

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, January 17, 2017

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) Assistant Superintendent's Report 5

The Assistant Superintendent's Report highlighted efforts in teaching and learning across ISD 709. Updates were shared regarding implementation of District initiatives to support teaching and learning. Superintendent Gronseth and Dr. Cary were available to answer questions.

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

2) 21st Century Community Learning Center Grant and K.E.Y Zone Presentation (Tabled until February 2017)

Tracie Clanaugh, Executive Director of the Community Services YMCA, and Jay Roesler, Director of Community Education for ISD 709, will provide an update on the K.E.Y. Zone and True North AmeriCorps partnership. Presentation will include outcomes from the fourth year of the 21st Century Community Learning Center grant and the second year of the True North AmeriCorps grant.

Recommendation: It is recommended that the Duluth School Board receive this item as informational. (Tabled until February 2017)

3) Gender Identity and Gender Expression Presentation 6

Ron Lake, Climate Coordinator, and Kathy Hermes, Lutheran Social Services Youth Services, provided an update regarding the District's work on gender identity and gender expression. Information was shared regarding state and federal updates that have impacted school practices. They also provided the School Board with information that will be shared at the upcoming staff development day on January 27, 2017, in an effort to create a safe and welcoming school environment for all staff and students.

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

B. Grant Applications

1) Ann Bancroft Foundation - Dare to Dream Grants

Denfeld High School has submitted and received 6 Dare to Dream grants from the Ann Bancroft Foundation in the amount of \$500 per grant, for a total of \$3000. Funds from these grants will benefit 6 female Engineering and Design students and will be used to cover the cost of all materials, supplies and personal equipment for these designated students to weld after school on Tuesday nights throughout the winter.

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

2) Minnesota Department of Education Full Service Community Schools Grant - Denfeld High School

Denfeld High School has submitted and received a grant totaling \$19,950 from the Minnesota Department of Education. The Duluth Public Schools are working to create a K-12 system of support that addresses physical, emotional, and mental health of students and families through a Full Service Community School model. Currently Myers Wilkins Elementary and Lincoln Park Middle School are implementing FSCS plans. This grant will support efforts at Denfeld High School to create a Full Service Community School Plan which will identify physical, emotional, and mental health needs of students and families, as well as potential resources and partnerships to address needs. The grant period runs until June 30th, 2018.

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

3) Minnesota Department of Education Full Service Community Schools Grant - Myers-Wilkins Elementary

Myers Wilkins Elementary School has submitted and received a grant totaling \$66,632 from the Minnesota Department of Education. Myers Wilkins has operated with a Full Service Community School model through the Myers Wilkins Community School Collaborative for over 5 years. This grant will support Full Service Community School programming implementation by covering site coordinator salaries for the Myers Wilkins Community School Collaborative. The grant period runs until June 30th, 2018.

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

C. Regulations

1) Regulation 6240R - Demonstration of Mastery for Credit 36

Dr. Michael Cary, Director of Curriculum and Instruction, presented revisions to Regulation 6240 R - Demonstration of Mastery for Credit.

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

D. Other Informational Items - None

2. Action Items

A. Presentation Items Requiring Approval

1) ISD 709 Wellness Policy Update 37

Joshua Gorham, Saint Louis County Public Health and Human Services, and members of the ISD 709 Wellness Committee presented an update regarding revisions to the District's Wellness Policy.

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

B. Policies

1) 6300 - Wellness Policy - DELETION 38

In moving to the MSBA Model Policies, administration is recommending the deletion of Policy 6300, which will be replaced with MSBA Policy 533.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 6300 - First Reading.

2) NEW Policy 533 - Wellness 41

Attached is revised MSBA Policy 533 for first reading. This policy would replace Policy 6300.

Recommendation: It is recommended that the Duluth School Board approve Policy 533 for the first reading.

C. Grant Awards

1) Resolution E-01-17-3424 - Acceptance of Grant Awards to Duluth Public Schools 47

Attached is Resolution E-01-17-3424 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve the grant awards from the following organizations:

Ann Bancroft Foundation
Minnesota Department of Education

Recommendation: It is recommended that the Duluth School Board accept and

approve Resolution 01-17-3424 - Acceptance of Grant Awards to Duluth Public Schools.

D. Extended Field Trip Requests - None

E. Diploma Requests

56

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

Jared Richard Fyle - December 13, 2016

Jade Sweet Gertsema - December 13, 2016

Dylan James Mass - December 19, 2016

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

F. Data Sharing Agreements - None

G. Other Action Items - None

3. **Future Items**

Policy Updates

Assistant Superintendent Report to the Board

January 2017

Happy New Year! Apologies for my absence at Education Committee this month. Please direct questions to Superintendent Gronseth or Dr. Cary. Please free to reach out to me via phone or email as well.

Site Visits

Lincoln Park
Lowell
Myers-Wilkins

Continuous Improvement Teams

Members of each school Continuous Improvement Team will take part in the 2nd session of the 4 part series of trainings to support development of their CITs on January 19. I will be facilitating this training along with Superintendent Gronseth and other district leaders, in collaboration with the Minnesota Regional Center of Excellence (RCE). The RCE is a resource from MDE that supports school improvement efforts across the state with work based in Implementation Science. I have also worked with Principal Sconiers from Denfeld to schedule a more individualized session for the Denfeld team on February 10. The RCE and I will be working closely with Principal Sconiers' team to plan the agenda for the day in an effort to ensure great results for this session. This session will look more specifically at the data from Denfeld and supports for their team as they begin to develop strategies for school improvement efforts.

Staff Development Day

January 27 is our 2nd full staff development day of this school year. Each school has specific plans for this day. Most staff will take part in a two hour session regarding how to support students facing gender identity and expression issues, as part of creating safe and welcoming schools and classrooms for all students. I have been working with principals to plan this day for their teachers. I look forward to working with teams in a variety of schools as part of this day and I predict great learning for staff as a result of their work!

DRAFT
**Gender Identity and Gender
Expression Training**
2016-17

The question: What does Duluth Public wish for district leaders to know and do with regards to Gender Identity, Gender Expression and Inclusive Practices

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Beginning of work...
Continuum of Development...
Spectrum of Understanding...

