

Education Committee
 Duluth Public Schools, ISD 709
 Agenda
 Tuesday, February 14, 2017
 District Services Center
 709 Portia Johnson Dr.
 Duluth, MN 55811
 4:15 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 6

As part of her monthly report, Assistant Superintendent Amy Starzecki will highlight efforts in teaching and learning across ISD 709. Updates will be shared regarding implementation of District initiatives to support teaching and learning.

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

2) Farm to School Program Update 7

With the culmination of the USDA Farm to School Grant in December 2016, and the recent support of Essentia Health to carry forward Farm to School efforts, Renee Willemsen, Healthy Northland Farm to School Education Coordinator, will provide a project update to share the many ways that Farm to School is benefiting student health while providing cross-discipline learning opportunities.

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

3) 21st Century Community Learning Center Grant and K.E.Y Zone Presentation 23

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.

4) Career Technical Education (CTE) Program Update 29

February is CTE Month. CTE Month is a public awareness national campaign held each February to celebrate Career and Technical Education and the achievements and accomplishments of CTE programs and students across the country. In honor of CTE Month, Bradley Vieths, Vocational Program Coordinator, will provide an update regarding the Career Technical Education (CTE) Program within Duluth Public Schools.

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

5) Process for Reviewing Secondary Schedule Options 35

Dr. Michael Cary, Director of Curriculum and Instruction, will present the proposed Process for Reviewing Secondary Schedule Options. As a school district, we recognize that our current secondary schedule (6-period day) could be improved to allow for broader program options for students and more support for teaching and learning. Many different types of schedules exist. Before making a selection on a potential schedule change, the full range of options should be considered. The process below is intended to gain a full range of feedback from our stakeholders groups, consider our organizational priorities in best supporting our students and consider other factors that impact the school day. The purpose of engaging in this process would be to arrive at a well researched conclusion for possible schedule alternatives that will position ISD 709 for long range success in supporting our students and community.

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

6) **PLACEHOLDER - Informational Presentations**

B. Grant Applications

1) Minnesota Department of Education Schoolwide Positive Behavioral Interventions and Supports (SW-PBIS) Grant

Duluth Public Schools has submitted and received a grant totaling \$19,777 from the Minnesota Department of Education. This grant will support further implementation of SW-PBIS through the MDE Cohort process. To date, SW-PBIS Cohort schools include Denfeld High School and Lincoln Park Middle School (sustaining cohort 8), Piedmont Elementary School (cohort 11) and Lakewood Elementary and Lowell Elementary Schools (cohort 12), with plans for 1-2 schools to apply and join a cohort each year.

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

2) Minnesota Reading Association Grant

Polly Tracey, Ordean East Middle School English teacher, has submitted a grant application to the Minnesota Reading Association in the amount of \$899.25. If awarded, funds will be used to purchase of 2 class sets of the graphic novel, March: Book Three by John Lewis and Andrew Aydin, with the intent of incorporating this book into a Social Justice Unit as a companion text to Revolution by Deborah Wiles for 8th grade Language Arts classes. This book will represent the addition of a nonfiction text for a Civil Rights Unit.

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

3) **PLACEHOLDER - Grant Applications**

C. Regulations

1) **PLACEHOLDER - Regulations**

D. Other Informational Items

1) **PLACEHOLDER - Other Informational Items**

2. **Action Items**

A. Presentation Items Requiring Approval

1) 2018-2020 Achievement and Integration (AI) Plan Presentation 37

William Howes, Office of Education Equity Coordinator, will present the proposed Achievement and Integration (AI) Plan for 2018-2020.

Recommendation: It is recommended that the Duluth School Board accept and approve the proposed 2018-20 Achievement and Integration Plan.

2) **PLACEHOLDER - Presentation Items Requiring Approval**

B. Policies

1) 6300 - Wellness Policy - DELETION 41

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 - Second Reading.

2) NEW Policy 533 - Wellness 44

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

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

3) **PLACEHOLDER - Policies**

C. Grant Awards

1) Resolution E-02-17-3429 - Acceptance of Grant Awards to Duluth Public Schools 50

Attached is Resolution E-02-17-3429 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve the grant awards from the following organizations:

Minnesota Department of Education

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution 02-17-3429 - Acceptance of Grant Awards to Duluth Public Schools.

D. Extended Field Trip Requests

1) Flint Hills Resources Science Matters Overnight Camp-In - Lakewood Elementary School 57

Students from Lakewood Elementary School will travel to the Science Museum of Minnesota in Saint Paul, Minnesota from April 13-14, 2017 for the Flint Hills Resources Science Matters Overnight Camp-In. Students will explore Science Stations featuring hands-on science investigations and one-of-a-kind Exhibit Galleries, discovering how science impacts their lives and the future. The total cost of this trip will be funded by Flint Hills Resources.

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

2) SkillsUSA 2017 State Conference - Duluth Denfeld Automotive Club 61

Students from Denfeld High School's Automotive Club will travel to Bloomington, Minnesota from March 31-April 2, 2017 for the SkillsUSA 2017 State Conference. Students will participate in the Minnesota State skill contests, attend personal development training workshops, technical seminars and learn more about post-secondary career choices, finances, educational sessions and employment opportunities. The total cost of the trip is \$1939 and will be funded with student fees and grant dollars.

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

3) HOSA 11th and 12th Grade 2017 Spring Leadership and State Competition - Duluth East & Denfeld 70

Eleventh and twelfth grade students Health Occupation Students of America (HOSA) from Denfeld and Duluth East High Schools will travel to Bloomington, Minnesota from March 21-March 24, 2017 for

the 2017 MN HOSA Spring Leadership Conference and State Competition. This competition allows students to explore career opportunities in the health care industry to enhance the delivery of quality healthcare. The total cost of the trip is \$6015 and will be funded with student fees and grant dollars.

4) **PLACEHOLDER - Extended Field Trip Requests**

E. Diploma Requests

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

Tai Tan Nguyen, January 6, 2017
 Linae Lori Bruckelmyer, January 12, 2017
 Sheila M. O'Konek, January 17, 2017
 Marisol Sanchez, January 20, 2017
 Emric Gabie Howard, January 23, 2017
 Tony Inthompradith, January 23, 2017
 Christopher Romello Jones, January 23, 2017
 Donovan M. Sohm, January 25, 2017

PLACEHOLDER

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

F. Data Sharing Agreements

1) **PLACEHOLDER - Data Sharing Agreements**

G. Other Action Items

1) **PLACEHOLDER - Other Action Items**

3. Future Items

**Language Immersion Update
 Policy Updates**

Assistant Superintendent Report to the Board

February 2017

Site Visits

Homecroft
Piedmont
Lakewood

Denfeld High School Student for a day!

I shadowed a 10th grade Denfeld High School student on January 31, 2017. The purpose of my visit was to gain insight into what a student experiences in our schools on a daily basis. This experience proved to be more valuable than just a classroom walk through as I was able to acquire a more complete picture through the eyes of a student about their educational experience. This is my third opportunity to shadow a student. Last year I shadowed a student at Lincoln Park and Myers-Wilkins. What did I learn?

- I was able to experience a WIN period, read Shakespeare, learn about history from the 1950's, and listen as other students read from a Spanish story (no hablo español).
- A great takeaway was in math class. The math teacher checked in with all students regarding their daily assignments. Students had clear learning targets and there were clear expectations for the lesson that day.
- Kids sit a lot! We need to incorporate more opportunity to get up in classrooms as part of the learning process.
- We need to look for more ways to engage students in discussion about their learning. Student discussion fosters deeper learning as well as allows the teacher to check for understanding.

Thank you to the staff and students at DHS for this opportunity!

Principal and Teacher Evaluation

We were able to provide training on February 6 and 7 to teachers in an effort to implement peer review. Peer review is a required component of the teacher evaluation statute and is a part of the ISD 709 Teacher Development and Evaluation Plan (TDE). The TDE states that teachers must take part in peer observation as part of the professional growth. The training introduced staff on how to conduct an observation in a way that allows both the observer and the one observed to learn from the experience. The feedback from the session was very good. We were able to pay for the training with revenue we received from the state to implement the teacher evaluation process.

I am currently conducting mid-year reviews with principals. The purpose of this mid-year check to review professional growth plans and determine if progress toward goals is sufficient.

Healthy Northland Farm to School

Renee Willemsen, Farm to School Education Coordinator
renee@sproutingthebeans.com, 218-349-9897

Need for Healthy Northland Farm to School

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- Diabetes, heart disease and cancer are among the most common and prevalent health problems facing our population today and yet are among the most preventable of all health issues. Programs such as Healthy Northland Farm to School help establish healthy habits at an early age.
- Through a District Health Index Assessment, Nutrition Education, including personnel and funding, has been identified as a gap. Farm to School helps fulfill that gap area

Need for Healthy Northland Farm to School

- Farm to School connects schools and local farms with the objectives of serving more healthful meals in school cafeterias; improving student nutrition; providing agriculture, health and nutrition education along with cross-subject integration opportunities; and supporting local and regional farmers and producers (Center for Nutrition).

Healthy Northland Farm to School

- In December 2014, a \$100,000 United States Department of Agriculture Farm to School grant was awarded to the Carlton-Cook-Lake-St. Louis Community Health Board, Lake Superior District), ISD Duluth District and Wolf Ridge Environmental Learning Center. The partners of Healthy Northland Farm to School also secured a \$34,000 Victory Fund grant in the Spring 2015, which provided training sessions for Cafeteria Staff & Student Tastings.
- Together these projects have built valuable relationships in - *Cafeterias, Classrooms and Community*

Cafeteria

- From October 2015 - December 2016, **Close to 2500 pounds** of additional local produce was procured for Farm to School food service cooking classes, tastings and new menu offerings. **1300 pounds of produce was harvested June - October 2016 from 5 Duluth District School gardens** and served in school cafeterias, used in tastings, food service training and class projects.
- **Minnesota Thursday Meal** began December 2017, featuring locally produced and sourced food the second Thursday of each month in school cafeterias.

Cafeteria

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- **Industrial Salad Spinners and Scales** were purchased for Congdon Park Elementary, Myers-Wilkins Elementary, Lincoln Park Middle, Ordean East Middle and East High Schools through their involvement with the USDA Farm to School Grant.
- Secured **\$28,000 for baking & cooking equipment** for all Duluth District schools through a Minnesota Department of Agriculture grant.

CAFETERIA TRAINING

- **225 hours** of hands-on training for food service staff & **65 seasonal-based recipes** taught, providing a bridge for local procurement efforts while giving Cafeteria Staff skills to efficiently prepare and serve more Minnesota & Regional food.



