

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, March 22, 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) Duluth Public Schools Innovation Department Demonstration

Tammi Wilkins, Duluth Public Schools Innovation Coordinator, shared two free and simple formative assessment tools used by many of our teachers. This interactive demonstration included tools called Plickers and Kahoot.

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

B. Regulations

1) 5025R - Attendance Regulation - Deletion

7

In moving to the MSBA Model Policies administration is recommending the deletion of Regulation 5025R which will be replaced with Regulation 503R.

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

2) New Regulation 503R - Student Attendance

8

Attached is Regulation 503R - Student Attendance. This regulation would replace current regulation 5025R.

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

C. Grant Applications

1) Duluth Public Schools Endowment Fund Grant Application

10

Crystal Goldman, Spanish Immersion and ELD Coordinator, has submitted 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 Critical literacy books (in Spanish) that promote social justice for the Lowell Elementary School library.

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

2) Duluth Superior Area Community Foundation Grant Application 11

Susan Mikel, First Grade Teacher, has submitted a grant application to the Duluth Superior Area Community Foundation in the amount of \$648.00. If awarded, funds will be used support the “Author Spotlight” project at Lester Park Elementary School . The "Author Spotlight" project will introduce first grade students to the work of successful yet unfamiliar authors and give them the opportunity to delve into an author’s life and work though the integration of text, writing, media, and the arts.

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

2. Action Items

A. Extended Field Trip Requests

- 1) A Delegation of Duluth Public Schools High School Staff and Students will be traveling to the High School Attached to Dalian University of Technology in Dalian, China, from June 13-29, 2016. This is a continuation of an International Mandarin Language Cultural Exchange. Liang-Pi Yang and Laurie Knapp were available to share information and answer any questions. 13
- 2) Business and Personal Finance students from Duluth East High School traveled to the Business Professionals of America Spring Leadership Conference in Minneapolis, Minnesota from March 10-12, 2016. This trip provided students with the opportunity to demonstrate workplace skills learned through business education. 19
- 3) Fifth grade students from Lester Park Elementary School traveled to the Wolf Ridge Environmental Learning Center in Finland, Minnesota from March 11-13, 2016. This trip provided students with an experiential learning opportunity, which will help them develop teamwork skills and provide a chance for personal growth. The trip was organized by parents, financed through fund raising activities and student/chaperon fees and took place outside of the regular school schedule. 24

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

B. Presentation Items Requiring Approval

1) Duluth Head Start Enrollment Reduction Proposal 31

Duluth Head Start has written a proposal to use a provision in the Head Start Act that allows programs to lower their funded enrollment while retaining monies attached to those students. A similar proposal was

successful in 2010. Briefly, an enrollment reduction of 16 students, would reflect a savings of roughly \$75,000. The savings would be used to increase family advocate time, pay for mental health consultants and offset the cost of increases in wages and salaries. Duluth Head Start has also employed an Enrollment Action Plan for the past year, as they have been under-enrolled. Kathy Benson, Enrollment Coordinator, was present to answer questions regarding the Duluth Head Start Enrollment Reduction Proposal to Reduce Enrollment by 16 Slots as per ACF-IM-HS-08-03.

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

2) Health and Physical Education Curriculum Adoption

Sandra Chesley, Health and Physical Education Curriculum Content Specialist, gave an overview of the proposed Health and Physical Education Curriculum Adoption 2015-2016.

a. Health Adoption for Elementary and Secondary School: The K-12 Health Committee has completed the curriculum review process for Elementary and Secondary Health. As a result of this extensive review process, which included curriculum writing, reviewing/aligning benchmarks, and evaluating materials from several vendors, it was determined that the best components required for Health Curriculum delivery as well as content literacy will be as follows:

K-5 Health Proposal - Continue writing curriculum that is aligned to current standards and develop lesson plans: Two teachers per grade level K-5. Total Cost of K-5 Health Proposal: \$20,000

8-12 Health Proposal - Purchase of textbooks and CPR manikins. Total cost of 8-12 Health Proposal: \$27,000

Total for Health Curriculum Adoption: \$47,000

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

b. Physical Education Adoption for K-12: Minnesota has adopted the National Standards for Physical Education which were developed by the National Association for Sport and Physical Education (NASPE) in 2004. Minnesota State Statute 120B.021 requires districts to adopt the National Standards for Physical Education. As a result of work through curriculum writing, aligning standards to the National Standards for Physical Education, doing a physical inventory, and reviewing materials through various vendors the following is the proposal for the Physical Education Adoption: 39

K-5 Elementary Physical Education Proposal - Purchase of new equipment to replace and supplement current equipment available: Approximately 1400 equipment items for 11 elementary PE programs. Total cost of K-5 Elementary Physical Education Proposal: \$59,000

6-8 Middle School Physical Education Proposal - Purchase of new equipment to replace and supplement current equipment available: Approximately 700 equipment items for 4 middle school PE programs. Total cost of 6-8 Middle School Physical Education Proposal: \$40,000

High School Foundations of Fitness, Personal Wellness, and CITS Physical Education Proposal - Purchase of new equipment to replace and supplement current equipment available: Approximately 1025 equipment items for 4 high school PE programs. Total cost of 9-12 High School Physical Education Proposal: \$67,000

Total for Physical Education Curriculum Adoption: \$166,000

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

3) Achievement and Integration FY17 Budget 42

William Howes, Coordinator, Office of Education Equity, presented the Achievement and Integration FY17 Budget for review and approval.

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

C. Grant Awards

1) Resolution E-3-16-3346 - Acceptance of Grant Awards to Duluth Public Schools 44

Attached is Resolution E-3-16-3346 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve the grant awards from the following organizations:

- Minnesota School Social Workers Association - Social Skills Anger Management Training Program

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-3-16-3346 - Acceptance of Grant Awards to Duluth Public Schools.

D. Policies

1) 6050 - School Calendar - Deletion 46

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 - second reading.

2) New Policy 602 - Organization of School Calendar and School Day 47

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

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

3) 5025 - Attendance Policy - Deletion 49

In moving to the MSBA Model Policies administration is recommending the deletion of Policy 5025 which will be replaced with MSBA Policy 503.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 5025 - first reading.

4) New Policy 503 - Attendance Policy 55

Attached is MSBA model policy 503 - Attendance, for the first reading. This policy would replace the current policy 5025.

Recommendation: It is recommended that the Duluth School Board approve Policy 503 for the first reading.

E. Data Sharing Agreements 65

It is requested that the following organization be granted access to the Student Information System to support District functions from February 1, 2016 to June 30, 2016:

- Minnesota State University, Mankato

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

1) Other Action Items

- a. Request for Suspension of Policy 6160 - Field Trips and Resolution E-11-10-2826 - Waiving Liability on Foreign Travel With the Exception of Canada 69

Administration is requesting to suspend Policy 6160 - Field Trips and Resolution E-11-10-2826 - Waiving Liability on Foreign Travel With the Exception of Canada, to allow a delegation of Duluth Public Schools staff and students to travel to Dalian, China as a District sponsored activity from June 13, 2016 through June 29, 2016.

Recommendation: It is recommended that the Duluth School Board accept and approve the suspension of Policy 6160 - Field Trips and Resolution E-11-10-2826 - Waiving Liability on Foreign Travel With the Exception of Canada.

F. Diploma Requests

72

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

- Paul Edward Werdier III - February 8, 2016
- Alexander David Hawkinson - February 24, 2016
- Nickolas Allen Wilson - March 4, 2016

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

3. **Future Items**

- **Policy Updates**
- **Secondary Programming Structure**
- **Technology Innovations**

~~5025R—Attendance Regulation~~

Official Records

The official attendance record will be kept by the attendance office.

Policy Dissemination

In addition to the required distribution of the Attendance Policy, condensed versions shall appear in Student Handbooks/Calendars.

Supplementary Building Regulations

Each building shall develop and submit individual building regulations to the Superintendent annually.

These building regulations shall include but not be limited to:

1. Methods of notifying parents.
2. Unique building procedures for unexcused absences.
3. Provisions for making up work as a result of excused absences.
4. Experimental/pilot programs to improve/reward attendance.
5. Other procedures deemed necessary for adherence to the Attendance Policy.

Senior High School Reports

Within one week following the close of each semester, senior high schools shall report to the Director of School Operations the names of students whose class schedules during the preceding semester dropped below five (5) classes.

Co-Curricular Participation

It is not the intent of the Attendance Policy to discourage co-curricular activities; however, individual students must comply with the fifteen (15) maximum absence rule. Administrators and activities sponsors will be encouraged to schedule co-curricular events so as to minimize students' absences from classes.

Notifications to Parents

As prescribed in the Attendance Policy, parents will be provided information by telephone, e-mail or U.S. mail relative to:

1. Tardiness.
2. Fifteen (15) maximum absence rule.
3. Unexcused absence.
4. Loss of credit.

Approved: ~~07-11-1989 ISD 709~~

Revised: ~~06-20-1995~~

~~05-17-2005~~

~~06-21-2005 ISD 709~~

Deletion: 03/22/2016

Replaced by: 503R

503R STUDENT ATTENDANCE REGULATION

I. OFFICIAL RECORDS

The official attendance record will be kept by the attendance office.

II. SUPPLEMENTARY BUILDING REGULATIONS

Any individual building regulations developed by schools must be submitted to the Superintendent annually.

III. ATTENDANCE PROCEDURES AND PARENT NOTIFICATION

A. Elementary (K-5)

1. Any time a student is absent without prior notification, parents will receive a phone call from the school indicating the child has been absent.
2. After three (3) unexcused absences parents will receive a letter informing them of absences and possible consequences for continuation of unexcused absences.
3. After seven (7) unexcused absences, a student is deemed in educational neglect and the school attendance officer or other designated school officials will take appropriate action which may include a request to county social services.
4. After eleven (11) **excused and unexcused absences**, the students and family may be required to attend a meeting with administration, develop an attendance contract and/or be required to submit medical documentation for future absences in order to be excused.

Elementary School Tardiness

A student is considered tardy up to fifteen (15) minutes late for the morning or afternoon section. If a student arrives to either section more than fifteen (15) minutes late, the student is considered absent for the section.

B. Middle School (6-8)

1. Any time a student is absent without prior notification parents will receive a phone call from the school indicating the child has been absent.
2. After three (3) unexcused absences the parent/guardian will receive a letter informing them of absences and possible consequences for continuation of unexcused absences.
3. After seven (7) unexcused absences the student is deemed truant, the parent/guardian will receive a letter informing them of the absences, the student will be referred to the Truancy Action Project (TAP) advocate.

4. After fifteen (15) unexcused absences a student, the school attendance office or other designated school officials will take appropriate action which may include:
 - Student attendance contract
 - Mediation Contract through St Louis County court
 - Truancy referral to the Student Attendance Review Board (SARB)
 - Truancy court ticket issued by St Louis County Court.

Middle School Tardiness

A student is considered tardy up to 10 minutes late for a class. After 10 minutes a student is considered absent. When a student has accumulated three (3) unexcused tardies per course, disciplinary action may occur.

C. High School (9-12)

1. Any time a student is absent without prior notification, parents will receive a phone call from the school indicating the child has been absent.
2. After three (3) unexcused absences parents will receive a letter informing them of absences and possible consequences for continuation of unexcused absences.
3. After (5) unexcused absences a student will be placed on an attendance contract, student may receive an Incomplete for the course.
4. After seven (7) unexcused absences, a student is deemed truant and the school attendance officer or other designated school officials will take appropriate action which may include a request to county attorney (503-4) to file a petition with the juvenile court, pursuant to Minnesota statutes.
5. After a student accumulates nine (9) unexcused absences in a course, a student will lose credit for the course.

High School Tardiness

A student is considered tardy up to 10 minutes late for a class. After 10 minutes it is considered absence. Three (3) unexcused tardies will equal one (1) unexcused absence.

Replacing: 5025R 3/22/2016

Crystal Goldman
215 North First Avenue East
Duluth, MN 55802

February 24th, 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 Critical literacy books (in Spanish) for the Lowell Elementary School library that promote social justice. Critical literacy uses reading texts to teach social justice by caring for & respecting all people, and examining multiple perspectives. 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
Spanish Immersion Specialist & ELD Coordinator
Duluth Public Schools

From: **DSA Community Foundation** <no-reply@gdg.do>
Date: Mon, Feb 29, 2016 at 8:51 PM
Subject: Grant Request Received: DSACF
To: susan.mikel@isd709.org

Dear Susan Mikel,

Thank you for submitting your request to the Duluth Superior Area Community Foundation for the Spotlight Authors program/project.

The steps for the review process are as follows:

- First, DSACF staff will review the application for completeness.
- DSACF staff will then carry out a due diligence process followed by a thorough review of the application.
- Following that, your application will be presented to the appropriate committees for their decisions regarding funding.
- Finally, approval/denial will be made by the Community Foundation Board of Trustees.

As a general rule, this process of review takes nearly three months. For some funds there are additional steps, and this may delay the process slightly. In all cases, DSACF staff will contact applicants via US Mail with the result of the board's decision.

As always, with this process, we invite you to contact us with any questions or comments.

Sincerely,

Community Philanthropy Department - Kursula & Keri

grantsinfo@dsacommunityfoundation.com

Duluth Superior Area Community Foundation
Zeitgeist Arts Building Suite 302
222 East Superior Street
Duluth, MN 55802
[218-726-0232](tel:218-726-0232)

I have submitted a grant request to the Community Foundation. I have also notified my principal of submission. The grant request is through the Duluth Public Schools Fund. It is called Spotlight Authors with a request of \$648.00. There are no matching funds requests and or assistance needed from the district as far as assessment, in kind services or reporting. If grant is received, final reporting will come from me.

Brief Description from the grant request- The "Author Spotlight" project will introduce first grade students to the work of successful yet unfamiliar authors and give them the opportunity to delve into an author's life and work through the integration of text, writing, media, and the arts.

Each month, based on preliminary survey data completed with the first graders, a relatively unknown author to the group will be chosen to be highlighted. The author's work will be shared with students through a station within the classroom through which students will rotate. The author's text features, voice and style will be examined with the whole group while students read and listen to multiple samples of the author's work both in whole and small group instruction. Research into the author's real life will be completed with students recording author facts and connections between texts and their personal lives into a student anthology. In closure, all students will participate in a culminating project representative of the author's work. Culminating projects may include activities such as the creation of a class book modeling the author's style or integration of characters, creation of a poster highlighting the author's life and work, participating in a book share with kindergarten buddies, the development of a timeline about the author, highlighting the author on our classroom door, dramatizing a scene from a book, writing a fan letter to the author, or incorporating a character from the author's work into a new story.

Susan Mikel

Lester Park Elementary
First Grade

DISTRICT 709 FIELD TRIP REQUESTS

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

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

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

DEFINITIONS:

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

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

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

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: [Signature]
 Not Recommended Date: 1/19/2010

Assistant Superintendent: Recommended Name: [Signature]
 Not Recommended Date: 2/26/10

School Board: Approved Name: _____
 Not Approved Date: _____

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

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: District ISD 709 Cultural Exchange
2. Contact Person (Responsible for Checklist Completion): Liang-Pi Yang (Laure Knapp - Chaperone)
3. Field Trip Date(s): June 13 - June 29 Destination: Dalieson China
4. Field Trip Overview (Include events, establishments and locations):
Host Families cultural exchange + Dalieson High school will develop
schedule itinerary
5. Field Trip Departure from School (Date and Time): June 13, 2016
Field Trip Return to School (Date and Time): June 29, 2016
6. Objectives of Field Trip: Mandarin Language Cultural Exchange
7. Relationship to Curriculum or Student Learning: Mandarin International study
8. Planned Follow-up Field Trip Activities: Exchange Trip in September, 2016
9. Field Trip Budget Request: (students will pay their own way)

Estimated Expenses		
Total Admission/Fees		\$
Total Meals	<u>Host Families</u>	\$
Total Lodging	<u>Host Families</u>	\$
Total Transportation		\$
<input type="checkbox"/> School District Vehicle(s)		
<input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: <u>Bizco / per person</u>		
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____		
Total Additional Stipends:		\$ <u>N/A</u>
Other:		\$
Total		\$

Revenues		
District Budget	Code:	\$
Booster Group		\$
Donations		\$
Student Fees		\$
Total Additional Stipends:		\$
Total		\$

N/A

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

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

- Develop and Communicate Student Discipline Expectations
- Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- Collect Parent/Guardian Permission for Student Participation in Field Trip (include request for special information - i.e. allergies, medications, special needs.)
- Gain Access to Cell Phone for Field Trip (*Individual phone with wechat*)
- 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) *Host Families*
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
<u>Daily</u>	<u>Dalian High School.</u>
_____	_____
_____	_____
_____	_____

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

Signature of Contact Person: *Liang-mi Guo* 1/19/16

FIELD TRIP REQUEST CHECKLIST - Extended Trip Only
DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person: *Liang-mi Guo* 1/19/16

课程安排 Schedule for Classes

汉字书写 (软笔)	Calligraphy
汉语日常用语	Everyday Expressions in Chinese
中国传统绘画艺术	Chinese Traditional Art
中国城市及名胜古迹	Introduction of Chinese Cities and Places of Interest
中国传统美食	Introduction of Chinese Traditional Food
太极拳	Tai Chi
汉语日常用语	Everyday Expressions in Chinese
中国传统手工艺制作	Chinese Traditional Handicraft
美国人在大连	Americans in Dalian
中国音乐赏析	Appreciation of Chinese music
乒乓球	Table Tennis
数学	Math
物理	Physics
化学	Chemistry
生物	Biology
地理	Geography

Schedule Activities

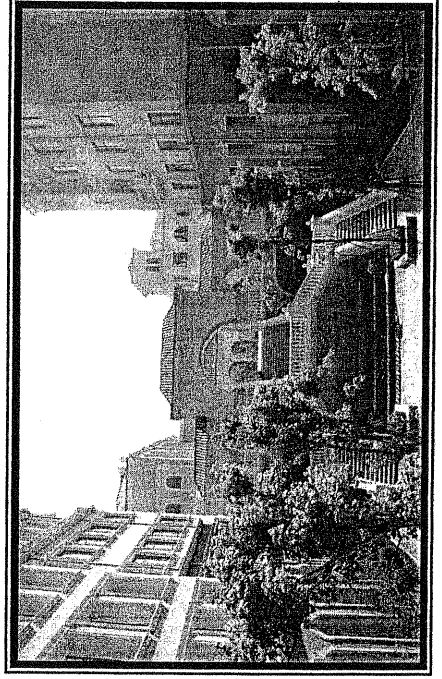
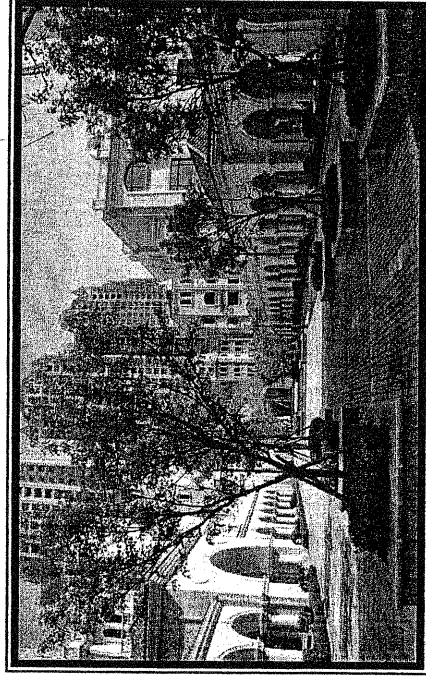
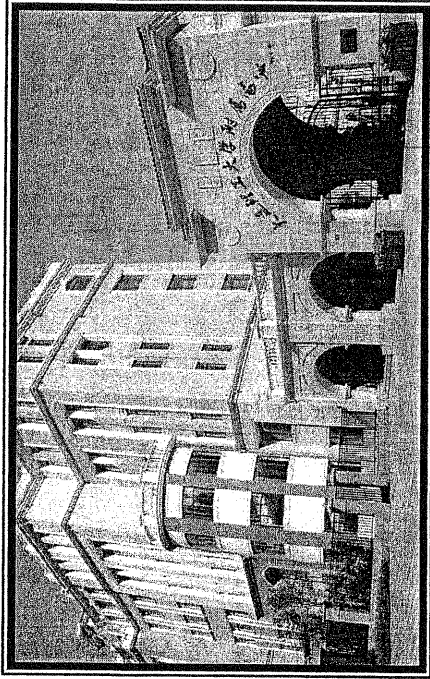
- 1 学校欢迎仪式 Welcome Ceremony
- 2 中美学生联欢暨才艺展示会 Talent Show by American and Chinese students
- 3 樱桃节采摘活动 Cherry Festival
- 4 庄河市冰峪沟旅游 Tour to Bingyugou in Zhuang He City
- 5 参观大连理工大学 Visit Dalian University of Technology
- 6 参观大连现代博物馆 Visit Dalian Modern Museum
- 7 丰富多彩的寄宿家庭活动 Various Activities Arranged by Host Families

活动安排 for

The School in Dalian



**DALIAN
FOODS**



**ISD709 STUDENT
EXCHANGE PROGRAM**

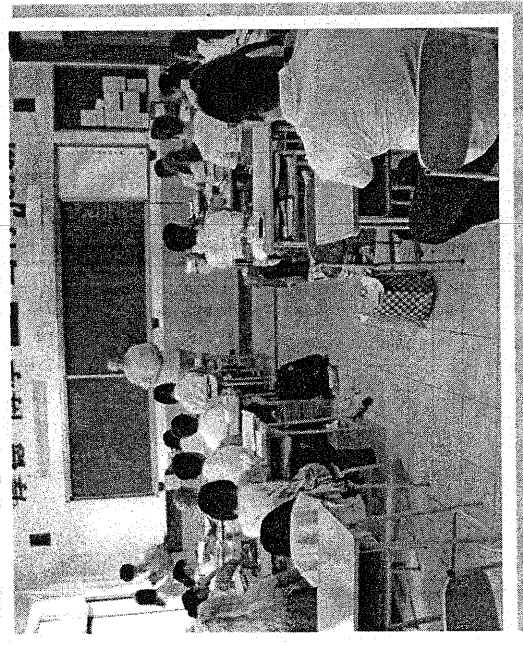
✧✧ America—China

Ni Hao!

中国欢迎你!

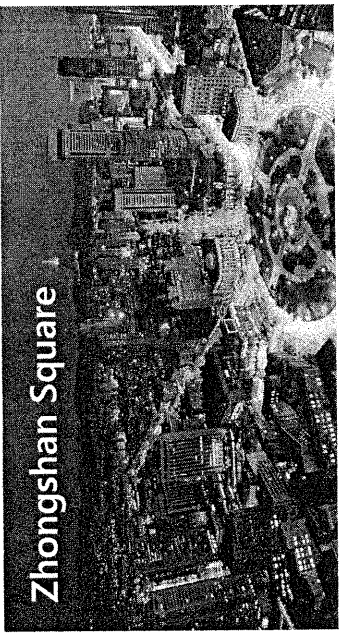
Let's Travel the World.

E-mail: liang-pi.yang@isd709.org



Students travel to China

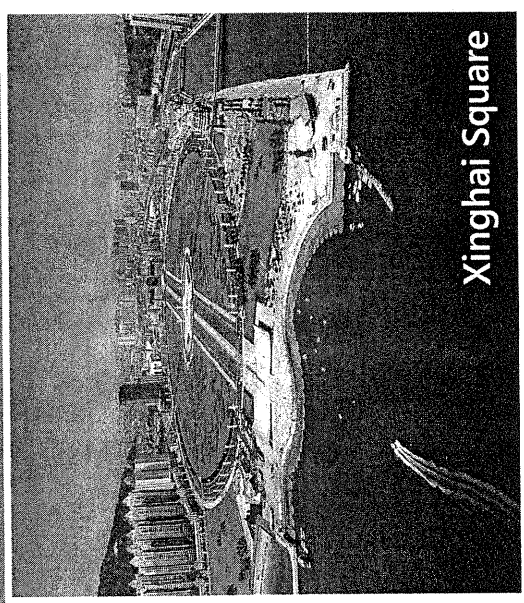
Duluth students will have an opportunity to study (June 13 - 29, 2016) at the high school attached to Dalian University of Technology in Dalian, China. Dalian, China (pop. 6 million) is a major seaport in the south Liaoning province in Northeast China. It is located on a peninsula surrounded by the Yellow Sea and Bohai Sea. It is known for tourism, fashion and as a trading and financial center. Dalian has gained the name "Hong Kong of Northern China. Buns, pancakes and dumplings are staples rather than rice or noodles. The city also has a very good reputation for seafood dishes which are well worth trying.



Zhongshan Square

Short-Term Exchange

In the 2015-2016 School Year, students from Dalian, China visited Duluth high schools for a 3-week period in September to October. Our students then



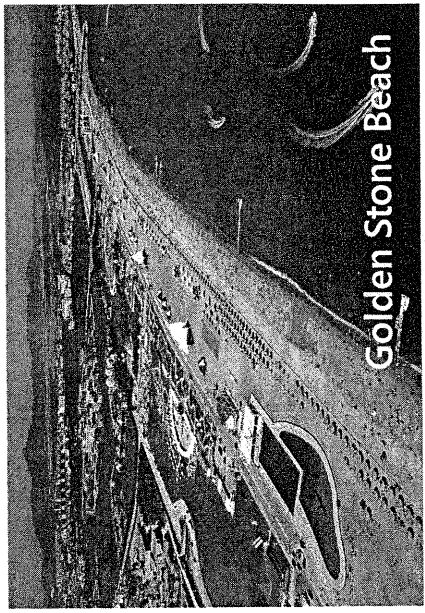
Xinghai Square

had the opportunity to travel to China in June where they were fully immersed in a Chinese high school learning environment.

Expense: Estimated \$ 2000 including airfare and visa fee, plus personal expenses

Date: June 13 to June 29, 2016

Accommodation: Host Families



Golden Stone Beach

DISTRICT 709 FIELD TRIP REQUESTS

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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.)

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

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: James Kopp
 Not Recommended Date: 2/26/2010

Assistant Superintendent: Recommended Name: A. Staszek
 Not Recommended Date: 3/2/10

School Board: Approved Name: _____
 Not Approved Date: _____

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

FIELD TRIP REQUEST FORM

Date of Submission: Feb. 26, 2016

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: BPA Duluth East

2. Contact Person (Responsible for Checklist Completion): Julie Zabel

3. Field Trip Date(s): March 10-12 Destination: Minneapolis

4. Field Trip Overview (Include events, establishments and locations):

Business Professions of America / Spring Leadership Conference / Hyatt Minneapolis

5. Field Trip Departure from School (Date and Time): March 10 - 6:30 AM

Field Trip Return to School (Date and Time): March 12 - 5:00 - 5:30 PM

6. Objectives of Field Trip: Allow students to test classroom business practice learning in real-world situations.

7. Relationship to Curriculum or Student Learning: Provide students with the opportunity to demonstrate workplace skills learned through business education.

8. Planned Follow-up Field Trip Activities: Awards / potential National Competition.

9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$80.00 per student
Total Meals	\$
Total Lodging	\$108.90 "
Total Transportation	\$62.40
<input type="checkbox"/> School District Vehicle(s)	
<input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: _____	
<input checked="" type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: <u>Minnesota Grades</u>	
Total Additional Stipends:	\$
Other: <u>Dues</u>	\$25.00
Total	\$276.30 per Student

Revenues		
District Budget	Code:	\$
Booster Group		\$
Donations		\$
Student Fees		\$
Total Additional Stipends:		\$
Total		\$

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

TIME	LOCATION
_____	_____
_____	_____
_____	_____
_____	_____

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

Signature of Contact Person: *Julie Zobel*

FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

- Develop and Complete Field Trip Itinerary and Emergency Telephone Contacts Letter to Parents/Guardians
Note: Attach tentative planned itinerary.
- Arrange Funding of Expenses During Trip
- Arrange Meal Plans
- Arrange Lodging Plans and Room Assignments
- Collect Family Emergency Information for Students
Example: Home phone numbers, emergency contacts, medical information
- Additional Information
Note: Provide any additional information. *—Conducted parent meeting 2/29/16.*

Signature of Contact Person: *Julie Zobel*



2016 SPRING LEADERSHIP CONFERENCE MINNEAPOLIS MN | MARCH 10-12

DULUTH EAST ADVISOR: JULIE ZOBEL CELL 218-428-4153

DULUTH EAST CHAPERONE: JOHN RUDOLPH 218-343-2098

WRENSHALL ADVISOR: KELLY BONITZ CELL 218-491-4143

Thursday March 10th-

6:15 am	Load Bus at EHS
6:30 am	Depart EHS enroute to Wrenshall HS
7:15 am	Arrive to Wrenshall High School, load bus
7:30 am	Depart Wrenshall HS enroute to Forest Lake McDonald's
9:00 am	Arrive at Forest Lake McDonald's 1244 W. Broadway Ave. Forest Lake, MN 55025. (651)-464-5440
9:30 am	Depart Forest Lake McDonald's enroute to Hyatt Regency
Minneapolis	
10:15 am	Arrive at Hyatt Regency Minneapolis 1300 Nicollet Mall Minneapolis MN 55403 (651)-370-1234
10:30 am	Collect general conference registration
12 noon- 8:00 pm	Contests
7:30-8:00 pm	Opening Session Rehearsal (only select people)
9:00-10:00 pm	General Session, including <i>Torch Award Recognition</i>
10:00-10:30 pm	Advisor meeting/social
11:00 pm	CURFEW

Friday March 11th-

7:00 am-5 pm	Judged Contests/ Contests
7:30 am	Judges meeting/ orientation
12 noon-2 pm	Judges Luncheon
9:00 pm-11:45 pm	Entertainment
12 midnight	CURFEW

**Saturday March 12th-**

7:30 am

Pack up rooms/get ready for closing sessions

9:00 am

Bring luggage to storage

9:30 am-12:30 pm

Grand Awards Session, including *Special Recognition*

1:30 pm

Depart Hyatt Regency

2:15 pm

Stop in Forest Lake for lunch (Arby's, McDonald's, KFC, Subway)

3:00 pm

Depart Forest Lake

4:30 pm

Arrive at Wrenshall HS

5:30 pm

Arrive at EHS

DISTRICT 709 FIELD TRIP REQUESTS

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

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

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

DEFINITIONS:

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

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

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

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: Sue Lehna
 Not Recommended Date: 2-26-16

Assistant Superintendent: Recommended Name: A. Stangor
 Not Recommended Date: 3/2/16

School Board: Approved Name: _____
 Not Approved Date: _____

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

FIELD TRIP REQUEST FORM

Date of Submission: 2-26-16

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Wolf Ridge Parent Group

2. Contact Person (Responsible for Checklist Completion): Robin Reckinger

3. Field Trip Date(s): March 11-13, 2016 Destination: Wolf Ridge ELC

4. Field Trip Overview (Include events, establishments and locations):
Environmental Ed @ Wolf Ridge ELC

5. Field Trip Departure from School (Date and Time): March 11, 2016 @ 2:45 pm.

Field Trip Return to School (Date and Time): March 13, 2016 @ 3:00 pm

6. Objectives of Field Trip: environmental ed and teamwork skills

7. Relationship to Curriculum or Student Learning: N/A

8. Planned Follow-up Field Trip Activities: N/A

9. Field Trip Budget Request N/A - Parent funded.

Estimated Expenses	
Total Admission/Fees	\$
Total Meals	\$
Total Lodging	\$
Total Transportation	\$
<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:	\$
Other:	\$
Total	\$

Revenues	
District Budget Code:	\$
Booster Group	\$
Donations	\$
Student Fees	\$
Total Additional Stipends:	\$
Total	\$

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

TIME

LOCATION

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

Signature of Contact Person: R. Peeling

FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person: R. Peeling

ATTENTION 5TH GRADE LESTER PARK FAMILIES

27



You are invited to the Wolf Ridge FAMILY Information Night (yes, bring the kids) On Tuesday, November 10th at 7:00 PM, in the Lester Park Library.

Please come to hear all about the **5th grade trip to Wolf Ridge, March 11-13, 2016.**

- A trip to Wolf Ridge will leave your student with memories that will last a lifetime. Highlights of previous trips include the high ropes course, rock climbing, hiking, cross country skiing, snow shoeing, FUN classroom activities, and FUN team building games.
- The cost of the trip includes 3 days/2 nights lodging, transportation to and from the facility, meals, snacks, and all activities.
- Ideas are in the works and more will be needed to raise funds for scholarships, to defray the cost of transportation, snacks, and other incidentals.
- This trip is planned and coordinated 100% by parent volunteers. Please let us know where you might be willing to help and what talents you might be willing to share.
- Join the Facebook group "**Lester Park 5th Grade Wolf Ridge Trip**" or look under News/Info on the LP School Website, for the Wolf Ridge folder to find information regarding upcoming activities.

Payment Information:

- The total cost of the trip is \$135 per person (including chaperones).
- A deposit of \$30 is due to **Wolf Ridge Trust** by January 8, 2016. The deposit is non-refundable.
- Final payments may be made any time before January 29, 2016.
- All payments should be turned into the office at Lester Park in an envelope marked "Wolf Ridge."
- Please contact the principal, Sue Lehna, if you would like more information regarding scholarships. We are hoping that all students may participate.

Wolf Ridge Payment Slip (circle one)

Name (student attending) _____ Teacher: Krafthefer Kyyhkynen Spehar
Name (Parent/Guardian if attending) _____

The down payment of \$30 per person can be made out to **Wolf Ridge Trust**. I understand that this down payment is non-refundable and that the **final payment is due by January 29**. You can also elect to pay the entire amount of \$135 per person.

Name (Parent/Guardian) _____

Address _____

Phone _____ E-mail _____

Check amount _____ Check number _____ Donation/Scholarship Amount _____

Yes, I am interested in working on the Wolf Ridge Parent Planning Committee.

Yes, I am interested in volunteering with fundraising.

Do you have special skills to offer at Wolf Ridge as a volunteer that we can draw on?

Teacher Willingness to Lead a Class Conservationist Military Background

Youth Leadership Experience (Boy/Girl Scouts, Church Youth Leader Etc.) Medical

Other: _____

Do you have a community connection or resources that could help the kids get to Wolf Ridge?

Bus Driver Business Donation Truck/Enclosed trailer

Rootbeer, Ice Cream, DJ, Pizza, etc Scholarship Sponsorship

Please fill out the volunteer information even if you are not ready to make a deposit yet.

Please contact Robin at rjikhilken@gmail.com if you have any questions.

Notes from Tuesday's Wolf Ridge Meeting

Trip Details and Logistics...

- March 11-13, 2016 – leave Friday after school and return mid-afternoon Sunday
- Two school busses – WE ARE STILL IN NEED OF A COVERED TRAILER TO HAUL THE KIDS' BAGS AND BEDDING. Do you have one or know of one that we could use?
- Trip cost - \$135/person (including chaperones). Cost covers food, lodging and classes
- \$30 deposit per person is due January 9. Final payment is due Jan 29.

Fundraisers ...

We need to raise additional money to defray the cost of busses, snacks, incidentals and scholarships. Our goal is to have 100% participation among the 5th graders!

Scheduled fundraisers include...

- **Root beer float sales** - at dance
- **Wolf Ridge Calendars** – These are a fantastic fundraising opportunity as we retain over 75% profit! They are beautifully photographed and high quality and would make great Christmas gifts. If you would like to pick up some for gifts or to sell at your place of employment please contact **Robin Reckinger at rjkhilken@gmail.com**. We just ask that you pay for them when you take them so the Wolf Ridge Fund doesn't have to float this cost.
- **Fill the Boot** – We will be filling the boot at the Dec. 1 craft fair and the AM and PM Holiday program
- **All School Dance** – a Friday evening in mid to late January or early February
- **T-shirt sales** – after Christmas

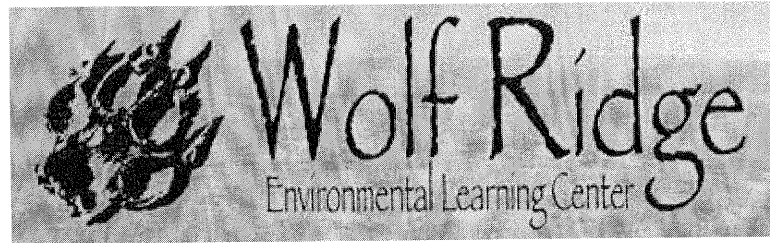
Additional fundraiser idea if we need it...

- Spaghetti dinner – Anyone want to take this pasta pleaser on?

Our fundraising goal is \$2500. This may sound lofty but it is only the equivalent of 167 calendar sales and if we incorporate the above-listed fundraisers with your help we can easily make this happen!

We are actively looking for parent volunteers to help in various ways! Please let us know if you can assist. It takes a village to send 90 kids to Wolf Ridge!

We would love to have a large group of parent chaperones! In the past we have had a 2:1 student to chaperon ratio!



WOLF RIDGE HAPPENINGS

For those who were able to make it to the Wolf Ridge meeting on Tuesday night - thank you! And for those who didn't make it - don't worry - there is plenty of time to stay informed. The planning committee is excited to announce that the students have a chance to sell beautiful Wolf Ridge Calendars as our first fundraiser. This fundraiser is to help pay for the buses as well as offer scholarships for those in need. It truly takes a village and we ask that all 5th grade families take part in this process.

The students will sell the calendars for \$20.00 each and it is recommended that you begin with ordering three to five calendars. Remember they make great gifts too! It is best that the committee have a ballpark number of calendars that we will need before ordering. Also, we must have payment before you receive your calendars. Please contact Angie Lussier or Robin Reckinger for your calendars.

Robin Reckinger - rjkhilen@gmail.com or [218.269.6990](tel:218.269.6990)
Angie Lussier - angies-crew@hotmail.com or [218.428.3263](tel:218.428.3263)



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 _____

Duluth Head Start
Enrollment Reduction Proposal
to Reduce Enrollment by 16 slots
As Per ACF-IM-HS-08-03
March 2016

1. Evaluate the current administrative structure and administrative costs.

We have reviewed our current administrative structure, addressing both the necessity and reasonableness of our Head Start staffing. Our current structure includes the Director who is responsible for the supervision of all staff, grant awards, community partnerships, Policy Council, Governing Board and overall program operations. Our Service Area managers are responsible for their content areas. This is best illustrated in the attached Organizational Chart. It is worth noting that we have worked over the past several years toward greater efficiency for Service Area Coordinators.

Our Disabilities Coordinator is also the Mental Health Coordinator. Classroom Mental Health support is available from our Mental Health consultants. The Health Coordinator has taken on oversight of the Nutrition Services and we contract with a registered dietician for a few hours each week. Just this year, we moved the responsibility for oversight of Parent Engagement to the Enrollment Coordinator. Until this move, the Director was filling that role. Because the enrollment pieces are so tied to work with families and the Enrollment Coordinator is licensed in that area, it was a prudent shift. This allows the Director position to focus less on direct services to families and more on the larger picture of Program Governance.

The Education Coordinator supports Head Start programming and is charged with making sure staff has the tools to implement our curriculum and meet performance standards. Further, the Education Coordinator trains and coaches our Minnesota Reading Corps members who work in concert with classroom staff to ensure each child is making good progress on School Readiness benchmarks

2. Evaluate supervisory structure.

The Head Start Director, Administrative Support Staff and Service Area Coordinator's wages and benefits are split 80% federal and 20% state Head Start dollars. Service Area Coordinators are members of the teacher's bargaining unit as Teachers on Special Assignment, (TOSA). As such, they are not able to evaluate their peers. The Head Start Director is solely responsible for hiring, supervising, evaluating staff and consultants as per our union contracts and has no additional responsibilities outside the Head Start program.

3. Examine staffing ratios for positions which do not have mandated ratios.

One of the chief concerns we have is the caseloads of our Family Advocates. Each Family Advocate is assigned to an elementary school where we have 1 or 2 Head Start classrooms with double sessions. The schools with 1 classroom share an Advocate with the other school with 1 classroom. This gives each Family Advocate responsibility for 64 families. Although we did increase their FTE in 2011, their workloads are still difficult to manage at 25 hours per week. This Enrollment Reduction would increase Family Advocates work week by 5 hours each.

4. Evaluate current fringe benefit packages.

Duluth Head Start, with our position within a school district is bound by our collective bargaining agreements for all staff. The Duluth Public Schools have taken steps to keep the costs of benefits and health care, down as low as possible. We calculate each staff person's cost to the program at 17% of their salary for fringe; however, health insurance is dependent on whether the staff person carries family or individual coverage.

5. Review travel and other discretionary costs.

We have very little available for discretionary spending after we account for wages, fringe benefits and other essential costs. We successfully negotiated a lower rate for Indirect Costs with our district Finance Department for a 1-year period. Most travel and conference fees are carefully budgeted in our Training and Technical Assistance grant. Staff must tie any requests for additional training directly to their goals for the year. Our Policy Council has funds allocated for them to attend State and local training

opportunities. They have made good use of this opportunity. Our Policy Council representative to our State Association has been elected to serve on the Region V Board. We are extremely proud of her work and her ability to bring a wide range of information back to the Policy Council and Parent groups. She has singlehandedly invited State and Federal Legislators to visit our program during her term.

6. Assess the need for any staff not integral to providing a quality Head Start program consistent with all statutory and regulatory requirements.

We staff our classrooms with a full time teacher and a full time paraprofessional. State Early Learning Scholarship funds aimed at program quality currently provide a third person in the room to cover the late morning and early afternoon. This person manages food service for both lunch periods and leads a small group as per our curriculum's schedule for the day. Other staff positions are clearly laid out in our Organizational Chart, attached to this document.

7. Review the reasonableness and cost effectiveness of program operations.

We are fortunate to be able to access our school district services for expenses such as the district print shop for copying, the storeroom for some supplies, food service for child meals and snacks, technology support, human resources and finance. We have found access to these services is more cost effective than contracting out for these services.

8. Program option.

Our 8 federally funded classrooms are located in elementary schools within neighborhoods with the highest concentrations of families living in economic poverty in the city of Duluth. We currently offer a half-day option for families. As a part of a school district with other early childhood programs, we are in the planning phase of a shift in how we deliver early childhood services to families. Our plan is to break down the silos we currently operate in and integrate classrooms to better reflect the makeup of a kindergarten room. Each room will be a mix of School Readiness, Community Education and Head Start funded families. Because we have the most stringent standards, all the classrooms will follow Head Start Performance Standards. We will maintain our structures behind the scenes but to the public, we will be a part of "Duluth Preschool." Beyond the benefit to children, this shift makes it easier for parents to navigate the early childhood offerings with a one stop enrollment structure.

Further, we have a plan to expand offerings to all elementary schools to ensure parents can send their children to their home school, their neighborhood school. Some classrooms will convert to full days (6-6.5 hours). Again, the families we serve benefit from these changes and we will be ready for the new Head Start Performance Standards and State guidance, which we anticipate will include full days. This comes at a cost to us as we have a finite number of children to serve and we know School Readiness and the district's Community Education preschool are serving some of the available preschoolers in Duluth. We also have knowledge that our preschool numbers are down in Duluth. (See attachment on population trends in Duluth.) In other words, we are sharing a smaller number of Head Start eligible families but because we will have a single intake form, we will have greater access to all families that fall within our allowable income guidelines. We believe this will ensure we will be able to meet our funded enrollment with this Enrollment Reduction.

9. Additional federal resources.

We have attempted to re-fund our Early Reading First grant in 2009 and an Early Head Start grant in 2009. Both of these requests were denied. We continue to keep abreast of other federal funding opportunities and are strongly committed to secure appropriate additional funding when the opportunity matches our community's need.

10. Seek alternative non-federal resources.

Duluth Head Start currently serves 59 children with State Head Start funds. We collaborate with 1 childcare center and provide Head Start services to families who are experiencing homelessness through an innovative State funded program option. We are just beginning a Home Base option for 12 families with new State Head Start dollars made available by our State legislature.

We have been successful in bringing in State Early Learning Scholarships, regional Family Service Collaboration dollars and smaller local foundation grants. This has allowed us to create a Dad's Group, use funds to increase our available Mental Health consultant hours, train staff on the Circle of Security attachment framework, as well as continuing work with our school district on PREK to Grade 3 Alignment.

ADDITIONAL CONSIDERATIONS

Children Experiencing Homelessness

Our state innovative program option, Families in Transition, is structured to work directly with families experiencing homelessness. Traditional shelters offer no programming for children and close their doors during daytime hours. Children experiencing homelessness are a high priority for classroom enrollment as they transition from Families in Transition. This offers a safe, secure and stable environment for children while their parents make steps toward stabilization.

Recruitment and Enrollment

For nearly a year, we have been working with the Region V office on an Enrollment Action Plan. This was put into place because we were at or below the threshold for enrollment as per Head Start Performance Standards. We have worked hard to deal with this issue by stepping up our visibility in the community, blanketing the city with Head Start flyers, talking with our community partners and pulling names for our sister program's waiting list. We are consistently down by 20 children. We enroll 20 children and slowly but certainly we drop the same number. The factors at play here are lack of transportation, scheduling conflicts, lack of full day or wrap around care, parents with severe mental health issues and perhaps a very vulnerable group we have not connected with in spite of our efforts. Again, as discussed earlier, our community has seen a decrease in the number of preschool children for the last few years.

Current Cost per Child

Our current funding puts us in the bottom third of 38 Head Start programs in the State. We have absorbed annual increases in fringe benefits, rising health insurance costs and contracted salary increases of up to 2.5 % per year minimal cost of living increases in Head Start funds. Quality programming is expensive. 100% of our staff meet or exceed Head Start's mandate for teacher and paraprofessional credentials. Our staff turnover is very low and generally occurs through retirement. We have staff who believes so strongly in the Head Start mission, they continually and consistently turn down other district positions in order to continue working in Head Start. This consistency, coupled with tremendously skilled staff, directly benefits Head Start families. An Enrollment Reduction will enable us to continue to meet the needs of our community and maintain high quality programming and proven results

Cost Saving Breakdown

We will eliminate 16 preschool slots. This will result in the savings listed here:

• Half-time classroom teacher	\$38,600.
• Half-time paraprofessional	\$15,700.
• Decrease in advocate time for half classroom	\$18,772.
• Classroom supplies	\$250.
• Substitutes (teacher and paraprofessional)	\$1340.
• Child Insurance	\$68.
• Mileage	\$86.
• Miscellaneous	\$1935.
• Total of estimated cost savings	\$76,751

We will maintain quality services with the following utilization of cost savings:

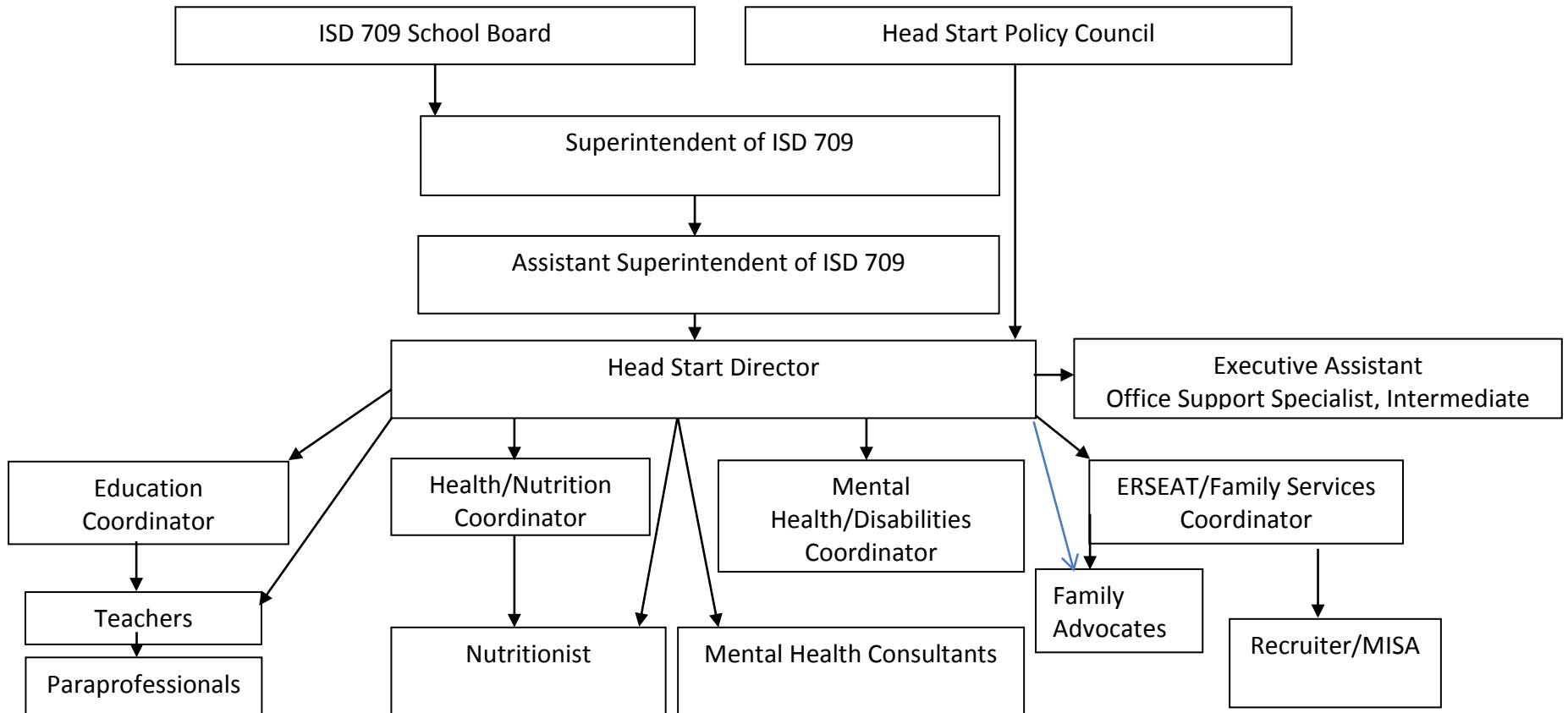
• Additional Family Advocate time (5 hours x 4 advocates)	\$37,500.
• Additional Mental Health Consultant time (15 hours x 38 weeks)	\$28,500.
• Additional Family Services Coordinator time (4 hours x 38 weeks)	\$5,016.
• Additional wages and benefit costs	\$5,735.
• Total cost saving utilization	\$76,751.

Our current cost per child will increase by \$508.

Timeframe for implementing the proposed reduction

We are currently in the 2017 budgeting process with our staff, parents and governing board. A decision on this proposed reduction in enrollment would allow us to accurately plan and budget for the 2016-2017 school-year. Should this proposal be granted, we would not fully implement the reduction until the fall of 2016.

Duluth Head Start Organizational Chart



American Fact Finder Community Facts 5 year Population Estimates for Duluth									
Community	Current Year Estimate	error +/-	MAX	Percent Birth to 4	Max * Perc Population 0-4	Error +/-	MAX Estimate Pop 0-4	Max Estimate divided by 5	Dif to Align
Duluth	86238	50	86288	5.60%	4832.128		4832.128	966.4256	
Township	1941	3	1944	6.50%	126.36		126.36	25.272	
Totals	88179	53	88232	6.05%	4958.488		4958.488	991.6976	146.512

Year	Actual Births	Diff	totals	birth-1	1	2	3	4	Dif from Previous Year
2004-05	1071	30	5434	1101	1103	1088	1112	1030	
2005-06	993	259	5656	1252	1101	1103	1088	1112	
2006-07	1036	182	5762	1218	1252	1101	1233	1088	
2007-08	1020	160	5830	1180	1218	1107	1171	1154	
2008-09	1059	218	5953	1277	1180	1218	1107	1171	
2009-10	1030	206	6018	1236	1277	1180	1218	1107	65
2010-11	1000	47	5958	1047	1237	1277	1180	1218	-60
2011-12	1103	52	5895	1155	1047	1236	1277	1180	-63
2012-13	1157	-87	5785	1070	1155	1047	1236	1277	-110
2013-14	1033	12	5419	1045	1036	1155	1047	1136	-366
2014-15	1054	-13	5207	1041	1033	1030	1103	1000	-212
2015-16			5105	1054	1041	1002	1030	978	-102
2016-17			0						
2017-18			0						
2018-19									
2019-20									

Health and Physical Education Curriculum Adoption

2015-2016

Health

Every school district must have locally developed health standards, ISD 709 adheres to the National Health Education Standards through the Health and Physical Education Quality Teaching Network (HPE QTN), District Health Education Standards and Benchmark Model from 2007. Minnesota State Statute [120B.021](#) requires districts to adopt their own local standards for health.

The Middle School (MS) and High School (HS) health teachers have worked to align the curriculum to the standards. Elementary health is taught by the classroom teachers and implementation of the health curriculum has been inconsistent. Budgetary constraints have limited elementary opportunities to align curriculum to standards and update resources. Last summer, the elementary health teachers began the process of writing an elementary health curriculum aligned to standards. New materials are needed to complete this process.

The last curriculum adoption for K-12 Health was approximately 2007.

K-5 Health Proposal: Continue writing curriculum that is aligned to current standards and develop lesson plans: \$20,000

Process

Teachers from each grade level reviewed possible curriculum resources, and included textbooks from McGraw Hill, Health and Wellness, Human Kinetics (WOW), Health Teacher (Online curriculum), and materials from Great Body Shop (online and consumables)

Decision

Lack of consensus by grade levels led to a decision to write own resources/materials. Rationale:

- Few standards/benchmarks per grade level
- Time constraints of current school day
- Incorporate into other curriculum areas when possible.
- Low cost of creating booklet, can add current trends, new ideas each year.

Proposal

Two teachers per grade level K-5 will develop lesson plans incorporating other curriculum areas when possible.

- 30 hours per teacher, June 2016
- Curriculum coach and health teacher for resources
- Lessons stored on Google Drive and hard copy booklet for each grade level.

Middle School (8th grade) and High School Health Proposal: \$27,000 (Textbooks and Manikins)

Process

High school health teachers, middle school health teachers, representative from Office of Education Equity, parents and community health nurse reviewed curriculum options including digital resources such as chromebooks.

Decision

- Textbooks-\$19,000
 - High School: Comprehensive Health-Goodheart Wilcox publisher
 - 8th Grade: Teen Health-McGraw Hill publisher
 - Mental and Emotional Health
 - Building Character and Preventing Bullying
 - Healthy Relationships and Sexuality
- Manikins-Channing Bete Co. \$8,000
 - CPR required in Health Curriculum
 - Current manikins are worn out
 - Currently short on number of manikins for class sizes 30-40

Total for Health Curriculum Adoption: \$47,000

Physical Education

Minnesota has adopted the *National Standards for Physical Education* which were developed by the National Association for Sport and Physical Education (NASPE) in 2004. Minnesota State Statute [120B.021](#) requires districts to adopt the National Standards for Physical Education. The *Society of Health and Physical Educators* (SHAPE America) and NASPE appointed a task force to revise the *National Standards for K-12 Physical Education* in 2014 to provide a curriculum framework. Last summer, ISD 709 began work to aligning our physical education curriculum K-12 to these standards.

The last PE curriculum adoption was approximately 2000. This curriculum area was postponed for the last adoption cycle.

K-5 Elementary Physical Education Proposal \$59,000: New equipment to replace and supplement current equipment available for newly aligned curriculum using best practices in elementary physical education.

- Elementary physical education teachers took inventory and discussed common equipment needs for newly aligned curriculum during PLCs and professional development days.
- Elementary physical education programs have supplemented their depleted equipment by school funds, Boxtops for Education, grants and donations.
- Approximately 1400 equipment items for 11 elementary PE programs.

- Best practice is for each student to have their own piece of equipment when possible and appropriate.
- Equipment included for successful inclusion of students with special needs.
- Life of PE equipment varies from 1 year to 10+ years

6-8 Middle School Physical Education (PE) proposal \$40,000: New equipment to replace and supplement current equipment available for newly aligned curriculum using best practices in secondary physical education.

- Middle school physical education teachers took inventory and then discussed common equipment needs during PLCs and professional development days.
- 6-8 physical education programs have varied budgets for PE equipment.
 - School principals determine what amount is allowed for equipment.
 - Fitness Center equipment is expensive to repair or replace
 - \$3000 Fitness Center equipment repair budget is on 4 year rotation schedule.
 - Some schools have new or different equipment due to staff searching for additional resources through grants or donations.
- Approximately 700 equipment items for 4 middle school PE programs.
- Life of PE equipment varies from 1 year to 10+ years
- Equipment included for successful inclusion of students with special needs.
- 6-8 PE includes 4 different components -gym, pool, outdoor facilities and Fitness Center.

High School Foundations of Fitness, Personal Wellness, and CITS Physical Education Proposal \$67,000: New equipment to replace and supplement current equipment available for newly aligned curriculum using best practices in secondary physical education.

- High school physical education teachers took inventory and then discussed common equipment needs during PLCs and professional development days.
- High school physical education programs have varied budgets for PE equipment.
 - School principals determine what amount is allowed for equipment.
 - Fitness Center equipment is expensive to repair, replace or add.
 - \$3000 Fitness Center equipment repair budget is on 4 year rotation schedule.
 - Some schools have new or different equipment due to staff searching for additional resources through grants or donations.
- Approximately 1025 equipment items for 4 high school PE programs.
- Life of PE equipment varies from 1 year to 10+ years.
- Equipment included for successful inclusion of students with special needs.
- Foundations of Fitness, Personal Wellness and CITS includes 3 different components-gym, outdoor facilities and Fitness Center.

Total for Physical Education K-12 Curriculum Adoption: \$166,000

Achievement and Integration FY17 Budget Summary		
Staff/Programming	Description	Amount 2016-17
Administration	0.8 OEE Coordinator & 1.0 Office Support Specialist Salaries + Benefits (\$156,537), related administrative office expenses (\$180.00)	\$156,717.00
Professional Development	0.2 OEE Coordinator salary to provide PD (\$16,128), Substitute Teachers (\$8,000), Certified Staff Stipends (\$18,000), Benefits (\$9,928), Travel (\$16,243), Contracted Services (\$23,000), Printing (\$500), General Supplies (\$2,000), Food (\$2,000), Classroom Materials (\$4,000), Textbooks/Workbooks/Ebooks (\$10,000)	\$109,799.00
Integration Specialists - Staffing	10 Staff Salaries+Benefits (\$560,732), Tutors (\$3,000)	\$563,732.00
Integration Specialists - Programming	Transportation Support (\$4,000) Contracted Services (\$8,000), General Supplies (\$1,500), Fees/Admission (\$200) Classroom Supplies (\$1,000), Food (\$1,000), Learning Materials (\$2,000)	\$17,700.00
Achievement Centers - Staffing	2 Coordinator Salaries+Benefits (\$112,910), 1 Programming Coordinator Salary+Benefits (\$56,454), Tutors (\$3,000)	\$172,364.00
Achievement Centers - Programming	Supplies (\$1,500), Learning Materials (\$2,000), Transportation for College Trips, After-School Programs, Leadership Training, and Internships (\$10,000), Contracted Services (\$5,000), Food (\$1,000), Fees/Admission (\$200), Printing (\$100)	\$19,800.00
PASS Program - Family Engagement	Parent Involvement Programming sessions @6 sites (\$1,381/site program - Printing, Transportation, Food, Materials, Contracted Services)	\$8,288.00

	Myers-Wilkins / Lowell	STEM Integration Teacher @ M-W (\$97,538), Literacy Coaches - 1.0 FTE @ Lowell, 1.0 FTE@ M-W (\$191,988), Response to Intervention Tutors @Lowell (4 tutors = \$17,280), Professional Development (\$26,929), Field Trips, Transportation and in-school learning opportunities (\$16,729), After-school and summer school programs (\$16,160), Diversity Coordinator (\$56,454), 1.5 Ojibwe Immersion Program Assistants (\$61,308), *Incentive Revenue: Bussing Transportation for Equitable School Enrollment Choices (\$89,502)	\$573,888.00	
	Denfeld & East High Schools	Ojibwe Language Teacher 0.3 FTE	\$29,400.00	
	Initial Revenue Transfer to MDE	Estimated \$5,000 to be paid to MDE for administrative costs per the State Guidelines	\$5,000.00	
			\$1,656,688.00	

RESOLUTION

Acceptance of Grant Awards to Duluth Public Schools

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

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

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

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

Organization	Author/Contact	Project Title	Award Amount	Terms
Minnesota School Social Workers Association	Callie DeVriendt, School Social Worker	Social Skills Anger Management Training Program	\$750.00	Funds from this grant will be used to implement PBIS initiatives at Lincoln Park Middle School 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.

From: N VH <nanunder@hotmail.com>

Date: February 22, 2016 at 8:40:07 AM CST

To: Callie Devriendt <callie.devriendt@isd709.org>, Sue Schroeder <schfam@charter.net>

Subject: RE: grant application

Callie,

Congratulations on being selected as one of our first mini-grant recipients! We were impressed with your submission. We are pleased to see that Lincoln is a trauma focused school with early intervention which is why you were selected. We are excited to learn more about it as your project progresses. Please submit a 500 word article for the MSSWA newsletter within 60 days of completion of your project (or within 60 days of this grant if this is an ongoing project) to me. I have Cc'd our Treasurer, Sue Schroeder, so the two of you can communicate how you will receive your funds. You have received our \$750.00 grant.

Sincerely,

Nancy VanHorne, MSW, LICSW

President, MSSWA

www.msswa.org

School Social Worker

Prior Lake High School

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: Second Reading 03/22/2016

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 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**
Second Reading: **03-22-2016**

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)

5025—Attendance Policy

The School Board believes that regular school attendance is directly related to success in academic work. Absences, whether excused or unexcused, are detrimental to the learning process in that work made up outside of class is not as effective as the actual classroom experience. Furthermore, excessive absences, as defined below, may result in loss of credit. Such experiences as class discussion and student-teacher interaction cannot be replicated outside the classroom or at a later time. In addition, regular attendance develops habits of dependability important to the future of the student.

In accordance with the regulations of the State Department of Education and the Minnesota Mandatory Attendance Law, students are required to attend all assigned classes and/or study halls every day school is in session. The responsibility for attendance is shared by students, parents, and the schools.

Responsibilities of Students, Parents, Teachers, and Administrators Student Responsibility

1. To attend all assigned classes and study halls every day that school is in session.
2. To be in class on time, prepared for academic work.
3. To know and follow correct procedures regarding attendance.
4. To request any missed assignments due to an absence and to complete work as assigned by the teacher.

Parent or Guardian Responsibility

1. To encourage the student to attend school.
2. To recognize that any absence, regardless of cause, has a detrimental influence on student achievement.
3. To inform the school in the event of a student absence.
4. To work cooperatively with the school and the student to solve any attendance problems that may arise.

Teacher Responsibility

1. To take daily attendance and to maintain accurate attendance records on each assigned class and study hall as directed by district procedures.
2. To communicate attendance and makeup procedures clearly to students and to apply those procedures uniformly.
3. To provide makeup assignments and reasonable deadlines for completing them as posted electronically.
4. To work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.
5. To utilize instructional methodology which stimulates and motivates students to attend and achieve.

Administrator Responsibility

1. To inform parents, students, and staff of school and School District attendance regulations.

2. ~~To supervise and administer the attendance policy and regulations.~~
3. ~~To maintain accurate records on student attendance.~~
4. ~~To inform the student and his/her parent or guardian of the student's absences.~~
5. ~~To work cooperatively with the student and parent or guardian to resolve attendance problems.~~
6. ~~To assist and to support teachers with the implementation of attendance procedures.~~

Supplementary Building Regulations

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

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

DISTRICT WIDE ATTENDANCE PROCEDURES

Absences

1. ~~Definition: A student will be considered absent when he or she is not in school or in class.~~
2. ~~Reporting Absences: Absences shall be reported and records of absences kept in accordance with regulations adopted to implement this policy.~~
3. ~~Special Absences: Students are granted special absences for the following reasons:

 - a. ~~Religious instruction not exceeding three (3) hours per week conducted in accordance with Minnesota Statutes S120.10.~~
 - b. ~~Dismissal under the Pupil Fair Dismissal Act for disciplinary purposes.~~
 - c. ~~School sponsored activities.~~
 - d. ~~Death in the immediate family.~~
 - e. ~~Religious/spiritual days kept sacred by the pupil when religious/spiritual services are observed only during school hours.~~
 - f. ~~Subpoenas for testimony in court or judicial proceedings.~~~~

~~Special absences are **not** counted in the eight (8) absence maximum rule applicable to senior high school students.~~

Excused Absences

~~For a student's absence to be excused, it must meet one of the following criteria:~~

1. ~~Sickness of pupil.~~
2. ~~Sickness in the immediate family of the pupil.~~
3. ~~Danger of imprudent exposure to illness.~~
4. ~~Medical or dental treatment.~~
5. ~~Important events requiring student participation in such activities as state or national contests, tournaments, concerts, or performances. To be excused, advance notification~~

is required.

6. ~~Temporary absence from the city upon the personal request of the parent or guardian, provided the request is made in advance of the absence or was of an emergency nature. For a student to receive full credit for work missed in a class, an advanced absence form must be signed by the student's teacher and turned in to the attendance office before a student leaves the city. To receive full credit for work missed because of emergency absences, a student must make arrangements with each teacher upon returning to school.~~
7. ~~Other reasons verified by the parent/guardian and mutually acceptable to both the parent/guardian and building administration.~~

~~Unexcused Absences — Truancies~~

~~All absences which are not school authorized, or which are not excused, or which are the result of tardiness without a valid excuse occurring more than ten (10) minutes after class has started are considered truancies. All absences for which timely and proper notification is not provided are considered truancies. These unexcused absences are counted in the eight (8) maximum absence rule applicable to senior high school students unless dealt with under the Pupil Fair Dismissal Act.~~

~~Tardiness~~

~~Tardiness is the failure of a student to be in an assigned area when the bell rings without a valid excuse. An unexcused tardiness is tardiness without a valid excuse which occurs within ten (10) minutes of the start of class. Valid excuses for tardiness must be in writing and signed by an administrator or faculty member. There is no penalty for excused tardiness.~~

~~Special Arrangements~~

~~A student whose attendance is addressed in his or her individual education plan or personal education plan will have this policy applied as identified in the IEP or PEP.~~

~~General Procedures Regarding Absenteeism~~

~~When a student is absent, for the absence to be excused, the parent or guardian shall notify the school by phone call the morning of the absence and/or follow up with a written explanation of the absence within 24 hours of the student's return.~~

~~Attendance procedures are designed to address the problems of absenteeism at the elementary, middle and secondary schools. School absences may result in one or all of the following:~~

1. ~~Parent notification by phone call, written communication, and/or a conference.~~
2. ~~Remedial Intervention:~~
 - a) ~~Detention~~
 - b) ~~In-school suspension~~
 - c) ~~Out-of-school suspension~~
 - d) ~~Referral to student support team~~

- e) ~~Referral to school nurse~~
- f) ~~Referral to minority intervention teams~~
- 3. ~~Required medical verification for illness.~~
- 4. ~~Referral of student and parent for truancy to Juvenile Court, in accordance with Minnesota Statutes.~~
- 5. ~~Referral to the St. Louis County Social Service Department for further investigation.~~

Special Procedures Applicable to Senior High School Absenteeism and Tardiness

1. Attendance Requirement for Course Credit — Maximum Absence Rule
 Course credit requirements include not only completion of all required course work but also participation and interaction through regular and prompt attendance. Frequent absences lead to disruption of the instructional process for the individual student, the classroom teacher, and other students in the class. For these reasons, a student who is absent more than eight (8) times (excused and/or unexcused) from any class during a semester will be denied credit for the course, subject to the review and appeal procedures set forth in paragraph IID.
2. Dismissal for Unexcused Absences and Unexcused Tardiness
 A student having more than three (3) unexcused absences per class or seven (7) unexcused tardinesses per class in a semester will be considered as being in willful violation of this policy. He or she will be dropped from the course, given a permanent incomplete, and assigned to a study hall.
3. Notice
 A copy of this policy shall be given to each student prior to the commencement of each year or at such later time as a student enrolls, and a copy shall be mailed to his or her parent/guardian/foster parent. When a student accumulates three (3), and again when a student accumulates six (6) excused and/or unexcused absences, the student and parent/guardian/ foster parent will be notified within a reasonable time of the accumulation and of the consequences of a maximum absence rule. Notice shall also be given a student and his or her parent/guardian/foster parent when the student has accumulated five (5) tardies and after unexcused absences.
4. Request for Review/Appeal:
 It is the intent of the policy to enhance educational opportunities through better attendance achieved by cooperative efforts of students, student advocates, parents, and administrators. The principal shall determine whether there are extenuating circumstances affecting a student which justify waiving this policy. The principal shall conduct this review without request from parents. It is the intent of this language to prevent parents from having to appeal the loss of credit for situations involving extenuating circumstances. The principal shall be empowered to establish attendance guidelines for students when the principal has found extenuating circumstances.

In the absence of a determination of extenuating circumstances, at such time as a student has accumulated nine (9) absences in a semester, and prior to the loss of credit,

~~the student and parent/guardian shall be notified that the application of this policy will result in a loss of credit for the class or classes from which he or she is absent, and that the student, the student's advocate, or the student's parent, foster parent, or guardian have a right to request a review to explain why literal application of the policy would be unjust or unreasonable. An advocate is any person who appears on behalf of a student with the student's consent.~~

~~A request for review must be made in writing to the principal, or assistant principal, within five (5) days of notification of the pending loss of credit. Pending the review, the student must continue attending the class or classes in question.~~

~~The review shall be made by a Building Review Board, appointed by the principal, consisting of an administrator, counselor, and teacher, and by a minority member if the affected student is of a minority. If upon preliminary review of the student's record and the written request the Building Review Board cannot grant the relief requested, those requesting review shall be notified of a time and place where additional facts or persuasion can be presented in person to the Building Review Board.~~

~~The Building Review Board, based upon evidence, shall have the power and duty to correct errors, and in the interests of justice to ameliorate the literal application of this policy if it finds such application to be arbitrary, capricious, unreasonable, or so harsh as to be not in the best interest of the student. The decision shall be in writing and delivered to the student and his/her parent or guardian and teachers affected. A copy shall be placed in the student's folder.~~

~~Any student aggrieved by a decision of the Building Review Board may file a written appeal with the Director of School Operations within five (5) days of notification of the decision of the Building Review Board. The Director of School Operations shall appoint and chair a three person panel to review the files and records relating to the student's complaint and the action of the Building Review Board. At least one of the three members of the panel must be a minority if the student is a minority. This panel may, upon such review, modify the decision of the Building Review Board if the panel finds such modification to be in the best interest of the student and if the panel finds that such modification is consistent with the educational philosophy underlying this policy. The decision shall be in writing, and a copy shall be placed in the student's file. Pending a decision, the student must continue attending the class or classes in question.~~

~~A full-time student is one who is considered in attendance at the enrolled school the entire day.~~

~~A partially enrolled student is one who is considered enrolled for less than the full day. The partially enrolled student is permitted to continue any and all classes for which he/she may be enrolled. Partially enrolled students may continue their education even if enrolled in only one or two classes.~~

~~If a student's attendance record results in him/her being considered a partially enrolled student, the student will be permitted to continue to attend classes in which he or she has had success. In addition other options will be made known to the student which may offer other methods of successfully completing graduation requirements such as ALC, distance learning options, or STC.~~

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

~~Revised: 05-23-1989~~

~~06-20-1995~~

~~07-15-1997~~

~~08-19-2003~~

~~06-21-2005 ISD-709~~

Deletion: First Reading 03/22/2016

Replaced by MSBA Policy 503

Adopted: _____

MSBA/MASA Model Policy 503

Orig. 1995

Revised: _____

Rev. 2013

503 STUDENT ATTENDANCE

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

~~It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.~~

- *It is the student's right to be in school.*
- *It is the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall.*
- *It is the student's responsibility to request any missed assignments due to an absence.*

2. Parent or Guardian's Responsibility

~~It is the responsibility of the student's parent or guardian to ensure the~~

~~student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.~~

It is the responsibility of the student's parent or guardian to:

- *Ensure the student is attending school*
- *Inform the school in the event of a student absence*
- *Work cooperatively with the school and the student to solve any attendance problems that may arise*

3. Teacher's Responsibility

~~It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.~~

It is the teacher's responsibility to:

- *Take daily attendance and to maintain accurate attendance records in each assigned class and study hall.*
- *Be familiar with all procedures governing attendance and to apply these procedures uniformly.*
- *Provide any student who has been absent with any missed assignments upon request.*
- *Work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.*

4. Administrator's Responsibility

~~a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.~~

- a. *It is the administrator's responsibility to:*
- *Require students to attend all assigned classes and study halls.*
 - *Be familiar with all procedures governing attendance and to apply these procedures uniformly to all students*
 - *Maintain accurate records on student attendance*
 - *Prepare a list of the previous day's absences stating the status of each*
 - *Inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.*
- b. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

- a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.
- b. The following reasons shall be sufficient to constitute excused absences:
- (1) *Absences where parent has notified school within 24 hours of absence.*
 - (2) Illness.
 - (3) Serious illness in the student's immediate family.
 - (4) A death or funeral in the student's immediate family or of a close friend or relative.
 - (5) Medical, dental, or orthodontic ~~treatment or a counseling~~

~~appointment.~~ ***or mental health treatment.***

- (6) Court appearances occasioned by family or personal action.
- (7) Religious instruction not to exceed three hours in any week.
- (8) Physical emergency conditions such as fire, flood, storm, etc.
- (9) Official school field trip or other school-sponsored outing.
- (10) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- (11) Family emergencies.
- (12) Active duty in any military branch of the United States.
- (13) A student's condition that requires ongoing treatment for a mental health diagnosis.

~~*[Note: State law provides that a school board may include other exemptions in the school district's attendance policy. See Minn. Stat. § 120A.22, Subd. 12. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]*~~

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) ~~Work missed because of absence must be made up within _____ days from the date of the student's~~ ***Student will be allowed 2 days to makeup work for every day absent upon return to school. Any work not completed within this period shall may result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.***

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures: ***including absences that are unreported.***
- (3) Work at home.
- (4) Work at a business, except under a school-sponsored work release program.
- (5) ~~Vacations with family.~~
- (6) ~~Personal trips to schools or colleges.~~
- (7) Absences resulting from cumulated unexcused tardies (3 tardies equal one unexcused absence).
- (8) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- ~~(4) Students with unexcused absences shall be subject to discipline in the following manner:~~
 - ~~(a) From the first through the _____ cumulated unexcused absence in a [quarter or semester] the~~

student will not be allowed to make up work missed due to such absence.

- (b) ~~After the _____ cumulated unexcused absence in a [quarter or semester], a student's parent or guardian will be notified by certified mail that his or her child is nearing a total of _____ unexcused absences and that, after the _____ unexcused absence, the student's grade shall be reduced by one increment for each unexcused absence thereafter.~~
- (c) ~~After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.~~
- (d) ~~After _____ cumulative unexcused absences in a [quarter or semester] the teacher will reduce the student's letter grade by one increment for each unexcused absence thereafter (i.e. A to A-). However, prior to reducing the student's grade, an administrative conference must be held among the principal, student, and parent.~~
- (e) ~~After _____ cumulated unexcused absences in a [quarter or semester], the administration may impose the loss of academic credit in the class or classes from which the student has been absent. However, prior to loss of credit, an administrative conference must be held among the principal, student, and parent.~~
- (f) ~~If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.~~

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
2. Procedures for Reporting Tardiness
 - a. Students tardy at the start of school must report to the school office for an admission slip.

b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

- a. Illness.
- b. Serious illness in the student's immediate family.
- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental, orthodontic, or mental health treatment.
- e. Court appearances occasioned by family or personal action.
- f. Physical emergency conditions such as fire, flood, storm, etc.
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b. ~~Consequences of tardiness may include detention after _____ unexcused tardies. In addition _____ unexcused tardies are equivalent to one unexcused absence.~~

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

- 1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
- 2. School-initiated absences will be accepted and participation permitted.
- 3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
- 4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
- 5. If a student is absent from school due to medical reasons, he or she must

present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. DISSEMINATION OF POLICY

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

IV. REQUIRED REPORTING

A. Continuing Truant

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days if the child is in middle school, ~~junior high school,~~ or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;

6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

~~*[Note: Where services and procedures under Minn. Stat. Ch. 260A are available within the school district, the following provisions should also be included in the policy.]*~~

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

Replacing: 5025
First Reading: 3/22/2016

Legal References: Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975)

Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)

Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)

Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)

Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)

Knight v. Board of Education, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)

Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)

**DATA SHARING AGREEMENT FOR RELEASE
OF DATA UNDER "SCHOOL OFFICIAL" EXCEPTION**

This Data Sharing Agreement ("Agreement") between Independent School District No. 709, Duluth Public Schools ("District") and the State of Minnesota, acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of MINNESOTA STATE UNIVERSITY, MANKATO, 238 Wigley Administration Center, Mankato, MN 56001 is entered into as of Feb. 1, 2016 ("Effective Date"). The District and the MINNESOTA STATE UNIVERSITY, MANKATO are referred to collectively as the "Parties."

WHEREAS, certain individuals affiliated with MINNESOTA STATE UNIVERSITY, MANKATO (hereinafter "Requesting Entity") will provide *assistance to the teacher in the classroom* to the District for the 2015-2016 school year; and

WHEREAS, the services to be provided by individuals affiliated with Requesting Entity are institutional services and functions for which the District would otherwise use its own employees; and

WHEREAS, the District anticipates individuals affiliated with Requesting Entity will be required to access personally identifiable information related to students and educational data in order to effectively provide services to the District; and

WHEREAS, both the Family Educational Rights and Privacy Act ("FERPA") and the Minnesota Government Data Practices Act ("MGDPA") allow certain contractors, consultants, volunteers, and other parties to access information that would otherwise be protected from disclosure under a "school official" exception; and

WHEREAS, individuals affiliated with Requesting Entity will be providing services in a manner that meets the relevant requirements to qualify as a "school official" under both FERPA and the MGDPA; and

WHEREAS, the Parties wish to enter into this Agreement in order to outline in greater detail the terms and conditions upon which individuals affiliated with Requesting Entity will be granted access to certain protected student data as a "school official."

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, the parties agree to the following:

1. **Services Provided to District.** Requesting Entity is a *university whose student teachers will provide assistance to the teacher in the classroom* to the District. The services to be provided to the District are institutional services and functions for which the District would otherwise use its own employees.

2. **Protected Student Data Defined.** "Protected Student Data" means any data defined as "personally identifiable information" contained in educational records as the term is defined in FERPA and its implementing regulations, 20 U.S.C. § 1232g and 34 C.F.R. § 99.31, or "educational data" as defined in the MGDPA, Minn. Stat. § 13.32.
3. **Types of Data to be Accessed.** In the course of providing the services described in Paragraph 1, individuals affiliated with Requesting Entity will have a legitimate need to access Protected Student Data in the form of ATTENDANCE, GRADES AND SCHEDULES. The data described in this Paragraph is subject to disclosure restrictions imposed by FERPA and the MGDPA.
4. **District's Control over Use and Maintenance of Data.** The following terms and conditions will govern the manner in which individuals affiliated with Requesting Entity will have access to Protected Student Data:
 - a. *STUDENT TEACHERS* shall be the only representatives of Requesting Entity granted access to Protected Student Data in accordance with the terms of this Agreement. Protected Student Data shall not be shared with any employee, agent, volunteer, or other affiliate of Requesting Entity who is not within the group of individuals defined in this Paragraph. Prior to being granted access to Protected Student Data, each *STUDENT TEACHERS* must review and sign the acknowledgement and consent form attached hereto as Exhibit A.
 - b. The use and maintenance of Protected Student Data by *STUDENT TEACHERS* shall be at all times subject to the District's direct control.
 - c. Individuals providing services as *STUDENT TEACHERS* shall be granted access to Protected Student Data through the District's Infinite Campus system in a manner deemed appropriate by the District. Requesting Entity shall supply the District with a list of the names of the individuals providing services as *STUDENT TEACHERS* to the principal of the building in which each individual will be providing services. Upon receipt of the list of names, the District will determine using its sole discretion the extent to which each individual will be granted access to Protected Student Data through the Infinite Campus system. Under no circumstance will an individual be granted greater access to Protected Student Data than what is legitimately necessary to effectively provide the services listed in Paragraph 1. The District retains the right to alter at any time and in its sole discretion the manner in which individuals providing services as *STUDENT TEACHERS* access Protected Student Data. No individual will be granted access to Protected Student Data unless the person has signed the form


attached as Exhibit A and provided a copy to the principal of the building in which the individual will be providing services.

- d. The individuals providing services as STUDENT TEACHERS shall not copy, duplicate, alter, modify, or otherwise make changes to or reproductions of Protected Student Data unless legitimately necessary to perform the services described in Paragraph 1. If any individual who has been granted access to data in accordance with this agreement has maintained copies or other reproductions of Protected Student Data for legitimate purposes, such copies or other reproductions must be destroyed within 30 days of the expiration of this Agreement.
 - e. The District reserves the right to restrict, modify, or discontinue the use and maintenance of Protected Student Data authorized by this agreement for any reason. If the District exercises its sole discretion to restrict or cancel access to data, Requesting Entity and/or its affected representatives shall destroy any copies or reproductions of data which they no longer have access in accordance with the timeframe and requirements of Paragraph 4(f) of this Agreement.
5. **Rediscovery of Protected Student Data.** In the course of performing the services described in Paragraph 1, the Parties agree that individuals providing services to the district as STUDENT TEACHERS shall not redisclose Protected Student Data to any representative of Requesting Entity not within the class of individuals identified in Paragraph 4(a) or any person or party other than a school official with a legitimate need to access the data unless disclosure is specifically authorized or required by law. In the event a parent or eligible student requests disclosure of Protected Student Data to a third party, Requesting Entity and its representatives shall direct the requesting parent or eligible student to the appropriate building principal, who will process each request to disclose Protected Student Data in accordance with applicable District policies and procedures.
6. **Data Related to STUDENT TEACHERS Evaluations.** The Parties agree that data maintained by the District with respect to individuals who perform services on a voluntary basis for the District is defined as personnel data by the MGDPA, Minn. Stat. § 13.43. In the event Requesting Entity requests information from the District that is not classified as public data pursuant to Minn. Stat. § 13.43, subd. 2, Requesting Entity shall obtain a written consent of the subject of the data prior to requesting the data from the District.
7. **Term.** This agreement shall be valid from the date duly approved by both Parties through June 30, 2016. On July 1, 2016, this agreement shall terminate and the District will terminate the ability of the individuals described in Paragraph 4(a) to access Protected Student Data.

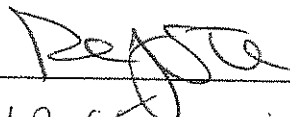
- 8. **Successors and Assigns.** This Agreement will be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns. No Party may assign or transfer this Agreement or any of its rights, interests or obligations hereunder without the prior written consent of the other Party.
- 9. **Amendment/Modification.** This Agreement may be amended or modified only by a writing executed by the Parties. No custom or practice of the Parties at variance with the terms hereof will have any effect.
- 10. **Entire Agreement.** This Agreement constitutes the entire agreement and understanding of the parties relative to the subject matter hereof. The parties have not relied upon any promises, representations, warranties, agreements, covenants or undertakings, other than those expressly set forth or referred to herein. This Agreement replaces and supersedes any and all prior oral or written agreements, representations and discussions relating to such subject matter.

IN WITNESS HEREOF, the Parties have executed this Agreement as of the date first written above.

DATE: 3.1.16

By: 
Director of Assessment / Evaluation / Performance

DATE: 2/29/16

By: 
Title: V.P. of Finance & Administration
Phone: 507-389-6621

DATE: _____

By: _____
School Board Chair, Duluth School District 709

6160 - Field Trips

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

It is the general expectation of the School Board that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. On all school-sponsored trips, provisions will be made for appropriate special education accommodations/modifications for special education students. On all overnight school-sponsored trips, background checks will be required for all chaperones at their own expense. Student trips will be categorized within three general areas:

a. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal, and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips.

b. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day, but do not include overnight stays. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested.

c. Extended Trips Within Minnesota, the Continental United States, or a Foreign Country

Trips that involve one or more overnight stops within Minnesota, the Continental United States, or a foreign country fall into this category. Extended trips may be instructional or supplementary, and must be requested well in advance of the planned activity. Extended trips within the school year should whenever possible coincide with school vacation periods. An Extended Trip Request form must be completed and approved by the principal, superintendent, and School Board. Exceptions to the approval may be granted or expedited to accommodate emergencies or contingencies (e.g. tournament competition).

d. Trips to a Foreign Country Other than Canada

As per Resolutions E-5-09-2628 (May 19, 2009) and E-11-10-2826 Independent School District 709 does not sponsor or accept any liability for foreign trips other than Canada. As noted in resolution E-5-09-2628, all staff who accompany students on any foreign trips other than Canada are expected to obtain a signed liability release and waiver form (attached) from the student's parents/guardians prior to the trip.

The School Board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students. All fundraising activities for extended trip opportunities must be approved by the School Board under Fund Raisers in the Financial Report section of the Business Committee Report.

Adopted: 06-09-1970 ISD 709

Revised: 12-17-1974

02-10-1976

06-20-1995

12-17-2002

10-19-2004

02-27-2007

06-16-2009

12-21-2010 ISD 709

RESOLUTION

Waiving Liability on Foreign Travel With the Exception of Canada

Whereas, the District is supportive of being inclusive of all students, and

Whereas, Resolution E-5-09-2628 said the District desires to clarify for students, staff and parents that it does not assume any liability whatsoever for participants in trips outside of the United States, and

Whereas, it is the District's intention to allow educationally beneficial student travel to Canada;

Now, Therefore Be It Resolved, those trips taken by students and staff outside the United States with the exception of Canada are not sponsored or approved by Independent School District No. 709, St. Louis County, State of Minnesota. In addition, all staff who accompany students on such foreign travel trips are expected to obtain a liability release and waiver from the student's parents/guardians prior to the trip. This liability release and waiver, and all written communication regarding such trips, should include the text of this resolution.

2/24/2016

**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

Paul Edward Werdier III

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

2/8/2016

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

2/24/2016

**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

Alexander David Hawkinson

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

2/24/2016

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center



PRINT SHOP ORDER FOR CALLIGRAPHY

ORDERED BY: NICHELE CANAVAN - Asst Supt Office

DATE: March 8, 2016

DATE NEEDED: ASAP

CALLIGRAPHY ON DIPLOMAS AS FOLLOWS:

<u>Student Name</u>	<u>Date of Graduation</u>	<u>School</u>	<u>Return to</u>
Nickolas Allen Wilson	3/04/2016	DPS	WHA

*Name Correction

February 26, 2016

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

Dear Mr. Gronseth,

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

Name of Graduate/School

Graduation Date

Wilson, Nicholas Allen

03/04/2016

Woodland Hills Academy

name/correction

Stilson, Nicholas Allen

Please send diploma to Kathryn at Woodland Hills Academy.



Denise Clairmont
Principal

*Please correct
name & return
new diploma
to Kathryn at
Woodland Hills*

Kathryn Sislo
Office Support Specialist
Woodland Hills Academy