(Refer back to this in presentation)

**What would we like staff
to know and do?**

- Believe: Every child deserves to feel safe/affirmed/valued in their learning environment
- Create: Classrooms and schools where kids can focus on learning (recognize & reduce barriers)
- Communicate: Information and practices to students and parents
- Answer: Why we are discussing Gender Identity and Gender Expression now?
- Align: with Federal and State guidelines

Fall 2016 / Spring 2017 / Fall 2017

- 3 phases of communication
- Review and build on each phase
- Will continue to work with community and ally groups throughout the process

Fall 2016 Presentations

- 1. Purpose & Rationale
- 2. Share Information and Common Language
- 3. Ask to use some “Developing practices”
- 4. Fresh ground
- 5. Advice / Feedback / Questions

7

Purpose and Rationale

Why and Why Now

- We’re learning that gender identity, gender expression, sexual identity, and attraction are not authentically expressed through exclusively binary means
- All identities as expressed are normal and fluid, common or not
- All kids learn best when they feel safe, valued and included
- Risk of decreased learning and achievement
- Increased risk of anxiety, depression, and suicide

GLSEN 2013 National School Climate Survey
MN School Survey Results

State and Federal Guidelines

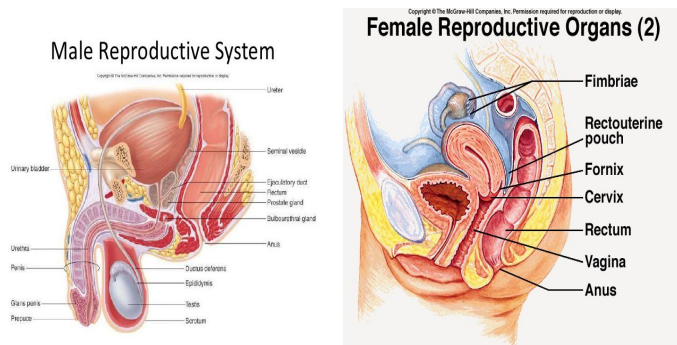
- Positive school climate for all
 - Title IX
 - MDE Expectations
 - MN Human Rights Act
 - Safe and Supportive Schools Act
 - Office of Civil Rights; Dear Colleague Letter
 - MN State High School League 2014-15 Policy

Information and Common Language

SEX vs. GENDER

Anatomy vs. Brain

SEX: Biological and physiological characteristics that define men and women



GENDER: Internal sense of self as well as one's outward presentations and behaviors related to that perception

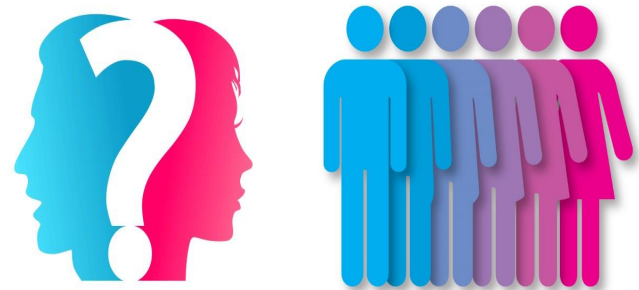


GENDER vs. SEXUALITY

*Identity vs. Attraction

*No particular way they go together

GENDER: Internal sense of self as well as one's outward presentations and behaviors related to that perception⁹



SEXUALITY: Feelings of sexual, romantic, physical, and/or spiritual attraction for other people

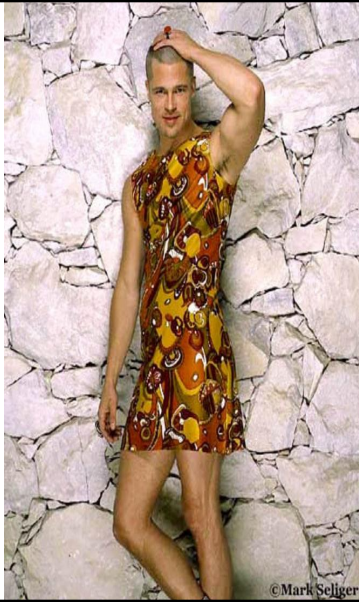


GENDER IDENTITY vs. GENDER EXPRESSION

What your brain tells you about yourself

vs.

How you choose to present yourself to the world



BINARY IDENTITY vs. NON-BINARY¹⁰ IDENTITY

Two choices

vs.

More than two choices

RELATIVE TO SEX:

Binary

- Male
- Female

Non-binary

- Intersex

RELATIVE TO SEXUALITY:

Binary

- Homosexual
- Heterosexual

Non-binary

- Pansexual

RELATIVE TO GENDER:

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- Cisgender
- Transgender

Non-binary

- Agender

RELATIVE TO GENDER EXPRESSION:

11

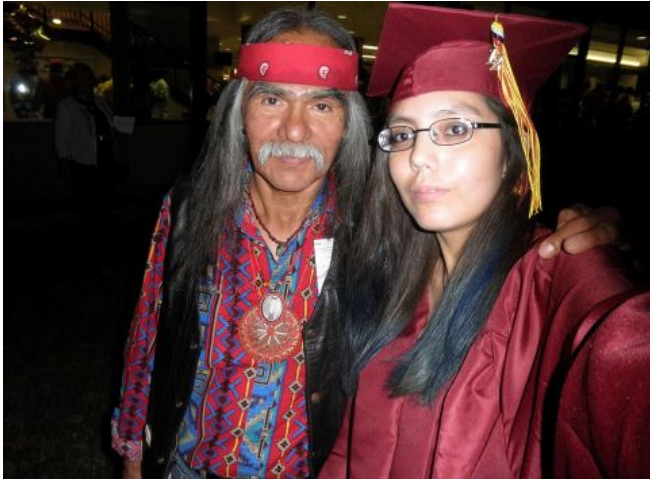
Binary

- Feminine
- Masculine

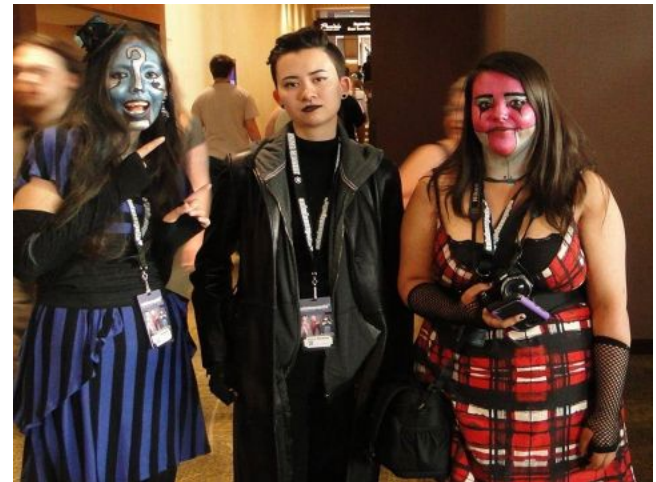
Non-binary

- Genderfluid





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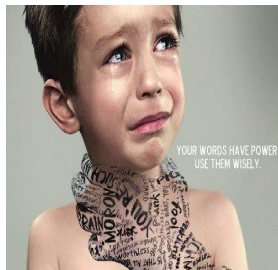





Brief and commonplace daily verbal, behavioral or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative slights and insult toward members of oppressed groups.

MICROASSAULTS

Use of explicit and intended derogations either verbally or nonverbally, as demonstrated through name-calling, avoidant behavior or discriminatory actions toward the victim.



In one school year..... 

fag
worthless
freak
loner
outsider
outcast
pussy
dick
jerk
puppet
slave
loser
dumbass
faggot
heartless

wannabe
nerd
geek
carpet licker
nigger
cunt
cunt licker
dog
nightmare
bloodsucker
pothead
hippo
fatty
fatass
a-hole

WHEN IT'S OKAY TO USE THE WORD GAY

by www.ItsPronouncedMetrosexual.com

NOT OKAY



That shirt is gay.