CAFETERIA TRAINING



SCHOOL TASTINGS

- Over **7,500 Duluth District students** crunched into **local apples** as part of the Great Lakes Great Apple Crunch during National Farm to School Month, October 2016.
- Over **5,000 students** tasted **local food samples** and cast their votes. The majority of votes indicated "Serve again!"

SCHOOL TASTINGS



SCHOOL TASTINGS



CLASSROOM GARDEN INTEGRATION

WHY GARDENS?

Students learn cross-curricular content from sciences to the arts through hands on learning. Students also gain an understanding of nutrition and healthy lifestyles.

Research Shows School Gardens Provide:

- Experiential, cross-curricular outdoor learning for students and opportunities for community collaborations.
- Garden programs are living laboratories and enhance academic achievement.
- Children who grow their own food are more likely to eat fresh fruits & vegetables and express a preference for these foods.
- Our bodies need nature to restore.

TOMATO MAN

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- TOMATO MAN STARTED BY RAY PICCANATO
- PARTNERSHIP BETWEEN EAST HIGH & CONGDON - CONTINUE THE LEGACY OF EDUCATING & DISTRIBUTING TOMATOES



KINDERGARTEN

Science

- Life Science: Identify the external parts of a variety of plants; Differentiate between living & non-living; Observe a natural system
- Nature of Science: When asked "How do you know?," students support with Accurate Observations

Math

- Number & Operation: Count
- Geometry & Measurement: Use measurable attributes such as length & weight

KINDERGARTEN

- KINDERGARTEN 1.5 MILE WALKING FIELD TRIP TO EAST HIGH IN APRIL
- KINDERGARTNERS LEARN HOW SEEDS GROW AND PLANT SEEDS



TOMATO SEED PLANTING



MAY TOMATO TRANSPLANTING

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SUMMER JOURNALING

- OBSERVATIONS
- DATA COLLECTION
- ILLUSTRATING

1ST GRADE

Science

- Practice of Science: Investigate the natural world through evidence, communication and comparison - Observations, Comparisons, Tools
- Life Science: Plants & Animals undergo a series of orderly changes during their life cycle
- Earth & Space Science: Describe similarities & differences between soil and rocks. Soil Test

Math

- Number & Operation: Count Objects & Real World Problems
- Number & Operation: Use counting and comparison skills to create and analyze bar graphs and tally charts
- Geometry & Measurement: Measure the length of an object

Health

- List a variety of healthy and unhealthy foods and their effects on the body.

1st Grade CLASSROOM & JOURNAL ACTIVITES

- OBSERVATIONS & DATA CHARTS, GRAPHS, TIMELINES



FINDING TOMATOES IN SCHOOL GARDEN

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1ST GRADE HARVEST



SALSA PARTY



Construction Technology

- Built Congdon & Lincoln's garden shed & building Ordean's greenhouse
- Assisted with the construction of hand & produce washing stations for 7 schools



East Culinary Program

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COMMUNITY

COMMUNITY

- Over **600 hours** dedicated to Farm to School Garden Activities by Master Gardeners, Farmers, Duluth Community Garden, Landscape Architects, Public & Environmental Health, and other Community Members.
- **\$90,500 Funds Leveraged**

7TH GRADE FOOD & FARMING FIELD TRIP

LINCOLN PARK & ORDEAN EAST 7TH GRADE LIFE SCIENCE STUDENTS INVESTIGATE:

SUSTAINABLE FARMING & ITS IMPACT ON HEALTH, THE ENVIRONMENT, LOCAL ECONOMY

UMD SAP FARM - SCIENCE OF GROWING FOOD

Students rotate through six interactive hands-on stations: soil health, land cultivation, composting, planting, harvesting, pollination and local food

UMD SAP FARM VISIT

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UMD SAP FARM VISIT



ACTIVE SCHOOLS

- A \$1500 Action for Healthy Kids Grant supported active recess along with school garden programming in the Spring & Fall of 2016 at Lincoln Park Middle School. Essentia Health Volunteers, the Statewide Health Improvement Duluth Coordinator, SNAP-Ed Coordinator along with Farm to School Education Coordinator helped facilitate & support the garden programming.
- 8th Grade Family & Consumer Science Students rotated through 4 garden stations. Each team picked a vegetable from the school garden and researched when to plant, harvest and the nutritional value and cooked 2 recipes. 201 Pounds Harvested

FAMILY & CONSUMER SCIENCES



FAMILY & CONSUMER SCIENCES

15

- Each team picked a vegetable from the school garden and researched when to plant, harvest and the nutritional value and cooked 2 recipes.
- 20 Recipes with School Garden Produce Cooked by FACS Students



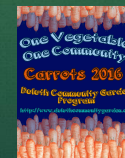
WIN - WHAT I NEED

- ORDEAN EAST - COLLABORATION WITH UMD ENVIRONMENTAL EDUCATION: SCIENCE INVESTIGATIONS, HARVESTING, PLANNING



ONE VEGETABLE, ONE COMMUNITY

- GREAT WAY TO TIE GARDEN INTO STANDARDS CENTERED AROUND A THEME
- POTATO 2015 VEGETABLE OF THE YEAR
CARROT 2016 VEGETABLE OF THE YEAR



Summer Programs

Myers-Wilkins Compass & Girl Power



Summer Programs

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Congdon Key Zone



Summer Programs

Lincoln Park Science Club
YMCA SUPPORT



SUSTAINING FARM TO SCHOOL

- More than 5,000 students in Duluth District impacted by the Healthy Northland Farm to School Program in last year via tastings, lessons & field trips
- Relationships and systems have been developed and tremendous amount of successes achieved
- Leverage initiatives with Duluth's Statewide Health Improvement Program Coordinator and sit on District Wellness Committee
- Continue seeking community partnerships & resources for educators

Healthy Northland Farm to School

Why Farm to School?

Farm to School programs make healthy choices easier and accessible for all students by getting more local fruits and vegetables into school cafeterias. **It works - the programs have been shown to increase the number of fruits and vegetables kids eat by one daily serving.¹**

Farm to School starts on the lunch tray, but students also learn about where their food comes from by visiting farms and tending school gardens. Agriculture shows up in the classroom in a wide range of subjects and schools keep money in the local economy, supporting farmers and producers.

This work is more important today than it's ever been. Over the past three decades, childhood obesity rates in America have tripled, and today, nearly one in three children in America are overweight or obese. If trends continue, one-third of all children born in 2000 or later will suffer from diabetes at some point in their lives. The increase in obesity is tied to unhealthier eating and less physical activity.²

Northeastern Minnesota is no exception - according to the 2016 Minnesota Student Survey, ten percent of ninth-graders in



Seventh graders at Ordean East Middle School in Duluth show off the produce from their garden in fall 2016 during Life Science Garden Days. Photo: Aaron Salmela

Minnesota are obese, a number that increased a percentage point in the last three years.³ 53 percent of fifth-grade girls in Northeastern Minnesota reported not eating the recommended servings of fruit in the previous week, and 61 percent didn't eat enough vegetables.⁴ These trends show up across all age groups surveyed.

In December 2014, the Carlton-Cook-Lake-St. Louis Community Health Board received a \$100,000 grant from the United States Department of Agriculture, and just a few months later, a \$34,000 grant was awarded by the Victory Fund. The grants supported Healthy Northland Farm to School initiatives in Duluth and Lake County in Northeastern Minnesota.



The best Farm to School programs incorporate the "3 Cs"
Cafeteria
Classroom
Community

1,725 students were directly impacted ¹⁸ by Farm to School efforts in Duluth

in the classroom

At schools across Duluth, from elementary to senior high, students reaped the benefits of the Farm to School program.

Teachers found creative ways across the city to use the school gardens in their lesson plans. Students learned about traditional American Indian garden methods, studied the intricate details of the blossoming plants and drew them in art class and tapped their math and construction skills to help build hoop houses. Family and consumer science classes harvested produce to use in the kitchen. The growing gardens also proved useful for hands-on biology and life science lessons.

Students even spent time after school in the gardens, forming garden clubs to care for the plants during the summer growing season.



Kindergartners at Congdon Park Elementary planting tomatoes with East High School students. Photo: Renee Willemsen

Gardening at Congdon Park Elementary

Planting the school garden is a school-wide project at Congdon Park Elementary. When planting the 2016 garden, classes signed up for half hour sessions and rotated through four stations: planting, mosaic bench tiling, friend vs. foe garden plants and mulching.

Each grade also took on a special project. Kindergartners and first graders were paired with East High School students for the Tomato Man Project. Third graders learned about the American Indian tradition of planting corn, beans and squash together, also known as Three Sister companion gardening. The fourth graders built hoop houses and helped design the garden, using variable analysis and math skills. Fifth graders worked on seed saving, experimented with growing methods and cooked and served a feast using the Three Sisters crops.

"I learned that the Ojibwe used companion gardening when growing Three Sisters gardens," said a Congdon Elementary student. "They stored everything and it helped them get through the winters. The Three Sisters stew we made was phenomenal."



Fifth-graders at Congdon Elementary work on their "Three Sisters" feast in their school's kitchen. They used traditional American Indian companion gardening to grow the crops, and then cooked a stew from the harvest. Photo: Renee Willemsen

225

hours of training for school kitchen staff *in the cafeteria*

"What I liked best about the training is learning new recipes and working with people from other schools," said one of the cafeteria managers who participated in a training. "New experiences are always useful."

Through the Victory Fund grant, the Healthy Northland Farm to School team conducted nine food service trainings, led by Arlene Coco, a local culinary expert. She will be publishing a free e-book of the recipes developed for the trainings. Here's one of the recipes:

Autumn Tomato and Corn Salad

6 Servings

Preparation: 25 minutes

- 1 pound corn kernels, fresh or frozen
- 3 large tomatoes, diced
- 1/2 cup mozzarella cheese, shredded
- 1/4 cup fresh basil, chopped
- 1/4 cup olive oil
- 2 tablespoons lemon juice
- salt and pepper to taste

In a large bowl, toss together the corn, tomatoes, cheese, basil, lemon juice, vinegar, salt and pepper. Chill until serving.



A staff member in a Duluth school, above, shows off the new salad spinner in the school's kitchen. The spinners, purchased through the USDA grant, make preparing lettuce for the entire school easier and quicker. An East High School student, bottom left, votes to keep a new recipe on the menu. Throughout the Farm to School program, cafeteria staff would try out new recipes and give students the chance to test taste and vote on whether they liked them or not. Photos: Renee Willemssen

- **Thirty-five percent** more local food was purchased in the 2015-2016 school year compared to the previous year, thanks to the USDA grant. In addition, **1,300 pounds** of produce were harvested from school gardens.
- Duluth schools started serving **Minnesota Thursday meals**, sourcing all the food for one meal per month from Minnesota.
- More than **5,000 students** got to test taste and vote on new recipes, and food service staff gave input on menu changes. Staff learned new techniques for processing fresh produce at an industrial level, and tried out 43 new recipes.
- More than **7,500 students** participated in an Apple Crunch celebrating National Farm to School Month.

\$90,500 Funds leveraged in the community

20

Volunteers worked more than 600 hours throughout the duration of the grant to help the program succeed. In the fall of 2016, Essentia Health volunteers worked with the Statewide Health Improvement Partnership (SHIP), SNAP-Ed and Farm to School to help eighth graders at Lincoln Park Middle School harvest produce from their school garden. Students then cooked recipes and created posters featuring the harvested produce. The strong partnership with SHIP has also been instrumental with Farm to School Tastings in School Cafeterias & Classrooms.

The community played a huge role in student field trips as well, with farmers allowing students to visit their land and adult volunteers accompanying to help the students learn. Duluth students visited the University of Minnesota - Duluth's Sustainable Agriculture Project, rotating through stations to learn about the different pieces of farming. The UMD farm produces 50,000 pounds of food annually for the school's dining services.

"The farm is where education and operations come together, creating a sustainable evolution of ideas and action," Randel Hanson, Director of the project, told WDIO TV in Duluth. "In UMD's land lab, students see practically the entire food cycle, first hand. Students get to learn about how to work with nature to get what we need - food - in ways that don't harm nature."

"I liked picking squash the best," Sheway Jimenez, a seventh grader on a field trip to a local farm, told the Duluth Budgeteer newspaper. "I've never picked one before."



An Essentia Health volunteer helps Lincoln Park Middle School students harvest produce from their school garden. Community partnerships are an essential part of Farm to School. Photo: Renee Willemssen

- 1: <http://www.health.state.mn.us/divs/hpcd/chp/cdrn/nutrition/FTS/aboutFTS.html>
- 2: <http://www.letsmove.gov/learn-facts/epidemic-childhood-obesity>
- 3: http://www.health.state.mn.us/divs/chs/mss/Health-related_fact_sheet_MSS_2016_10-31-16.pdf
- 4: <http://www.health.state.mn.us/divs/chs/mss/regionaltables/northeast16.pdf>

Learn more:

 Healthy Northland Farm to School www.healthynorthland.org, 218-733-2860



NEED FOR HEALTHY NORTHLAND FARM TO SCHOOL PROGRAMMING:

- The 2016 Bridge to Health Survey identified the top health issues to be Obesity including Lack of Opportunities for Physical Movement and Access to Healthy Foods.
- Diabetes, heart disease and cancer are among the most common and prevalent health problems facing our population today but are most preventable of all health issues.
- Programs such as Healthy Northland Farm to School help establish healthy lifelong habits at an early age, and fulfill Nutrition Education gaps that have been identified in District Health Index Assessments. Participation in Farm to School programs better positions districts for USDA and other grant funding opportunities.

Farm to School connects schools and local farms with the objectives of serving more healthful meals in school cafeterias; improving student nutrition; providing agriculture, health and nutrition education along with cross-subject integration opportunities; and supporting local and regional farmers and producers (Center for Nutrition).

In December 2014, a \$100,000 United States Department of Agriculture Farm to School grant was awarded to the Carlton-Cook-Lake-St. Louis Community Health Board, Lake Superior District), ISD Duluth District and Wolf Ridge Environmental Learning Center. The partners of Healthy Northland Farm to School also secured a \$34,000 Victory Fund grant in the Spring 2015, which provided training sessions for Cafeteria Staff & Student Tastings. Together these projects have built valuable relationships in – ***Cafeterias, Classrooms and Community***

CAFETERIA

- From October 2015 - December 2016, **Close to 2500 pounds** of additional local produce was procured for Farm to School food service cooking classes, tastings and new menu offerings. **1300 pounds of produce was harvested June – October 2016 from 5 Duluth District School gardens** and served in school cafeterias, used in tastings, food service training and class projects.
- A dedicated **Minnesota Thursday Meal** began December 2017, featuring locally produced and sourced food the second Thursday of each month in school cafeterias.
- **Industrial Salad Spinners and Scales** were purchased for Congdon Park Elementary, Myers-Wilkins Elementary, Lincoln Park Middle, Ordean East Middle and East High Schools through their involvement with the USDA Farm to School Grant.
- Secured **\$28,000 for baking & cooking equipment** for all Duluth District schools through a Minnesota Department of Agriculture grant.
- **225 hours** of hands-on training for food service staff & **65 seasonal-based recipes** taught, providing a bridge for local procurement efforts while giving Cafeteria Staff skills to efficiently prepare and serve more Minnesota & Regional food.
- **Over 7,500 Duluth District students crunched into local apples** as part of the Great Lakes Great Apple Crunch during National Farm to School Month, October 2016. **Over 5,000 students tasted local food samples** and cast their votes. The majority of votes indicated "Serve again!"

CLASSROOM: Cross-Curricular, Hands-On Learning

Myers-Wilkins Elementary offered a Spring Garden Club, 2nd grade New Plant Unit and worked with Compass Garden Program Summer and Fall 2016. **100 students impacted**, which will increase with a new hydroponic and microgreens grant that was secured through the Duluth Foundation.

Congdon Park Elementary: 2016 school-wide garden planting. Grade level projects include K-1 Tomato Man Project in partnership with East High, 2nd grade New Plant Unit, 3rd grade Three Sisters Companion Gardening & Root Vegetables, 4th Grade Hoop Houses for season extension & garden design using variable analysis; 5th grade Seed Saving, Growing Method Experiments in Science & Three Sisters Feast. **200 pounds harvested & 550 students.**

Ordean East Middle School: Social Studies Victory Garden, Science Experiments, Spring Garden Event, Summer Garden Club, Weekly Garden WIN (What I Need) Sessions, 2 Garden Life-Science Days. Squash grown was stored and used for Food Service classes as well as a tasting at the school. **468 Pounds Harvested, 600 students impacted.**

Lincoln Park Middle School: 2 sections of Science Club Summer 2016; students met once a week for 2 hours. Increased Family & Consumer Sciences (FACS) involvement with garden. Lincoln FACS students cooked over 20 recipes using school harvest. 7th grade Life Science Farm Field Trip. Art projects. **400+ pounds harvested & 450 students impacted.**

-**East High** Special Education students harvest & cook with garden produce along with Culinary Students. The Culinary Students incorporated garden produce into Food For Thought Restaurant, as well as at several district events. East High Construction students built 2 School Garden Sheds, 6 Produce/Handwashing Stations and are currently building a Greenhouse. Plant Science Students started several plants in the school greenhouse. 2015-2017 One Vegetable, One Community Poster Design. **214 pounds harvested, 100 students.**

COMMUNITY

Over **600 hours** dedicated to Farm to School Garden Activities by Master Gardeners, Farmers, Duluth Community Garden, Landscape Architects, Public & Environmental Health, and other Community Members. **\$90,500 Funds Leveraged**

A \$1500 Action for Healthy Kids Grant supported active recess along with school garden programming in the Spring & Fall of 2016 at Lincoln Park Middle School. Essentia Health Volunteers, the Statewide Health Improvement Duluth Coordinator, SNAP-Ed Coordinator along with Farm to School Education Coordinator helped facilitate & support the garden programming. 8th Grade Family & Consumer Science Students rotated through 4 garden stations. Each team picked a vegetable from the school garden and researched when to plant, harvest and the nutritional value and cooked 2 recipes. **201 Pounds Harvested**

Successful implementation of the Local Food & Farming Field-Trip for 7th Grade Life Science Students to UMD's Sustainable Agriculture Farm. A classroom investigation of Sustainable Farming and its impact on Health, Economy & Environment proceeded the farm field trip. Students rotate through six interactive hands-on stations: soil health, land cultivation, composting, planting, harvesting, pollination and local food. **625 students impacted at both Lincoln Park & Ordean East Middle Schools.**

**K.E.Y. ZONE
YOUTH CORPS
TRUE NORTH AMERICORPS**

- ▶ Safe and engaging out-of-school time program
- ▶ Complements the school day
- ▶ Creates an enriching environment that fosters positive youth development and academic success.

K.E.Y. Zone
Knowledge, Enrichment & Youth Development


- Congdon
- Homecroft
- Lakewood
- Laura MacArthur
- Lester Park
- Lowell
- Lincoln Park
- Myers-Wilkins
- Piedmont
- Stowe

the **Y** YOUTH

Marionette Community Center

Duluth Public Schools

SERVING STUDENTS



2015-16 School year:
1363 students enrolled
Summer 2016
618 children enrolled
Current School Year:
1321 students enrolled

**21ST CENTURY
COMMUNITY LEARNING CENTERS**

Academic and enrichment support to students who attend high-poverty and low-performing schools, in order to meet state and local standards in core academic subjects.

ISD 709 21st Century Sites

- ▶ Laura MacArthur
- ▶ Lincoln Park Middle School
- ▶ Lowell
- ▶ Myers-Wilkins
- ▶ Stowe
- ▶ Piedmont

Total Served: 839

21ST CENTURY PROGRAM EVALUATION

Federal Teacher Survey:

80.2% of students either improved or were already at a satisfactory level in their academic performance

63.5% of students showed an improvement in their participation in class.

K.E.Y. INGREDIENTS FOR SUCCESS

Strong partnerships with each school and its personnel.

Connecting the school day to the afterschool program

Families and students at the center of decision making.

Over 50 hours of professional development for staff, preparing them to provide high-quality youth programming.



PARENT FEEDBACK

"Piedmont KEY Zone is amazing. My child has enjoyed every minute of it! The staff is A++!"

"I appreciate the dedicated homework time and extra help my kids get at KEY Zone. I am also thankful for the extra physical activity time they get."

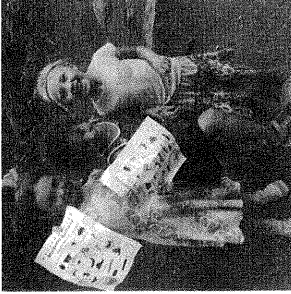


K.E.Y. ACCOMPLISHMENTS

84.5% of students reported feeling that they have a *supportive adult in the after-school program who cares about them.*

75.4% of students say that coming to KEY Zone has helped them get along better with their friends.

98.3% of parents reported their children enjoy attending



PROGRAM IMPROVEMENT

Making Meaning with Multiple Data Sets


- Program Quality Assessments
- Attendance Data
- Parent Satisfaction Surveys
- Federal Teacher Surveys
- Survey on Academic Outcomes (SAYO)

Goals set based on multiple sets of data. Continuous Improvement Plans developed.

PARTNERSHIPS


- Smith Children's Museum, National Perseus and Space Administration (NASA) curriculum
- UMD Wisconsin College of Science and Engineering STEM Outreach Program
- UM Extension Outreach Program
- Public Outdoor Collaborative in partnership with UMD, Outdoor Education Department
- Hyves-Wilbiss Community School Collaborative
- True North AmeriCorps
- gnice AfterSchool
- Wisconsin Department of Education

TRUE NORTH AMERICORPS



Enhancing the future success of our children by increasing the number of positive adults in their lives with tutoring, mentoring and after-school programming.

National Service members are placed in both community-based organizations and schools.




TRUE NORTH AMERICORPS
*Registered by the District of Columbia

PROVIDING POSITIVE ADULTS

2015-16

True North AmeriCorps served 1074 students one-on-one or in small group tutoring

845 students completed program (met with True North member 40+ times)




NATIONAL SERVICE IN DULUTH

True North member service hours in 2015-2016

34,587

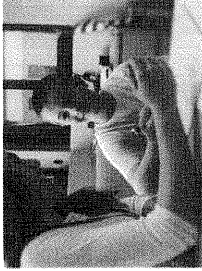
True North member training hours in 2015-2016

3,208



TRUE NORTH AMERICORPS
Facilitated by the Duluth YMCA

IMPACT ON STUDENTS



58.4% Improved in "Controlled To Learn"


77.8% of students improved in Academic Performance

68.2% Improved in "Participating in Class"

TRUE NORTH AMERICORPS - IMPACT ON ACADEMIC SCORES

- 845 student benchmark assessments administered for 2015-2016
- 213 (31.5%) students showed a decrease in their risk level, meaning they went from high or some risk to some or low risk
- 52% of the students showed an increase in their benchmark percentile score from fall to spring

PROGRAM IMPROVEMENT

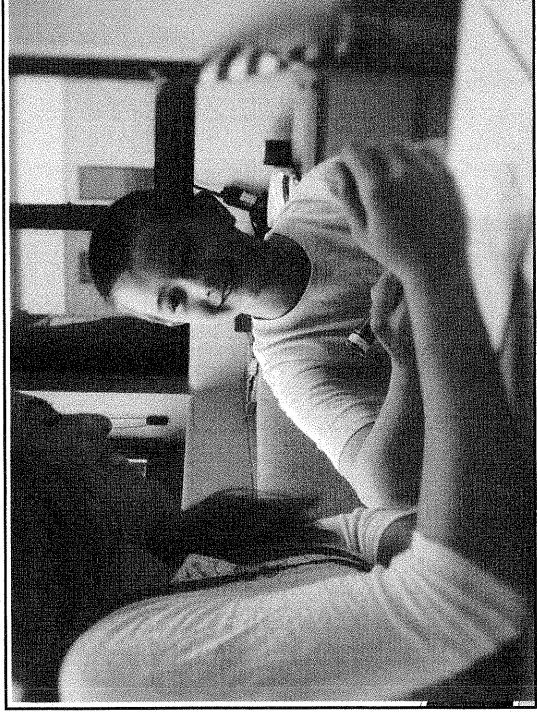
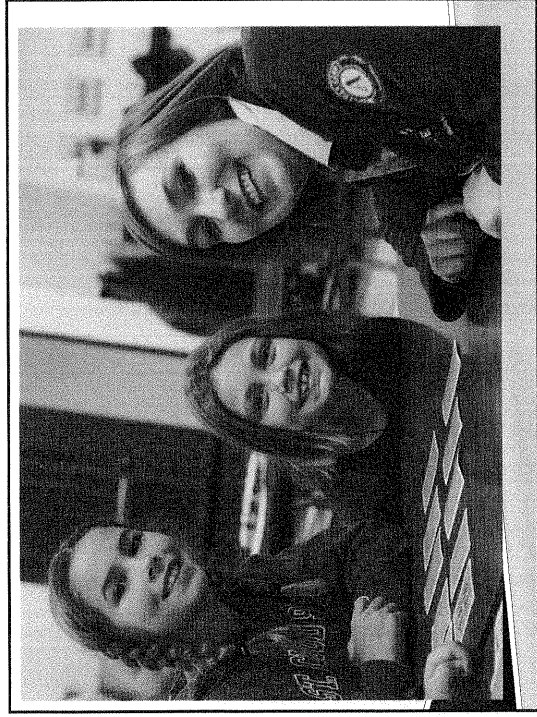
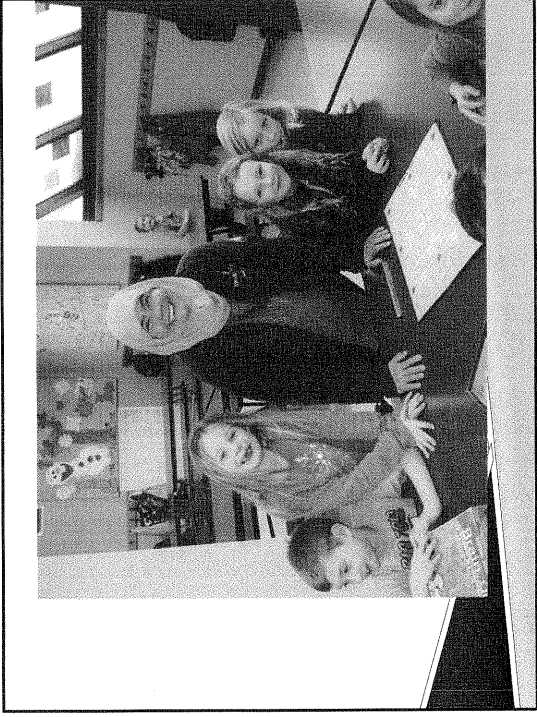


MATH

- Diagnostic assessment
- Reduced group size
- Kits to assist in instruction
- District math team
- Additional support from Master Coach
- Additional training sessions from district math coordinator

READING

- Training from district reading coordinator
- Read Naturally Live
- web-based curriculum to assist with interventions
- True North Coordinator is a licensed teacher



2/6/2017



Duluth Public Schools Career Technical Education Fact Sheet



Career Technical Education (CTE) State Overview

Business, Management & Administration | Agriculture, Food & Natural Resources | Arts, Communications & Information Systems
Engineering, Manufacturing & Technology | Health Science Technology | Human Services

At the secondary level, career technical education is delivered through a comprehensive high schools, cooperatives, and centers. Duluth offers students opportunities in all 6 State Career Pathways. This past year, ISD #709 offered 8 distinct career programs and 56 courses. At the postsecondary level, Minnesota uses technical and community colleges to deliver career technical education. ISD #709 offered 2 CITS programs; and articulated college credit in 90% of our programs.

Enrollment Data

2015-16 Academic Year:

- 767 students enrolled in CTE programs.
- 1102 total enrolled
- 172 Receiving Support Services
- 367 Special Populations
- 108 Protected Populations
- 42 Students received Industry Certifications

Secondary Student Performance

- 46.93% MCA Reading
- 32.97% MCA Math
- 89.29% Graduation
 - **District 77.45%
- 97.58% Completions
- 36% Nontraditional

Federal Perkins Funding

Used to update equipment in culinary program; FTE additional section of graphic arts; club support stipends and travel; MCIS; professional development; field trips and industry exposure

CTE Levy

Each year the district has the option of levying 35% total cost of salary, travel, supplies associated with CTE programs.

Snapshots of Career Technical Education



Aerospace physics

- 2 Full Sections
- Local and State Attention



Construction

- Working on LSC partnership
- Apprenticeship Hours



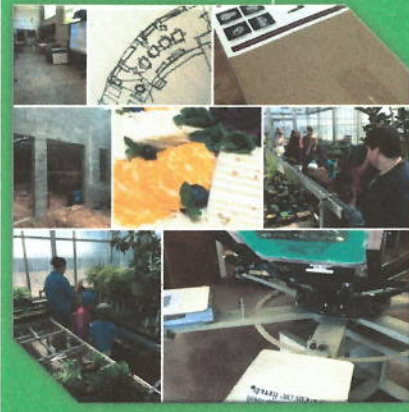
Engineering & Design

- New Design Center
- Formalized pathways
- Boost in enrollment
- Collaboration with Graphic Arts
- First Metals



Highlights

- Career centers
- Club success
- Demand is greater than we can currently provide
- Public awareness
- Representation on AMFA Board, Workforce Board, State CTE working groups
- Increased industry connections
- Gaining 6-12 Connections
- New staff
- Moving from projects to skills



For more information

Brad Vieths Vocational Programs Coordinator: Phone: 336-8711 ext. 1031
 Twitter: @CTEduluth Email: Bradley.vieths@isd709.org
<https://sites.google.com/a/isd709.org/duluth-career-and-technical-education/>

“GET students to work” is the motto of CTE. Our students GET:

- High paying jobs for the regional and global market
- Broad career skills transferable to any pathway.
- Taught by the most highly experienced staff in the region
- Connection to industry expectations
- Hands-on learning experiences

Duluth Public School offers the widest variety of programs of study in the region to let students explore their passions.



High School Programs of Study

Agriculture & Forestry: This program focuses on sustainable plant sciences, horticulture, and natural resource management

Automotive & Engines: This program focuses on the inner workings of automobiles. Students can earn NATEF and AYES certification

Aerospace Physics: Program meets state science requirements. Designed and tied into LSC's Aviation program, Duluth Aviation Institute, and local industry needs

Business, Marketing & Finance: Program focuses on leadership, accounting, entrepreneurship, and 21st century media and personal marketing

Construction Trades: Program focuses on skills in construction, electrical work, basic plumbing, and on-site building experience

Early Childhood: Program focuses infant and toddler care services

Engineering & Design: Based on MIT Fablab & Makerspace. Program focuses on computerized drafting, 3D prototyping, engineering: mechanical, architecture, industrial, manufacturing and innovation

Graphic Design & Digital Arts: Program focuses on computer designed: print, art, screen-printing, advertising, and digital communication

Health Occupations: Program focuses on health care services. Students earn First Aid/CPR certification and can also earn CNA license through completion of program and clinical experiences.

Hospitality & Tourism: Program focuses on culinary arts & restaurant services. Students can earn certifications in ServSafe, and NRAEF Prostart

Robotics: Program focuses on basic programming and construction of automation in a variety of settings.

**All Programs offer potential articulated college credit except for Robotics*

CTE Prepares Students to Fill Talent Shortages

There is much evidence that occupations and industry sectors experiencing talent shortages would benefit from an influx of students prepared by career and technical education to be college- and career-ready.

Job openings: Recent data from the Bureau of Labor Statistics' Job Openings and Labor Turnover Survey on job openings nationwide also feature the trades, health care and STEM fields, as well as business and hospitality.
- <https://www.acteonline.org>

Learn more about CTE at the district website:

<http://www.isd709.org/for-students>

Follow us on Twitter: @CTEduLuth
Instagram: Duluth_cte

Industry Sector	Job Openings Nationwide (September 2015)
Trade, transportation and utilities	1,019,000
Professional and business services (includes engineering and IT)	1,204,000
Health care and social assistance	988,000
Leisure and hospitality	696,000
Manufacturing	315,000

Top 10 job shortages: According to the 2015 Manpower Talent Shortage Survey, 32 percent of employers surveyed in the U.S. are having difficulty filling positions. The following are the top 10 positions experiencing a talent shortage in the United States:

1. Skilled Trades Workers
2. Drivers
3. Teachers
4. Sales Representatives
5. Administrative and Office Support Staff
6. Management and Executive Staff
7. Nurses
8. Technicians
9. Accounting and Finance Staff
10. Engineers

Questions or Comments:

Bradley Vieths
Vocational Programs Coordinator
ISD #709 Duluth Public Schools
Duluth MN 55802
Phone: (218)336-8711 ext. 1031
Email: Bradley.vieths@isd709.org

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 Silver Spring, MD 20910
 301.588.9600
 Incorporating Center for International Education &
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Secondary

92% 4-year graduation rate for all CTE concentrators (Students who complete 240 CTE course hours within one career field).

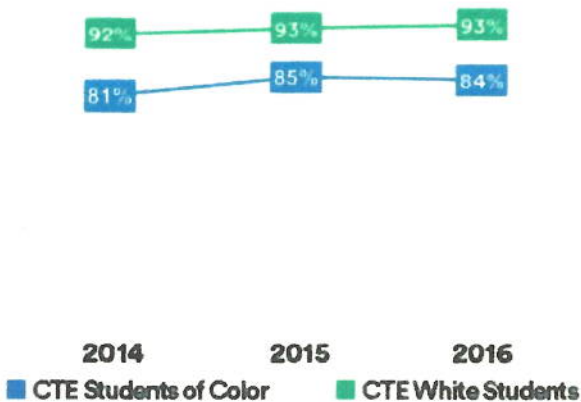
67% CTE concentrators who graduate and go on to enroll in college.

Postsecondary

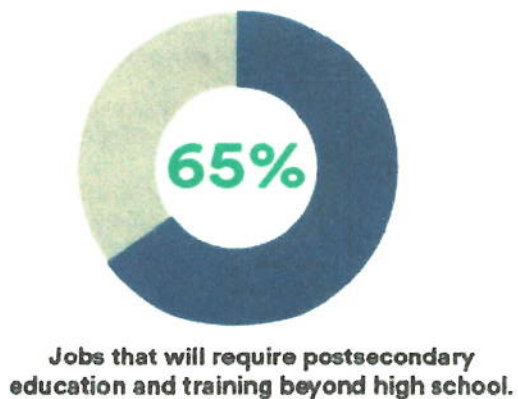
80% College student CTE concentrators who graduated or continued their education.

85% College students placed or retained in employment by the end of the 2nd quarter following the year they completed a CTE program.

**HIGH SCHOOL CTE STUDENTS
 4-YEAR GRADUATION RATES**



**MEETING WORKFORCE
 NEEDS IN 2020**



Carl Perkins Submission Status Report

Please wait a minimum of 10 minutes, or longer for larger files, for the data to load from the Carl Perkins submission site to the Secured Reports site. Once the data have transferred over, the Submission Table report provides summary information for the P-file data submitted to MDE. Districts are able to access their own districts report, consortium leaders are able to access a Submission Table report for each of the districts within their consortium. Depending on your web browser, the hover over text displaying the definitions for each term may or may not be available. Not all web browsers support this technology, therefore, please be sure to view the definitions of the terms, additional helpful tips, and a checklist which are included in the [Help Document/P-File Checklist](#). 32

School Year: 2016
 District: Duluth Public School District

Carl Perkins Submission Status Report

Fiscal Year 2016

District: 0709 - 01 DULUTH PUBLIC SCHOOL DISTRICT

File Submission Date: 2016/09/06

	2015	2016
Number of records	1045	1102
Number of unique students	612	656
Number of unique programs	10	12
Number of unique courses	27	31
Count Proficient	952	983
Number of non-trad courses	14	17
Number of female non-trad enrollees	15	58
Number of male non-trad enrollees	263	245
Total non-trad enrollees	278	303

Technical Skills Assessment

	# TSA Given		# TSA Proficiency	
	2015	2016	2015	2016
070300 Health Sciences & Technology Education				
Allied Health Occupations	23	.	20	.
Nursing Assistant/Home Health Aid	.	38	.	36
090301 SO Hospitality-Food Preparation/Production & Service				
Chef's Training	2	2	2	2
Culinary Food Service Introduction	2	.	2	.
170302 Auto Mechanics				
Auto Tech IV NATEF & ASE Certification	2	15	2	5
Auto Tech II NATEF & ASE Certification	5	7	4	1
TOTAL	34	62	30	43

Carl Perkins Performance Indicator Reports

The Carl Perkins Performance Indicator Reports provide districts with student counts for Numerator and Denominator as well as the final outcome percent according to the federally agreed upon definition for each Performance Indicator (1S1, 1S2, 3S1, 4S1, 5S1, 6S1, & 6S2). These data are made available for the purpose of program improvement and local decision making. For further details, please see the [Carl Perkins Performance Indicator and Summary Report](#) document. 33

School Year: 2016
 Report Type: Basic CTE Student Enrollment
 Report Level: School
 Entity: Duluth Public School District

Report Year: 2015-16

Carl Perkins Core Indicator

School: Basic CTE Student Enrollment
 District: Duluth Public School District 0709-01

Male Female Grand Total

School: Central Senior High 210

Secondary UNDUPLICATED	5	0	5
American Indian/Alaskan Native	2	0	2
Asian	0	0	0
Hispanic	0	0	0
Black, Non-Hispanic	0	0	0
White, Non-Hispanic	3	0	3
Hawaiian/Pacific Islander	0	0	0
Multi	0	0	0
Total Race/Ethnicity	5	0	5
Individuals with Disabilities	3	0	3
Economically Disadvantaged	0	0	0
Displaced Homemakers	5	0	5
Single Parents	0	0	0
Nontraditional Enrollees	0	0	0
Limited English Proficiency	0	0	0
Migrant	0	0	0

School: Denfeld High School 215

Secondary UNDUPLICATED	225	100	325
American Indian/Alaskan Native	15	7	22
Asian	7	1	8
Hispanic	5	5	10
Black, Non-Hispanic	24	13	37
White, Non-Hispanic	164	70	234
Hawaiian/Pacific Islander	0	0	0
Multi	10	4	14
Total Race/Ethnicity	225	100	325
Individuals with Disabilities	86	21	107
Economically Disadvantaged	0	0	0
Displaced Homemakers	164	67	231
Single Parents	0	0	0
Nontraditional Enrollees	3	0	3
Limited English Proficiency	0	0	0
Migrant	44	7	51

School: East High School 220

Secondary UNDUPLICATED	290	153	443
American Indian/Alaskan Native	7	0	7
Asian	3	2	5
Hispanic	6	1	7

Black, Non-Hispanic	8	5	13
White, Non-Hispanic	258	139	397
Hawaiian/Pacific Islander	0	0	0
Multi	8	6	14
Total Race/Ethnicity	290	153	443
Individuals with Disabilities	48	18	66
Economically Disadvantaged	0	0	0
Displaced Homemakers	84	55	139
Single Parents	0	0	0
Nontraditional Enrollees	0	0	0
Limited English Proficiency	0	0	0
Migrant	50	23	73

School: Duluth Area Learning Center 611

Secondary UNDUPLICATED	9	8	17
American Indian/Alaskan Native	0	0	0
Asian	0	0	0
Hispanic	0	0	0
Black, Non-Hispanic	2	0	2
White, Non-Hispanic	6	7	13
Hawaiian/Pacific Islander	0	0	0
Multi	1	1	2
Total Race/Ethnicity	9	8	17
Individuals with Disabilities	2	1	3
Economically Disadvantaged	0	0	0
Displaced Homemakers	5	7	12
Single Parents	0	0	0
Nontraditional Enrollees	0	0	0
Limited English Proficiency	0	0	0
Migrant	1	2	3

DRAFT - Process for Reviewing Secondary Schedule Options

1. Survey to better understand stakeholder wishes/desire/priorities for secondary schedule
 - a. Stakeholder Groups
 - i. School Board
 - ii. District Leadership
 - iii. Parents
 - iv. Secondary Principals
 - v. DFT Leadership
 - vi. Secondary Teachers/Teacher Reps
 - vii. Student Reps
 - b. Identify pre-existing surveys or create survey tool
 - i. Created by District Leadership with support from school board reps, building admin reps, teachers reps and student reps.
 - c. Analyze data to gather understand community priorities.
2. Convene district Secondary Schedule Task Force (SSTF) to lead the secondary schedule review process.
 - a. Members
 - i. Board Representation
 1. 2 or 3 members
 - ii. District Admin Representation
 1. Asst. Supt.
 2. Curriculum Dir.
 3. Spec Serv Dir.
 4. Senior HR Manager
 5. CFO
 - iii. Secondary Principals
 - iv. DFT leadership
 - v. Secondary Teachers Reps
 - vi. Student Reps
3. SSTF compares survey data to current district vision/improvement strategies to create a rank ordered list of priorities for reviewing schedule options.
 - a. List top 3 to 5 priorities for potential schedules
4. District staff gather multiple schedule options from districts across the state/country for review by the SSTF
5. District staff creates a schedule evaluation rubric following the priorities identified by the SSTF.

6. SSTF uses the schedule evaluation rubric to identify top 2 or 3 preferred options from those presented by district staff.
 - a. Discuss the pros and cons of each preferred schedule option.
 - i. Determine how each option supports/detracts from district and community priorities/vision for meeting the learning needs of our students.
 1. Consider the needs of our exceptional learners
 2. Consider the needs of the communities served in our schools
 - ii. Analyze the cost considerations for each possibility
 - iii. Discuss contractual considerations for each option
 - b. Determine whether or not to remove any of the preferred options following conversation from item 6a.
 - c. Finalize list of preferred options.
7. SSTF prepares a community presentation on the different preferred options
 - a. Presentation includes:
 - i. pros/cons from SSTF discussion
 - ii. How each schedule supports community/district vision for secondary schools
 1. Include how the schedule is responsive to the needs of our various communities and exceptional learners
8. Listening sessions are designed to gather anonymous feedback from teachers, parents and students.
 - a. Feedback is analyzed to share with SSTF
9. SSTF reviews information from the feedback sessions and rank orders the preferred options.
10. SSTF creates a presentation to share with the full board including an outline of the process, summary of the community presentation and feedback from the listening sessions.
11. Committee of the Whole Meeting is convened for SSTF to share presentation with the full school board
12. School Board selects a final schedule from the preferred options at formal board meeting and directs administration to begin working toward this new schedule.

**Achievement Integration Plan Summary- Duluth Public Schools
July 1, 2017 – June 30, 2020**

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

Important Information:

The Achievement Integration for Minnesota legislation maintains the requirement that uses of Integration Revenue outside of the RIS be for strategies/interventions within the Achievement Integration (AI) Plan to address the goal area of Achievement and be measurable by SMART goals, where separate Achievement and Integration goals and interventions are identified for Myers-Wilkins Elementary School as the Racially Identifiable School (RIS) within our district. In our efforts to reduce academic and enrollment disparities based on students' race, ethnicity, and economic background at Myers-Wilkins, Lowell Elementary continues to be identified as a neighboring collaborative site to assist in providing equitable achievement programming and access to school enrollment choices for families within the Myers-Wilkins attendance area. Due to the technical nature of the Achievement Integration (AI) Plan Template that is required for submission to MDE, an Achievement Integration (AI) Plan summary is presented here that indicates all strategies/interventions included within the plan with their corresponding goal area and the budgeted amount for each activity. The School Board will be provided with a completed template of the Duluth Public Schools Achievement Integration Plan upon submission to MDE.

	Narrative-Activity Description	Budget Amount
	<p>Administration: The Office of Education Equity (OEE) is an administrative office staffed with a Coordinator and Office Support Specialist within the central administrative offices of the Duluth Public Schools. The Coordinator is an integral part of the Duluth Public Schools administrative team to ensure the implementation of the Achievement and Integration Plan strategies and activities, manage the Achievement and Integration Revenue budget, and fulfill all reporting requirements. The Coordinator also serves on multiple district committees and leadership teams to assist in ensuring the academic success of all students.</p>	\$150,000.00

Goal Area	Narrative-Intervention Description	Budget Amount
Achievement	<p>Integration Specialists: The Integration Specialist position is an integral part of the Duluth Public Schools' Continuous Improvement Plan in the areas of Response to Interventions support, Increasing Graduation Rate and Drop-out Prevention, Academic Proficiency, and Family Engagement. There will be eleven (11) full-time Integration Specialists for the Duluth Public Schools; one full-time at Ordean East MS; two full-time at Lincoln Park MS, Denfeld HS and East HS; and one full-time at each of the following elementary schools: Myers-Wilkins, Lowell, Laura MacArthur, and Piedmont. Integration Specialists at the elementary level play an active role in providing support for academic interventions in Reading and Math based on the Response to Intervention plan at their site. Integration Specialists at the middle and high schools play an active role in academic proficiency, increasing graduation rates, preventing drop-outs, and career and college readiness. Integration Specialists at all levels spend a majority of their time at their site focused on the academic success of the students on their rosters. Rosters of 35 students are developed utilizing data from MCA and Benchmark assessments, attendance rates, behavioral referrals, and staff referrals. Integration Specialists at all site levels will provide supports and programming in: Culturally-Based After School Programming on average of at least 2 days/week, which would be 40% of total school days; Weekly (at least) Book or Math Club with selected students on Roster; Bi-Weekly 1-1 Check-ins (social, attendance, grades, behavior) with all students on Roster - Not done during Math or Reading course-times; Personal Learning Plan (PLP) Development and Monthly PLP Monitoring of the Roster for all Interventions; Monthly Parent/Caregiver Contacts for all students on Roster and as needed based on the needs of the student/family; Quarterly Monitoring of Academic Success data points (Grades, Tests) with a Goal for Increased GPA/FAST Data; Student-to-Teacher Connections (First-month of the Year "Interviews"); Provide at least 4 yearly Integrated Cultural Learning Opportunities from at least 2 different Cultural Perspectives in Classrooms, Grade Levels, or Whole School Assemblies/Programs at their site. **The Integration Specialist at each site will be in one of the classrooms of a student/s on their roster to provide support to the student/s on the roster and/or the teacher for 80% (4 of 6 class periods) of the student contact day. These supports will be aligned with the MTSS Plan at each site. At the middle and high school level, Integration Specialists will also be in a WIN every day in collaboration with teachers at their site. When not working in a specific classroom, the Integration Specialist will be doing 1-1 check-ins and/or working on planning for other program goal areas. Integration Specialists will also coordinate and facilitate the OEE Family Engagement program and offer supports in school-to-home communication. 11 Staff & Benefits (\$605,000) Tutors (\$2,500) Transportation Support (\$7,000) Contracted Services (\$9,000), General Supplies (\$1,000), Classroom Supplies (\$1,000), Food (\$3,000), Learning Materials (\$2,000)</p>	\$630,500.00

Goal Area	Narrative-Activity Description		Budget Amount
Achievement	Career & College Readiness Specialist	The Career & College Readiness Specialist will focus on the development of a Career & College Readiness program at the middle and high schools. This Specialist will provide programming and supports that include: Serve as a member of the district team to develop a Career & College Readiness System to ensure equitable access to postsecondary education and career planning; Assist in developing a menu of WIN specific sessions that need to be completed by all 6-12 grade students in order to gain WIN credits for graduation by meeting Career & College Readiness standards; Ensure WIN offerings for Career & College Readiness are culturally responsive and designed to equitably engage all students; Serve as a 'connector' between OEE staff, counselors, teachers, and administrators at each high school (Year 1-3) and middle school (Year 2-3) to ensure equitable participation and completion of Career & College Readiness sessions by Protected Class Students; Monthly/Quarterly/Semester Data Checks on Career & College Readiness session completion rates for Students of Color and Check-ins with staff and students (1-1, small groups, large groups) at each site when needed; Provide an After-school or Zero-hour program 2 days/week at each site for students enrolled in Rigorous Courses for supports to successfully complete these courses (tutoring, planning, study sessions, social dynamics, etc.); Facilitation of 2 weekly WIN sections at each high school; Semesterly Monitor Rigorous Course Enrollments by Protected Class students with the goal of increases in the percentage of Protected Class students enrolled in and successfully completing Rigorous Courses.	\$75,000.00
Achievement	Family Engagement Program:	The OEE Family Engagement program is designed to bring schools, parents, and the community together for the benefit of student achievement. The model is designed for parents to gain access to district, school, and classroom resources and increase communication with school staff, as well as foster educational learning environments at home that assist students in academic achievement in school. Programming will be provided each semester for parents at Myers-Wilkins Elementary, Lowell Elementary, Laura MacArthur Elementary, Piedmont Elementary, Lincoln Park Middle School, Ordean East Middle School, Denfeld High School, and East High School. Training will also be provided for district staff on FE, including sessions on home-visits, positive contacts, cultural considerations, and parent perspectives through parent-panels.	\$3,500.00
Achievement	Recruitment & Retention Program	The focus of the Recruitment & Retention program is to assist in the district goal of diversifying our staff. This will be done through the following strategies: one session/semester for current Teachers of Color to discuss Climate dynamics and build a sense of community and networking for interested Teachers of Color within the district (Retention); Provide Teachers of Color with access to the Professional Development CARE Academies being offered each year; Provide additional "resources" for them throughout a year (learning materials, presenters, trainings, etc.); Offer Mentorship to interested staff of color; OEE Coordinator provides training for HR staff on recruitment strategies; OEE Coordinator and community members serve on the district committee working to diversify the staffing of our district; Bolster strategic relationships with local Postsecondary teacher education programs; Offer "relocation cost" reimbursements for new Teachers of Color and Admin of Color (receipts necessary); Develop a Recruitment Team that attends Job Fairs, assists in Postings, Serves on Screening Process Teams - Contract with individuals and ask current Teachers of Color to serve on the team to ensure a diverse team.	\$11,000.00
Achievement	Professional Development:	The OEE Professional Development program will provide training and resources for district staff designed to improve achievement of all students in the Duluth Public Schools and increase culturally responsive teaching and learning. Training and resources will be provided in the areas of Multi-Tiered System of Support, Response to Interventions, Professional Learning Communities, Differentiated Instruction techniques, Multicultural Curriculum Integration, Racial Identity Development, and Cultural Responsiveness. The CARE Academy will provide a research-based PD opportunity for Certified Staff and Administrators at sites that have OEE supports. The CARE Academy is based on the 2011 National Education Association CARE Report: Strategies for Closing Achievement Gaps. These 8 sites will each send 4-12 staff each year (total of 64 staff broken into 3 cohorts of 21-22). A new group of 64 certified staff each year will participate. We will provide 4 Full-Day Workshops + 4 two-hour sessions after contract time to increase the understanding and implementation of strategies and content from the four areas of Culture, Abilities, Resilience, Engagement. For Principals who can't participate fully in the CARE Academy, mini-sessions will be provided for them to understand what is being covered to aide in the support of implementation by participants. Follow-up sessions will be provided each year for participants who have completed the initial CARE Academy to continue opportunities for understanding and implementation. We will offer CEUs, Substitutes, Stipends, and/or Lane Change Credits for all participants. Application of the knowledge/skills covered in the CARE Academy sessions is required to receive credit. Participants will learn to transform their classrooms by integrating multiple aspects/activities of each area of CARE in their instruction, grading practices, and/or curriculum. This will lead to an increase in the level of culturally responsive teaching and learning in the classrooms and schools of the participants, which will lead to the reduction of achievement gaps for students in their classrooms and schools. Participants will develop their own understanding and purpose for participating in the CARE Academy and will be able to share this with fellow participants and colleagues.	\$100,000.00

Goal Area	Racially Identifiable School Narrative-Intervention Descriptions		Budget Amount
Achievement	Reading Interventionists:	Reading Interventionists are skilled teachers, highly trained in Literacy instruction, that work within Myers-Wilkins and Lowell elementary schools with high concentrations of protected students to provide focused literacy interventions to students in grades Kindergarten to 5th grade who are identified within the "Strategic" or "Intensive" ranges of the MTSS, as measured by benchmark assessments. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of literacy.	\$163,000.00
Achievement	School Counselors:	Full-time School counselors at both Myers-Wilkins and Lowell elementary schools will provide small-group therapeutic counseling, push-in Social Emotional Learning (SEL) opportunities across all grades, and Restorative Conflict Resolution supports. The position will also serve as the lead staff member for Mindfulness programming at Myers-Wilkins (Mental Health Support), provide Beginning-of-Day small group check-ins, as well as a SEL support for Staff. The School Counselor will serve on a team for developing SEL spaces in the school and classrooms and a menu of strategies and options for movement breaks (large-muscle gym Boost-up Program). The School Counselor will also serve on the Behavior Support Team (develop SRIBs, etc). The implementation of School Counselors will aid in the goal areas of reduction in behavior referrals and suspensions, and increase in attendance of all students.	\$160,000.00
Achievement	Professional Development:	The Myers-Wilkins/Lowell Professional Development program will provide training and resources for teachers and administrators designed to improve academic achievement for all students at the two sites. Training and resources will be provided in the areas of Guided Reading Instruction at Myers-Wilkins, travel to PBIS for both Myers-Wilkins & Lowell, Mindfulness Training (SEL - Social Emotional Learning) at Myers-Wilkins, and Responsive Classroom Refresher for both Myers-Wilkins & Lowell.	\$44,000.00
Achievement	Math Interventionist:	The Math interventionist is a skilled teacher, highly trained in Mathematics instruction, that will work at Myers-Wilkins to provide focused math interventions to students in grades Kindergarten to 5th grade who are identified within the "Strategic" or "Intensive" ranges of the MTSS, as measured by benchmark assessments. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of mathematics.	\$80,000.00
Achievement	After School and Summer School Programs:	The Summer School programming and After-School programming will provide the students at Myers-Wilkins culturally responsive, safe, nurturing, and enriching experiences designed to help build students' academic, creative, and life skills. The programs are run and organized by the Myers-Wilkins Community School Collaborative (MWCSC) in collaboration with the Myers-Wilkins principal and staff. Each child that participates in the programs has an individual learning plan with learning goals developed in cooperation with the classroom teacher and MWCSC staff. All of the types of programs offered will be focused on a connection to the school goals of academics, school pride, engagement, and opportunity.	\$20,000.00
Integration	Immersion Program Assistants:	The Immersion Classroom Assistant position is a vital part of the success of any World Language Immersion Program. These positions will assist the teachers and other staff in the implementation of the Ojibwe Language Immersion classroom. The Ojibwe Immersion Program at Lowell Elementary School will continue to serve dual purposes in the area of achievement and integration. Research on immersion education programs around the country shows increased academic performance amongst students enrolled in Language Immersion programs. In the area of integration, American Indian families in the Duluth School District have indicated the need for Ojibwe Immersion programming in the Duluth Public Schools. Myers-Wilkins Elementary (RIS) has the highest population of American Indian students in the district. Through the collaboration between Lowell Elementary and Myers-Wilkins Elementary (RIS), the Ojibwe Immersion program will be one of the strategies implemented to decrease racial and economic enrollment disparities at the RIS. Steps will be taken to ensure equitable access to educational resources and programming, including bus transportation between the attendance areas with a priority given to students within the RIS attendance area to attend Lowell Elementary, which is outside their attendance area.	\$65,000.00
Integration	Field Trips and In-school Learning Opportunities:	As part of the integration efforts at Myers-Wilkins, staff will provide the students with hands-on learning opportunities and experiences that will connect directly with the curriculum and service learning opportunities within their community. Some of the activities that will be included are trips to out-of-school centers such as the Great Lakes Aquarium, Duluth Children's Museum, Deep Portage Environmental Center, UMD sugar bush, and area colleges/universities and local business. Representatives from these centers will also be invited into Myers-Wilkins classrooms. Myers-Wilkins will host a minimum of one Family Night each month during the school year to help connect the content and learning within the school setting with the families of the students. All family nights will be free, with transportation provided for those who need it.	\$8,000.00
Integration	Transportation for School Enrollment Choices:	In order to ensure equitable access to school enrollment choices being offered to families in the RIS attendance area and to allow greater access to the RIS for White, Non-FRP families in the Lowell attendance area, bussing transportation routes will be provided between attendance areas of the RIS (Myers-Wilkins) and the neighboring collaboration site of Lowell Elementary. There will be a priority status for students in the RIS attendance area to attend Lowell, which is outside their attendance area.	\$90,000.00
Total			\$1,600,000.00

Achievement Integration (AI) Plan FY18 Budget Summary		
Staff/Programming	Description	Amount 2017-18
Administration	0.8 FTE Coordinator & 1.0 FTE Office Support Specialist Salaries + Benefits (\$150,000)	\$150,000.00
Integration Specialists - Staffing	11.0 FTE Staff Salaries + Benefits (\$605,000), Tutors (\$2,500)	\$607,500.00
Integration Specialists - Programming	Transportation Support (\$7,000) Contracted Services (\$9,000), General Supplies (\$1,000), Classroom Supplies (\$1,000), Food (\$3,000), Learning Materials (\$2,000)	\$23,000.00
Career & College Readiness Specialist	1.0 FTE TOSA (Teacher on Special Assignment) Salary + Benefits	\$75,000.00
Family Engagement	Stipends (\$2,500.00), Food (\$1,000)	\$3,500.00
Recruitment & Retention Efforts	Learning Materials (\$2,000.00), Mentor Program (\$4,000.00), Teacher of Color Seminars (Food) (\$1,000.00), Relocation Costs (\$2,500.00), Contracted Services (\$1,500.00)	\$11,000.00
Professional Development	0.2 FTE Coordinator (22,000) CARE Academy: Substitute Teachers (\$34,000), Certified Staff Stipends (\$11,000), Curriculum Resources (\$4,000), Contracted Services (\$7,000), Travel (\$2,000); (\$20,000) for Workshops, Trainings, and Conferences designed to increase cultural responsiveness in instruction and curriculum (Registration Fees, Travel Costs, Curriculum Materials)	\$100,000.00
Myers-Wilkins / Lowell	*Incentive Revenue: Bussing Transportation for Immersion and School Enrollment Choices (\$90,000), Reading Interventionists 2.0 FTE (\$163,000), 1.5 FTE Ojibwe Immersion Program Assistants (\$65,000), M-W Community Collaborative After-school/Summer programming (\$20,000), In-school Learning Opportunities/Field Trips (\$8,000), 1.0 FTE Math Interventionist (TOSA)@ M-W (\$80,000), 1.0 FTE Lowell School Counselor (TOSA) (\$80,000), 1.0 FTE M-W School Counselor (TOSA) (\$80,000), RIS Professional Development - Guided Reading, PBIS Travel, Responsive Classroom Training, Mindfulness Training (\$44,000.00)	\$630,000.00
	Total (estimated):	\$1,600,000.00

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: Second Reading 2/28/2017
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

Second Reading: 2/28/2017

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
Minnesota Department of Education	Ron Lake	Positive Behavioral Interventions and Supports (PBIS)	\$19,777	Funds from this grant will support further implementation of SW-PBIS through the MDE Cohort process.

January 9, 2017

Duluth Public Schools

RE: SW-PBIS Grant Initiative – Funding Status – 5 schools

Dear Superintendent:

We are pleased to inform you that you have been selected for a grant to support your SW-PBIS implementation.

The grant award would be in the amount of \$19,777 for use from February, 2017 through June 30, 2017. We anticipate being able to offer grant extensions for those projects that will need additional time to complete their project. However, that will be determined in the Spring of 2017.

Agency staff will be in touch in the near future. The MDE program authorized representative from the special education policy division will be Clay Keller. He can be contacted at Clay.Keller@state.mn.us or 651-582-8392. The grant specialist who will be disseminating the award document referred to as the Official Grant Award Notification (OGAN) will be Nyagatare Valens who can be reached at Nyagatare.valens@state.mn.us or 651-582-8480. There is no specific UFARS finance code for this state funded initiative so you will use source code 01S370 and the financial reporting forms provided to you from Nyagatare.

Please be reminded that until an OGAN is in place, (you will be notified when the grant has been executed), grant expenditures should not be incurred and funds should not be obligated. If expenditures are incurred prior to execution of the OGAN, expenditures associated with that would be your responsibility. We **anticipate** OGANs will be executed in about 3 weeks.

We wish you well with the implementation of your PBIS initiative.

Pamela Jones, Grant Coordinator
Grants Services Division
Pamela.jones@state.mn.us

cc: Clay Keller, Special Education Policy
Nyagatare Valens, Grant Specialist
Review File

OFFICIAL GRANT AWARD NOTIFICATION

GRANTEE INFORMATION

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

Duluth Public Schools #709
 Amy Starzecki, Assistant Superintendent
 215 N 1st Avenue East
 Duluth, MN 55802-2069
 218-336-8739/Amy.Starzecki@isd709.org

GRANTEE PROJECT STAFF

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

Ron Lake, Climate Coordinator
 218-336-8700 x.2014/Ronald.Lake@isd709.org
 Doug Hasler, Business Manager
 218-336-8704/Doug.Hasler@isd709.org

GRANT PROJECT TITLE

Positive Behavioral Interventions and Supports (PBIS)
 Minnesota Legislative

FUNDING/ENCUMBRANCE INFORMATION**GMS #:**

SWIFT CONTRACT NUMBER: 120498
 SWIFT VENDOR NUMBER: 0000194009
 PURCHASE ORDER NUMBER:

FUNDING SOURCE/LEGISLATIVE AUTHORITY:
 Minnesota Session Law 2016, Chapter 189,
 Article 33, Section 2, Subdivision 27

UFARS Source Code Number: 01S370

STATE FISCAL YEAR	2017
Fund	1000
FinDeptID	E373D230
AppropID	E372260
Account	441402
PC Bus Unit	NA
Project ID	NA
Activity ID	NA
Source	NA
Amount <i>(should equal total award)</i>	\$19,777.00

AWARD PERIOD

START DATE: February 6, 2017
 END DATE: June 30, 2017

ORIGINAL AWARD AMOUNT

\$19,777.00

MDE AUTHORIZED REP/PROGRAM

Name: Clay Keller
 Division/Office #: R03
 Phone: 651-582-8392
 Email: Clay.Keller@state.mn.us

GRANT SPECIALIST

Name: Nyagatare Valens
 Division/Office #: K18
 Phone: 651-582-8480
 Email: Nyagatare.Valens@state.mn.us

TERMS OF ACCEPTANCE

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

1. PURPOSE OF FUNDING/GRANT

The purpose of this funding is for implementation of School-wide Positive Behavioral Interventions and Supports (SW-PBIS) to increase the use of positive practices in the school and classroom learning environment as well as reduce the use of restrictive procedures.

2. PROGRAM REPORTING

Interim Progress Reports (IPR), summarizing grant activities and outcomes, including any data collected/requested related to the grant program, are due to MDE, as follows: Due to the shortened grant period no IPR is required.

3. FINANCIAL REPORTING

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

- A. FRF must be received by April 15, 2017 reporting expenditures incurred for the grant period February 6, 2017 through March 31, 2017; and by July 15, 2017 reporting expenditures incurred for the grant period April 1, 2017 through June 30, 2017
- B. If this grant goes beyond the state fiscal year end date of **June 30** or ends June 30 of that state fiscal year, all expenditures incurred through June 30 must be submitted by **July 15** of that same state fiscal year.
- C. Expenditures incurred on or after July 1 must be submitted on a new and separate FRF.
- D. Reimbursement of approved expenditures will be made based on expenditures reported on the FRF. Reimbursement for expenditures deemed allowable, allocable and reasonable will be made within 30 days of receipt of a request. Payments are subject to review of supporting documentation, if requested. The state reserves the right to withhold payment for any reimbursement request deemed to be in question of being allowable, allocable and reasonable, or for which adequate supporting documentation does not exist.
- E. Reimbursement requests may be submitted no more frequently than once per month and no less frequently than quarterly unless otherwise stated in this OGAN.
- F. Grantees must track the grant budget and record expenditures and reimbursement payments separately from their other organization budgets.

4. FINANCIAL RECONCILIATION/MONITORING AND SUPPORTING DOCUMENTATION

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

5. FINAL PROGRAM AND FINANCIAL REPORTING

Final Program and Financial Reporting Forms are due by **July 15, 2017**. Final reporting may include, but is not limited to, the following items:

- A. A final program report summarizing activities completed, as requested by MDE, along with supporting data requested by the program staff or federal or state funding.
- B. Final Financial Reporting Form (FRF) with a budget narrative describing expenditures.
- C. Expenditure detail report, such as general ledger, from accounting system.

6. BUDGET AND/OR WORK PLAN REVISIONS

The grantee must receive prior written approval from MDE for any budgetary changes of approved line item amounts greater than 10% of the total grant award available for expenditure during the grant period. Total budget line item deviations exceeding 10% of the total award must be approved in writing by MDE prior to incurring the expenditure. In their request for approval the grantee must include supporting information to justify why the change is necessary. MDE is not legally obligated to approve expenditures incurred on budget line item changes that exceed 10% of the total award for which prior approval has not been granted. Grantee may not incur expenditures within a budget line item that is not included in the approved budget without the written approval of MDE.

7. CANCELLATION

- A. **Cancellation With or Without Cause.** An award contract may be cancelled by the state at any time, with or without cause, upon thirty (30) days' written notice to the Grantee. Upon termination, the Grantee will be entitled to payment, determined on a pro rata basis, for services satisfactorily performed and for approvable expenditures.
- B. **Cancellation Due to Discontinued or Insufficient Funding.** It is expressly understood and agreed that in the event the funding to the state from Federal sources or appropriations by the Minnesota Legislature are not obtained and/or continued at an aggregate level sufficient to allow for the grantee's program to continue operating, the grant shall immediately be terminated upon written notice by the state to the grantee. The state is not obligated to pay for any services that are provided after notice and effective date of termination. However, the grantee will be entitled to payment, determined on a

pro-rata basis, for services satisfactorily performed and approvable expenditures incurred prior to termination to the extent that funds are available. The state will not be assessed 55 any penalty if the grant is terminated because of a decision of the Minnesota Legislature, or other funding source, not to appropriate funds. The state must provide the grantee notice within a reasonable time of the state receiving notice.

- C. **Cancellation Due to Failure to Comply.** The state may cancel an award contract immediately if the state finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled. The state may take action to protect the interests of the state of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.

8. AMENDMENTS

Any amendments to this award shall be in writing and shall be executed by the same parties who executed the original award, or their successors. An amendment must be requested 45 days prior to the end date of the award period and is valid and effective upon written approval from the MDE authorized representative or their delegate. *No amendments will be considered on expired grant awards.*

9. FUTURE FUNDING

Future grant awards for state fiscal years 2018/2019 will likely vary from the initial award. Future award amounts will be contingent on the number of sites eligible, total grant requests and the remaining funds available. New budgets and work plans will likely be needed for future grant awards.

Funds remaining from state fiscal year 2017 award will be available if needed into 2018 however a formal amendment to extend the grant would be needed.

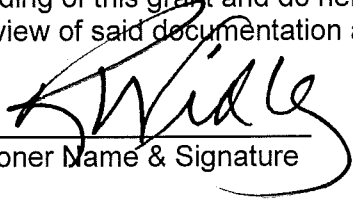
MDE SIGNATURES:

I, the Authorized Representative, acknowledge by signing below that I have reviewed all documentation ⁵⁶ and documents related to this award to ensure that adequate oversight and appropriate internal controls to properly administer grant funds have been measured.

Clay Keller / 
Authorized Representative Name & Signature

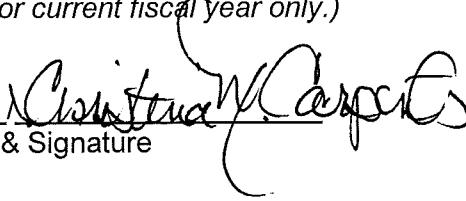
1/26/2017
Date

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

Robyn Widley / 
Assistant Commissioner Name & Signature

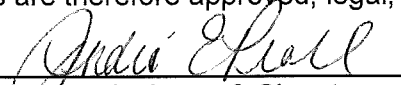
1/26/17
Date

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

CHRISTINA M. CARPENTER / 
Encumbrance Agent Name & Signature

01/31/17
Date

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

Andre Prah / 
Agency Finance Director or designee & Signature

2/3/17
Date

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: Darren Sheldon
 Not Recommended Date: 1/23/17

Assistant Superintendent: Recommended Name: A. Starzwicki
 Not Recommended Date: 1/24/17

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: Lakewood Grade 4-5
2. Contact Person (Responsible for Checklist Completion): Darren Sheldon
3. Field Trip Date(s): 4/13-14 Destination: St. Paul - Science Museum
4. Field Trip Overview (Include events, establishments and locations): Attached

5. Field Trip Departure from School (Date and Time): April 13, 12:30 PM
 Field Trip Return to School (Date and Time): April 14, 12:30 PM
6. Objectives of Field Trip: Explore various science concepts

7. Relationship to Curriculum or Student Learning: Exhibits and programs hit basically all science standards
8. Planned Follow-up Field Trip Activities: Science Museum is coming to do two assemblies at our school.
9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$ 0
Total Meals	\$ 0
Total Lodging	\$ 0
Total Transportation	\$ 0
<input checked="" type="checkbox"/> School District Vehicle(s) <i>Used transportation that will be paid on King Flynt Hills.</i>	0
<input type="checkbox"/> Commercial Transportation Carrier - Name: _____	
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) - Name: _____	
Total Additional Stipends:	\$ 0
Other:	\$
Total	\$ 0

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).
NA **Guide:** May choose to leave message on school voice mail to help with late drop off.
- Plan Meal Arrangements (if necessary)
Reminder: Notify food service of non-participation.
- Plan Administration of Student Medication and First Aid Needs (if necessary)
Guide: Contact School Nurse.
- Develop and Communicate Action Plan if Student Gets Lost on Trip
- Arrange Adult Chaperones for Field Trip (if necessary)
Guide: One (1) adult for every twenty (20) students depending on field trip. Parent volunteers are encouraged when possible or appropriate. *1 for every 8*
- Develop and Communicate Teacher and Adult Chaperone Expectations
Example: Supervision duties, no smoking, no alcohol
- Planned Itinerary

TIME

12:30 pm
~~Everything Else~~
12:30 pm

LOCATION

Leave Lakewood School - April 13
Attached
Return to Lakewood School - April 14

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

Signature of Contact Person: 

FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person: 

Teachers are being provided the option of attending or not.

Flint Hills Resources Science Matters Camp-In Schedule (Tentative)

Thursday

2:00-4:00 PM	Arrival and brief introduction to the Camp-In
till 5:30 PM	Explore the museum
5:30-6:00 PM	Pizza buffet dinner
6:00-6:25 PM	Introductions & Camp-In Welcome Show
6:30-10:00 PM	Exploration Block <ul style="list-style-type: none"> • Explore the museum galleries and exhibits • Visit as many Explore Science Stations (ESSs) as you can! • Snack and break
10:15-10:45 PM	Campsite set-up on the exhibit floors
~11:00 PM	Lights out!

Friday

6:30-7:00 AM	Campsite cleanup and gear storage
7:00-7:30 AM	Continental breakfast
7:30-8:00 AM	Science LIVE Show: <i>Super Cool Science</i>
8:00-8:45 AM	Exhibit exploration/Explore Store visit
9:00-9:45 AM	Omnitheater presentation: <i>A Beautiful Planet</i>
~10:00 AM	Camp-In concludes



**Science
Museum
of Minnesota®**

When Are We Coming to SMM?

All three of the Flint Hills Resources Science Matters Camp-Ins will be Thursday to Friday events. Schools will arrive between 2:00 – 4:00 PM on their respective Thursday, and will depart the museum the following Friday morning around 10:00 AM. Below are the three 2017 Flint Hill Resources Science Matters Camp-Ins dates, with invited schools:

- **February 16-17, 2017 (4:00 PM Thursday – 10:00 AM Friday)**
Schools Invited: Discovery Charter School (Inver Grove Heights), Gideon Pond Elementary (Burnsville), Nativity of Mary School (Bloomington), St. Wenceslaus School (New Prague).
- **March 16-17, 2017 (4:00 PM Thursday – 10:00 AM Friday)**
Schools Invited: Maple River Elementary (Minnesota Lake), St. Edwards School (Minneota), Mahnomen Elementary and St. Michaels School (Mahnomen), St. Charles Elementary (St. Charles), