

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, February 23, 2016

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

1. INFORMATIONAL ITEMS *(These items are provided for informational purposes only and no action is required.)*

A. INFORMATIONAL PRESENTATIONS

1) AmeriCorps Partnerships, 21st Century Community Learning Center Grant, and K.E.Y. Zone 8

-- Mike Cary, Director of Curriculum and Instruction, and Tom Albright, Civic Engagement Coordinator, gave an overview of the School District's partnership with AmeriCorps.

-- Tracie Clanaugh, Executive Director of the Community Services YMCA, and Jay Roesler, Director of Community Education for ISD 709, provided an update on the K.E.Y. Zone and True North AmeriCorps partnership, as well as the outcomes from the third year of the 21st Century Community Learning Center grant and cohort including participation and demographics, student achievement data, and federal evaluation measures.

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

2) Annual Head Start Training 15

Pam Rees, Director of Head Start, conducted required training to School Board members pertaining to their roles and responsibilities as elected officials relating to the Duluth Public Schools Head Start Program.

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

B. GRANT APPLICATIONS

1) Duluth Public Schools Endowment Fund Grant Application 35

Crystal Goldman, Spanish Immersion and ELD Coordinator, and Linda Eason, Lowell Media Specialist, are submitting a grant application to the Duluth Public Schools Endowment Fund in the amount of \$2,000.00. If awarded, funds will be used to purchase leveled reading

books for students in the 2016-17 Spanish Immersion Program at Lowell Elementary School.

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

2) Education Minnesota Foundation for Excellence in Teaching and Learning Grant Application 36

Ginger Backus, Guidance Counselor at Ordean East Middle School, is submitting a grant application to the Education Minnesota Foundation for Excellence in Teaching and Learning in the amount of \$13,500.00. If awarded, funds will be used by the Duluth Educators Mentorship Program to provide mentor training for tenured teachers from various grade levels and curricular areas to assist in professional growth, provide support to, and have a collaborative relationship with a mentee (first year educator).

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

3) National Society Daughters of the American Revolution (NSDAR) Grant Application 41

Susan Mikel, First Grade Teacher at Lester Park Elementary School, is submitting a grant application to the National Society Daughters of the American Revolution (NSDAR) in the amount of \$323.46. If awarded, funds will be used to purchase informational Social Studies text books at the first grade reading level, which will be shared across the first grade level (three classrooms). (The award has been received and is included in this month's Grant Awards to Duluth Public Schools resolution.)

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

4) Minnesota State Arts Board - Arts Learning Grant Application 44

Emily Isenberg, Art Specialist, Myers-Wilkins Elementary School, has secured Myers-Wilkins as one of eight sites through-out the State being included in the Minnesota State Arts Board - Arts Learning Grant Application being submitted by the St. Paul based COMPAS organization (Community Programs in the Arts). If awarded, funds will be used to bring a COMPAS performance-based artist residency to Myers-Wilkins during the 2016-17 school year, which includes up to four hours of advance planning time with the artist, fifteen days (60 class sessions) of artist residency, teacher inservice session, as well as a community event. The topic built into this year's grant is "Community Cultures", which is meant to offer students the chance to both learn

about and to celebrate the various cultures that exist in their school and/or local community. Curriculum connections such as Social Studies and Language Arts can be made. Myers-Wilkins Elementary School will cover the required 10% co-pay for this project, a total of \$1,100.00.

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

5) Duluth Public Schools Fund Grant Application 46

Melissa Kliegle, English Language (ELD) Development Program Instructor, is submitting a grant application to the Duluth Public Schools Fund in the amount of \$1,166.00. If awarded, funds will be used for the purchase of four Chromebooks to be used in a classroom set of devices as part of a technology integration project planned for the 2016-17 school year. The purpose of the project is to provide English Learners (ELs) with web-based learning opportunities through the use of Google Chromebooks in their English Language Development (ELD) course to create ongoing shared meaning of academic language input as well as produce academic language output in authentic contexts relevant to 21st Century learning.

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

6) Minnesota Department of Education - State Personnel Development Grant Application 50

Jason Crane, Director of Special Services, has submitted and been awarded a State Personnel Development Grant (SPDG) from the Minnesota Department of Education (MDE) for 2015-2017 in an award amount of \$320,000.00. Year one of the single source grant runs from January 1, 2016 - June 30, 2016 with an approved budget amount of \$104,742.32. Year 2 workplan and budget will be submitted to MDE by August 15, 2016 for the period starting on July 1, 2016. The focus of the five-year State Personnel Development Grant (SPDG) project is the Part B State Systemic Improvement Plan (SSIP), to improve graduation rates for Black and American Indian children and youth with disabilities through the implementation of evidence-based practices (EBP). Due to the high concentration of Black and American Indian students with disabilities and some of the state's lowest graduation rates for these two groups, Duluth is one of four school districts MDE has identified as partners for the next phases of SSIP planning and EBP implementation. (The award has been received and is included in this month's Grant Awards to Duluth Public Schools resolution.)

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

7) Minnesota School Social Workers Association Grant Application 58

Callie DeVriendt, School Social Worker, is submitting a grant application to the Minnesota School Social Workers Association in the amount of \$750.00. If awarded, the funds will be used to purchase curriculum to teach appropriate behavior in a smaller group setting (Tier 2 interventions).

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

8) Minnesota Action for Healthy Kids Grant Application 60

Brenda Vatthauer, Lincoln Park Middle School Principal, is submitting a grant application to the Minnesota Action for Healthy Kids (in partnership with the University of Minnesota Extension, Supplemental Nutrition Assistance Program-Education (SNAP-ED), in the amount of \$1500.00. If awarded, the funds will be used to support the physical and nutrition activity strategies of indoor and outdoor active recess programming, walk/bike to school, and school gardens combined with nutrition and cooking education.

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

9) Northland Foundation Kids Plus Grant Application 68

Ann Ek, Woodland Hills Academy Physical Education Teacher, submitted a grant application to the Northland Foundation Kids Plus Youth in Philanthropy Board in the amount of \$500.00. The funds have been awarded and will be used to support the Saving Lives with CPR program. (The award has been received and is included in this month's Grant Awards to Duluth Public Schools resolution.)

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

10) Duluth Public Schools Endowment Fund Grant Application 72

Crystal Goldman, Spanish Immersion and ELD Coordinator is submitting a grant application to the Duluth Public Schools Endowment Fund in the amount of \$2,000.00. If awarded, funds would be used to purchase Android Tablets for students in the 2016-2017 Spanish Immersion Program at Lowell Elementary. In a language immersion setting, tablets can provide native speaker read e-books, recording abilities to monitor student oral language proficiency, and enhance

language & mathematics skills through various applications available digitally.

By having tablets available in the classrooms, students and teachers are able to provide a variety of differentiated instruction in literacy & math centers, along with preparing students with technical skills. Students learn to use the devices to enhance their learning as well as creative thinking processes.

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

C. OTHER INFORMATIONAL ITEMS

1) There are no other Informational Items.

2. ACTION ITEMS

A. EXTENDED FIELD TRIP REQUESTS

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Fourth grade students from Congdon Park Elementary School will be traveling to the Wolf Ridge Environmental Learning Center in Finland, Minnesota from March 23-25, 2016. This trip will provide students with an experiential learning opportunity, which will help them meet the Minnesota state standards in Science, Social Studies, and Physical Education, develop teamwork skills, and provide a chance for personal growth. The total cost of the trip is \$18,075.00 and will be financed through fund raising activities and student and chaperon fees.

Recommendation: It is recommended that the Duluth School Board accept and approve the above listed Field Trip Requests.

B. GRANT AWARDS

1) Resolution E-2-16-3334 - Acceptance of Grant Awards to Duluth Public Schools

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Attached is Resolution E-2-16-3334 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve the grant awards from the following organizations:

- Minnesota Department of Education (MDE) - Special Education State Personnel Development Grant - Year 1 and 2 (2015-2017)
- National Society Daughters of the American Revolution (NSDAR) - First grade level Social Studies texts.
- Northland Foundation KIDS PLUS - Saving Lives with CPR Program

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-2-16-3334 - Acceptance of Grant Awards to Duluth Public Schools.

C. POLICIES AND REGULATIONS

1) 6190 - Homebound Instruction - Deletion 91

In moving to the MSBA Model Policies administration is recommending the deletion of Policy 6190. This is recommended for a second reading.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 6190 - second reading.

2) 6050 - School Calendar - Deletion 92

In moving to the MSBA Model Policies administration is recommending the deletion of Policy 6050 which will be replaced with MSBA Policy 602.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 6050 - first reading.

3) New Policy 602 - Organization of School Calendar and School Day 93

Attached is MSBA model policy 602 - Organization of School Calendar and School Day, for the first reading. This policy would replace the current policy 6050.

Recommendation: It is recommended that the Duluth School Board approve Policy 602 for the first reading.

D. OTHER ACTION ITEMS

1) There are no other Action Items.

E. DIPLOMA CERTIFICATIONS 95

The following students have met all graduation requirements for the Duluth Public Schools and should be awarded a Diploma:

- Adam Michael Berg - January 22, 2016
- Jacob B Dahlgren - November 26, 2015
- Jordan D Ford - November 18, 2015
- Nathaniel W Holmes - January 21, 2016
- Zachary Thomas Hyatt - January 06, 2016
- Stacy Jeanmarie Larson - December 23, 2015
- Francisco Sky Lugardo - January 21, 2016
- Maya C Snodgrass - January 06, 2016
- Grant R Stark - February 02, 2016
- Moreno Mighel Waloke - January 07, 2016

Recommendation: It is recommended that the Duluth School Board accept and approve the above listed Diploma Certifications.

3. FUTURE ITEMS

- **Policy Updates**
- **Recess, Physical Education, and Outdoor Time Update**
- **Secondary Programming Structure**
- **Technology Innovation in the Classroom**

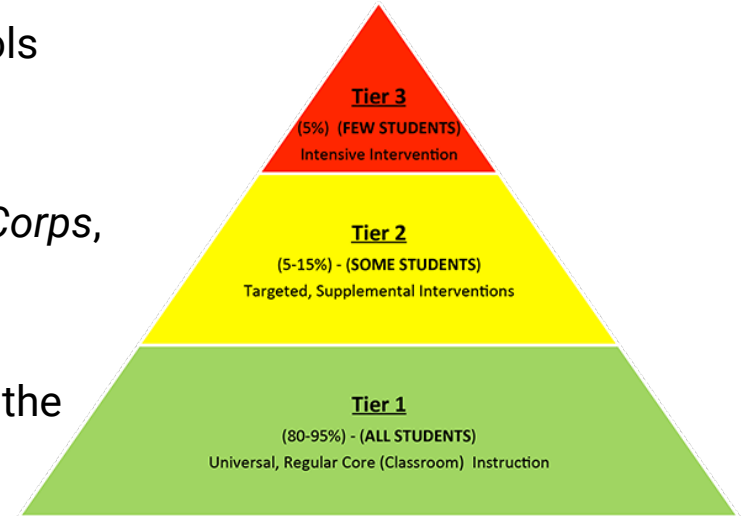
AmeriCorps Programming

K-12 AmeriCorps Program Overview

AmeriCorps Program Overview

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- AmeriCorps programs operate within all 13 traditional elementary, middle and high schools within ISD709
- Members serve within one of four separate AmeriCorps programs: *Math Corps*, *Reading Corps*, *True North AmeriCorps*, and *Promise Fellow AmeriCorps*
- Members provide intervention support within the Tier 2/yellow zone of the district's RTI model
- Members serve one year terms and receive modest benefits including a living stipend and tuition reimbursement



Elementary AmeriCorps Programs ¹⁰

Grade	Reading	Math
Pre-K	Reading Corps	
K		True North AmeriCorps
1		
2		
3		
4	True North AmeriCorps	Math Corps
5		

Elementary AmeriCorps Programs

- Math Corps - 6 members serving at 6 different elementary school sites, providing math interventions to students in grades 4 and 5
- Reading Corps - 35 members serving at 10 different early childhood and elementary school sites, providing reading interventions to students in early childhood through grade 3
- True North AmeriCorps - 21 members serving at 9 different elementary sites, providing math interventions to students in grades K-3 and reading interventions to students in grades 4 and 5

Secondary AmeriCorps Programs

- Promise Fellows - 8 total members serving at the four middle and high schools, along with one member serving under the Civic Engagement Coordinator

“High Achievement for all through summer and afterschool programs.”

Program Components

- Academic Enrichment Activities
- Homework Support
- Academic Mentors
- Service Learning Opportunities
- Physical Recreation
- Clubs (science, math, creative arts)
- Connections to the School Day
- Healthy Snacks
- Leadership Development
- Family Engagement

Serving over **1,400** students in the 2014-2015 summer and school year, and a majority experienced:

Federal Teacher Survey Results

- 77% of students improved in academic performance
- 67% of students improved in academic engagement

Partners

MN Dept of Education 21st Century Community Learning Centers

Y-USA Summer Learning Program
YWCA Girl Power
Myers-Wilkins Community School Collaborative

True North Americorps
Duluth Childrens Museum
Head of the Lakes United Way
Ignite Afterschool



Overview

K.E.Y. Zone is a collaborative after-school program offered by the Duluth YMCA and ISD 709 Community Education. K.E.Y. stands for Knowledge, Enrichment, and Youth Development.

Program History

- The YMCA and ISD 709 have offered Out-of-School Time programming for over 30 years. Former program names have included Kid Connection, Adventure Connection, School's Out, COMPASS 21st CCLC Program, and BRIDGE.
- 2010-2011 – Following the close of the 21st CCLC grant, the YMCA and Community Education piloted the first merged program, Kid Connection Plus at Lowell School.
- 2011-2012 – With Rockridge and Lester Park schools combining, Kid Connection Plus was expanded to Lester Park School.
- Spring 2012 – The leadership team participated in a number of meetings and decided to expand programming as well as deepen the collaboration.
- July 2012 – A 21st Century Community Learning Center was secured for six Title One Schools including Myers-Wilkins Community School Collaborative, Stowe, Laura MacArthur, Piedmont, and Lowell elementary schools, as well as Lincoln Park Middle School. Program was designed as a school-community connectedness model, employing a family liaison to connect the school day with the after-school program for at-risk students.
- Fall 2012 – K.E.Y. Zone was implemented at all 9 Duluth Public Schools elementary schools and Youth Corps was implemented at Lincoln Park Middle School.

Philosophy

The philosophy of K.E.Y. Zone and Youth Corps, as collaborative programs, is to offer a safe and engaging out-of-school time program that complements the school day and creates an enriching environment that fosters positive youth development and academic success.

Key Program Components


- Quality School Aged Care guided by the Center for Youth Program Quality
- Character Development/Leadership
- Academic Enrichment
- Health & Wellness
- Academic Support/Mentors
- Family Engagement
- Clubs (STEM, Creative Arts)
- Service Learning Opportunities

Enrollment


K.E.Y. Zone and Youth Corps currently serve over 1400 students at all nine elementary schools and one middle school during the school year and summer.

**Duluth Public Schools / Duluth Head Start
Governing Board (School Board) Annual Training
Presented to the Education Committee
February 9, 2016**

- **Duluth Public Schools/Duluth Head Start PowerPoint**
- **Duluth Public Schools/Duluth Head Start Organizational Chart**
- **Duluth Public Schools/Duluth Head Start Policy Council By-laws**
- **Duluth Public Schools/Duluth Head Start Policy Council Code of Conduct**
- **Duluth Head Start Policy Council/Duluth Public Schools Governing Board
(School Board) Shared Decision Making**



Duluth Head Start



Serving preschool children and their families
in Duluth since 1964.

Duluth Head Start Mission

- The mission of Duluth Head Start is to serve income eligible preschool children and their families. These services include opportunities to enhance social and cognitive skills, increase health and wellness and build upon family strengths.

Duluth Head Start Locations

- Barnes Early Childhood Center (1)
- Laura MacArthur Elementary School (2)
- Myers-Wilkins Elementary School (2)
- Piedmont Elementary School (2)
- Stowe Elementary School (1)
- Spirit Valley YWCA Childcare Center (EHS and Pre-k)
- Washington Center (EHS and Pre-K)

Funding Sources

- Federal grants fund our classrooms throughout the city serving 3 and 4 year olds.
- State grants fund our collaboration with the YWCA Childcare Center and Families in Transition serving families experiencing homelessness.

