                                 |                  |    |
|--------|----|----|----|----|----|----|-----------|---------------------|---|----|----|------------------|----|---------|----|----|----|------------------|--------------------|----|--|------|----|----|---------------------------------|------------------|----|
| S      | M  | T  | W  | T  | F  | S  | S         | M                   | T                                       | W  | T  | F                | S  | S       | M  | T  | W  | T                | F                  | S  | S  | M    | T  | W  | T                               | F                | S  |
|        |    |    | 1  | 2  | 3  | 4  |           |                     |   |    |    | 1                |    | 1       | 2  | 3  | 4  | 5                | 6                  |    |  |      |    |    | 1                               | 2                | 3  |
| 5      | 6  | 7  | 8  | 9  | 10 | 11 | 2         | Labor Day HOLIDAY 3 | District/Site Work & Development Days 4 | 5  | 6  | 7                | 8  | 7       | 8  | 9  | 10 | 11               | 12                 | 13 | 4  | 5    | 6  | 7  | 8                               | EM 9             | 10 |
| 12     | 13 | 14 | 15 | 16 | 17 | 18 | 9         | 10                  | 11                                      | 12 | 13 | 14               | 15 | 14      | 15 | 16 | 17 | Early Release 18 | HOLIDAY Ed.Mn S 19 | 20 | 11   | 12   | 13 | 14 | 15                              | Early Release 16 | 17 |
| 19     | 20 | 21 | 22 | 23 | 24 | 25 | 16        | 17                  | 18                                      | 19 | 20 | Early Release 21 | 22 | 21      | 22 | 23 | 24 | 25               | 26                 | 27 | 18   | 19   | 20 | 21 | Thanksgiving HOLIDAY/ Recess 22 | 23               | 24 |
| 26     | 27 | 28 | 29 | 30 | 31 | 23 | 24        | 25                  | 26                                      | 27 | 28 | 29               | 28 | 29      | 30 | 31 | 25 | 26               | 27                 | 28 | 29   | S 30 |    |    |                                 |                  |    |

| DECEMBER |                  |                  |                  |                  |                  |    | JANUARY |                     |                     |    |        |                   |    | FEBRUARY |                      |                   |                   |                  |                  |    | MARCH |       |    |    |    |                  |     |   |   |
|----------|------------------|------------------|------------------|------------------|------------------|----|---------|---------------------|---------------------|----|--------|-------------------|----|----------|----------------------|-------------------|-------------------|------------------|------------------|----|-------|-------|----|----|----|------------------|-----|---|---|
| S        | M                | T                | W                | T                | F                | S  | S       | M                   | T                   | W  | T      | F                 | S  | S        | M                    | T                 | W                 | T                | F                | S  | S     | M     | T  | W  | T  | F                | S   |   |   |
|          |                  |                  |                  |                  |                  | 1  |         |                     | New Years HOLIDAY 1 | 2  | 3      | 4                 | 5  |          |                      |                   |                   |                  |                  | 1  | 2     |       |    |    |    |                  |     | 1 | 2 |
| 2        | 3                | 4                | 5                | 6                | 7                | 8  | 6       | 7                   | 8                   | 9  | 10     | 11                | 12 | 3        | 4                    | 5                 | 6                 | 7                | 8                | 9  | 3     | 4     | 5  | 6  | 7  | 8                | S 9 |   |   |
| 9        | 10               | 11               | 12               | 13               | Early Release 14 | 15 | 13      | 14                  | 15                  | 16 | EMS 17 | Semester Break 18 | 19 | 10       | 11                   | 12                | 13                | 14               | Early Release 15 | 16 | 10    | 11    | 12 | 13 | 14 | Early Release 15 | 16  |   |   |
| 16       | 17               | 18               | 19               | 20               | 21               | 22 | 20      | M.L.K. Win. Rec. 21 | 22                  | 23 | 24     | Early Release 25  | 26 | 17       | Pres. Day HOLIDAY 18 | Confer. Makeup 19 | Confer. Makeup 20 | Winter Recess 21 | Winter Recess 22 | 23 | 17    | 18    | 19 | 20 | 21 | 22               | 23  |   |   |
| 23       | Winter Recess 24 | Winter Recess 25 | Winter Recess 26 | Winter Recess 27 | Winter Recess 28 | 29 | 27      | 28                  | 29                  | 30 | 31     | 24                | 25 | 26       | 27                   | 28                | 24                | 25               | 26               | 27 | 28    | EM 29 | 30 |    |    |                  |     |   |   |
| 30       | Winter Recess 31 |                  |                  |                  |                  |    |         |                     |                     |    |        |                   |    |          |                      |                   | 31                |                  |                  |    |       |       |    |    |    |                  |     |   |   |

| APRIL |                  |                  |                  |                     |                  |    | MAY |    |    |    |    |                 |    | JUNE |    |    |    |       |    |    | JULY |    |    |    |                      |    |    |
|-------|------------------|------------------|------------------|---------------------|------------------|----|-----|----|----|----|----|-----------------|----|------|----|----|----|-------|----|----|------|----|----|----|----------------------|----|----|
| S     | M                | T                | W                | T                   | F                | S  | S   | M  | T  | W  | T  | F               | S  | S    | M  | T  | W  | T     | F  | S  | S    | M  | T  | W  | T                    | F  | S  |
|       |                  |                  |                  |                     | Early Release 5  | 6  |     |    |    |    |    | Early Release 3 | 4  |      |    |    |    |       |    | 1  |      |    |    |    | Indep. Day HOLIDAY 4 | 5  | 6  |
| 7     | Confer. Makeup 8 | Confer. Makeup 9 | Spring Recess 10 | Spring Recess 11    | Spring Recess 12 | 13 | 5   | 6  | 7  | 8  | 9  | 10              | 11 | 2    | 3  | 4  | 5  | EMS 6 | 7  | 8  | 7    | 8  | 9  | 10 | 11                   | 12 | 13 |
| 14    | 15               | 16               | 17               | 18                  | 19               | 20 | 12  | 13 | 14 | 15 | 16 | 17              | 18 | 9    | 10 | 11 | 12 | 13    | 14 | 15 | 14   | 15 | 16 | 17 | 18                   | 19 | 20 |
| 21    | 22               | 23               | 24               | 25                  | S 26             | 27 | 19  | 20 | 21 | 22 | 23 | 24              | 25 | 16   | 17 | 18 | 19 | 20    | 21 | 22 | 21   | 22 | 23 | 24 | 25                   | 26 | 27 |
| 28    | 29               | 30               | 26               | Mem. Day HOLIDAY 27 | 28               | 29 | 30  | 31 | 23 | 24 | 25 | 26              | 27 | 28   | 29 | 28 | 29 | 30    | 31 |    |      |    |    |    |                      |    |    |

## KEY DATES

- First day for students - September 6, 2012
- Schools will schedule open houses and conferences
- Last day for students - June 6, 2013

- No school for students   and
- Early Release

## GRADING TERMS

### ELEMENTARY / MIDDLE (9 WEEKS):

- Term 1: September 6 to November 9
- Term 2: November 12 to January 17
- Term 3: January 22 to March 29
- Term 4: April 1 to June 6

### SECONDARY (6 WEEKS):

- Term 1: September 6 to October 19
- Term 2: October 22 to November 30
- Term 3: December 3 to January 17
- Term 4: January 22 to March 8
- Term 5: March 11 to April 26
- Term 6: April 29 to June 6



**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 | Northland Foundation | Annette Petersmeyer                 | REACH Program – Making Positive Connections Between At-Risk Youth and the Community | \$2,500      | Funds from this grant award will be used to support the REACH Program with student incentives, monthly awards, transportation, and community outings.  |
| 2 | Qwest Foundation     | Bonnie Fritch/Kimberly Evavold-Bolf | 2010 Qwest Teachers and Technology Grant  | \$7,500      | Funds from this grant award were used to purchase and integrate a SMART table into Lakewood's K-3 curriculum in the areas of critical thinking, problem solving, and decision making skills. |

September 19, 2011

Annette Petersmeyer, Teacher  
Piedmont Elementary School - ISD #709  
2827 Chambersburg Avenue  
Duluth, MN 55811

Project #5041

Dear Ms. Petersmeyer:

I am pleased to inform you that the Northland Foundation has reviewed your proposal for the **REACH Program – Making Positive Connections between At-Risk Youth and the Community** and has approved a grant of **\$2,500.00** for the period (9/1/2011 to 4/30/2012) to **Piedmont Elementary School - ISD #709**. If the timeline for your project is different than what is identified above, please notify us and your reporting date will be adjusted.

Enclosed are two copies of the Agreement of Grantee for your review. If you agree with the conditions presented, please have one copy signed by the authorized official and return it to our office by **September 30, 2011**.

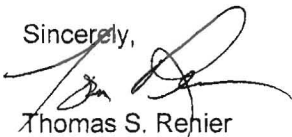
The Northland Foundation will implement a full payment schedule for this grant. If all of the grant conditions are met, this payment will be distributed in the sum of **\$2,500.00 in October 2011**.

The Northland Foundation will be making public news releases through the regional media regarding all of the grants awarded. Please utilize your community media resources to announce receipt of these funds to your project. The Northland Foundation would appreciate being acknowledged as a source of support in all news releases initiated by you. Please provide us with copies of any press coverage and photographs received by your project, as well as any media releases and program materials you produce. These will be added to your file and may be utilized by the Northland Foundation in our public information efforts.

As you will note, one of the conditions of the Agreement of Grantee is the submission of a final report on the progress, outcomes, and financial activity of your project. We will expect this report from you by **May 31, 2012**. Please provide us sufficient narrative to describe the progress and impact of your project. For your convenience, the reporting form for grants "\$5,000 and Under" is available on-line at [www.northlandfdn.org/Grants/ReportingForms](http://www.northlandfdn.org/Grants/ReportingForms). The completed report can be submitted electronically to [carole@northlandfdn.org](mailto:carole@northlandfdn.org). If you would like to request a paper copy of the report form, contact Carole Saylor at the Foundation.

On behalf of the Northland Foundation, I would like to extend sincere congratulations to you and your organization. Please call Carole Saylor, if you have any questions. I look forward to learning about the progress and success of your project.

Sincerely,



Thomas S. Rehier  
President

Enclosures

cc: Carole Saylor  
Carol Chipman

610 Sellwood Building ▪ 202 West Superior Street  
Duluth, MN 55802



p. 218.723.4040 ▪ 800.433.4045 ▪ f. 218.723.4048  
[www.northlandfdn.org](http://www.northlandfdn.org)



Qwest is becoming CenturyLink.

**MEDIA ALERT:  
QWEST FOUNDATION VISITS LOCAL RECIPIENT OF  
TECHNOLOGY GRANT – LAKEWOOD ELEMENTARY**

***School Teachers Discuss How Technology Impacts Student Learning***

**WHO/WHAT:**

- **Duluth's Lakewood Elementary teachers Bonnie Fritch and Kimberly Evavold-Bolf** will receive a \$7,500 grant check to purchase and integrate a SMART table into their K-3 curriculum. A SMART table will incorporate critical thinking, problem solving and decision making skills in classrooms of young, inquisitive minds. Students will learn and demonstrate the principles of simple machines through research, collaboration and hands on activities via their new SMART table technology.

The Qwest Teachers & Technology grant program identifies, highlights and recognizes Minnesota K-12 teachers who are using technology in the classroom in new and innovative ways. This is the fifth year of the program, and the Qwest Foundation awarded \$100,000 in grants to teachers across the state of Minnesota for the 2011 school year. Teachers were selected through a competitive process administered by the Minnesota Business Partnership (MBP).

**WHEN/WHERE:**

**May 26, 10:30 am at Lakewood Elementary**

Qwest/CenturyLink Market Development Manager Carrie Amann and Lakewood Elementary School Principal Kristin Teberg will SURPRISE Ms. Fritch and Ms. Evavold-Bolf at a school assembly on May 26 at 10:30. Amann and Teberg will present the teachers with a large check for \$7,500 and will share an illustration of the SMART table to the students so they understand how this new technology will enhance their learning experience at Lakewood.

**WHY:**

"Access to technology is a must for students and teachers," said Qwest Spokeswoman Carrie Amann. "Educators need financial support to bring creative ideas for incorporating technology into their classrooms to life, so the Qwest Foundation offers Minnesota Teachers and Technology grants to advance those goals."

**CONTACT:**

Carrie Amann, CenturyLink/Qwest  
Market Development Manager  
952.448.8292  
[carrie.amann@centurylink.com](mailto:carrie.amann@centurylink.com)

Kristin Teberg, Lakewood Elementary  
Principal  
218.336.8870 ext 2591  
[Kristin.teberg@duluth.k12.mn.us](mailto:Kristin.teberg@duluth.k12.mn.us)

**DISTRICT 709**  
**FIELD TRIP REQUESTS**

In accordance with School District Policy District 6160, District 709 recognizes properly planned, well conducted, and carefully supervised field trips may be a vital part of the curriculum. School field trips are encouraged within available resources and requirements outlined below.