That car is gay.

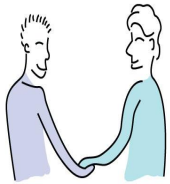


That reindeer is gay.



That rock formation is gay.

OKAY



Those two men who are in love with each other are gay.

MICROINSULTS

Often unconscious and are described as verbal or nonverbal communications that convey rudeness and insensitivity and demean a person's heritage or identity.

MICROINVALIDATIONS

Include communications that exclude, negate or nullify the realities of oppressed groups



MICROAFFIRMATION





SAFETY TRUMPS DISCOMFORT

"If your experience is anything like my own, you will be in unfamiliar---perhaps even uncomfortable---territory. It is important, however, that your own personal uncertainties do not interfere with your ability to do the right thing to protect the safety and well-being of these vulnerable children."

*Janice Adams, Superintendent

Safety, Learning, and Discomfort

- Being uncomfortable often results in some of our most memorable growth and learning
- Being unsafe is most often harmful
 - Limited educational engagement, higher absenteeism
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Developing Practices

Going Forward

- We have existing guidance written by Principals, Counselors, Teachers from Duluth Public Schools
- We are working with a Leadership Team this fall to review guidance and develop practices
- We Anticipate information from MDE this Winter (2016-17 School Year)
- We will follow our typical process for drafting and approving policy and regulation

Info from DPS Guidance Here

- Guidance focuses on day to day practices
 1. Gender inclusive language and practices for educational environments
 2. Bathrooms and Locker Rooms
 3. Before and After School Activities
 4. Communicating with Parents
 5. Overnight and Travel Arrangements
 6. Definitions, Privacy, Records, Case Law, Etc.

Fresh ground

- Anticipate shifts
- All doing this together
- Following state and federal developments

18

United States of America



ISD 709



We All Have a Role:

- *Counselors
- *Teachers
- *Coaches
- *Students & Parents
- *Administrators
- *Paraprofessionals
- *Custodians
- *Food Service Workers
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Advice / Feedback / Questions

- What are your reactions to this information?
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- Parent Involvement, Name/Gender Form, FAQ

Dates

19

- 9/27 Cabinet Members
- 10/3 Activity Directors: Denfeld, East + Middle Schs
- 10/6 QSC: Admin, Teachers Union, Principals Union
- 10/12 Principals: Pre-K, Elem., Middle, and High Schs

Community and District Leadership Team

- Determine above/below line behavior
- IC, preferred name, nickname (not printed onto roster page)
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- Hearing from kids & parents to tug at heartstrings
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ADs

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Discussion regarding ways kids express gender
Okay to go case by case with team
MN State High School League updated policy?
Add some info on participation and process

Principals

What are we going to “do”?

How are we going to “reach out”?

Consider support for parents transitioning

Concrete examples / handout to support students / classroom ideas

Maybe organize examples by Micro:

- Assaults
- Insults
- Invalidations
- Affirmations

Training proceeds “safe place stickers”

Work with Middle Sch ADs to generalize MSHSL Expectations to Middle School

Support ADs (middle school specifically?) in working with other districts

Make sure it is part of larger context of safe/welcoming

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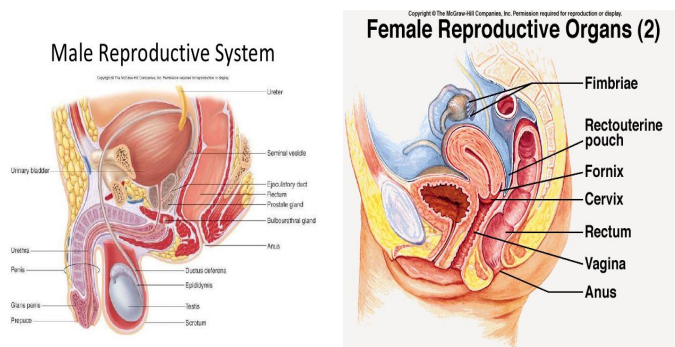
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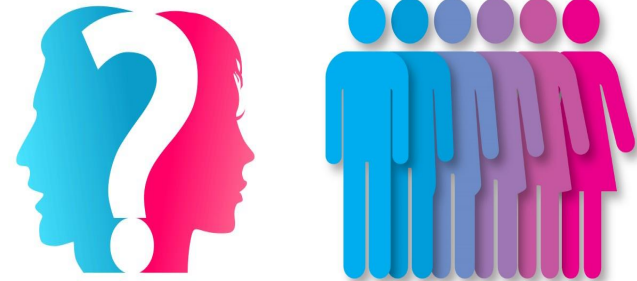
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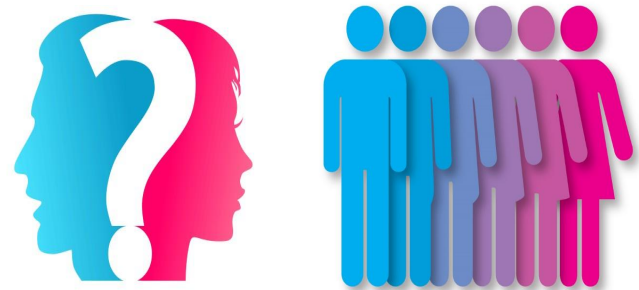


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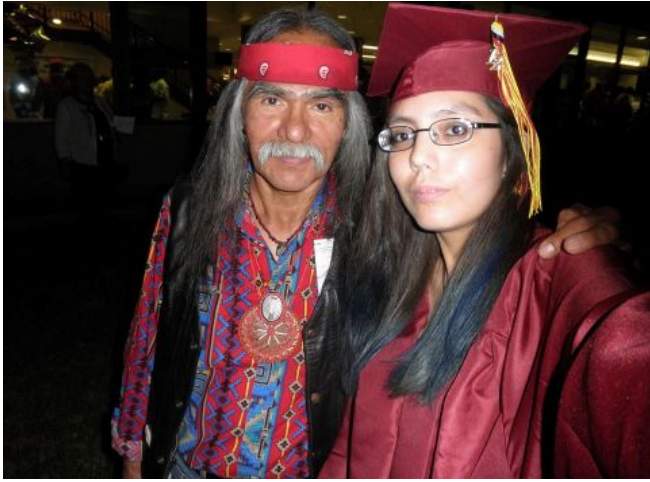
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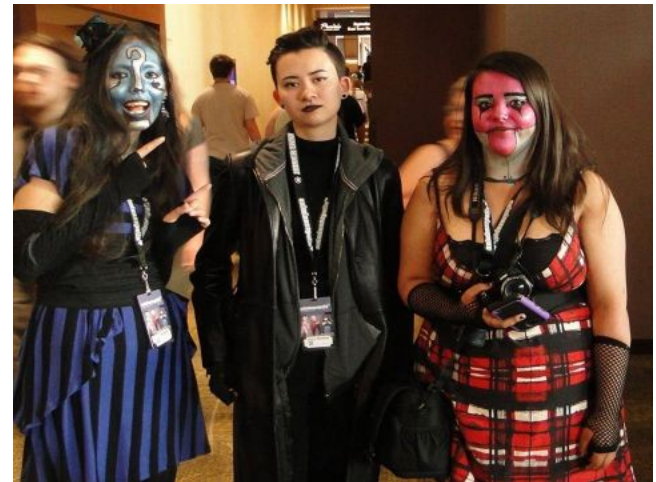
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27



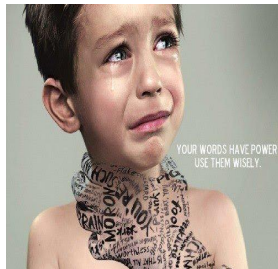




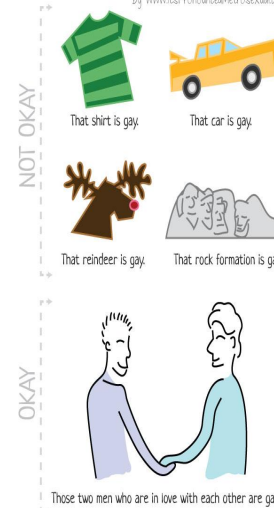
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6240R DEMONSTRATION OF MASTERY FOR CREDIT

Guidelines for Implementing Awarding Credit Through Assessment

PROCESS FOR APPLYING FOR AND RECEIVING CREDIT: GRADES 6-12

- A. Student Initiation of the Process: When a student and/or parent/guardian(s) are considering the Credit Through Assessment option, the first step will be to contact a school counselor or, for current 5th grade students, building administrator to become aware of the options, and the process. This process should begin at least two quarters or one semester prior to the start of the regular class. The summer period will be treated as one quarter. The student shall complete the application process introduced and return it to the counselor or, for 5th grade students, to the elementary office. The application will then be forwarded to the appropriate Curriculum Specialist.
- B. District Initiation of the Process: Once the application is received, the appropriate Curriculum Specialist, and a teacher or teachers of that course will prepare the necessary assessment(s). The process will consist of a written assessment and may require a performance assessment. At least one teacher who is teaching the course should be involved with the creation of this assessment even though that teacher may not be from the school where the student is attending.
- C. Written and Performance Assessment: The student must successfully complete the written assessment prior to moving on to the performance assessment. The performance assessment may require that the student demonstrate skills, answer questions in an interview, exhibits a portfolio of tasks and/or be involved in some other type of performance task.
- D. Student Completion: All portions of the assessment must be completed within the two grading period window after the start of the process. The student and parent/guardian(s) will be notified by the Curriculum Specialist in a timely manner as to when and where the assessment will begin and the expected completion date. The Curriculum Specialist will determine who will be responsible for grading the assessment and communicate to the student and parent/guardian(s) the criteria to be used in grading the assessment.
- E. Grading: Successful completion of the assessment will mean that the student will receive credit for the course, a grade of "P" and no GPA points. A student may attempt to test out of a course only once.

Approved: 05-23-1995 ISD 709

Revised: 01-23-2001 ISD 709

06-16-2015 ISD 709

01-17-2017 ISD 709

ISD 709 Wellness Policy Update

Background

Each local educational agency that participates in the National School Lunch Program or other federal Child Nutrition programs is required by federal law to establish and implement a local school wellness policy for all schools under its jurisdiction.

Local wellness policies are an important tool for parents, local educational agencies (LEAs) and school districts in promoting student wellness, preventing and reducing childhood obesity, and providing assurance that school meal nutrition guidelines meet the minimum federal school meal standards. (USDA)

Process

The draft wellness policy is based on the Minnesota School Board Association's (MSBA) Model Wellness Policy (2010), and is an update to ISD 709's current Wellness Policy number 6300. The primary resource when considering additions to the MSBA model policy language was the Public Health Law Center's model wellness policy language. A representative committee made recommendations for modifications to the draft policy. The committee was represented by the following stakeholders during the process:

- | | | |
|--|--------------------|---------------------------------|
| ▪ Administration | ▪ Indian Education | ▪ Teachers |
| ▪ School board | ▪ Duluth YMCA | ▪ School Nurse |
| ▪ Principals and
assistant principals | ▪ Child Nutrition | ▪ Office of Education
Equity |
| ▪ A pediatrician | ▪ Farm to School | ▪ Parents/guardians |
| | ▪ Public Health | |

A series of wellness committee meetings were held between March 2016 and December 2016, where policy language was reviewed and commented on. In between meetings, stakeholders had the opportunity to provide comment and feedback on the policy. During this time frame, a School Health Index was completed at the district level, which helped to identify gaps in the current wellness policy and identify best practices. On July 29th, 2016, the USDA Food and Nutrition Service finalized regulations to create a framework and guidelines for written wellness policies established by local educational agencies. The current draft of Wellness Policy reflects the most up to date regulations required by the USDA, and implementation will be supported through a Wellness Committee Action Plan and Communication Plan.

Health and Achievement

The mission of the wellness committee is to assure a school environment that promotes and protects all students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

Healthy students are better learners, and all students deserve the opportunity to be healthy and successful.

- *Healthy students are better on all levels of academic achievement: academic performance, education behavior, and cognitive skills and attitudes.*

Schools can influence eating and physical activity behaviors.

- *Students spend much of their time at school, and may eat 2 out of 3 meals per day and get much of their physical activity at school.*
- *Investing in the health of students contributes to health communities in the future.*

All students deserve the opportunity to be healthy and successful.

- *Providing access to healthy foods and physical activity plays an important role in the academic achievement of students*

Source: Centers for Disease Control, Health and Academic Achievement (2014)

6300 — WELLNESS POLICY**I. — Purpose**

~~Per the District's Resolution of Purpose, this policy assures a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.~~

II. — General Statement of Policy

- ~~A. — The School District recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.~~
- ~~B. — The School District recognizes the importance of making a commitment to motivating students, parents, staff, administrators, and communities to take action in making healthy choices. Evidence strongly suggests that collaborative efforts among family, schools, and community are the most effective approach for the promotion of good health.~~
- ~~C. — The School District leadership makes a significant difference in the success of nutrition and healthy eating efforts. Results can be compromised if not supported by the entire school environment that includes both inside and outside the cafeteria.~~
- ~~D. — The School Board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.~~
- ~~E. — The school environment should promote and protect students' health, well being, and ability to learn by encouraging healthy eating and physical activity.~~
- ~~F. — The School District encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing School District nutrition and physical activity policies.~~
- ~~G. — Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.~~
- ~~H. — All students in grades K-12 will have opportunities, support, and an environment that encourages physical activity on a regular basis.~~
- ~~I. — Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of a culturally diverse student body. The District will provide clean, safe, and pleasant facilities and adequate time for students to eat.~~

III. — Guidelines

- ~~A. — Physical Education and Physical Activity:

 - ~~— Physical education is the time during the day when physical education curriculum is delivered by a certified physical education teacher.~~
 - ~~— Physical activity is movement with students supported by anyone other than a certified physical education teacher.~~~~
- ~~1. — Opportunities During the School Day

 - ~~a. — Continue to work toward providing all students in grades K-12, including students with disabilities, special health care needs, and students within alternative educational settings, to receive physical education.~~
 - ~~b. — Continue to work toward meeting the Physical Education requirements of the CDC, MDE, NASPE recommendations of 150 minutes/week for elementary students and 225 minutes/week for secondary students for the entire school year.*~~
 - ~~c. — Expand lifetime activities offered in secondary Physical Education curriculum.~~
 - ~~d. — All Physical Education will be taught by a certified Physical Education teacher.~~
 - ~~e. — Strive toward daily recess prior to lunch.~~
 - ~~f. — Strive toward all elementary students having at least 20 minutes a day of supervised recess, preferably outdoors, during which schools and playground monitors encourage moderate to vigorous physical activity.~~~~

2.—Opportunities in the Learning Environment

- a.—Extended periods (i.e., periods of two or more hours) of inactivity are discouraged. When activities, such as mandatory school wide testing, make it necessary for students to remain indoors for long periods of time, students will be given periodic breaks during which they are encouraged to stand and be moderately active.
- b.—Encourage and train classroom teachers to implement current strategies that link physical activity with learning.

3.—Opportunities Outside the School Day

- a.—The school is encouraged to offer a variety of physical activities including extracurricular and intramural. Possible resources may include outside agencies and community education.
- b.—To promote safe routes to school, the School District will assess its own facilities and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school.
- c.—Expand and utilize the use of fitness centers and other existing facilities before and after school for all ISD 709 staff and students to promote healthy lifestyles.
- d.—Encourage fundraising activities that promote physical activity such as jump-a-thons, rake-a-thons, etc.

B.—Nutrition:

1.—Food and Beverages

- a.—Work toward providing all students with at least 20 minutes per day to eat lunch.
- b.—Offer a variety of healthy choices in school breakfast and lunch that are tasty, attractive, and of excellent quality that meet or exceed the nutrition standards established by USDA.**.
- c.—Ensure the availability of healthy, appealing, and affordable food options whenever food is served outside of the school breakfast and lunch program.
- d.—Offer healthy food and beverage options in vending machines, school stores, concession stands, staff areas, and ala-carte lines.***
- e.—Fundraising efforts must be supportive of healthy eating, by selling non-food items or healthy food items like fruits, veggies, and whole grain breads.***
- f.—Rewards programs must utilize healthy choices (food and non-food).***
- g.—School regularly promotes healthy food options for students (pricing, marketing, posting nutrition information, taste testing, etc.)

2.—Nutrition Education

- a.—Encourage district staff and school volunteers to model healthy nutritional choices.
- b.—Provide nutrition education in health classroom curriculum.
- c.—Teachers are encouraged to integrate nutrition education into core curriculum areas such as math, science, social studies, and language arts as applicable.

3.—Community Communication and Education

- a.—Provide staff, parents, and community with education on physical activities in school newsletters and district website.
- b.—Encourage district staff, students, and families (newsletters etc) to make healthy food choices at home, when eating away from home, and when sending food and beverages to school.
- c.—To promote Safe Routes to School, the School District will work proactively with

the city, county, and other community groups to remove any barriers to make it safer and easier for students to walk and bike to school.

IV. ~~Implementation, Monitoring, and Review~~

- A. ~~After approval by the School Board, the wellness policy will be implemented throughout the School District.~~
- B. ~~The school food service staff will ensure compliance within the school's food service area and will report to the superintendent or designee, as appropriate.~~
- C. ~~The superintendent or designee will ensure compliance and effectiveness of the wellness policy and will provide an annual report of the School District's compliance with the policy to the School Board.~~
- D. ~~An assessment of the school's existing nutrition and physical activity environment and policy will be completed annually to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the School District will review nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The school will, as necessary, review the wellness policies and develop work plans to facilitate their implementation.~~

~~* References: (CDC) Centers for Disease Control, (MDE) Minnesota Department of Education and (NASPE) National Association of Sport and Physical Education~~

~~** School guidelines will follow the Healthy Hunger free Kids Act as revised, or when implemented, or as directed by the Minnesota Department of Education.~~

~~References: Minnesota Department of Education Food and Nutrition Services Mde.fns@state.mn.us, United States Department of Agriculture (USDA)~~

~~Adopted: 06-20-2006 ISD 709~~

~~Revised: 01-17-2012~~

~~02-25-2014 ISD 709~~

***Deletion: First Reading 1/17/2017
Replaced by MSBA Policy 533***

Adopted: _____

MSBA/MASA Model Policy 533

Orig. 2005

Revised: _____

Rev. 2010

533 WELLNESS

I. PURPOSE

The purpose of this policy is to assure a school environment that promotes and protects **all** students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.
- B. The school environment should promote and protect **all** students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The school district encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing school district nutrition and physical activity policies.
- D. **Because all** children need access to healthy foods and opportunities to be physically active, **the school district will provide an optimal learning environment whereby** ~~in order to grow, learn, and thrive:~~
 - 1. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
 - 2. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the ~~religious, ethnic, and cultural diversity~~ **cultural and diverse needs** of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. GUIDELINES

- A. Foods and Beverages
 - 1. All foods and beverages ~~made available~~ **offered** on campus **during the school day** (including concessions, **school stores, vending machines, fundraisers, celebrations and parties**, ~~classroom~~ **snacks brought by staff/ parents/guardians for classroom distribution, rewards and incentives**, and a la carte cafeteria items) will be consistent with the current USDA Dietary Guidelines for Americans. **Food distributed during the school day intended for consumption outside of the regular**

school day through programs such as the backpack program and school food pantries will strive to meet USDA Dietary Guidelines for Americans.

2. Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

3. Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines.
4. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.
5. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
6. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
7. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
8. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

9. Farm to School Program

a. Farm to School programs enhance the nutritional and educational experience of school children by providing:

1) Nutritious, locally grown food as a part of the school food program; and

2) Opportunities for educational experiences in school gardens and/or at community gardens and local farms to learn about the origins of their food and how their food is grown. These experiences serve as an interdisciplinary teaching tool to influence student food choices and lifelong healthy eating habits.

b. Farm to School programs provide students with the opportunity to eat healthy, locally grown foods and be exposed to a variety of fresh produce that reflects the ethnic and cultural diversity of the student population. The school district will support the development of Farm to School programs to help students eat more nutritious foods and

promote healthier lifelong eating patterns; support the local economy and local farmers; and teach students about the origins of their foods and how their food is grown.

- c. Farm to School Programs will adhere to the recommended USDA Sanitation and Safety guidelines of Traceability of Fresh Produce from local farmers and school gardens. This process includes but is not limited to a review of Good Agricultural Practices (GAPs) and Good Handling Practices (GHPs). Farm to School items served in the Cafeteria, the Child Nutrition Department will maintain traceability records from the source of the product through the serving of the product. This documentation will include information on suppliers including local farms, purchasing records, and the specific source of the product.***

B. School Food Service Program/Personnel

1. The school district will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.
2. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.
3. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Nutrition Education and Promotion

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
 - c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities **educational experiences**, such as contests, promotions, taste testing, and field trips.
2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those

sold individually outside the reimbursable school meal programs, such as through a la carte [snack] lines, vending machines, fundraising events, concession stands, and student stores.

3. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

D. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities ~~such as watching television~~;
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.
4. ***Schools will strive to limit withholding physical activity and recess as a punishment.***
5. ***Schools will proactively teach and encourage positive recess behavior and indoor active recess throughout the school year.***
6. ***Extended periods (i.e., periods of two or more hours of inactivity) are discouraged. When activities, such as school-wide testing, making necessary for students to remain indoors for long periods of time, students will be given periodic breaks (before, during, and after) during which they are encouraged to stand and be moderately active.***
7. ***The school district will encourage walking and biking to and from school based on age appropriate standards for students living with certain distances of the school.***

E. Communications with Parents

1. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
- ~~3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.~~

4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. IMPLEMENTATION AND MONITORING

- A. After approval by the school board, the wellness policy will be implemented throughout the school district.
- B. School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.
- C. The school district's food service program administrator will provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selection of all foods made available on campus.
- D. ***The superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the school board with guidance and support from the District Wellness Committee.***
- E. ***The District will develop and maintain a plan for implementation to manage and coordinate this wellness policy. The plan will address specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness, evaluation measures, and engagement of the public.***
- F. The school district will post this wellness policy, ***action plan, and annual reports from the District Wellness Committee*** on its website, to the extent it maintains a website. ***The wellness policy will be assessed and updated as indicated at least every three years and/or as District priorities change; community needs change; and new Federal or state guidance or standards are issued.***

Legal References: Minn. Stat. § 121A.215 (Local School District Wellness Policy)
 42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
 42 U.S.C. § 1758b (Local School Wellness Policy)
 42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
 7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
 7 C.F.R. § 210.10 (School Lunch Program Regulations)
 7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: Minnesota Department of Education, www.education.state.mn.us
 Minnesota Department of Health, www.health.state.mn.us
 St. Louis County Public Health and Human Services

Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov

Replacing: 6300

First Reading: 1/17/2017

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
Ann Bancroft Foundation	Kevin Chederquist and Roxane Simenson	Dare to Dream - Denfeld High School FAB Lab	6 x \$500 = \$3,000	Funds from these grant awards will be used to cover the cost of all materials, supplies and personal equipment for 6 female Engineering and Design students to weld after school.
Minnesota Department of Education	Tom Albright and Tonya Sconiers	Full Service Community Schools – Denfeld High School	\$19,950	Funds from this grant will support efforts at Denfeld High School to create a Full Service Community School Plan which will identify physical, emotional, and mental health needs of students and families, as well as potential resources and partnerships to address needs.
Minnesota Department of Education	Jennifer Eddy	Full Service Community Schools – Myers-Wilkins Elementary School	\$66,632	Funds from this grant will support Full Service Community School programming implementation by covering site coordinator salaries for the Myers Wilkins Community School Collaborative.



Ann Bancroft Foundation

211 First Street North, Suite 480, Minneapolis, MN 55401

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November 16, 2016

Roxane Simenson
440 W Owatonna St
Duluth, MN 55803-1747

Dear Roxane,

We are very pleased to inform you that the Ann Bancroft Foundation has awarded a Dare to Dream grant to Charleigh Frederick in the amount of \$500.

The check for her activity will be written and sent directly to the activity provider listed below in the next few weeks. ABF will also send the activity provider a letter introducing the Ann Bancroft Foundation grant program as well as your mentee's contact information. The activity provider we have documented for your mentee's activity is:

Denfeld High School
Club FAB Denfeld High school
401 N 44th Ave W
Duluth, MN 55807
218-336-8830

If the activity provider information above is incorrect or if the grant check distribution needs to be postponed, please contact Grant and Outreach Coordinator, Amber Karcher-Ramos, at amberkr@annbancroftfoundation.org no later than November 30, 2016.

We ask that you, as Charleigh's mentor, help her register for her activity, do regular follow-up on her progress, and help her complete her final report and consent form to the Ann Bancroft Foundation. If, for any reason, your mentee is unable to attend her chosen activity, we ask you to return the grant to us as soon as possible.

We look forward to receiving Charleigh's report describing her experience within one month of her completed activity. She may use the form we have sent her or she may create her own "experience report" through art, written word, photos, or a combination of these options. Please ensure the consent form is completed when submitting the report. We may ask you to do an interview at some point to share your experiences with this process as well and request you submit a mentor's final report as well.

We sincerely appreciate your willingness to serve as a mentor for Charleigh and look forward to your responses as to the success of our program.

Sincerely,

Amber Karcher-Ramos
Grant and Outreach Coordinator
Ann Bancroft Foundation

Enclosures

For your reference, The Ann Bancroft Foundation (ABF) does not investigate or inquire into the qualifications, competency, safety, or appropriateness of the activity, program, providers or mentor for which the grant application was made. ABF is a granting organization only and relies upon the applicant, mentors and activity providers to determine the propriety and safety of any given activity or program for a grantee. Therefore, by making this grant, ABF is not endorsing or making any other representations regarding the chosen activities, programs, providers or mentors. The grantee's participation in any given activity or program will be governed by the activity provider's terms or use or activity requirements.

November 16, 2016

Roxane Simenson
440 W Owatonna St
Duluth, MN 55803-1747

Dear Roxane,

We are very pleased to inform you that the Ann Bancroft Foundation has awarded a Dare to Dream grant to Esther Carrillo in the amount of \$500.

The check for her activity will be written and sent directly to the activity provider listed below in the next few weeks. ABF will also send the activity provider a letter introducing the Ann Bancroft Foundation grant program as well as your mentee's contact information. The activity provider we have documented for your mentee's activity is:

Denfeld High School
Club FAB Denfeld High school
401 N 44th Ave W
Duluth, MN 55807
218-336-8830


If the activity provider information above is incorrect or if the grant check distribution needs to be postponed, please contact Grant and Outreach Coordinator, Amber Karcher-Ramos, at amberkr@annbancroftfoundation.org no later than November 30, 2016.

We ask that you, as Esther's mentor, help her register for her activity, do regular follow-up on her progress, and help her complete her final report and consent form to the Ann Bancroft Foundation. If, for any reason, your mentee is unable to attend her chosen activity, we ask you to return the grant to us as soon as possible.

We look forward to receiving Esther's report describing her experience within one month of her completed activity. She may use the form we have sent her or she may create her own "experience report" through art, written word, photos, or a combination of these options. Please ensure the consent form is completed when submitting the report. We may ask you to do an interview at some point to share your experiences with this process as well and request you submit a mentor's final report as well.

We sincerely appreciate your willingness to serve as a mentor for Esther and look forward to your responses as to the success of our program.

Sincerely,



Amber Karcher-Ramos
Grant and Outreach Coordinator
Ann Bancroft Foundation

Enclosures

For your reference, The Ann Bancroft Foundation (ABF) does not investigate or inquire into the qualifications, competency, safety, or appropriateness of the activity, program, providers or mentor for which the grant application was made. ABF is a granting organization only and relies upon the applicant, mentors and activity providers to determine the propriety and safety of any given activity or program for a grantee. Therefore, by making this grant, ABF is not endorsing or making any other representations regarding the chosen activities, programs, providers or mentors. The grantee's participation in any given activity or program will be governed by the activity provider's terms or use or activity requirements.

November 16, 2016

Roxane Simenson
440 W Owatonna St
Duluth, MN 55803-1747

Dear Roxane,

We are very pleased to inform you that the Ann Bancroft Foundation has awarded a Dare to Dream grant to Jillian Beetcher in the amount of \$500.

The check for her activity will be written and sent directly to the activity provider listed below in the next few weeks. ABF will also send the activity provider a letter introducing the Ann Bancroft Foundation grant program as well as your mentee's contact information. The activity provider we have documented for your mentee's activity is:

Denfeld High School
Club FAB Denfeld High school
401 N 44th Ave W
Duluth, MN 55807
218-336-8830

If the activity provider information above is incorrect or if the grant check distribution needs to be postponed, please contact Grant and Outreach Coordinator, Amber Karcher-Ramos, at amberkr@annbancroftfoundation.org no later than November 30, 2016.

We ask that you, as Jillian's mentor, help her register for her activity, do regular follow-up on her progress, and help her complete her final report and consent form to the Ann Bancroft Foundation. If, for any reason, your mentee is unable to attend her chosen activity, we ask you to return the grant to us as soon as possible.

We look forward to receiving Jillian's report describing her experience within one month of her completed activity. She may use the form we have sent her or she may create her own "experience report" through art, written word, photos, or a combination of these options. Please ensure the consent form is completed when submitting the report. We may ask you to do an interview at some point to share your experiences with this process as well and request you submit a mentor's final report as well.

We sincerely appreciate your willingness to serve as a mentor for Jillian and look forward to your responses as to the success of our program.

Sincerely,



Amber Karcher-Ramos
Grant and Outreach Coordinator
Ann Bancroft Foundation

Enclosures

For your reference, The Ann Bancroft Foundation (ABF) does not investigate or inquire into the qualifications, competency, safety, or appropriateness of the activity, program, providers or mentor for which the grant application was made. ABF is a granting organization only and relies upon the applicant, mentors and activity providers to determine the propriety and safety of any given activity or program for a grantee. Therefore, by making this grant, ABF is not endorsing or making any other representations regarding the chosen activities, programs, providers or mentors. The grantee's participation in any given activity or program will be governed by the activity provider's terms or use or activity requirements.

November 16, 2016

Roxane Simenson
440 W Owatonna St
Duluth, MN 55803-1747

Dear Roxane,

We are very pleased to inform you that the Ann Bancroft Foundation has awarded a Dare to Dream grant to Rose Munoz in the amount of \$500.

The check for her activity will be written and sent directly to the activity provider listed below in the next few weeks. ABF will also send the activity provider a letter introducing the Ann Bancroft Foundation grant program as well as your mentee's contact information. The activity provider we have documented for your mentee's activity is:

Denfeld High School
Club FAB Denfeld High school
401 N 44th Ave W
Duluth, MN 55807
218-336-8830

If the activity provider information above is incorrect or if the grant check distribution needs to be postponed, please contact Grant and Outreach Coordinator, Amber Karcher-Ramos, at amberkr@annbancroftfoundation.org no later than November 30, 2016.

We ask that you, as Rose's mentor, help her register for her activity, do regular follow-up on her progress, and help her complete her final report and consent form to the Ann Bancroft Foundation. If, for any reason, your mentee is unable to attend her chosen activity, we ask you to return the grant to us as soon as possible.

We look forward to receiving Rose's report describing her experience within one month of her completed activity. She may use the form we have sent her or she may create her own "experience report" through art, written word, photos, or a combination of these options. Please ensure the consent form is completed when submitting the report. We may ask you to do an interview at some point to share your experiences with this process as well and request you submit a mentor's final report as well.

We sincerely appreciate your willingness to serve as a mentor for Rose and look forward to your responses as to the success of our program.

Sincerely,



Amber Karcher-Ramos
Grant and Outreach Coordinator
Ann Bancroft Foundation

Enclosures

For your reference, The Ann Bancroft Foundation (ABF) does not investigate or inquire into the qualifications, competency, safety, or appropriateness of the activity, program, providers or mentor for which the grant application was made. ABF is a granting organization only and relies upon the applicant, mentors and activity providers to determine the propriety and safety of any given activity or program for a grantee. Therefore, by making this grant, ABF is not endorsing or making any other representations regarding the chosen activities, programs, providers or mentors. The grantee's participation in any given activity or program will be governed by the activity provider's terms or use or activity requirements.



November 16, 2016

Roxane Simenson
440 W Owatonna St
Duluth, MN 55803-1747

Dear Roxane,

We are very pleased to inform you that the Ann Bancroft Foundation has awarded a Dare to Dream grant to Emma Haugen in the amount of \$500.

The check for her activity will be written and sent directly to the activity provider listed below in the next few weeks. ABF will also send the activity provider a letter introducing the Ann Bancroft Foundation grant program as well as your mentee's contact information. The activity provider we have documented for your mentee's activity is:

Denfeld High School
Club FAB Denfeld High school
401 N 44th Ave W
Duluth, MN 55807
218-336-8830

If the activity provider information above is incorrect or if the grant check distribution needs to be postponed, please contact Grant and Outreach Coordinator, Amber Karcher-Ramos, at amberkr@annbancroftfoundation.org no later than November 30, 2016.

We ask that you, as Emma's mentor, help her register for her activity, do regular follow-up on her progress, and help her complete her final report and consent form to the Ann Bancroft Foundation. If, for any reason, your mentee is unable to attend her chosen activity, we ask you to return the grant to us as soon as possible.

We look forward to receiving Emma's report describing her experience within one month of her completed activity. She may use the form we have sent her or she may create her own "experience report" through art, written word, photos, or a combination of these options. Please ensure the consent form is completed when submitting the report. We may ask you to do an interview at some point to share your experiences with this process as well and request you submit a mentor's final report as well.

We sincerely appreciate your willingness to serve as a mentor for Emma and look forward to your responses as to the success of our program.

Sincerely,

Amber Karcher-Ramos
Grant and Outreach Coordinator
Ann Bancroft Foundation

Enclosures

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November 16, 2016

Roxane Simenson
440 W Owatonna St
Duluth, MN 55803-1747

Dear Roxane,

We are very pleased to inform you that the Ann Bancroft Foundation has awarded a Dare to Dream grant to Clarissa Smith in the amount of \$500.

The check for her activity will be written and sent directly to the activity provider listed below in the next few weeks. ABF will also send the activity provider a letter introducing the Ann Bancroft Foundation grant program as well as your mentee's contact information. The activity provider we have documented for your mentee's activity is:

Denfeld High School
Club FAB Denfeld High school
401 N 44th Ave W
Duluth, MN 55807
218-336-8830

If the activity provider information above is incorrect or if the grant check distribution needs to be postponed, please contact Grant and Outreach Coordinator, Amber Karcher-Ramos, at amberkr@annbancroftfoundation.org no later than November 30, 2016.

We ask that you, as Clarissa's mentor, help her register for her activity, do regular follow-up on her progress, and help her complete her final report and consent form to the Ann Bancroft Foundation. If, for any reason, your mentee is unable to attend her chosen activity, we ask you to return the grant to us as soon as possible.

We look forward to receiving Clarissa's report describing her experience within one month of her completed activity. She may use the form we have sent her or she may create her own "experience report" through art, written word, photos, or a combination of these options. Please ensure the consent form is completed when submitting the report. We may ask you to do an interview at some point to share your experiences with this process as well and request you submit a mentor's final report as well.

We sincerely appreciate your willingness to serve as a mentor for Clarissa and look forward to your responses as to the success of our program.

Sincerely,

Amber Karcher-Ramos
Grant and Outreach Coordinator
Ann Bancroft Foundation

Enclosures

For your reference, The Ann Bancroft Foundation (ABF) does not investigate or inquire into the qualifications, competency, safety, or appropriateness of the activity, program, providers or mentor for which the grant application was made. ABF is a granting organization only and relies upon the applicant, mentors and activity providers to determine the propriety and safety of any given activity or program for a grantee. Therefore, by making this grant, ABF is not endorsing or making any other representations regarding the chosen activities, programs, providers or mentors. The grantee's participation in any given activity or program will be governed by the activity provider's terms or use or activity requirements.

OFFICIAL GRANT AWARD NOTIFICATION

GRANTEE INFORMATION Organization Name Official with Authority Name/Title Address City/State/Zip (including 4 digits) Phone/Email	Duluth School District – ISD 709 Myers Wilkins Elementary Bill Gronseth, Superintendent 215 N 1 st Ave E Duluth MN 55807 218-336-8752 william.gronseth@isd709.org																				
GRANTEE PROJECT STAFF Program Contact Name Phone/Email Business Mgr/Accountant Name Phone/Email	Jennifer Eddy 218-336-8860 x8 jen.eddy13@gmail.com Peggy Blalock 218-336-8716 peggy.blalock@isd709.org																				
GRANT PROJECT TITLE	Full Service Community Schools																				
FUNDING/ENCUMBRANCE INFORMATION GMS NUMBER: SWIFT Contract Number: 118053 SWIFT Vendor Number: 0000194009 Purchase Order Number: 3000014418 Funding Source/Legislative Authority: Minnesota Statutes, section 124D.231 UFARS Source Code Number: 01S370	<table border="1"> <thead> <tr> <th>STATE FISCAL YEAR</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Fund</td> <td>1000</td> </tr> <tr> <td>FinDeptID</td> <td>E373F130</td> </tr> <tr> <td>AppropID</td> <td>E37A246</td> </tr> <tr> <td>Account</td> <td>441402</td> </tr> <tr> <td>PC Bus Unit</td> <td></td> </tr> <tr> <td>Project ID</td> <td></td> </tr> <tr> <td>Activity ID</td> <td></td> </tr> <tr> <td>Source</td> <td></td> </tr> <tr> <td>Amount</td> <td>\$66,632.00</td> </tr> </tbody> </table>	STATE FISCAL YEAR	2017	Fund	1000	FinDeptID	E373F130	AppropID	E37A246	Account	441402	PC Bus Unit		Project ID		Activity ID		Source		Amount	\$66,632.00
STATE FISCAL YEAR	2017																				
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Activity ID																					
Source																					
Amount	\$66,632.00																				
AWARD PERIOD Start Date: November 30, 2016 End Date: June 30, 2018 This is a two year grant. Continuation grant awards are not an option.	ORIGINAL AWARD AMOUNT \$66,632.00																				
MDE AUTHORIZED REP/PROGRAM Name: Bobbie Burnham Division/Office #: Early Learning Services P-03 Phone/Email: 651-582-8414 bobbie.burnham@state.mn.us	GRANT SPECIALIST Name: Deb Rose Division/Office # Grant Services – W13 Phone/Email: 651-582-8853 debra.rose@state.mn.us																				

OFFICIAL GRANT AWARD NOTIFICATION

GRANTEE INFORMATION

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

Duluth School District – ISD 709
 Denfeld High School
 William Gronseth, Superintendent
 215 N 1st Ave E
 Duluth MN 55807
 218-336-8752 william.gronseth@isd709.org

GRANTEE PROJECT STAFF

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

Tonya Sconiers
 218-336-8830 Tonya.sconiers@isd709.org
 Peggy Blalock
 218-336-8716 peggy.blalock@isd709.org

GRANT PROJECT TITLE

Full Service Community Schools

FUNDING/ENCUMBRANCE INFORMATION

GMS NUMBER:

SWIFT Contract Number: 118055
 SWIFT Vendor Number: 0000194009
 Purchase Order Number: 3000014423

Funding Source/Legislative Authority: Minnesota Statutes, section 124D.231

UFARS Source Code Number: 01S370

STATE FISCAL YEAR	2017
Fund	1000
FinDeptID	E373F130
AppropID	E37A246
Account	441402
PC Bus Unit	
Project ID	
Activity ID	
Source	
Amount	\$19,950.00

AWARD PERIOD

Start Date: November 30, 2016
 End Date: June 30, 2018

This is a two year grant. Continuation grant awards **are not** an option.

ORIGINAL AWARD AMOUNT

\$19,950.00

MDE AUTHORIZED REP/PROGRAM

Name: Bobbie Burnham
 Division/Office #: Early Learning Services P-03
 Phone/Email: 651-582-8414
 bobbie.burnham@state.mn.us

GRANT SPECIALIST

Name: Deb Rose
 Division/Office # Grant Services – W13
 Phone/Email: 651-582-8853
 debra.rose@state.mn.us

12/20/2016

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

Jared Richard Fyle

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

12/13/2016

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

Adrian Norman
 Principal

Kimberly LeDoux
 Administrative Assistant
 Area Learning Center

12/20/2016

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

Jade Sweet Gertsema

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

12/13/2016

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center



12/20/2016

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

Dylan James Mass

SCHOOL ON DIPLOMA

GRADUATION DATE

Duluth Public Schools

12/19/2016

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center