Comprehensive Services



- Health
- Nutrition
- Education
- Mental Health
- Disabilities
- Family Advocacy
- Parent Engagement



Eligibility

2015 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA

Persons in family/household	Poverty guideline
• 1	\$11,770
• 2	15,930
• 3	20,090
• 4	24,250
• 5	28,410
• 6	32,570
• 7	36,730
• 8	40,890


For families/households with more than 8 persons, add \$4,160 for each additional person.

Enrollment Requirements

- Head Start enrollment is quick ,easy and confidential.
- Parents provide proof of income, copies of dental and physical exams and immunizations.
- Head Start staff will assist parents with finding a family doctor and dentist.

Curriculum



- Opening the World of Learning-A literacy rich curriculum used in all Federal Head Start classrooms.
- State program options use Creative Curriculum and PITC.
-  Second Step-Supports social-emotional growth by helping children identify and manage feelings, learn to be with others and solve problems.
- Strategies from SEEDS of Early Literacy and Action Based Learning (connecting, brain, movement & learning) are embedded into the day.

Screening & Assessment

- **Social Emotional Screening:** during initial home visit
- **Health & Developmental Screening:** within first 45 days of enrollment
- **On-going assessment :** through various means; documented observation, child interview, direct assessment, parent input, work samples
- **Outcomes:** are reported 3 times/year
- **Curriculum is individualized :** (increasing or modifying the degree of challenge, or adapting the environment) accordingly to make the Early Head Start and Head Start programs relevant and meaningful for every child.

Parent Engagement

- Home Visits
- Conferences
- Policy Council
- Parent/Family Events
- Community Involvement
- Ensuring regular attendance
- Supporting healthy child development



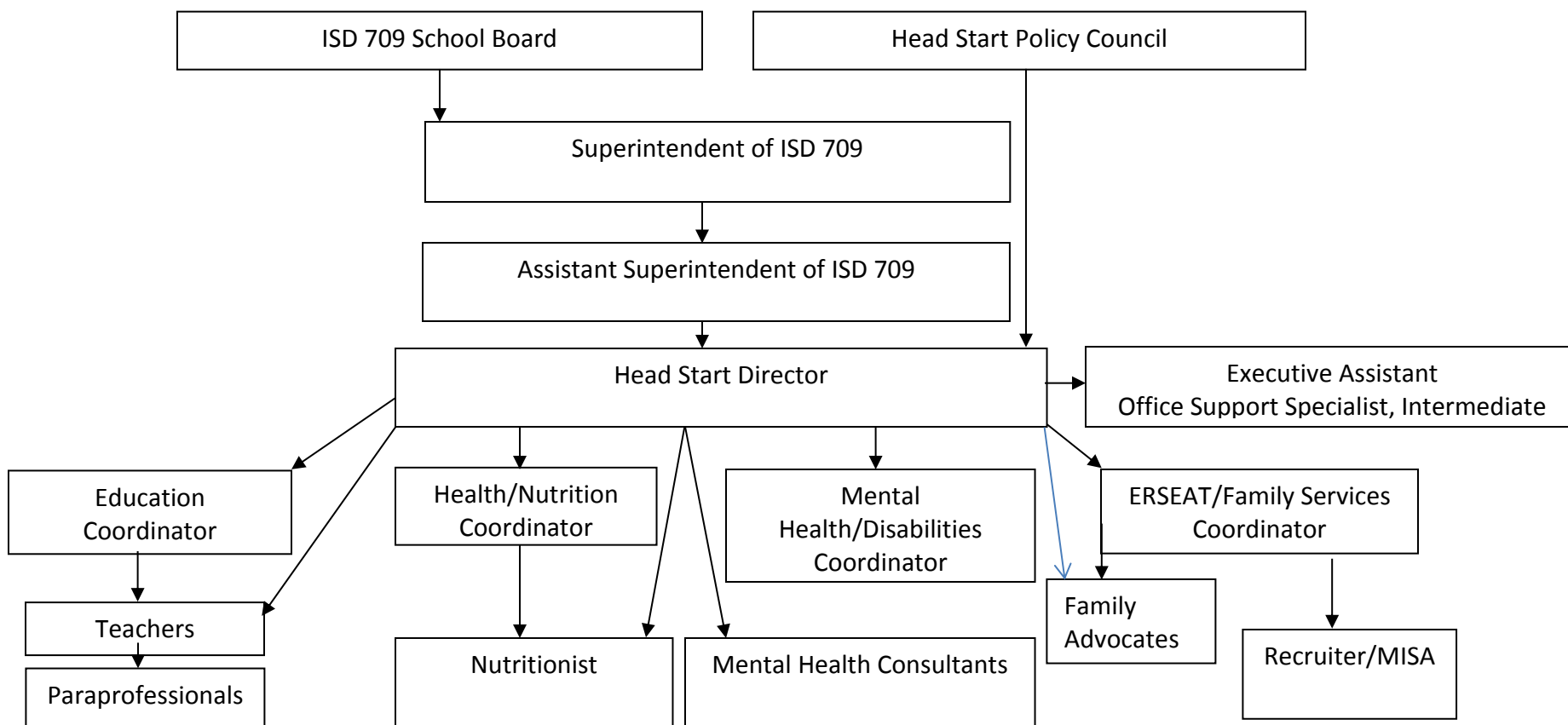
For more information:

- Duluth Head Start
2102 N. Blackman Ave.
Duluth, MN 55811
Phone: 218-336-8815
Fax: 218-336-8819



- Online @ www.ISD709.org

Duluth Head Start Organizational Chart



DULUTH HEAD START POLICY COUNCIL BY-LAWS

ARTICLE I: ORGANIZATION NAME

The name of this organization shall be “*Duluth Head Start Policy Council*,” representing the Head Start program of Duluth, Minnesota. Duluth Head Start is under the Duluth Public Schools, the grantee of the program.

ARTICLE II: ORGANIZATION PURPOSE (Roles and Responsibilities)

The purpose of the Duluth Head Start Policy Council is to work in partnership with key management staff and the governing body to develop, reviews, and approve or disapprove the following policies and procedures:

- all funding applications and amendments to funding applications for Head Start, including administrative services, prior to the submission of such applications;
- procedures describing how the governing body and the Policy Council will implement shared decision making;
- procedures for program planning that include the program’s philosophy and long- and short-range program goals and objective;’
- the composition of the Policy Council and the procedures by which members are chosen;
- criteria for defining recruitment, selection, and enrollment priorities;
- the annual Self-Assessment of the grantee’s progress in carrying out the programmatic and fiscal intent of its grant application, including planning or other actions that may result from the review of the annual audit and findings from the Federal monitoring review;
- program personnel policies and subsequent changes to those policies, including standards of conduct for program staff, consultants and volunteers;
- decisions to hire or terminate the Head Start Director and any person who works primarily for Head Start;

In addition, the Policy Council must:

- serve as a link to the Parent Committees, governing body, public and private organizations and the communities they serve;
- assist Parent Committees in communicating with the parents enrolled in all program options to ensure that they understand their rights, responsibilities, and opportunities in Head Start, and to encourage their participation in the program;
- assist in recruiting volunteer services from parents, community residents, and community organizations, and assist in the mobilization of community resources to meet identified needs;
- establish and maintain procedures for working with the grantee to resolve community complaints about the program.
- promote Head Start in a positive manner that serves to strengthen the program.

ARTICLE III: MEETING PROCEDURE

- A. Meetings will be conducted respectfully and fairly, utilizing Robert's Rules of Order as a guide.
- B. Regular meetings shall be held on a specified day and time each month, to be agreed upon by the Policy Council. Meetings are held monthly; a July meeting will be held if necessary.
- C. Location, time of meeting, tentative agenda and minutes of the previous meeting shall be mailed from the Head Start office at least 5 days before the meeting.
- D. Policy Council members hold office until newly elected or re-elected members are seated.

ARTICLE IV: MEMBERSHIP

- A. The total Policy Council shall consist of a minimum of 51% parents with children currently enrolled in the program. Policy Council will be established as early in the program year as possible and will not be dissolved until the successor Council is elected and seated. The governing body (School Board) and the Policy Council must not have identical membership and functions.
 - 1. Membership shall consist of the following:
 - a. **Schools:** For schools having 3 or more classrooms, there will be 2 representatives and 2 alternates per school; For schools having 1 or 2 classrooms, there will be 1 representative and 1 alternate per school.
 - b. **Childcare Collaborations:** There will be 1 representative and 1 alternate from each childcare center.
 - Families in Transition.** There will be 1 representative and 1 alternate from Families in transition. Parents participating in the Families in Transition parents may volunteer to be appointed to Policy Council, and may serve out the year even if they transfer to another part of the program. The goal will be to maintain one representative and one alternate at all times.
 - 2. If the parent representative is unable to attend a meeting, the alternate will be notified and will be the voting representative for that meeting. Representatives and alternates will receive training on Policy Council and Program Governance per the Performance standards.
 - 4. Community members, including the past Chairperson, former parents and community people will be called Community Representatives, and make up the remainder of the Policy Council voting membership. The Policy Council will select and vote approval of the Community Representatives. This will be done at the first meeting of the newly seated Policy Council.
 - 5. A School Board member, who acts as an *ex officio* liaison between the School Board and the Policy Council. The School Board will

appoint one of their members to this position. It does not count in the quorum, nor does the School Board member have a vote.

- B. Membership shall be for a term of:
 - 1. Head Start parents: 1 year; must be elected annually; may not serve longer than 3 years in a lifetime.
 - 2. Community representatives: 1 year, must be elected annually, may not serve longer than a maximum of 3 years. If a past parent is serving as a Community Representative, he/she may not serve more than 3 years' total lifetime.
- C. Membership shall be terminated when:
 - 1. A representative submits a letter of resignation or verbally tells a Head Start staff member or Policy Council officer;
 - 2. a representative leaves the community or program with or without submitting a letter of resignation;
 - 3. a representative is absent three consecutive meetings or has 3 unexcused absences;
 - 4. a representative engages in misconduct including: misrepresenting Head Start through their language or behavior that is detrimental to the Head Start program, children, parents or staff. Should this occur, the Policy Council in its entirety will be responsible, with a simple majority vote of members present for a regularly scheduled or appropriately called special meeting, for reprimanding or removing any representative from the Policy Council or the representative may choose to meet with the Director and at least 1 member of the Executive Committee to determine whether the member will be reprimanded or removed from the Policy Council. Complaints or concerns regarding the behavior of the Governing Board Liaison will be forwarded to the Governing Board for further action.
- D. Staff members to attend: Director and others as requested for specific agenda items. Staff does not count for the quorum nor do they have voting rights.
- E. No grantee agency staff or members of their immediate families may serve on Policy Councils.

ARTICLE V: EXECUTIVE BOARD

The Executive Board of the Duluth Head Start Policy Council will consist of a Chairperson, Vice Chairperson, Secretary, and Treasurer. They must be parents of children currently enrolled in the program, or parents of children who were enrolled in the program the previous year. Officers shall be elected for the term of one year. Alternates may run for offices; if elected, they will have voting rights only if the representative is absent on that meeting day. If elected to an office, attendance for the alternate would be required at meetings.

- A. The Chairperson is elected for a one-year term. He/she may be elected to a second concurrent term.

- B. The Vice Chairperson, Secretary and Treasurer will be eligible to run for another office for the next concurrent year.
- C. Duties of the officers are as follows
 - 1. Chairperson
 - a. conduct meetings;
 - b. appoint subcommittees, as needed;
 - c. call special meetings, when necessary;
 - d. represent the Policy Council at meetings when requested.
 - 2. Vice Chairperson
 - a. assist the Chairperson;
 - b. conduct meetings in the Chairperson's absence or when appropriate parliamentary rules apply;
 - c. represent the Policy Council other meetings when requested, and the Chairperson cannot attend.
 - 3. Secretary
 - a. record the minutes of meetings, including taking attendance;
 - b. handle correspondence that would normally not be undertaken by the administration;
 - c. establish if a quorum is present;
 - 4. Treasurer
 - a. monitor expenditures by Center and Home Base Parent committees;
 - b. monitor expenditures of the general Parent Fund;
 - c. make reports to the Policy council regarding such expenditures.
- D. When a vacancy occurs on the Executive Board:
 - a. the election to fill the Secretary or Treasurer position will take place at the first meeting following the vacancy notice;
 - b. the Vice Chairperson will have the first choice of filling the vacancy of the Chairperson's office. If the Vice Chairperson chooses to do this, a new Vice chairperson will be elected. If not, the position of Chairperson will be open to the Policy Council to elect.

ARTICLE VI: VOTING AND NOMINATIONS

- A. If a parent, other than the elected representative and alternate, is present at a meeting, h/she does not have voting rights;
- B. Another representative will be chosen from the group whose representative was elected Chairperson.
- C. The Head Start Chairperson may vote only to break a tie and therefore does not count toward the quorum required. The Vice Chairperson, Secretary and Treasurer have full voting rights unless they are serving as an alternate.

- D. Head Start nominations for the Executive Board will be open to all Policy Council members who are parents of children currently enrolled in the program or parents of children who were previously enrolled in the program; this will generally occur at the November meeting.
- E. A quorum must be established to proceed on any voting items. A quorum is defined as 1/3 of the total Policy Council membership, with parents being in the majority.
- F. At any Policy Council meeting, the number of Community Representatives must be at least one fewer than the number of Parent Representatives present.
- G. Policy Council Representatives from the previous year will have voting rights until the new Policy Council is seated.
- H. Policy Council will elect 2 Parent Representatives to the Minnesota Head Start Association Parent Affiliate to attend each Minnesota State Head Start Association meeting. 1 Policy Council member will serve as a representative and 1 as an alternate. Responsibilities include attending the Association meetings (December, February, May and September or October), and reporting back to the Policy Council. These are one-two day meetings held in St. Cloud or St. Paul. Travel and meals will be the responsibility of the program.
- I. Policy Council will elect 2 members to represent them on the Duluth Head Start Planning Team. This group meets regularly and consists of staff and parent representatives. The Policy Council members on the Planning Team will serve as a liaison between this group and Policy Council, and will share information between the two groups.

ARTICLE VII: SUBCOMMITTEES

- A. Subcommittee membership will consist of:
 - 1. any parent of a currently enrolled child;
 - 2. community person, by invitation;
 - 3. appropriate staff members.
- B. Permanent Subcommittees are:
 - 1. Executive Committee consists of Policy Council officers;
 - 2. Health Advisory Committee (HAC) (1)
 - 3. Families in Transition (1)
 - 4. Education Committee (3)
- C. Subcommittees shall meet at the request of program staff, the administration or the Policy Council.
- D. Special subcommittees shall be appointed by the Policy Council Chairperson, as needed.

ARTICLE VIII: AMENDMENTS

Any amendments to these by-laws must be approved by a quorum as established in Article VI, E. Voting will occur at a Policy Council meeting determined by the Executive Committee.

Approved by the Policy Council on January 8, 2003
Approved with revisions by the Policy council on April 23, 2003
Amended December, 2003
Approved by the Policy Council on December 17, 2003
Approved with revision by the Policy council on February 11, 2004
Amended and approved by the Policy Council on September 1, 2004
Amended and approved by the Policy Council on October 13, 2004
Amended and approved by the Policy Council on November 16, 2005
Amended and approved by the Policy Council on March 14, 2006
Amended and approved by the Policy Council on October 2, 2007
Amended and approved by the Policy Council on April 1, 2008
Amended and approved by the Policy Council on September 6, 2011

Amended and approved by the Policy Council on October 11, 2011
Amended and approved by the Policy Council on March 4, 2014
Amended and approved by the Policy Council on May 6, 2014

Code of Conduct for Duluth Head Start Policy Council and Governing Body

POLICY

The Duluth Head Start Policy Council recognizes that persons involved in governance activities (Policy Council and Governing Body) at Duluth Head Start are leaders, models, and representatives of the organization. All members will be expected to conduct themselves such that their personal and professional conduct does not have a negative effect on services or reflect badly on Duluth Head Start public image, reputation, or credibility.

PROCEDURES

1. Acceptable standards of conduct will be established and periodically revised by the Duluth Head Start Policy Council and Governing Board members.
2. All Council and Board members will be informed of the established standards of conduct.
3. The Duluth Head Start Policy Council in its entirety will be responsible, with a simple majority vote of members present for a regularly scheduled or appropriately called special meeting, for reprimanding or removing any representative from the Policy Council or the representative may choose to meet with the director and at least 1 member of the Executive Committee to determine whether the member will be reprimanded or removed from the Policy Council. Complaints or concerns regarding the behavior of the Governing Board liaison will be forwarded to the Governing Board for further action.