**DIRECTIONS:** All staff are required to submit a Field Trip Request **prior** to the field trip being finalized with the involved students and to:

- Receive administrative and/or extra-curricular coordinator approval for all instructional and supplementary field trips
- Receive administrative reviewal and school board approval for all extended trips (Exceptions may be granted by the school board chair to accommodate emergencies.)

**DEFINITIONS:**

Instructional Trips - Trips that take place during the school day, relate directly to a course of study, and require student participation. Fees may not be assessed against students.

Supplementary Trips - Trips in which students voluntarily participate in and which often take place outside the regular school day, but do not include overnight stays. Financial contributions may be requested of students.

Extended Trips Within Minnesota, the Continental United States, or a Foreign Country - Trips that involve one or more overnight stops within Minnesota, the Continental United States, or a Foreign Country and may be instructional or supplementary and are voluntary in nature. Extended field trips require school board approval prior to the trip.

|   |   |                             |
|---|---|-----------------------------|
| <b>INSTRUCTIONAL TRIP ACTION</b>  |   |                             |
| Principal:  | <input checked="" type="checkbox"/> Approved    | Name: <u>Janice Hoff</u>    |
|   | <input type="checkbox"/> Not Approved           | Date: <u>9/28/11</u>        |
| <b>SUPPLEMENTAL TRIP ACTION</b>   |   |                             |
| Principal:  | <input type="checkbox"/> Approved               | Name: _____                 |
|   | <input type="checkbox"/> Not Approved           | Date: _____                 |
| <b>Instructional/Supplemental Trips need not be sent to District office.</b>  |   |                             |
| <b>EXTENDED TRIP ACTION</b>   |   |                             |
| Principal:  | <input type="checkbox"/> Recommended            | Name: _____                 |
|   | <input type="checkbox"/> Not Recommended        | Date: _____                 |
| Assistant Superintendent:   | <input checked="" type="checkbox"/> Recommended | Name: <u>W. B. Sorenson</u> |
|   | <input type="checkbox"/> Not Recommended        | Date: <u>10/6/11</u>        |
| School Board:   | <input type="checkbox"/> Approved               | Name: _____                 |
|   | <input type="checkbox"/> Not Approved           | Date: _____                 |
| <b>All extended trip proposals must be sent to the Assistant Superintendent's Office to be placed on the Education Committee meeting agenda for approval.</b> |   |                             |

# FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip:       Instructional       Supplementary       Extended

1. Organization/Grade/Course Planning Trip: Business Professionals Of America 9-12 Grade Business-Marketing Education
2. Contact Person (Responsible for Checklist Completion): Peggy Ehlert
3. Field Trip Date(s): October 30, October 31, 2011      Destination: Hilton Hotel Minneapolis
4. Field Trip Overview (Include events, establishments and locations): Business Professionals of America and DECA Fall Leadership Training – Hilton Hotel Minneapolis
5. Field Trip Departure from School (Date and Time): October 30, 2011 8 am  
Field Trip Return to School (Date and Time): October 31, 2011 6 pm
6. Objectives of Field Trip: BPA give members a winning edge in the leadership of business by teaching them what they need to know to survive and succeed in the years ahead. BPA's mission is to contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills.
7. Relationship to Curriculum or Student Learning: The Workplace Skills Assessment Program is an integral part of Business Professionals of America. The goal of the program is to provide all business students with the opportunity to demonstrate workplace skills learned through business education curricula. Students will: demonstrate occupational competencies; broaden knowledge, skills, and attitudes; expand leadership and human relation skills; demonstrate a competitive spirit; and receive recognition.

Planned Follow-up Field Trip Activities: After leadership training student will compete in Region Competition and then will continue on to State Business Professionals Of America Competition and then onto National Business Professionals Of America Competition.

9. Field Trip Budget Request

| <b>Estimated Expenses</b>   |                                  |
|---|----------------------------------|
| Total Admission/Fees  | \$ 30.00 per student             |
| Total Meals   | \$ 20.00 per student             |
| Total Lodging   | \$ 35.15 (3 room)<br>per student |
| Total Transportation  | \$750.00 bus                     |
| <input type="checkbox"/> School District Vehicle(s)   | (20 Students)                    |
| <input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: Duluth Public Schools | \$ 37.50 per student             |
| <input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name:                |                                  |
| Total Additional Stipends:  | \$                               |
| Other: Dues For The Year  | \$ 15.00                         |
| <b>Total</b>  | <b>\$ 137.65</b>                 |

| <b>Revenues</b>            |                    |  |
|----------------------------|--------------------|--|
| District Budget            | Code: <u>Grant</u> | \$ <input checked="" type="checkbox"/> |
| Booster Group              |                    | \$ <input checked="" type="checkbox"/> |
| Donations                  |                    | \$                                     |
| Student Fees               |                    | \$ <input checked="" type="checkbox"/> |
| Total Additional Stipends: |                    | \$                                     |
| <b>Total</b>               |                    | <b>\$</b>                              |

11. Reviewed/Completed Request Checklist:       Yes       No  
RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

## FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

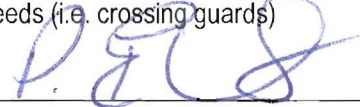
- Develop and Communicate Student Discipline Expectations
- Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.)
- 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.
- Develop and Communicate Teacher and Adult Chaperone Expectations  
**Example:** Supervision duties, no smoking, no alcohol
- Planned Itinerary

**TIME**

**LOCATION**

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

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


Signature of Contact Person: 

## FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

*To Follow*

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: 

Business Professionals of America is a national organization for high schools students preparing for career in business and computer occupations. The organization's activities and programs complement classroom instruction by giving students practical experience through applications of the skills learned at STC. Business Professionals of America acts as a cohesive agent in the nationwide networking of education, business and industry, and is contributing to the preparation for a world-class workforce through the advancement of leadership, citizenship, and technological skills. Business Professional of America, education is a lifelong experience. Members experience activities such as community safety projects, public relations efforts, leadership conference participation, competitive events participation, projects undertaken in order to complete requirement of the Special Recognition Awards Program.

Shonda Peltier  
FOCLA-HERO 70

### DISTRICT 709 FIELD TRIP REQUESTS

In accordance with School District Policy District 6160, District 709 recognizes properly planned, well conducted, and carefully supervised field trips may be a vital part of the curriculum. School field trips are encouraged within available resources and requirements outlined below.

**DIRECTIONS:** All staff are required to submit a Field Trip Request **prior** to the field trip being finalized with the involved students and to:

- Receive administrative and/or extra-curricular coordinator approval for all instructional and supplementary field trips
- Receive administrative reviewal and school board approval for all extended trips (Exceptions may be granted by the school board chair to accommodate emergencies.)

**DEFINITIONS:**

Instructional Trips - Trips that take place during the school day, relate directly to a course of study, and require student participation. Fees may not be assessed against students.

Supplementary Trips - Trips in which students voluntarily participate in and which often take place outside the regular school day, but do not include overnight stays. Financial contributions may be requested of students.

Extended Trips Within Minnesota and Continental United States - Trips that involve one or more overnight stops within Minnesota or the Continental United States and may be instructional or supplementary and are voluntary in nature. Extended field trips require school board approval prior to the trip.

**INSTRUCTIONAL TRIP ACTION**

Principal:  Approved Name: \_\_\_\_\_  
 Not Approved Date: \_\_\_\_\_

**SUPPLEMENTAL TRIP ACTION**

Principal:  Approved Name: \_\_\_\_\_  
 Not Approved Date: \_\_\_\_\_

**Instructional/Supplemental Trips need not be sent to District office.**

**EXTENDED TRIP ACTION**

Principal:  Recommended Name: Jin A...  
 Not Recommended Date: 9/30/11

Assistant Superintendent:  Recommended Name: [Signature]  
 Not Recommended Date: 10/6/11

School Board:  Approved Name: \_\_\_\_\_  
 Not Approved Date: \_\_\_\_\_

**All extended trip proposals must be sent to the Assistant Superintendent's Office to be placed on the Education Committee meeting agenda for approval.**

Type of Trip:  Instructional  Supplementary  Extended

1. Organization/Grade/Course Planning Trip: FCCLA-HERO Fall Delegate Assembly
2. Contact Person (Responsible for Checklist Completion): Shonda Peltor
3. Field Trip Date(s): 10-30-11-10-31-11 Destination: Mpls. MN
4. Field Trip Overview (Include events, establishments and locations):  
National Cluster Leadership meetings/training  
Election of MN state officers by each region
5. Field Trip Departure from School (Date and Time): 10-30-11  
 Field Trip Return to School (Date and Time): 10-31-11
6. Objectives of Field Trip:  
Student speaking / leadership training to  
represent our region as state officers
7. Relationship to Curriculum or Student Learning:  
Extension of student organization FCCLA-HERO
8. Planned Follow-up Field Trip Activities:  
Additional - bimonthly meetings / guide local chapter projects
9. Field Trip Budget Request

| Estimated Expenses   |  | per person |
|--|--|------------|
| Total Admission/Fees   | 3x   | \$ 81.00   |
| Total Meals  | ↑ included above   | \$         |
| Total Lodging  | 79+ tax x 2  | \$ 180.00  |
| Total Transportation   |  | \$         |
| <input checked="" type="checkbox"/> School District Vehicle(s)                             |  | 171.00     |
| <input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____                   |  |            |
| <input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____ |  |            |
| Total Additional Stipends:   |  | \$         |
| Other:   | for officers - \$75.00 registration fee, uniform expense | \$ 150.00  |
| <b>Total</b>   |  | \$ 582.00  |

386

| Revenues                   |                               | Van       |
|----------------------------|-------------------------------|-----------|
| District Budget            | Code: <u>transp / lodging</u> | \$ 180.00 |
| Booster Group              | <u>FCCLA-HERO acct</u>        | \$ 150.00 |
| Donations                  |                               | \$        |
| Student Fees               |                               | \$ 56.00  |
| Total Additional Stipends: |                               | \$        |
| <b>Total</b>               |                               | \$ 386    |

11. Reviewed/Completed Request Checklist:  Yes  No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

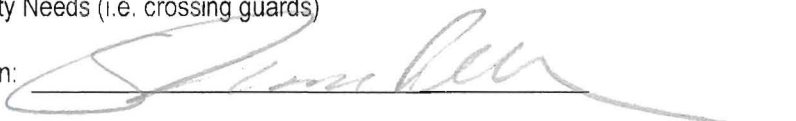
**FIELD TRIP REQUEST CHECKLIST - All Field Trips**  
 DIRECTIONS: Please complete checklist. No attachments are necessary.

- 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.
- Develop and Communicate Teacher and Adult Chaperone Expectations  
**Example:** Supervision duties, no smoking, no alcohol
- Planned Itinerary

**TIME**  
 8:00 AM 10/31/11  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**LOCATION**  
 Crowne Plaza Mpls North, Brooklyn Park, MN  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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


Signature of Contact Person: 

**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.

*see sample forms attached*

Signature of Contact Person: 



ALC/UNITY HIGH SCHOOL  
 INDEPENDENT SCHOOL DISTRICT 709  
 215 NORTH FIRST AVENUE EAST  
 DULUTH, MINNESOTA 55802  
 PHONE: (218) 336-8756  
 FAX: (218) 336-8770

Tuesday, September 13, 2011

William Gronseth  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> Ave. E.  
 Duluth, MN 55802

Dear Mr. Gronseth,

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from Duluth Public Schools.

Name of Graduate / School

Graduation Date

**Denfeld High School**

Jill Marie Winbauer

August 3, 2011

William Crandall  
 Principal; Unity ALC

BMV



ALC/UNITY HIGH SCHOOL  
 INDEPENDENT SCHOOL DISTRICT 709  
 215 NORTH FIRST AVENUE EAST  
 DULUTH, MINNESOTA 55802  
 PHONE: (218) 336-8756  
 FAX: (218) 336-8770

September 26, 2011

William Gronseth  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> Ave. E.  
 Duluth, MN 55802

Dear Mr. Gronseth,

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from Duluth Public Schools.

Name of Graduate / School

Graduation Date

Duluth Public Schools

Tanya Lynn Atallian

June 7, 2011

William Crandall  
 Principal; Unity ALC

BMV



ALC/UNITY HIGH SCHOOL  
INDEPENDENT SCHOOL DISTRICT 709  
215 NORTH FIRST AVENUE EAST  
DULUTH, MINNESOTA 55802  
PHONE: (218) 336-8756  
FAX: (218) 336-8770

Tuesday, September 13, 2011

William Gronseth  
Ind. School Dist. 709  
215 N. 1<sup>st</sup> Ave. E.  
Duluth, MN 55802

Dear Mr. Gronseth,

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from Duluth Public Schools.

Name of Graduate / School

Graduation Date

**EAST High School**

Ryan M. Nordberg

August 3, 2011

William Crandall  
Principal; Unity ALC

BMV

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