CODE of CONDUCT

Duluth Head Start Policy Council and Governing Board members:

1. Will respect and promote the unique identity of each child, family, employee, Council and Board members and refrain from stereotyping on the basis of gender, race, ethnicity, sexual orientation, marital status, culture, religion, or disability.
2. Must uphold the agency's confidentiality guidelines stated as follows:
 - a. No information regarding children and families of children enrolled with Duluth Head Start is to be discussed outside of the work setting or Council/Board meetings;
 - b. Information is to be discussed within the work setting and at Council/Board meetings only as is necessary and related to program operations/business or decision-making;
 - c. No information learned at Council/Board meetings or while conducting Council/Board business may be discussed or used in any way outside of Council/Board activities.

3. Will support and participate in a TEAMWORK approach to decision making.
4. Will behave and interact respectfully while participating on Council/Board or representing the organization within the community.
5. Must have an interest and concern for children and their families.
6. Are prohibited from using their position on Council/Board for purposes which are, or give the appearance of being, motivated by a desire for private gain for themselves or others, such as those with family, business or other ties.
7. Must not make public statements under the auspices of any agency title without the Council/Board approval.
8. Will follow all Duluth Head Start general operating procedures.
9. Will respect and uphold the legal authority of the Policy Council to establish, review, or revise the standards of conduct for individuals participating on the Council/Board.
10. Will respect and uphold the Duluth Head Start Policy Council By-Laws.

Duluth Head Start Shared Decision-Making

- Both entities, the School Board and the Policy Council, understand and respect their unique and specific roles and responsibilities in providing a high quality Head Start program
- The Policy Council understands the authority that the School Board has in making decisions, setting policy and overseeing the fiscal and legal aspects of any program or service of the Duluth Public Schools
- The School Board understands the role that the Policy Council has in the administration of the Duluth Head Start program
- Policies and procedures developed and implemented by the School Board that affect Head Start staffing and services will be shared with Policy Council. The same will occur regarding policies and procedures that are developed and implemented specific to Head Start- these will be shared with the School Board
- If at any time there is a need for the 2 parties to meet, that will be scheduled through School Board Committees or and invitation to a Policy Council meeting
- If needed, the Impasse Policy will be utilized to resolve any issues that may arise

Duluth Head Start Policy Council Training

What is Policy Council?

- Policy Council is a committee of parents and community representative who meet regularly to help establish policies and make suggestions about program operations. This group works closely with the Head Start Director and staff.
- The committee recommends policies based on input from the parent committees at each site, childcare center, and Families in Transition
- Members are elected for one (1) term, and can serve up to an additional two (2) terms (or 3 years total)
- Any parent is welcome to attend a Policy council meeting, but only elected representative may vote. If a representative is absent, their elected alternate may vote in their place
- Meetings are held monthly at Barnes Early Childhood Center, located in Lowell School, from 6-8 p.m. A light supper and childcare are provided. Transportation is provided to those who need it

What are the responsibilities of the Policy Council?

- Members serve as a link between parent committees. They share ideas, community resources, and concerns of all our parents. They report on Policy Council meetings during parent committee meetings.
- The PC shares some joint responsibilities and governance with the Duluth School Board
- Approve program operating plans and fiscal administration and be advised of any changes while the program is in operation
- Establish and review criteria for enrolling children into Head Start
- Assist with the interviewing and selection of applicants for Head Start staff positions
- Initiate suggestions and ideas for program improvement
- Members act as spokesperson for Head Start in the Duluth community

DULUTH HEAD START POLICY COUNCIL REPRESENTATIVES

Policy Council Representative Roles and Responsibilities:

- Attend Policy Council Meetings, participate in discussions, and **vote** on action items
- Attend Parent Meetings and service as a **link to the parents** you represent
- Along with your alternate, bring **requests, questions, and issues** from the Parent Meetings to Policy Council to be addressed
- Report on **Policy Council and Committee activity** at Parent Meetings
- **Participate fully** in other Policy Council activities
- Establish ways to **keep in communication** with the parents you represent.

The **purpose** of the Duluth Head Start Policy Council is to work in partnership with key management staff and the governing body to **develop, review, and approve or disapprove** the following policies and procedures:

- All **funding applications** and amendments to funding applications for Head Start before the applications are submitted
- Procedures describing how the governing body (School Board) and the Policy Council will implement **shared decision making**
- Procedures for **program planning** that include the program's philosophy and long-and short-range program goals and objective
- The **composition of the Policy Council** and the procedures by which members are chosen
- Criteria for defining **recruitment, selection, and enrollment priorities**
- The **annual Self-Assessment** of the grantee's progress
- Program **personnel policies** and subsequent changes to those policies, including standards of conduct for program staff, consultants and volunteers
- **Decisions to hire or terminate** the Head Start Director and any person who works primarily for Head Start

DULUTH HEAD START POLICY COUNCIL ALTERNATES

Policy Council Representative Roles and Responsibilities

- Attend Policy Council Meetings and participate in discussions
- Replace your representative as a voting member when **the representative is unable to attend** a Policy Council meeting
- Attend Parent Meetings and serve as a **link to the parents** you represent
- Along with your representative, bring **requests, questions, and issues** from the Parent Meetings to the Policy Council to be addressed
- Report on **Policy Council and Committee activity** at Parent Meetings
- Participate in Policy Council **activities** when needed
- Establish ways to **keep in communication** with parents you represent

The **purpose** of the Duluth Head Start Policy Council is to work in partnership with key management staff and the governing body to **develop, review, and approve or disapprove** the following policies and procedures:

- **All funding applications** and amendments to funding applications for Head Start before the applications are submitted
- Procedures describing how the governing board (School Board) and the Policy Council will implement **shared decision making**
- Procedures for **program planning** that include the program's philosophy and long-and short-range program goals and objective
- The **composition of the Policy Council** and the procedures by which members are chosen
- Criteria for defining **recruitment, selection, and enrollment priorities**
- The **annual Self-Assessment** of the grantee's progress
- Program **personnel policies** and subsequent changes to those policies, including standard of conduct for program staff, consultants and volunteers
- **Decisions to hire or terminate** the Head Start Director and any person who works primarily for Head Start

Duluth Head Start Internal Dispute Resolution (Impasse Policy)

The purpose of this dispute resolution is to establish a procedure for reaching solutions for disagreements between the School Board and the Duluth Head Start Policy Council. This policy is required by the Federal Head Start Performance Standards. The Policy Council has the authority to share certain governance functions with the (Governing Board-School Board) as they relate to the administration of Head Start. The Policy Council works in partnerships with the Head Start Director who, in turn, works with the Administrative staff of the School District (Head Start Grantee).

The procedure for resolving internal disputes between the Duluth School Board and the Duluth Head Start Policy Council is as follows:

1. A meeting will be arranged between the Executive Committee of the Policy Council, the Head Start Director and the Superintendent of Schools and/or the Director of School Operations. The difference will be discussed and, if possible, a resolution reached. If so, the resolution will be shared by the Superintendent to the School Board and by the Executive Committee to the Policy Council.
2. If no resolution is reached, the Policy Council Executive Committee may request time on the School Board agenda or at the appropriate School Board Committee meetings to share their point of view and seek resolution. Any resolution must meet Federal Head Start regulations as well as any School District, state or local laws.
3. If there is still no resolution, assistance will be sought from the Regional Office of Head Start. A meeting or conference call would be arranged and discussion will continue until a resolution is reached.

Duluth Head Start COMMUNITY COMPLAINT PROCEDURE

The following procedure will be followed to resolve parent or community complaints about the Head Start program.

Once a complaint has been made, the Director of School Operations and the Head Start Director will discuss the complaint and appropriate response. The following steps may be taken depending on the nature of the complaint:

1. If the complaint is about a particular staff person, that person will be contacted and the complaint will be discussed
2. If the complaint is about a particular site or program option, the Head Start Director will share the complaint with appropriate staff, the Parent Committee and Policy Council
3. If the complaint is about program policies or services, the Director will share the complaint with appropriate staff, Policy Council and School District staff

All complaints will be address within a reasonable time frame. Confidentiality will be maintained at all times. The School Board and the Policy Council are committed to resolving all issues in good faith and respect.

Crystal Goldman
215 North First Avenue East
Duluth, MN 55802

January 21st, 2016

Office of the Assistant Superintendent
Amy Starzecki
215 North First Avenue East
Duluth, MN 55802

Assistant Superintendent Starzecki,

I am writing for pre-approval to apply for a grant from the Duluth Public Schools Endowment Fund. If approved, this grant would provide funding for leveled reading books for students in the 2016-2017 Spanish Immersion Program at Lowell Elementary. Leveled reading books provide access many levels of texts for all students in Guided reading instruction as well as independent reading. By having leveled reading books, student and teachers are better able to access a variety of literature and enhance differentiated literacy instruction, providing a variety of content level literacy support for all levels of student readers. Listed below is information about the grant as well as the March 1st, 2016 deadline.

<https://sites.google.com/site/duluthpublicschoolsfund/applications>

Grant application writers:

Crystal Goldman, Spanish Immersion & ELD Coordinator
Linda Eason, Lowell Media Specialist

Grant Amount Requested from Duluth Public Schools Endowment Fund:

\$2,000

Please let me know if you have any questions.

Sincerely,

Crystal Goldman

IMPACT Grant Application: Cover Sheet

**COVER SHEET TO BE COMPLETED BY THE EDUCATION MINNESOTA
MEMBER ACTING AS "MEMBER COORDINATOR" FOR THE PROJECT**

Project Title: Duluth Educators Mentorship Program

Amount Requested: \$ 13,500.⁰⁰

Member Project Coordinator Name: GINGER BACKUS

Home Address, City, State, ZIP: 916 10th St. Cloquet, MN 55720

Primary Email Address: ginger.backus@isd709.org

Home Phone: 218-341-5713

Organization Project Coordinator Name: Michael Cary

Organization Name: ISD 709 Duluth Public Schools

Organization Address, City, State, ZIP: 215 N. 1st Ave E. Duluth, MN 55802

Organization Phone: 218-336-8711

Organization Project Coordinator Email Address: michael.cary@isd709.org

(continued on back)

Team Member 1 Name: Ginger Backus

Team Member 1 Affiliation (organization): Duluth Federation of Teachers

Team Member 1 Email: ginger.backus@isd709.org

Team Member 2 Name: Mary Lou Tarvers

Team Member 2 Affiliation (organization): Retired Duluth Federation of Teachers

Team Member 2 Email: mary.tarvers@isd709.org

Team Member 3 Name: Bernadette Burnham

Team Member 3 Affiliation (organization): Duluth Federation of Teachers

Team Member 3 Email: bernadette.burnham@isd709.org

YOUR LOCAL/AFFILIATE PRESIDENT SHOULD COMPLETE THIS SECTION.

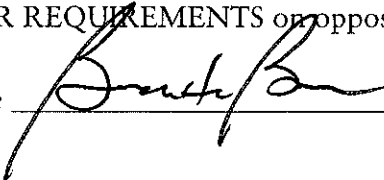
Local or Affiliate Organization: Duluth Federation of Teachers

Local or Affiliate President Name (please print): Bernadette Burnham

President's Phone Number: 218.591.8751

President's Email Address: maygoffergal@gmail.com

My signature below indicates that I have reviewed this application. Should this project be awarded grant funds, the local or affiliate agrees to support the project and help prepare final reports summarizing the project outcomes and related financial expenditures. My signature also certifies that the member coordinator is a member of Education Minnesota holding active membership status. (See MEMBER COORDINATOR REQUIREMENTS on opposite page.)

Signature of Local or Affiliate President: 

Date: 1/14/2016

All applications must be received by this office no later than 4 p.m. Jan. 15, 2015.

Mail/email grant applications to:

Education Minnesota Foundation for Excellence in Teaching and Learning
41 Sherburne Ave., St. Paul, MN 55103-2196
foundation@edmn.org – 800-652-9073



ED MN Impact Grant Application

The mission of the Duluth Educators Mentorship Program is to provide high quality professional development experiences through the training of mentors so that we will continue to attract, induct, support and retain quality teachers of varied cultural, social and linguistic backgrounds who are new to their teaching assignments. The new teacher's ability to become an experienced life-long learner and educator will ultimately affect his/her students and their achievement. Improved student achievement is our ultimate outcome. The mentor program will also support ISD 709 goals of high achievement for all, safe and welcoming environment for everyone in our schools and effective and efficient systems. This program also allows us to provide our educators with professional development in an innovative manner as we work with the leadership of our school district. Through the implementation of the Duluth Educators Mentorship Program, our district has the potential to provide meaningful, long-lasting positive changes in the practices that shape teaching and there by positively impacting student learning.

Using money from the ED MN Impact Grant, tenured teachers (mentors) from various grade levels and curricular areas will be invited to participate in an intensive, two day training to assist in professional growth, provide support to, and have a collaborative relationship with a mentee (first year educator). New and tenured staff will have continued opportunity to participate in professional development throughout the school year. Through the training of mentors, we will meet the following goals: 1. to retain quality new teacher for the Duluth Public Schools, 2. to provide new teachers the assistance necessary for them to be successful educators, 3. to identify beginning teacher needs and modify support in response to those needs, 4. to create professional growth environments for new and tenured teacher grounded in continuous inquiry, ongoing assessment and problem solving, 5. to recognize and practice the attitudes, behaviors and skills of effective mentors, 6. to encourage rigorous collegial exchanges, and 7. to provide a sustainable venue for active teacher leadership. We will be using the Mentorship Training materials from the New Teacher Center University of California, Santa Cruz along with Charlotte Danielson's Framework for Teaching.

We will demonstrate capacity for systematic impact on educators through a continuous evaluation component imbedded into the Duluth Educators Mentorship Program. This project evaluation includes weekly emails to teams for their input, monthly meetings with specific topics and time for teams to work together, review quarterly with our curriculum department director who is our partner to effect and/or support changes in practices to the professional development we strive for through our mentoring program. Useful data

will be shared with teacher teams, building principals, directors, the school board's Education Committee and other key members of Duluth Public Schools to assure educators and students are benefiting from skills acquired through the Duluth Educators Mentorship Program.

Specific tenured staff from across grade levels and curricular areas will be invited to participate in a two day training to be held at the DFT office located at 639 E Central Entrance in Duluth Minnesota. We plan to do this training in June of 2016.

Our mentor training will enhance the veteran teacher's ability to really listen, challenge, support and help new teachers to move forward in their professional practice. We hope to provide an environment where students take on responsibility for their learning and can monitor that learning against clear standards. Integrating the Charlotte Danielson Framework will help us to reach this goal. We understand that effective teachers are directly tied to successful students. Mentoring new staff by veteran staff will allow for professional conversations between and among educators around the complex task of teaching. The Duluth Educators Mentorship Program will support ISD 709 district goals of high achievement for all, safe and welcoming environment for everyone and effective and efficient systems. Through the Mentor Program we hope to retain quality new teachers, identify new teacher needs and modify support in response to those needs, recognize and practice the attitudes, behaviors and skills of effective mentors and provide a sustainable venue for active teacher leadership.

With 36% of our staff eligible to retire by 2020, the Duluth Public Schools are at a critical point, and the Duluth Educators Mentorship Program will be a valuable tool in supporting large numbers of new staff. Veteran teachers working with newly hired and non-tenured teachers will promote professional growth and ensure continuity of skill building for every teacher who is involved in the Mentorship Program. From this program the new teacher's ability to become an experienced, life-long learner and educator will ultimately affect is/her students and their achievement. Research shows that teachers who have been mentored, not only remain in teaching, but that their students' success ranks above those student who have not been taught by mentored teachers.

It is important to us that this program be sustainable beyond the period of this grant. To that end, the Curriculum Department, Staff Development and our local union (Duluth Federation of Teachers) have already established financial support for the Duluth Educators Mentorship Program to continue for the next 5 years. Sustainability is also maintained as mentees move into the role of mentor which brings us full circle.

The Duluth Educators Mentorship Program is a district wide initiative and as such, could impact at least 50 staff members having a potential to impact over 8000 students and their academic success. This mentorship program will seek to effect meaningful, long lasting change in the policies and practices that shape teaching and learning. Using innovative professional development program designs, and in partnership with others in our district most likely to assist in driving these changes, we ultimately expect to positively impact the learning experiences of Duluth Public School students.

Amount of \$ requested from grant	Allocated for:
\$12,000	Training 30 new mentors over 16 hours at \$25.00 each hour
\$1,500	The cost of 2 trainers to work with the mentors over the 16 hours and preparation prior to training
Total requested from grant: \$13,500	
Money provided from other sources	
\$2,000	Title II funds for mentor/mentee classroom exchanges
\$5,000	Duluth Federation of Teachers - funds for monthly training and meetings of mentors and mentees
\$3,750 (in kind)	Technology Support - use of computers, innovation team support, chromebook support
\$4,000 (in kind)	Clerical, custodial, facilities, instructional coaches, supplies and materials
\$60,000	Curriculum and Staff Development funds for mentors to work with mentees for up to 20 hours/yearly
Total from Other Sources (including in kind)	
\$74,750	

GRANT APPLICATION

Subject for grant proposal {select one}- **American History**

Applicant: Susan Mikel

School: Lester Park

Date: October 14, 2015

Title of Grant Proposal: History Superstars!

Identify Need:

As first grade teachers, we struggle at times to meet standards that need to be covered within the Social Studies strand due to the lack of such text at a readable level for our beginning readers. First graders face a unique challenge because in essence, first graders need to learn to read and read to learn at the same time. We lack informational Social Studies text that is at a level first graders are reading at independently and/or instructionally in order to give them repeated experience with the information. Such lack of readable text minimizes their opportunity to build connections and relationships with the content.

Individuals/Groups/Grade Levels Involved:

This project would be sustainable to be repeated for many years, impacting countless numbers of first graders. In this current academic calendar year approximately 80 first graders would be impacted.

Project Goals/Objectives:

To address the described need above, I would like to begin to create a leveled collection of informational text for first grade classrooms within our Social Studies strands. By having a leveled collection of text, students will have the opportunity to read at their developmentally appropriate reading level thereby optimizing their opportunity to learn and master the new information, while they are gaining and applying reading skills. Having leveled readable text will allow first graders to make connections and build relationships with the content. The Steps to Literacy company offers several collections of Social Studies text within first grade reading levels. Collections include topics such as American Symbols, American Holidays, and Historical Then and Now Comparisons of Family, Transportation, Communication, Buildings, School, and Work.

Brief description of impact on Patriotism and understanding of American History of Conservation:

Through the use of leveled text, difficult subject matter can be mastered and internalized by first graders. Historical information of people, civic responsibilities, people, culture and changes that happen over time can be better understood with the use of appropriate text that youngsters can relate to and apply to their everyday life.

Estimated total budget request from NSDAR with breakdown of use:

Collections of texts:

American Symbols (15 books) \$86.85 American Holidays (12 books) \$80.85

Family Life- Then & Now Level H (15 books) \$89.85

Then & Now Level I (15 books) \$101.85

Total : \$359.40 Less 10% discount , free shipping- **Total \$323.46**Principal Signature *Sue Gehra***Thank you for consideration of this grant request.****Susan Mikel****First Grade Teacher****Lester Park School**



Estimate

Invoice #: SQ0627

Steps To Literacy
P.O. Box 6737
Bridgewater, NJ 08807
Tel: 800.895.2804
M-F 8am-5pm EST



Bill To:

*Independent School District 709
Attn: Accounts Payable
5300 Glenwood St
Duluth, MA 55804*

Ship To:

*Lester Park Elementary
Attn: Susan Mikel
5300 Glenwood St
Duluth, MA 55804*

Notes

- 1. Estimate Valid for 90 Days
- 2. Please Reference Quote #SQ0627 When Ordering

Item #	Number / Description	Unit Price	Qty Ordered	Total Price
1	9781595647191 - Welcome Books American Symbols: Variety Pack	\$ 28.95	3	\$ 86.85
2	9781608812561 - American Holidays: Variety Pack	\$ 26.95	3	\$ 80.85
3	9781609231231 - Family Life, Then And Now: Variety Pack	\$ 29.95	3	\$ 89.85
4	9781600154362 - Then And Now: Variety Pack	\$ 33.95	3	\$ 101.85
5	Subtotal	\$ 359.40	1	\$ 359.40
6	10% Complimentary Discount - 10% Complimentary Discount	-\$ 35.94	1	-\$ 35.94
7	Free SH - Free Shipping & Handling	\$ 0.00	1	\$ 0.00

Remit Payment To:

Steps To Literacy
P.O. Box 6737
Bridgewater, NJ 08807

Send Returns To:

Steps To Literacy
4 Easy St.
Bound Brook, NJ 08805

Terms: NET 30

Date: October 23, 2015

SubTotal: \$ 323.46

Sales Tax: \$ 0.00

Paid: \$ 0.00

Balance: \$ 323.46

From: Emily Isenberg <emily.isenberg@isd709.org>
 Date: Wed, Jan 6, 2016 at 3:56 PM
 Subject: Re: Grant Approval Question
 To: Michael Cary <michael.cary@isd709.org>
 Cc: Amy Starzecki <amy.starzecki@isd709.org>, Stephanie Heilig <stephanie.heilig@isd709.org>

Hello All,

Thank you for passing on the information. I previously discussed and received support from Mrs. Heilig for the grant. Below is all of the information I have for the grant so far. There are two emails copy and pasted below with details about the grant. The grant is for the Minnesota State Arts Board Arts Learning Grant due late January with activities happening in the 2016-17 school year. Please let me know if there is anything else needed.

Thanks again!
 Emily

Dear Emily,

COMPAS is just starting to focus on the next Arts Learning Grant round. Details have not yet been released, so there could be changes to this plan, but: the next round's deadline is expected to be in late Jan. Decisions announced in July. Grant activities will happen in the 2016-17 school year.

Once again, we want to work w/ 8 sites, throughout the state. We're thinking of using an overarching theme of "Community Cultures," which would enable sites to focus on the cultures already existing in their classrooms & ways in which we can effectively explore & celebrate each other's culture. We're thinking of using theater/drama as the art form. Sites could choose from 1 of 8 multi-cultural COMPAS theater artists. (T. Mychael Rambo, Eric Sharp, Taous Khazem, etc.)

There would be a required "co-pay" from each site. THIS year, that's 10% of the total cost of the residency package (\$1100 per site). Not sure if that amount will be changing during the next grant round, or not.

Each site will receive 15 days of residency time (as you well know, that means 60 total class sessions), plus advance planning time w/ the artist, evaluation time, a Teacher In-service session, a Community Event, & so on.

Do you think Myers-Wilkins would be interested in being one of the sites for this grant? If so, would YOU be interested in being the site contact? One way or another, we would find a way to link the artist's work to what you're doing w/ visual arts.

If this will not work for you, so be it. No harm, no foul. But we'd love to work w/ you!

Thanks for considering this,
 Daniel Gabriel | Arts Program Director
 P [651.292.3254](tel:651.292.3254)
 Fax [651.292.3258](tel:651.292.3258)
daniel@compas.org<<mailto:daniel@compas.org>>
www.compas.org<<http://www.compas.org>>
 75 5th Street West, Suite 304
 Saint Paul, MN 55102

COMPAS is a nationally-recognized provider of arts education programs and powers imaginations, learning and life.

It's live. It's amazing. It's our new website: www.COMPAS.org<<http://www.COMPAS.org>>

Dear Emily,

[You & I already discussed the project below, & I was very grateful that you moved forward on securing a commitment from your principal. I thought it would be helpful to provide you w/ all the same info that I have now put together to share w/ the various sites. If you scroll to the bottom of my email, you'll see the details that we still need to receive from you. I'm hoping we can select an artist who will work well in YOUR classes, but I understand that Myers-Wilkins may prefer some other setting. Please let me know if I can sway any decisions.]

As we do each year, COMPAS is putting together a proposal for the next round of Arts Learning grants, as provided by the State Arts Board. We're wondering whether you & your school might be interested in participating?

IF SO, we will need a response from you by JANUARY 8, 2016.

Logistical details:

- Grant application deadline is early Feb, w/ decisions announced in July.
- Grant activities need to take place during the 2016-17 school year.
- Each site must contribute cash in the amount of 10% of the total cost of the project. (During the past 2 years, these costs have ranged from \$950-1100.)
- Each site receives the following level of artist activity:
 - Up to 4 hours of advance planning time w/ the artist
 - 15 days of artist residency in your building.
 - This includes having the artist lead a total of 60 class sessions (4 per day), as well as offering a Teacher In-service session & a Community Event. (These last 2 items can be a big deal, or a little deal; whichever suits your needs.)

Content details:

- The topic built into this year's grant will be "Community Cultures," which is meant to offer students the chance both to learn about & to celebrate the various cultures that exist in their school and/or local community. We are using theater/drama as the prism through which to explore this topic.
- Connections can be made to social studies curriculum (history and/or geography – based on the standards), language arts, etc.

Artist Options

We will be utilizing a number of our performance-based artists for this project. This group of artists works in the areas of acting, playwriting, puppetry, and/or storytelling. We expect to draw from the following pool:

- | | |
|----------------------|---------------------|
| ▪ Adam Napoli-Rangel | ▪ Marcie Rendon |
| ▪ Aimee Bryant | ▪ Rhonda Lund |
| ▪ Danielle Daniel | ▪ Saymoukda Vongsay |
| ▪ Eric Sharp | ▪ T. Mychael Rambo |
| ▪ Malia Burkhart | ▪ Taous Khazem |
| ▪ May Lee-Yang | ▪ Zaraawar Mistry |

To learn more about these artists, check out their profiles on the COMPAS website: <http://www.compas.org/artists/>

Response Needed by Jan 8:

- Are you interested in participating & can you provide the necessary 10% match?
- Please provide us at least one goal or outcome that you would be looking for. If that proves difficult to answer at this stage, at least let us know WHY you're interested in participating, & what difference you would like the artist to make in your community.
- PLEASE let us know your top choice artist, as well as a second or third option artist as well. If you have no strong preference at this stage, you can also let us know that.

Thanks from Daniel!

Daniel Gabriel | Arts Program Director

Duluth Public Schools Fund Grant Application

Project Title: Chrome Language Grant

District: ISD 709

Site:Denfeld High School

Program:English Language Development

Instructor: Melissa Kliegle

PROJECT OVERVIEW

The purpose of this technology integration project is to provide English Learners (ELs) with web-based learning opportunities through the use of Google Chromebooks in their English Language Development(ELD) course to create ongoing shared meaning of academic language input as well as produce academic language output in authentic contexts relevant to 21st Century learning. The request is for \$1,166.00 for the purchase of four Chromebooks to be used in a classroom set of devices. The project would take place in the 2016-2017 school year and be used in small classes of five students. Expected outcomes include an increase in language proficiency as demonstrated by a multi-measured review of student language growth.

LOGISTICS

The ELD instructor who would facilitate the integration of Chromebooks into the classroom is qualified and trained in technology, having received a Certificate in Online Instruction from the College of St. Scholastica in 2013. Descriptions and course outlines for this 12-credit graduate-level program can be found [here](#). The instructor has also participated in a focus group planning the implementation of a 1:1 program using Google Chromebooks in a different district and currently uses Google Classroom as the LMS for ELD courses.

District compatibility in terms of web access and usage has been tested and confirmed. The Director of Technology has instituted Chromebooks for online assessments and has verified that they function adequately for the purposes outlined in this proposal. Chromebooks are also currently used at Denfeld High School by multiple departments. The ELD instructor currently collaborates with district technology personnel and instructors with classroom sets of Chromebooks to maintain current understanding of educational technology and how it can be used to promote best practices.

District funding for the ELD department has been allocated to human resources, professional learning opportunities, assessment materials, and paper-based curriculum. Current assets in the area of technology at this site include one teacher desktop and one teacher Chromebook, both of which students use daily in light of the deficit of student resources. At this point, the department coordinator is working to secure funds for at least one more Chromebook for student use. This grant funding would go toward the purchase of four additional Chromebooks,so a classroom set of five Chromebooks would be available solely for student use.

ALIGNMENT WITH DPS FUND GOALS

This project would coincide with the Duluth Public School's Fund Program Development Goal to "support projects which focus learning on creative analysis, inquiry, problem solving and thinking skills." Such aspects of learning would be enhanced through an increase in motivation and collaboration among the students.

Motivation is directly affected by relevancy of classroom tasks, and the students themselves acknowledge that Web-based learning aligns with their current skill sets and desires for learning opportunities using education technology. They co-created [this video](#) to share their thoughts on why Chromebooks help them learn language:

When students engage with language input (listening and reading) through Google Classroom and Google apps, they are not only having authentic exposure, they are interacting in collaborative contexts that are meaningful in a 21st Century environment. Collaborative learning, which is central to language development, is enhanced through the opportunity to interact with co-learners in real time when student use Google Docs instead of worksheets, for example, and immediate and reciprocal feedback is available to both the instructor and students.

CORRELATION WITH DISTRICT GOALS

This project correlates with Duluth Public School's belief that "all bilingual and multilingual students are assets to our school and community. As such, all English Learners (ELs) should be supported to reach their highest potential. The Duluth Public School works to ensure equity and access to high quality instruction for ELs which includes research-based language instruction that is aligned to state academic standards and allows students to participate meaningfully in educational programs that capitalize on ELs' cultural and linguistic assets to acquire and achieve academic excellence." The use of Chromebooks in ELD course helps ensure students have access to learning tools that are widely used in the district and throughout educational, business, and community contexts. Benefits of the integration of language, content, and technology include a diversification of the real-life skill set students need to gain from their language learning environments.

EXPECTED OUTCOMES

As students engage in language learning tasks enhanced through educational technology, it is

expected that growth will be seen in individual language proficiency in the areas of listening, speaking, reading, and writing.

Summative measurement of student growth in language proficiency will be measured by the annual [ACCESS](#) test. Formative feedback is measured through ongoing student portfolios, quarterly proficiency reports, content course performance, and other feedback from the instructional team.

It is expected that daily engagement with language through the use of educational technology will positively affect language growth because students would have repeated exposure to multi-modal language input in meaningful contexts and would be able to produce language in varied multi-media contexts.

BUDGET

VENDOR = TIERNEY BROTHERS

GENERAL DESCRIPTION = HARDWARE

ITEM 1 DESCRIPTION = DGJH SS CHROMEBOOK DELL 11 (BLACK TRIM), INTEL CELERON PROCESSOR, 16GB SSD, 4GB RAM - 1 YEAR WARRANTY (OBJECT CODE 1460.00)

ITEM 1 QTY = 1

ITEM 1 PRICE = \$257

ITEM 2 DESCRIPTION = DELL MANAGEMENT CONSOLE (OBJECT CODE 1460.00)

ITEM 2 QTY = 1

ITEM 2 PRICE = \$26.50

ITEM 3 DESCRIPTION = CHROMEBOOK ETCHING (OBJECT CODE 1401.01)

ITEM 3 QTY = 1

ITEM 3 PRICE = \$8.00

Total: \$1,166.00

Thank you for your consideration.

1500 Highway 36 West
Roseville, MN 55113-4266

APPLICATION SECTION - COVER SHEET

Single Source, Targeted or Continuation Grant

ORGANIZATION INFORMATION

Applicant Organization Name (or fiscal agent organization): Duluth School District #709

Name of Applicant Organization Official with Authority to Sign: William Gronseth, Superintendent

SWIFT Vendor Address with zip code + 4 (9 digit zip is required): 0000194009

Primary site of where work will be performed – city, county, 9 digit zip (if other than the address above): 215 North 1st Ave East, Duluth, MN 55802

If a fiscal host applicant, identify the agency represented by the fiscal agent (***an agreement must be on file between the fiscal host and agency represented and those entities must sign the coversheet:***

Minnesota SWIFT Vendor Number for Grantee (organization receiving grant funds): 59845

Federal DUNS Number (if federal funding): 071501092

MDE Organization: #709

Are you a nonprofit organization reporting as a 501(c)(3) organization (indicate yes or no):

*Respond to the following 2 questions if your grant award will come from **federal funding** and will be \$25,000 or over **and**, if your gross income is \$300,000 or more from all sources for the previous tax year. MDE requires that this information be provided in order for us to meet our reporting requirements under the Federal Funding Accountability and Transparent Act (FFATA).*

1. In your organization's preceding fiscal year, did the organization receive 80% or more of its annual gross revenues in U S federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements; and \$25,000,000 or more in annual gross revenues from U S federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements?

Respond here (yes or no):

2. If you answered yes to the question above, does the public have access to information about the compensation of the executives in your organization through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934?

Respond here (yes or no): NO

If you responded no to question 2, we may need to contact you for additional information.

GRANT AMOUNT REQUESTED:

IDENTIFIED OFFICIAL WITH AUTHORITY TO SIGN APPLICANT

Name and Title of Official with Authority to Sign (superintendent, if school): William Gronseth, Superintendent

Address of Official with Authority to Sign: 215 North 1st Ave East, Duluth, MN 55802

Phone and Email: 218-336-8700 ext. 1109 and William.gronseth@isd709.org

SIGNATURE OF IDENTIFIED OFFICIAL WITH AUTHORITY TO SIGN:

I certify I have read all components of this application and will comply with assurances herein and all other federal, state and local laws and regulations applicable to my organization.

Signature: 

Date Signed: 01/08/14

SECOND SIGNATURE, if necessary:

I certify I have read all components of this application and will comply with assurances herein and all other federal, state and local laws and regulations applicable to my organization.

Signature:

Date Signed:

PRIMARY PROGRAM CONTACT: Jason Crane

Title of Program Contact: Special Education Director

Address: 215 North 1st Ave East, Duluth, MN 55802

Phone and Email: 218-336-8741 and Jason.crane@isd709.org

BUSINESS MANAGER OR ACCOUNTANT: Peggy Blalock, Finance Manager

Address: 215 North 1st Ave East, Duluth, MN 55802

Phone and Email: 218-336-8700 ext. 1079 and peggy.blalock@isd709.org

ADDITIONAL CONTACTS: *Add information here with contact information*

SINGLE SOURCE, TARGETED OR CONTINUATION GRANT PROJECT**TITLE OF PROJECT:****APPLICATION NARRATIVE SECTION**

Please develop the narrative below within each of the required elements. Attach supplemental documents including the budget as required when you return your signed application to MDE.

STATEMENT OF NEED

Provide a statement of need based on an analysis of data for the targeted group that will benefit from this project. Summarize the needs and provide data and indicate how the data was gathered. Identify barriers and challenges this group has faced that contribute to the need.

The State Personnel Development Grant (SPDG) project will focus on our Part B State Systemic Improvement Plan (SSIP), to improve graduation rates for Black and American Indian children and youth with disabilities through the implementation of evidence-based practices. The project design lays out a five-year plan that will result in improving Minnesota's system of personnel preparation and professional development in educational, and transition services. MDE has identified four school districts as partners for the next phases of SSIP planning and EBP implementation: Duluth, Minneapolis, Osseo, and St. Paul. These districts have a high concentration of Black and American Indian students with disabilities and some of the state's lowest graduation rates for these two groups.

The SSIP Team examined district data, including district infrastructure and support already being offered to districts, and identified potential districts to contact to initiate more intensive supports work. The total number of students in the disability subgroups of Black and American Indian were considered. Team members also considered the ESEA Waiver status of schools within districts with low graduation rates or high dropout rates for these groups of students (i.e., all special education students, students with disabilities who are Black, and students with disabilities who are American Indian). Geographic location (e.g., urban, suburban, and greater Minnesota) and type of school (e.g., typical public school districts, charter schools, and intermediate-school districts) were also considered in an attempt to build a group of districts that was representative of Minnesota schools and students.

CAPACITY

Provide information on your organization's capacity to administer this grant project. Identify the project staff and their role in the project.

Identify any proposed contracts and the service to be provided through the contract for the success of the project. Follow all state and federal procurement practices.

If you are partnering with any individuals or organizations, identify them and their contribution. *If you are asked to provide a letter of support from a partner, attach it as a supplemental when returning your application.*

Duluth public school district has worked in partnership with MDE on a variety of initiatives. MDE team members have visited the district and received letters of support that commit the district to our five-year plan.

WORK PLAN GOALS, ACTIVITIES, OUTCOMES AND ESTIMATED TIMELINES

Describe the project goals and the activities within each goal along with expected outcomes for each goal and estimated timelines. List out the goals and activities in a SMART – specific, measurable, attainable, relevant and time bound format as below:

See attachments:

- 1) Logic Model
- 2) Theory of Action
- 3) Detailed work plan with timelines

EVALUATION

The state is committed to funding projects that produce a measurable result for the targeted population identified in the application. Identify the indicators used to measure success and the effectiveness of the project. Please describe the methods you will use to evaluate your project. Please consider reporting requirements to MDE.

See attached evaluation requirements.

OTHER NARRATIVE SECTIONS

BUDGET NARRATIVE JUSTIFICATION WORKSHEET

The budget and budget narrative justification worksheet is attached and must be completed and submitted as part of the signed application. The worksheet should be completed based on the anticipated grant period and award amount.

Please provide clear descriptions for each proposed expenditure amount entered into each budget object code. The budget must align with the work plan activities and reflect necessary and reasonable proposed expenditures. Necessary means it adds value to the project and reasonable means you have done some type of market comparison to determine the cost is reasonable.

Complete the Budget for this Grant Period:

UFARS Finance Code and/or Funding Source Code (for public schools, charter schools, ed districts and education cooperatives – if no specific finance code, then identify general state or federal code):

Major Restrictions on Expenditures:

Source of Funding- Federal (CFDA and title, award number) or State (legislation):

Return the completed and signed application to:

MDE Staff Person: Loraine Jensen, SPDG Coordinator

Address: 1500 Highway 36 W., Roseville, MN 55113-4266

Phone: 651-582-8523

Email: Loraine.jensen@state.mn.us

APPLICANT NAME: Duluth School District #709
 FEDERAL PROJECT GRANT OPPORTUNITY TITLE: SPSG- Part B State Systematic Improvement Plan (SSIP)
 FEDERAL CFDA NUMBER: 84.323A
 GRANT PERIOD: 2015-2017

UFARS	N/A				
OBJEC	DESCRIPTION:		BUDGET AMT	FTEs	BUDGET NARRATIVE DESCRIPTION - ROLE ON PROJECT
CODES	100 SERIES SALARIES				
110	Administration/Supervision/Manage				
140	Licensed Classroom Teacher				
141	Non-Licensed Classroom Instruction				
143	Licensed Instructional Support				
144	Non-Licensed Instructional Support				
145	Substitute Teacher-Licensed	\$20,000.00	N/A		Substitute for teachers working on initiative
146	Substitute Non-Licensed Classroom	\$5,000.00	N/A		Substitute for paras working on initiative
156	School Social Worker				
157	School Psychologist				
158	Mental Health Professional				
164	Interpreter for the Deaf				
165	School Counselor				
170	Non-Instructional Support (bookkeeper,clerks,secretaries, etc.)				
172	Physician - for evaluation only				
175	Cultural Liaison				
176	Social worker for Interagency Services				
185	Other Salary Payments - Licensed and Certified	\$30,000.00		0.8	Stipends for upto 4 Lead Staff to Coordinate Program
186	Other Salary Payments - Nonlicensed and Noncertified				
199	Salary Adjustments - Full Cafeteria Plan				
CODES	200 SERIES BENEFITS BASED ON SALARIES	BUDGET AMT	NA		BUDGET NARRATIVE DESCRIPTION
210	FICA - District's Portion	\$4,207.50	NA		Total Salaries * 7.650 % for FICA

214 PERA - District's Portion	\$375.00	NA	PERA Salaries * 7.5 % for PERA
218 TRA - District's Portion	\$3,750.00	NA	Teacher Salaries * 7.5 % for TRA
220 Health Insurance		NA	
230 Life Insurance		NA	
235 Dental Insurance		NA	
240 Long-Term Disability Insurance		NA	
250 Deferred Compensation		NA	
251 Tax Advantage Employer Spons Health		NA	
252 Post-Employment (Actuarial)		NA	
270 Worker's Compensation	\$291.50	NA	Total Salaries * .530 % for Workers Comp
280 Unemployment Compensation	\$41.25	NA	Total Salaries * .075% for Unemployment Comp
299 Other Employee Benefits - identify		NA	

CODES 300 SERIES PURCHASED SERVICES BUDGET AMT NA BUDGET NARRATIVE DESCRIPTION

303 Federal Contracts/portion of each up to \$25,000 (include contractor's travel)	\$25,000.00	NA	Contracts for Trainers including Travel
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304 Federal Contracts/portions of each exceeding \$25,000		NA	
316 Data Processing Services		NA	

340 Insurance (not employee benefit insurance)		NA	
366 Instate Travel, Conferences/Training Fees - Grant Staff or parent committee members - not contractors	\$2,000.00	NA	Travel for staff to attend other trainings

368 Federal Out-of-State Travel (for grant staff - not contractors) Includes travel/meals/lodging/registration fees Must be necessary and justified		NA	
370 Operating Leases or Rental (not to own) for Meetings/Trainings- Use of free and accessible space recommended		NA	

389 Training and Tuition Reimbursement - Reimbursements to staff/parents and others attending approved grant trainings to improve knowledge. Might include books, materials. Documentation for expenses must be available to support reimbursements.		NA	
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CODES 400 SERIES SUPPLIES/MATERIALS - Consumable and Expendable Items. Not capital expenditures or capital equipment. BUDGET AMT NA BUDGET NARRATIVE DESCRIPTION

Supplies- Non-Instructional - example: office supplies, computer supplies, small computer equipment (not capital expenses), etc.

401 430 Supplies-Non-individualized Instructional - classroom

470 Media Resources-Library Books, Tapes/CDs,Ejournals

CODES 800 SERIES Other Expenditures & Indirect

A. TOTAL ALL LINES but 895

895 Indirect Approved Restricted Rate

C. TOTAL INDIRECT COSTS - Amt. in B x rate in line 895)

D. GRAND TOTAL (B plus C)

\$7,500.00 NA
NA
NA
NA
\$98,165.25 NA
NA
\$6,577.07 NA
\$104,742.32 NA

BUDGET AMT

BUDGET NARRATIVE DESCRIPTION

Materials for Trainings and Program Implementation

NOTE: Schools, Education Cooperatives, Education Districts and Charter Schools are required to report by UFARS Identify specific finance code or if no finance code then identify general funding source codes with general finance code

INDIRECT RATES: Restricted indirect rates must be used if there are supplanting restrictions on the federal funding.

OTHER:

MINNESOTA SCHOOL SOCIAL WORKERS ASSOCIATION APPLICATION FOR MINI-GRANT FOR 2016-2017

58

MSSWA Mini-Grants will provide two awards, a \$500 prize and a \$750 prize, to support projects conducted by any FULL MSSWA member in the schools where they work. Please email your application to Nancy VanHorne- nanunder@hotmail.com

The Mini-Grant application deadline is January 31, 2016. Mini-Grants will be awarded by the end of February 2016.

Project Title: Social Skills Anger Management Training Program

Applicant's Name: Callie DeVriendt

Address: 3215 West 3rd St. Duluth, MN 5806

218-336-8880 x.3359

Phone #: (work)

(home/cell): 218-590-0551

Email Address: callie.devriendt@isd709.org School/District: ISD709- Lincoln Park Middle School

ABSTRACT: Briefly describe the project's goals and activities, duration of project, how many students and/or parents will be involved and the expected outcome.

Lincoln Park Middle School is a diverse school with 65% of students on free and reduced lunch. Lincoln Park Middle School is in the process of becoming a Full Service Community School model as we were recently awarded a grant this school year. In addition we are in the planning phase of becoming a trauma focused school in partnership with a community mental health agency. Alongside of this, the school is also implementing PBIS initiatives which aim to provide students with early interventions targeting social skills and anger management for at-risk youth in effort to prevent suspensions and give alternatives to suspension in hope to prevent further defiance, aggression, abusive language, and avoidance from occurring. The initiative is currently in the process of moving from the planning stage to implementation at the start of the 2016-17 school year. Four providers will be implementing intervention in a small group format with approximately 4-5 students per provider. Each provider may run a group two times per year so the ability to serve 40 tier two students is possible. Curriculum needs are necessary for this program in addition to incentives for student's participation and reaching of their goals. Incentives such as a field trip could be an option to increase student motivation with working towards their goals, depending upon finding available. This project will be continuously implemented within PBIS tiered supports which will be monitored annually by the school leadership team. Outcome would be to reduce suspension rate, prevent students from receiving future major referrals, and increase prosocial behaviors.

PROJECT BUDGET: Please submit an estimated itemized budget of project costs.

ITEM:

Aggression Replacement Training Third Edition x2 books at \$45 COST: \$90

Social Decision Making/Social Problem Solving for Middle School x2 books at \$40 COST: \$80

Voices Curriculum A Program of Self-Discovery and Empowerment x2 facilitator's guides at \$80
COST: \$160

& 20 student journals at \$9.15 each for COST: \$183

Incentives to motivate and reward success on goals: \$237 total for those students achieving goals
Incentives will be developed with the student's input in effort to create more motivation and investment.

TOTAL: \$513 for curriculum needs
& \$237 for incentives for total of 59
\$750

I agree to submit a 500 word article for the newsletter about the project to MSSWA 60 after the completion of the project. Not submitting an article will result in being ineligible to receive future grant funds.

Signature _____

Approval _____ Check # _____

Article Received _____

Action for Healthy Kids Grant Proposal

Section 1: School Contact Information

Principal: Brenda Vatthauer, brenda.vatthauer@isd709.org

PE: Frank Huie, frank.huie@isd709.org

Pamela Bowe, pamela.bowe@isd709.org

Section 2: Program Specifics

Current Physical Activity

PE Avg Minutes/Per Day for Avg Student: 25 minutes average/day

Recess Avg Minutes/Per Day for Avg Student: 12 minutes average/day

Classroom-based Activity/Brain Breaks Avg Minutes/Per Day for Avg Student: 2 minutes/class

Before/After School Activity Avg Minutes/Per Day for Avg Student: 15mins/day

Walk/Bike to School Activity Avg Minutes/Per Day for Avg Student 10 mins/day

Proposed Physical Activity Strategies

Other - Indoor & Outdoor Active Recess Programming Combined with Walk/Bike to School Initiatives

Proposed Nutrition Activity Strategies

Other - School Gardens Combined with Nutrition & Cooking Education

Section 3: Project Detail, Plan & Evaluation

Project Detail (2000 characters)

Proposed Physical Activity Strategies

The Action for Healthy Kids funding would support implementation of Active Recess and Safe Routes to School activities. In November 2014, an active recess effort was launched at Lincoln Park Middle School. The focus has been on providing indoor recess opportunities. We will use funding to continue building the indoor recess program, while also adding geocache sites on school property to create a school walking loop that can be integrated into other active school day initiatives. We will also use this initiative to build on the success of National Walk to School Day in the fall and "Walking Wednesdays" during the month of May.

Proposed Nutrition Activity Strategies

Duluth District has a goal to increase fresh, local produce within the cafeterias. The Lincoln cafeteria manager will attend Food Service Training focusing on local food prep/cooking in February, March, April, September and October taught by Culinary Instructor, Arlene Coco. Starting in the Spring of 2016, the Nutrition Department will begin offering scratch-baked muffins and breads at Breakfast two times per month. The baked-goods will be made with local produce. Studies show that breakfast improves learning, test results and attendance while reducing behavior problems and helps build healthy eating habits. A communication model will be developed at Lincoln school to inform students and families of the offerings. Spring and Summer Garden activities will be incorporated into Science Club (Spring - 16 hours/week, 8 per

week). In addition, Summer school classes and Northwoods Programming will assist with garden care and conduct lessons. Food & Consumer Science Classes (FACS) will have a Weekly Outdoor/Garden Activity starting the 2nd week of September for a total of 6 sessions. The proposed project provides an avenue for managing 25 student classes in the garden while giving the kids first-hand experience harvesting the produce they will cook with in FACS class.

Project Outcomes

Outcome 1: Complete a School Health Index Assessment by October 2016.

Outcome 2: Forty-five students will participate in May Walk to School Wednesdays, a 50% increase in the average number of “Walking Wednesdays” in May of 2015

Outcome 3: By October 2016, 50 percent of students will increase physical activity during recess. A variety of indoor and outdoor recess opportunities will be available to meet the interests of the representative student population.

Outcome 4: By October 2016, active student garden participation will increase from 8 Science Club Members to 150 students.

Outcome 5: 80% of participating students will increase their understanding of garden produce identification, good nutrition and the origin of fresh food.

Project Timeline (4000 Characters)

Month	Physical Activities
February 2016	<p>Indoor Active Recess</p> <p>This is an important component of the grant proposal as it facilitates daily physical activity for more students. While the daily average physical activity in Physical Education is 25 minutes. A true reflection of actual daily activity is much less at different points of the school year. Currently, 6th-7th graders have 50 minutes of PE every other day. 8th graders, on the other hand, have PE every day ½ a year and the other half of the year they take Health; 20 minutes of physical activity has been arranged during Homebase one time per week when students are enrolled in Health.</p>
March 2016	<p>Active Recess, Walking Club</p> <p>School Health Index:</p> <ul style="list-style-type: none"> Assemble Community School team to begin working toward completing expanded SHI
April 2016	<p>Every Kid Healthy Week - guest speaker about healthy eating and active living, followed by student engagement to gather further ideas for active recess initiative (TBD)</p> <p>School Health Index (SHI):</p> <ul style="list-style-type: none"> draft action plan of action based on SHI results
May 2016	<p>Walking Wednesdays, Active Recess</p> <p>Identify youth group planning and creating the geocache stations.</p> <p>School Health Index</p> <ul style="list-style-type: none"> Community engagement (possibly, may need to wait until Fall)
June-August	June: Geocache and Fitnessgram station site planning

2016	July: Geocache site planning and logistics, begin set-up of stations August: Wrap-up setting up stations in preparation for school year
September 2016	Launch Geocache sites <ul style="list-style-type: none"> Integrate exploration of these sites into classrooms, outdoor recess
October 2016	National Walk to School Day

Month	Nutritional Activities
February 2016	Cafeteria Manager attend Local Food Service Training taught by Culinary Chef Arlene Coco. Local Produce Theme: Carrots
March 2016	<ul style="list-style-type: none"> Cafeteria Manager attend Local Food Service Training. Local Produce Theme: Beets Purchase garden and cooking equipment Make final plans for Cafeteria Student Tasting
April 2016	<ul style="list-style-type: none"> Cafeteria Manager attend Local Food Service Training. Theme: Local Frozen Berries & Best Practices Healthy Breakfast Baked-Good Offering Student Cafeteria Tasting Every Kid Healthy Week Event - Possible Family Cooking Class
May 2016	<ul style="list-style-type: none"> Healthy Breakfast Baked-Good Offering Finalize Community Volunteers for Fall FACS Garden Rotations Finalize FACS Student Assessment for Garden Activities
June-August 2016	<ul style="list-style-type: none"> Science Club - 8 hours garden activities/week Summer School & Northwoods programs will also incorporate garden activities
September 2016	<ul style="list-style-type: none"> Cafeteria Manager attend Local Food Service Training. Local Produce Theme: Cucumbers & Beans Healthy Breakfast Baked-Good Offering FACS Weekly Garden Rotations tied to FACS standards. Start the 2nd week of September. Students will rotate through 4, 8-10 minute stations. Station volunteers will be secured via the St. Louis County Public Health & Essentia Community Health Networks <p>Station 1: Harvest Produce</p> <p>Station 2: Data Collection - Weigh produce, input data for classroom charting and graphing. Sorting - Identify in which My Plate food group the produce fits, determine what part of the plant is eaten (root, leaf, fruit etc) and discuss nutrition information & benefits</p> <p>Station 3: Geocache Station - Different Weigh Points are provided for each group, each group would navigate to different locations in the garden. Students would identify the plant, discuss what My Plate Food Group it is in and water. This group will also wash produce</p>

	<p>using outdoor garden produce washing station.</p> <p>Station 4: Fitnessgram Station to tie in with students' PE goals</p>
October 2016	<ul style="list-style-type: none"> ● Cafeteria Manager attend Local Food Service Training. Local Produce Theme: Tomatoes ● Healthy Breakfast Baked-Good Offering ● FACS Weekly Garden Rotations. See September Outline.

Evaluation (800 Characters)

Outcome 1: In April 2016, school staff and community partners will attend the National Community Schools conference, offering a launching point for Community School planning. Lincoln will integrate School Health Index action plan to be integrated into the community school model.

Outcome 2: Participation in May 2016 Walk to School Wednesdays will be tracked and compared with May 2015 participation rates.

Outcome 3: Student counts will be taken during each indoor and outdoor recess opportunity.

Outcome 4: Student garden participation rates will be tracked by classes/clubs.

Outcome 5: Student pre and post assessment will be built into FACS garden activities to measure students' understanding of garden produce identification and good nutrition.

Sustainability (2000 Characters)

Lincoln Park Middle School will conduct an annual School Health Index assessment as part of its Community School Model. Many community schools include health as a part of their service spectrum. Embedding the School Health Index, along with a partnership with St. Louis County Public Health will serve to keep health focused initiatives included in the community school model.

A key objective of the Duluth School District is "Achievement for all." Lincoln Park Middle School recognizes that offering opportunities for students to be active and eat well is an important strategy to support academic achievement for all students. The link between healthy opportunities and academic performance is well documented. Early success through a partnership with the Statewide Health Improvement Program has demonstrated the positive impacts that health initiatives can have on performance and the school environment. Success at Lincoln Park Middle School will support ongoing policy and systems changes at the school and district level, creating a case and model for other local schools to follow.

Lincoln will continue to collaborate and partner with a variety of groups to sustain its school garden program. Additional standards-based classroom integration opportunities will be investigated as well as incorporation of produce within the FACS classes and school cafeteria. The partnership between Duluth District and The Carlton-Cook-Lake-St. Louis Community Health Board provides continued leveraging opportunities and room for growth. The district is planning to revise its Wellness Policy to align with the Minnesota School Board Association Policies. In addition, the Farm to School initiatives will:

- Build Relationships between classroom, cafeteria, and community
- Further local food system development within the school district

- Increase student and community awareness of where food comes from and healthy food options, creating more informed consumers who support and buy from Minnesota farmers

Every Kid Healthy Week Event (2000 Characters)

Student tastings provide an engaging way for students to try new healthy foods and provide feedback on recipes. On Friday, April 22, there will be a Cafeteria Tasting for Students bridged in with an active recess fitness component. During the District's April Food Service Training, Cafeteria Staff will prepare several recipes using frozen local berries. One of the items will be incorporated into a Student Tasting in the Cafeteria. Student groups and classes will take part in organizing the tasting.

We are currently arranging for a local healthcare provider to be a guest speaker for a school assembly, that will also ideally take place on Friday, April 22nd. The provider is renowned for his emphasis on upstream health, and will deliver a message that inspires students to think about how their "food, feet, and fingers" are the best tools that they have to keep themselves healthy. "Move your feet, use your fingers to grow and prepare healthy food, and focus on fueling yourself with food that keeps you strong and healthy."

We will also incorporate a student engagement activity during the lunch and recess period providing an avenue to get students ideas for further before, during, and after school physical activities.

Budget

Item	First Semester (65% or less)	Second Semester (35% or less)	Justification of Funds
Program Equipment & Supplies	2 Geocache Devices \$350 Garmin - eTrex 20x 2.2" GPS - Orange \$175/device	12 Clipboards \$25 Officemax.com Food Processor \$470 3.5 Quart Food Processor,	The Geocache Devices, Geocache Storage Boxes/Supplies,

	Geocache Storage Boxes/Supplies \$125 Zumba Speaker \$150 4 Square Mat \$150	Webstaurantstore.com Ultraship 35 lb electronic scale \$40 http://www.amazon.com/My-Weigh-Ultraship-Electronic-Shipping/dp/B00PHRCV08/ref=sr_1_2?ie=UTF8&qid=1446501094&sr=8-2&keywords=ultraship+35+scale	Zumba Speaker, 4 Square Mat, 12 Clipboards will be used for proposed Active School & FACS Garden Activities. The Food Processor will enable the FACS classes to better process garden produce for use in class recipes. Electronic scale for measuring harvested produce; the scale has multi-purpose and can be used for measuring ingredients in FACS classes as well
Incentives, Gifts, Awards		Water, snacks, gift cards for Garden Activity Volunteers \$150	Provide a thank you for volunteers time; 4 stations allows for class management strategy in the garden; Proposing Walk to School Incentives through Essentia funding
Evaluation			INKIND SHIP Coordinator & Farm To School Coordinator Time for Evaluation
Printing & Copying	Printing & Copying Activities to promote proposed Active & Nutrition Activities \$20	Printing & Copying Activities to promote proposed Active & Nutrition Activities \$20	Printing & Copying to promote proposed activities. Some INKIND SHIP funds.
Every Kid Healthy Week Costs			Inspirational speaker Stipend Essentia Inkind; Tasting Costs covered through

			Victory Fund grant; Active Fitness Stations will use Program Equipment
Total	\$795	\$705	\$1500

Section 5:

Nutrition & Physical Activity Success Stories (2000 Characters)

Lincoln Park Middle School (LPMS) has had great success with National Walk to School Day. Since 2013, LPMS has implemented a remote drop off, allowing over 500 students to participate each year. In the spring of 2015, LPMS implemented a “Walking Wednesday” program, where students voluntarily met at a local park and walked to school together.

LPMS was recognized by the Minnesota Department of Education for using strategies like “active recess” and “focus walks” to reduce behavior referrals and improve test scores. It hopes to continue these efforts through the proposed Active Recess strategies.

LPMS is working in Collaboration with the Minnesota Department of Health’s Statewide Health Improvement Program (SHIP). St. Louis County Public Health SHIP funded staff work with LPMS about 6 hours per week on Active Living and Healthy eating initiatives to implement this project and sustain efforts into the future.

This Fall, in the 2nd year of having a school garden, Lincoln Family & Consumer Science students cooked 10 recipes using garden produce including recipes such as Garden Harvest Soup and Stir Fry Carrots with Garlic. As a result, kids learn life-long cooking skills and healthy eating habits. Lincoln Park Middle School has been the host for several Farm to School tastings and tours. Administrators, School Board Members, Teachers, Legislative Representatives, Minnesota Department of Agriculture, City Councilors, Public Health & Garden Organizations and Community Members received a school garden tour on September 11, 2015. Later in the Fall, Lincoln was honored to share farm to school project activities with US Under Secretary of Agriculture Kevin Concannon; Tim English, Regional Administrator, USDA; Vista Fletcher, School Programs Branch Chief, Duluth Superintendent Gronseth and Nutrition Director, Pam Bowe. Media Clips of garden activities are posted on:

<https://www.facebook.com/healthynorthlandfarmtoschool/?fref=ts>

Grant Awards

MN Department of Education awarded LPMS funds to support Community School transition. \$100,000 USDA Farm to School grant was awarded; Duluth District is 1 of 3 partners through 2016. The Victory Fund awarded \$33,325 for 9 district food service training sessions focusing on local food. The MDA & BCBS awarded \$28,000 to Duluth District to purchase baking equipment for healthy breakfast baked-good items.



Grant Application

Organization/School Name Woodland Hills Academy
 Organization/School Address 110 W Redwing St
 City Duluth State MN Zip 55803 County St. Louis
 Telephone 218-728-7492 Ext 203 Fax 218-728-7495
 Adult Contact Person Ann Ek Title Health/PE Teacher
 Telephone 218-7287492 Ext 203 E-Mail ann.ek@isd709.org
 Youth Contact Person Sylvanus Morris Grade 12
 Telephone (in treatment..not available) E-Mail (in treatment, not available)
 Principal's Name(if applicant is a school) Denise Clairmont
 E-mail (if applicant is a school) denise.clairmont@isd709.org
 Is your organization an IRS 501(c)(3) non-profit? Yes No
 Organization IRS Federal ID Number 41-6003776
 Please attach a copy of the Applicant Organization or Fiscal Agent's Internal Revenue Service Determination Letter.
 If no, please provide information about your Fiscal Agent in the following section.

FISCAL AGENT

Organization ISD 709
 Address 215 N 1st Ave E
 City Duluth State MN Zip 55802
 Contact Person Ann Ek Title Health/PE Teacher
 Telephone 218-728-7492 Ext 203 Fax _____
 E-mail ann.ek@isd709.org
 Organization IRS Federal ID Number 41-6003776
 Please attach a copy of the Applicant Organization or Fiscal Agent's Internal Revenue Service Determination Letter.

GRANT REQUEST

Project Title Saving Lives with CPR
 Amount of Request (not to exceed \$1,000) \$1000
 Date of Request December 8, 2015

Please provide narrative information and complete the budget form.

What is the goal of your proposed project? Describe the project. Please include details that give a clear picture of your project.

The goal of this grant is to get more tools to use for education and these manikins can add some much needed hands on experience because the manikins are the closest things to an actual human.

To certify kids so we can feel comfortable and confident to get in and try to help if someone gets hurt.

**Teacher note: this past semester one of my students said "I wish I had known this before now, cuz I watched a friend die, after he was shot because I didn't know what to do to help."

**Second Teacher note: we had an emergency this year and when a student went down, one of his classmates told the teacher "it's ok, we know CPR"

Who will benefit from this project?

Every student and teacher will benefit from this grant because videos and physical scenes with the manikins will help people be more prepared. We can practice on baby manikins to help us learn not only CPR but choking too. The adults will help us know how much pressure to put on the chest when we do compressions.

Identify how many people will work on the project;

Children ages 0-5 ____ Youth ages 6-12 10 Youth ages 13-19 110 Adults 25

Estimate the number of people to be served;

Children ages 0-5 ____ Youth ages 6-12 10 Youth ages 13-19 110 Adults _____

This is just for one school year. These can be used for multiple years. The impact can be far reaching because students may use it in their community.

Why is this project needed and important to your organization?

It would be nice to have many manikins so each student can have hands on practice. It impacts many people that we may be around some day in our community. This will give skills to many students who will help those who are hurt.

How will the project happen? List activities that will be done.

We will watch videos in Health class and stop the video to have hands on practice which helps us to learn. We will have scenarios in which we need to figure out what to do in each emergency. The hands on learning will help future generations and those in my community. We will also practice on the manikins how to use an AED.

When and **Where** will this project take place?

This project will take place each semester in Health class at Woodland Hills Academy. This will be done 2 times per year, every year.

PLEASE RETURN THIS FORM TO
Northland Foundation
202 W. Superior St., Suite 610
Duluth, Minnesota 55802
(218) 723-4040 (800) 433-4045 Fax: (218) 723-4048
info@northlandfdn.org • www.northlandfdn.org



Project Budget

Organization: Woodland Hills Academy

Project Name: Saving Lives with CPR

Implementation Time Line: From September To May (2 times yearly)

Budget Line Item (List each item separately)	KIDS PLUS Youth in Philanthropy (Not to exceed \$1,000)	LOCAL SUPPORT		TOTAL (Line Item)
		*Cash	**In-Kind	
1. 4 pack brown skinned baby manikins	\$ 426.00	\$	\$	\$ 426.00
2. 4 pack Adult Manikins	\$ 425.25	\$	\$	\$ 425.25
3. Adult Carrying case	\$ 45.00	\$	\$	\$ 45.00
4. 1 Pack Face Shield lung bag	\$ 21.95	\$	\$	\$ 21.95
5. 5 packs CPR practice face shields @ \$17.95 each	\$ 89.75	\$	\$	\$ 89.85
6.	\$	\$	\$	\$
7. 2 baby manikins	\$	\$	\$ 228.00	\$
8. 2 adult manikins	\$	\$	\$ 300.00	\$
9. Face wipes	\$	\$	\$ 10.00	\$
10.	\$	\$	\$	\$
11.	\$	\$	\$	\$
12.	\$	\$	\$	\$
Column Totals Total Each Column →	\$ 1007.95	\$	\$ 538.00	\$ 1007.95

Please explain the sources of cash and in-kind support listed above: _____

*CASH refers to funds donated by local businesses/civic groups/schools/churches/etc.; also fundraising efforts.

**IN-KIND refers to any supplies, staff time, use of space, or other non-cash contributions that are provided by your organization or others.

Crystal Goldman
215 North First Avenue East
Duluth, MN 55802

January 27th, 2016

Office of the Assistant Superintendent
Amy Starzecki
215 North First Avenue East
Duluth, MN 55802

Assistant Superintendent Starzecki,

I am writing for pre-approval to apply for a grant from the Duluth Public Schools Endowment Fund. If approved, this grant would provide funding for Android Tablets for students in the 2016-2017 Spanish Immersion Program at Lowell Elementary. In a language immersion setting, tablets can provide native speaker read e-books, recording abilities to monitor student oral language proficiency, and enhance language & mathematics skills through various applications available digitally.

By having tablets available in the classrooms, students and teachers are able to provide a variety of differentiated instruction in literacy & math centers, along with preparing students with technical skills. Students learn to use the devices to enhance their learning as well as creative thinking processes. Listed below is information about the grant as well as the March 1st, 2016 deadline.

<https://sites.google.com/site/duluthpublicschoolsfund/applications>

Grant application writer:

Crystal Goldman, Spanish Immersion & ELD Coordinator

Grant Amount Requested from Duluth Public Schools Endowment Fund:

\$2,000

Please let me know if you have any questions.

Sincerely,

Crystal Goldman

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Congdon Park 4th Grade Team
2. Contact Person (Responsible for Checklist Completion): Kathi Kusch-Marshall
3. Field Trip Date(s): March 23-25, 2016 Destination: Wolf Ridge Environmental Learning Center
4. Field Trip Overview (Include events, establishments and locations): Congdon Park 4th graders will arrive for lunch at WR 3/23/13. They will have an afternoon and evening class. We sleep at Wolf Ridge in the dorms. 3 classes plus meals on Thursday. Sleep at WR. Thur. Night. Fri : one class, head back after lunch arriving at school about 1:35
5. Field Trip Departure from School (Date and Time): 9:15am March 23rd, 2016
Field Trip Return to School (Date and Time): March 25th, 2016 approximately 1:35pm
6. Objectives of Field Trip: To provide an experiential learning opportunity to Congdon 4th grade students which will help meet the MN state standards in Science, Social Studies and Physical Education, develop teamwork skills, and provide a chance for personal growth for the students.
7. Relationship to Curriculum or Student Learning: Wolf Ridge classes are aligned with the MN state standards. Classes like Ojibwe heritage, Birds, Owl Pellets, @ Animal signs cover many science & Social Studies standards.
8. Planned Follow-up Field Trip Activities: Students journal while at WR. We do writing activities following the trip. We also tie it into technology, doing power points or movie maker videos.

9. Field Trip Budget Request

Estimated Expenses		
Total Admission/Fees (100 kids, 25 adults @ \$135 each)		\$16875
Total Meals (meals included)		\$ included
Total Lodging (lodging included in admission)		\$0 included
Total Transportation		\$1100.
<input type="checkbox"/> School District Vehicle(s)		
<input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____		
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____		
Total Additional Stipends: Snacks in evening		\$100
Other:		\$
Total		\$18075

Revenues		
District Budget	Code:	\$
Fundraising: calendar sales		\$9200
Donations		\$
Student & Chaperone Fees	Balance due after fundraising (\$3375 chaperone fees of this amt.)	\$7775
Total Additional Stipends:		\$1100 PTA
Total		\$18075

10. Reviewed/Completed Request Checklist: Yes No

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
 Not Approved

Name: Kathi Kusch Marcell
Date: 1-13-16

SUPPLEMENTAL TRIP ACTION

Principal: Approved
 Not Approved

Name: _____
Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended
 Not Recommended

Name: _____
Date: _____

Assistant Superintendent: Recommended
 Not Recommended

Name: A. S. Arndt
Date: 1/19/16

School Board: Approved
 Not Approved

Name: _____
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.

What to Bring (and not to bring)

Students and adults are responsible for bringing personal items and clothing, which is appropriate for the season. We want your stay at Wolf Ridge to be as pleasant and trouble free as possible. Please call Mr. Bushey (391-6299) if you have any questions or special requests. A suggested list follows:

Clothing

Rain gear
gym or hiking shoes
Several pairs of socks (4-6)
Warm jacket
Changes of outer clothing (pants/shirts)
Pajamas and slippers
Sweaters (2)
Changes of under clothing (3)
Hat and Gloves

Add for Winter:

Hat (ear muffs are not enough) (covers ears)
Two pair Mittens (warmer than gloves!)
Two pairs long underwear
Snow pants and winter coat
Snow boots are required in Spring

Do not Bring:

Radios or tape players, any electronics
Electric appliances (hair dryers, curling irons, shavers)
Plan on bringing used batteries home
Non-recyclable items
Chewing Gum – Food/snacks of any kind
Aerosol cans (insect repellent, hairspray, etc..)

Personal Gear

Sleeping bag and pillow
Towel, soap, and shampoo
Toothbrush and paste
Water bottle
Writing materials (journal, pencils)

Optional Personal Gear

Flashlight
Camera & film
Snowmobile suit
Store money (small bills)

<p>Note: weather is approximately four weeks colder than in Twin Cities.</p>

*Please pack as efficiently as possible. Sleeping bags/pillows in plastic garbage bag with name taped to bag. Use duffle bag or travel suitcase, preferably one bag and one plastic bag per student.

Itinerary:

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Wednesday, March 23rd, 2016

Leave Congdon School 9:15am March 23rd, 2016.

Arrive Wolf Ridge ELC @11:00am March 23th, 2016.

Orientation for group 11:20am

12:00pm lunch

1:15-4:15 First class

5:00 Dinner & ½ group goes to store

6:15-9:15 Evening Class & ½ group evening program

9:30 lights out for kids

Thursday, March 24th, 2016

7:00am Breakfast

8:15-11:15 Morning class

12:00 lunch

1:15-4:15 Afternoon class

5:00 dinner & other ½ of students to store

6:15-9:15 Evening class & other ½ of students night program

9:30-9:50 – campfire/show

10:00pm lights out

Friday March 25th, 2016

7:00am breakfast

8:15-11:00 morning class (cut a little short)

11:15 Those available load busses

11:30 Bag lunch in dorm lobby – wrap up by Wolf Ridge Staff

12:00 leave for Congdon School

@1:35 Arrive back at school – parents pick up kids. Bussers leave gear in their rooms – collect Monday.

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
9:15am _____	Leave school, arrive WR 11:00am, Lunch, _____
_____	_____
_____	See attached form for detailed itinerary
1:35pm _____	Return to School from Wolf Ridge _____

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

Signature of Contact Person: Kathi Kusel Marshall

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 (none)
- Arrange Meal Plans (all meals supplied by Wolf Ridge, two night-time snacks ordered by us)
- Arrange Lodging Plans and Room Assignments (Lodging East Dorm Wolf Ridge – specifics done in Feb.)
- Collect Family Emergency Information for Students (Green Sheets)
Example: Home phone numbers, emergency contacts, medical information
- Additional Information
Note: Provide any additional information.

Signature of Contact Person: Kathi Kusel Marshall



WOLF RIDGESM

ENVIRONMENTAL LEARNING CENTER

Assumption of Risk and Liability Release

Participant's Name: _____ Birth Date: _____

School/Group Name: _____

Participant is a: student parent teacher other _____

As a parent/guardian of the above named child in the above noted group at Wolf Ridge ELC, I acknowledge and am aware that this program involves certain inherent risks which I accept. These risks may include injuries relating to, but not limited to, walking on uneven trails with elevation gains of up to 500 feet in various weather conditions, canoeing (spring, summer and fall), cross country skiing and snowshoeing (winter), rock climbing and belaying, and participating in a high ropes course activity, weather and other peoples' actions. Following appropriate medical consultation, I hereby certify that my child is fully capable of participating in the activities. In the event of an emergency, I authorize treatment by school/group staff, Wolf Ridge staff, and emergency medical personnel.

Accordingly, I hereby release the above noted group and Wolf Ridge ELC, including all of their personnel, agents, affiliates, staff and directors, from any and all claims and liabilities with respect to injury, sickness, disease, loss or damage sustained by the above named child. This release applies to any and all liabilities to me or my estate, of any description, whether arising from ordinary negligence or otherwise, and whether involving fees and expenses of any kind. In the event that some other person or entity seeks compensation for these released liabilities, I, or my estate, will indemnify and hold harmless the above noted group and Wolf Ridge ELC for all sums incurred in response to that claim. This release is to be interpreted and enforced under Minnesota law.

I authorize Wolf Ridge ELC to use any photos and videos taken during the visit to Wolf Ridge in publicity materials for Wolf Ridge ELC.

Parent/Guardian Signature _____ Date _____

SIGNER NAME _____

ADDRESS _____

CITY _____

STATE _____ ZIP _____

EMAIL _____

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	Minnesota Department of Education	Jason Crane Director Special Services	Special Education: State Personnel Development Grant (SPDG) Year 1 and 2 (2015-2017)	\$320,000.00	The focus of the five-year State Personnel Development Grant (SPDG) project is the Part B State Systemic Improvement Plan (SSIP), to improve graduation rates for Black and American Indian children and youth with disabilities through the implementation of evidence-based practices (EBP). Due to the high concentration of Black and American Indian students with disabilities and some of the state's lowest graduation rates for these two groups, Duluth is one of four school districts MDE has identified as partners for the next phases of SSIP planning and EBP implementation.
2	National Society Daughters of the American Revolution (NSDAR)	Susan Mikel, 1 st Grade Teacher Lester Park	History Superstars!	\$323.46	Funds from this grant will be used to purchase informational Social Studies text books at the first grade reading level, which will be shared across the first grade level (three classrooms).
3	Northland Foundation	Ann Ek	Save Lives with CPR	\$500.00	Funds from this grant will be used to support the Saving Lives with CPR program.

OFFICIAL GRANT AWARD NOTIFICATION

GRANTEE INFORMATION

Organization Name
 Official with Authority Name/Title
 Address
 City/State/Zip (including 4 digits)
 Phone/Email

Duluth School District # 709
 William Gronseth, Superintendent
 215 North 1st Ave East
 Duluth, MN 55802
 218-336-8700/William.Groseth@isd.org

GRANTEE PROJECT STAFF

Program Contact Name
 Phone/Email
 Business Mgr./Accountant Name
 Phone/Email

Jason Crane, Special Education Director
 Jason.crane@isd709.org
 Peggy Blalock, Finance Manager
 Peggy.blalock@isd709.org

GRANT PROJECT TITLE

*Special Education: SPDG Year 1 & 2
 (Single Source)*

FUNDING/ENCUMBRANCE INFORMATION

EGRANT NUMBER (if applicable):

SWIFT Contract Number: 105083
 SWIFT Vendor Number: 0000194009
 Purchase Order Number: 3000012377 (FY16)

Funding Source/Legislative Authority: PL 108-466 Individual with Disabilities Education Act

DELETE lines below if not federal funding:

Federal Award #: H323A150010
 Federal Award Year: 2016
 Federal CFDA Number: 84.323A
 Grantee DUNS Number: 071501092

STATE FISCAL YEAR	2016	2017
Fund	3000	3000
FinDeptID	E373D230	E373D230
AppropID	E370662	E370662
Account	441402	441402
PC Bus Unit	E3701	E3701
Project ID	E370661501	E370661501
Activity ID	D	D
Source	REIMB	REIMB
Amount <i>(should equal total award)</i>	\$160,000.00	\$160,000.00

AWARD PERIOD

Start Date: 1/22/2016
 End Date: 09/30/2017

To fund year 1 and 2 of a 5 year single source grant.

ORIGINAL AWARD AMOUNT

\$ 320,000.00

OFFICIAL GRANT AWARD NOTIFICATION

MDE AUTHORIZED REP/PROGRAM

Name: Loraine Jensen

Division/Office #: R-10

Phone/Email: Loraine.jensen@state.mn.us

GRANT SPECIALIST

Name: Nyagatare Valens

Division/Office # K18

Phone/Email: nyagatare.valens@state.mn.us

TERMS OF ACCEPTANCE

This award is made with respect to the terms and conditions of the application materials for the identified grant project under which the grantee has an approved application and has agreed to the assurances, which are incorporated by reference herein. These materials are referred to as the "Application" throughout this Official Grant Award Notification (OGAN). By accepting this award the grantee agrees to comply with all provisions of the award including all assurances and certifications made in the Application and all applicable state or federal statutes, regulations and guidelines. The grantee agrees to administer the program in accordance with the approved Application, budget, timelines, and other supplemental information submitted in support of the approved Application. All terms not defined below are as set forth in the Application.

1. PURPOSE OF FUNDING/GRANT

The State Personnel Development Grant (SPDG) project will focus on our Part B State Systemic Improvement Plan (SSIP), to improve graduation rates for Black and American Indian children and youth with disabilities through the implementation of evidence-based practices. The project design lays out a five-year plan that will result in improving Minnesota's system of personnel preparation and professional development in educational, and transition services. Minnesota plans to use the SPDG grant to support the implementation of evidence-based practices (EBPs) as part of our SSIP. Internal and external stakeholders are in the midst of Phase I of SSIP implementation. This includes state and district data analysis, root cause and infrastructure analysis, and the identification of improvement strategies as well as a theory of action based on these analyses. Thus far, MDE has identified four school districts as partners for the next phases of SSIP planning and EBP implementation: Duluth, Minneapolis, Osseo, and St. Paul. These districts have a high concentration of Black and American Indian students with disabilities and some of the state's lowest graduation rates for these two groups.

2. PROGRAM REPORTING

Interim Progress Reports (IPR), summarizing grant activities and outcomes, including any data collected/requested related to the grant program, are due to MDE, as follows:

IPR must be received:

- a. by 07/15/2016 for activities occurring for the grant period of 01/01/2016-06/30/2016;
- b. by 03/15/2017 for the period 07/01/2016-02/29/2017;
- c. and by 10/15/2017 for the period 03/1/2017- 09/30/2017.

3. FINANCIAL REPORTING

Financial Reporting Forms (FRF) summarizing grant expenditures to date shall be submitted in the form and manner prescribed by MDE, as follows: 82

- a. FRF must be received every quarter reporting expenditures incurred for each quarter: January 15th for the 4th quarter, April 15th for the 1st quarter, July 15th for the 2nd quarter and October 15th for the 3rd quarter.
- b. If this grant goes beyond the state fiscal year end date of **June 30** or ends June 30 of that state fiscal year, all expenditures incurred through June 30 must be submitted by **July 15** of that same state fiscal year.
- c. Expenditures incurred on or after July 1 must be submitted on a new and separate FRF.
- d. Reimbursement of approved expenditures will be made based on expenditures reported on the FRF. Reimbursement for expenditures deemed allowable, allocable and reasonable will be made within 30 days of receipt of a request. Payments are subject to review of supporting documentation, if requested. The state reserves the right to withhold payment for any reimbursement request deemed to be in question of being allowable, allocable and reasonable, or for which adequate supporting documentation does not exist.
- e. Reimbursement requests may be submitted no more frequently than once per month and no less frequently than quarterly unless otherwise stated in this OGAN.
- f. Grantees must track the grant budget and record expenditures and reimbursement payments separately from their other organization budgets.

4. FINANCIAL RECONCILIATION/MONITORING AND SUPPORTING DOCUMENTATION

- a. A **financial reconciliation or desk review** of reported expenditures to supporting documentation will occur at least once during the award period on grants that exceed \$50,000. MDE will request supporting documentation for review and reconciliation of at least two (2) budget line item expenditures based on a financial reporting form (FRF) submitted by the grantee.
- b. In the event a **monitoring visit(s)** is required by MDE, the grantee shall cooperate with MDE and shall comply with MDE's request for documentation and other information, before, during and/or after the visit(s).
- c. Financial documentation to support expenditures incurred under this award must be maintained by the grantee and provided to MDE upon request.

5. FINAL PROGRAM AND FINANCIAL REPORTING

Final Program and Financial Reporting Forms are due respectively 10/15/16 (for Year 1) and 10/15/17 (for Year 2) each year. Final reporting may include, but is not limited to, the following items:

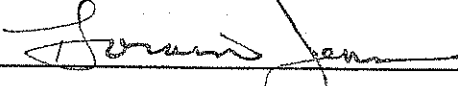
- a. A final program report summarizing activities completed, as requested by MDE, along with supporting data requested by the program staff or federal or state funding.

8. OTHER

In case year 2 is approved for continuation, workplan and budget would be due to MDE by 83
August 15, 2016

MDE SIGNATURES:


I, the Authorized Representative, acknowledge by signing below that I have reviewed all documentation and documents related to this award to ensure that adequate oversight and appropriate internal controls to properly administer grant funds have been measured.

Loraine Jensen  1-14-16
Authorized Representative Name and Signature Date

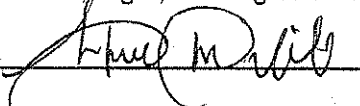
I, the Division Director, by signing below verify that agency policies and procedures were followed in the awarding of this grant and do hereby approve this award and attest to the Authorized Representative's review of said documentation and documents related to this award.

Robyn Widley  1/14/16
Division Director Name & Signature Date

I hereby certify that funds have been encumbered as required by Minnesota Statute Sections 16A.15 and 16C.05. (Signature is for current fiscal year only.)

Jennifer A. Buty  1/15/16
Encumbrance Agent Name & Signature Date

As representative of the Minnesota Department of Education, I hereby certify that this award notification and release of funds are therefore approved, legal, binding and valid.

Steve Dibb  1/19/2016
Authorized Representative Name & Signature Date

From: Rebecca Butler <rebecca@reltub.us>
Date: Tue, Jan 19, 2016 at 4:52 PM
Subject: Re: DARS Grant
To: Susan Mikel <susan.mikel@isd709.org>

Susan,

I am wondering what would be a good time to deliver your grant check to you. Would either Tuesday or Thursday work next week?

On Oct 28, 2015, at 11:45 AM, Susan Mikel <susan.mikel@isd709.org> wrote:

Hello Rebecca,
Attached is a DARS Grant Request and a supporting quote of materials. Please let me know if you need anything else from me.
Thank you,
Susan Mikel

--

Susan Mikel
Lester Park Elementary
First Grade

Confidentiality Notice: This E-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply E-mail and destroy all copies of the original message.

GRANT APPLICATION

Subject for grant proposal {select one}- **American History**

Applicant: Susan Mikel

School: Lester Park

Date: October 14, 2015

Title of Grant Proposal: History Superstars!

Identify Need:

As first grade teachers, we struggle at times to meet standards that need to be covered within the Social Studies strand due to the lack of such text at a readable level for our beginning readers. First graders face a unique challenge because in essence, first graders need to learn to read and read to learn at the same time. We lack informational Social Studies text that is at a level first graders are reading at independently and/or instructionally in order to give them repeated experience with the information. Such lack of readable text minimizes their opportunity to build connections and relationships with the content.

Individuals/Groups/Grade Levels Involved:

This project would be sustainable to be repeated for many years, impacting countless numbers of first graders. In this current academic calendar year approximately 80 first graders would be impacted.

Project Goals/Objectives:

To address the described need above, I would like to begin to create a leveled collection of informational text for first grade classrooms within our Social Studies strands. By having a leveled collection of text, students will have the opportunity to read at their developmentally appropriate reading level thereby optimizing their opportunity to learn and master the new information, while they are gaining and applying reading skills. Having leveled readable text will allow first graders to make connections and build relationships with the content. The Steps to Literacy company offers several collections of Social Studies text within first grade reading levels. Collections include topics such as American Symbols, American Holidays, and Historical Then and Now Comparisons of Family, Transportation, Communication, Buildings, School, and Work.

Brief description of impact on Patriotism and understanding of American History of Conservation:

Through the use of leveled text, difficult subject matter can be mastered and internalized by first graders. Historical information of people, civic responsibilities, people, culture and changes that happen over time can be better understood with the use of appropriate text that youngsters can relate to and apply to their everyday life.

Estimated total budget request from NSDAR with breakdown of use:

Collections of texts:

American Symbols (15 books) \$86.85 American Holidays (12 books) \$80.85

Family Life- Then & Now Level H (15 books) \$89.85

Then & Now Level I (15 books) \$101.85

Total : \$359.40 Less 10% discount , free shipping- **Total \$323.46**Principal Signature *Sue Gehra***Thank you for consideration of this grant request.****Susan Mikel****First Grade Teacher****Lester Park School**



Estimate

Invoice #: SQ0627

87

Steps To Literacy
P.O. Box 6737
Bridgewater, NJ 08807
Tel: 800.895.2804
M-F 8am-5pm EST



Bill To:

Independent School District 709
Attn: Accounts Payable
5300 Glenwood St
Duluth, MA 55804

Ship To:

Lester Park Elementary
Attn: Susan Mikel
5300 Glenwood St
Duluth, MA 55804

Notes

- 1. Estimate Valid for 90 Days
- 2. Please Reference Quote #SQ0627 When Ordering

Item #	Number / Description	Unit Price	Qty Ordered	Total Price
1	9781595647191 - Welcome Books American Symbols: Variety Pack	\$ 28.95	3	\$ 86.85
2	9781608812561 - American Holidays: Variety Pack	\$ 26.95	3	\$ 80.85
3	9781609231231 - Family Life, Then And Now: Variety Pack	\$ 29.95	3	\$ 89.85
4	9781600154362 - Then And Now: Variety Pack	\$ 33.95	3	\$ 101.85
5	Subtotal	\$ 359.40	1	\$ 359.40
6	10% Complimentary Discount - 10% Complimentary Discount	-\$ 35.94	1	-\$ 35.94
7	Free SH - Free Shipping & Handling	\$ 0.00	1	\$ 0.00

Remit Payment To:

Steps To Literacy
P.O. Box 6737
Bridgewater, NJ 08807

Send Returns To:

Steps To Literacy
4 Easy St.
Bound Brook, NJ 08805

Terms: NET 30

Date: October 23, 2015

SubTotal: \$ 323.46

Sales Tax: \$ 0.00

Paid: \$ 0.00

Balance: \$ 323.46

January 26, 2016

Project # 16-16770⁸⁸

Ann Ek
Woodland Hills Academy - ISD #709
110 West Redwing Street
Duluth, MN 55803

Dear Ann Ek:

I am pleased to inform you that the Northland Foundation's *KIDS PLUS Youth in Philanthropy Board* has reviewed your proposal for the **Saving Lives with CPR** and has approved a grant of **\$500.00** for the period (01/01/2016 to 05/31/2016) to **Duluth Public Schools, ISD #709** acting as Fiscal Agent for **Woodland Hills Academy - 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. Your grant was made with funding support from Minnesota Power. Please take a few minutes to send a special "thank-you" to Aimee Curtis, Foundation Director, Minnesota Power, 30 West Superior Street, Duluth, MN 55802.

The Agreement of Grantee is attached for your review. If you agree with the conditions presented, please have it signed by the authorized official.

The Northland Foundation has implemented an Electronic Funds Transfer process (electronic checks) for grant payments. Enclosed is an ACH Credit Authorization Agreement form to be completed with the grantee organization or fiscal agent organization bank account information.

Please return the signed Agreement of Grantee and ACH Credit Authorization forms immediately to the Northland Foundation via email (scanned copies), fax (218-723-4048), or USPS (hard copies) in order for our accounting department to release your payment from Republic Bank.

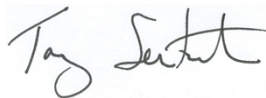
The Northland Foundation will implement a full payment schedule for this grant. If all of the grant conditions are met, this payment will be distributed in the sum of **\$500.00 on 03/01/2016**.

The Northland Foundation will be making public news releases through the regional media regarding all of the *KIDS PLUS Youth in Philanthropy* grant awards. Please utilize your community media resources to announce receipt of these funds to your project. The Northland Foundation and Minnesota Power 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 activities, outcomes, and financial expenditures of your project. We will expect this report from you by: **05/31/2016**. Please provide us sufficient narrative to describe the activities and impact of your project. For your convenience, the reporting form is available on-line at www.northlandfdn.org/Grants/ReportingForms. The completed report can be submitted electronically to carole@northlandfdn.org.

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

Sincerely,



Tony Sertich
President

Attachments
cc: Carole Saylor



AGREEMENT OF GRANTEE

As a condition of a total grant of **\$500.00** from the Northland Foundation's KIDS PLUS *Youth in Philanthropy Board* to **Duluth Public Schools, ISD #709** acting as fiscal agent for **Woodland Hills Academy - ISD #709** to support the ***Saving Lives with CPR*** project, the undersigned agrees:

1. To use the funds only for the designated purpose as described in the grant notification letter dated 01/25/2016 and to notify the Northland Foundation of and obtain its consent to any substantial deviations from said grant application.
2. To maintain its books and records to show, and separately account for, the funds received under this grant, and to maintain records of expenditures adequate to identify the purposes for which grant funds have been expended.
3. To permit the Northland Foundation, at its request, to have complete access to the grantee's files and records for the purpose of making such financial audits, verifications, and investigations as it deems necessary concerning the grant, and to maintain such files and records for a period of at least four years after completion or termination of the project.
4. To repay to the Northland Foundation any portion of the grant which is not used for the purposes specified herein or in the grant application.
5. To not use the funds for any purpose prohibited by law, and to immediately notify the Northland Foundation of any lawsuit or any proceedings before any federal, state, or local administrative agency, which may be initiated against it.
6. To submit progress reports to the Northland Foundation, detailing activities and progress in accomplishing the objectives of the project, as well as all expenditures made in administration of the grant, as requested by the Northland Foundation staff.
7. Upon completion of the period for which funds were granted, to submit a detailed final report of the activities carried out under the grant, a final expenditures report, and an evaluation of what has been accomplished by the project.
8. That the total amount of this grant, or any payment thereof, may be discontinued, modified or withheld at any time when, in the judgment of the Northland Foundation, such action is necessary to comply with requirements of the law.

Name of Organization or Fiscal Agent

Authorized by Organization
(Administrator, Officer, Board Chair, Superintendent)

Date

Project # 16-16770



ACH Credit Authorization Agreement for automatic deposits

GRANT # 16-16770

Please complete and return to the Northland Foundation

Contact Name

Contact email address

Organization Name (Grantee)

Contact Phone Number

Fiscal Agent Name/Contact Name/Phone Number (if acting as fiscal agent for Grantee)

Financial Institution

Account Name

Financial Institution - Street Address

Financial Institution - City/State/Zip

Bank Routing Number

Account Number at Financial Institution

<input type="checkbox"/> Savings Account	<input type="checkbox"/> Checking Account
--	---

I authorize Northland Foundation and the financial institution listed above to initiate electronic monthly payment credit entries, and if necessary, debit entries for adjustments to any credit entries in error to above named account. We will contact you before any adjusting entries are made. This authority will remain in effect until I have cancelled it in writing or for the duration of the Grant.

Authorized Signature / Title

Date

Please attach voided check here:

Northland Foundation
 202 W. Superior St. #610
 Duluth, MN 55802
 (218)723-4040
 Fax: (218)723-4048
 1-800-433-4045
www.northlandfdn.org



6190—Homebound Instruction

~~A student who has not completed high school but who is physically or emotionally ill is eligible for homebound instruction, either in a hospital or at home. A physician's referral is necessary to certify that the student will be absent from school for a minimum of fifteen (15) school days. The initial referral for instruction comes to the homebound office from the school nurse or principal, is then certified by the physician before assignment of a homebound instructor.~~

~~A licensed teacher will be assigned to the student. The homebound teacher receives assignments, books, and teaching materials from the student's home school. Although the homebound teacher does the teaching, the class assignments come from the student's home school. Grades, attendance, and subject matter covered are electronically recorded at the student's school by the homebound instructor.~~

~~The homebound teacher must understand the nature of the student's illness, his/her ability, and his/her progress in regular school classwork. All information must be dealt with in a confidential manner.~~

~~A homebound student will be provided five (5) hours of homebound instruction each week, one hour of tutoring being legally equivalent to one day of classroom attendance. The Director of School Operations or the Director of Special Services may authorize homebound instruction for special cases other than physical or emotional illness.~~

~~Reference: MSA 120.17~~

~~Adopted: 06-09-70 ISD 709~~

~~Revised: 06-20-95~~

~~————— 06-21-05 ISD 709~~

Deletion: Second Reading 02/23/2016

6050—School Calendar

The length of the school year shall be determined by the School Board upon recommendation of the Superintendent and the Calendar Committee, which includes DFT, community, PTSA, Transportation, Human Resources, Staff Development, Communications, Curriculum, private school, parochial school, principal, School Board, and Early Childhood representatives.

References: MS 120A.40

~~MS 120A.42~~

~~Adopted: 06-09-1970 ISD 709~~

~~Revised: 06-20-1995~~

~~08-17-2004 ISD 709~~

Deletion: First Reading 02/23/2016

Replaced by MSBA Policy 602

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.
- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.
1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minn. Stat. § 123A.30, § 123A.32, or § 123A.35 with a school district that qualifies under Section III.B.1.
 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations ~~through a meet and confer process~~ **including the labor-management process.**

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

Replacing: 6050

First Reading: 02-23-2016

Legal References: Minn. Stat. § 120A.40 (School Calendar)
 Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
 Minn. Stat. § 120A.415 (Extended School Calendar)
 Minn. Stat. § 120A.42 (Holidays)
 Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
 Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
 Minn. Stat. § 123A.30 (Agreements for Secondary Education)
 Minn. Stat. § 123A.32 (Interdistrict Cooperation)
 Minn. Stat. § 123A.35 (Cooperation and Combination)
 Minn. Stat. § 124D.11, Subd. 9 (Revenue for Results-Oriented Charter School)
 Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
 Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

January 25, 2016

Amy Starzecki
Independent School District 709
215 N 1st Ave E
Duluth, MN 55802

Dear Ms. Starzecki,

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 his/her diploma from the school listed.

NAME OF GRADUATE

Adam Michael Berg

SCHOOL ON DIPLOMA

Denfeld High School

GRADUATION DATE

1/22/2016

Please send diploma to Kim LeDoux at the Area Learning Center, Room 101

Adrian Norman
 Principal

Kimberly LeDoux
 Administrative Assistant
 Area Learning Center

January 25, 2016

Amy Starzecki
Independent School District 709
215 N 1st Ave E
Duluth, MN 55802

Dear Ms. Starzecki,

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 his/her diploma from the school listed.

NAME OF GRADUATE

Jacob B Dahlgren

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

11/26/2015

Please send diploma to Kim LeDoux at the Area Learning Center, Room 101

Adrian Norman
 Principal

Kimberly LeDoux
 Administrative Assistant
 Area Learning Center

January 25, 2016

Amy Starzecki
Independent School District 709
215 N 1st Ave E
Duluth, MN 55802

Dear Ms. Starzecki,

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 his/her diploma from the school listed.

NAME OF GRADUATE

Jordan D. Ford

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

11/18/2015

Please send diploma to Kim LeDoux at the Area Learning Center, Room 101

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center



2/4/2016

Amy Starzecki
Independent School District 709
215 N 1st Ave E
Duluth, MN 55802

Dear Ms. Starzecki,

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 his/her diploma from the school listed.

NAME OF GRADUATE

Nathaniel W Holmes

SCHOOL ON DIPLOMA

GRADUATION DATE

Duluth Public Schools

1/21/2016

Please send diploma to Kim LeDoux at the Area Learning Center, Room 101

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

January 25, 2016

Amy Starzecki
Independent School District 709
215 N 1st Ave E
Duluth, MN 55802

Dear Ms. Starzecki,

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 his/her diploma from the school listed.

NAME OF GRADUATE

Zachary Thomas Hyatt

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

1/6/2016

Please send diploma to Kim LeDoux at the Area Learning Center, Room 101

Adrian Norman
 Principal

Kimberly LeDoux
 Administrative Assistant
 Area Learning Center

January 25, 2016

Amy Starzecki
Independent School District 709
215 N 1st Ave E
Duluth, MN 55802

Dear Ms. Starzecki,

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 his/her diploma from the school listed.

NAME OF GRADUATE

Stacy Jeanmarie Larson

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

12/23/2015

Please send diploma to Kim LeDoux at the Area Learning Center, Room 101

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

2/4/2016

Amy Starzecki
Independent School District 709
215 N 1st Ave E
Duluth, MN 55802

Dear Ms. Starzecki,

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 his/her diploma from the school listed.

NAME OF GRADUATE

Francisco Sky Lugardo

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

1/21/2016

Please send diploma to Kim LeDoux at the Area Learning Center, Room 101

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

January 21, 2016

Amy Starzecki
Independent School District 709
215 N 1st Ave E
Duluth, MN 55802

Dear Ms. Starzecki,

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 his/her diploma from the school listed.

NAME OF GRADUATE

Maya C Snodgrass

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

1/6/2016

Please send diploma to Kim LeDoux at the Area Learning Center, Room 101

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

2/4/2016

Amy Starzecki
Independent School District 709
215 N 1st Ave E
Duluth, MN 55802

Dear Ms. Starzecki,

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 his/her diploma from the school listed.

NAME OF GRADUATE

Grant R Stark

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

2/2/2016

Please send diploma to Kim LeDoux at the Area Learning Center, Room 101

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

January 21, 2016

Amy Starzecki
Independent School District 709
215 N 1st Ave E
Duluth, MN 55802

Dear Ms. Starzecki,

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 his/her diploma from the school listed.

NAME OF GRADUATE

Moreno Mighel Waloke

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

1/7/2016

Please send diploma to Kim LeDoux at the Area Learning Center, Room 101

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center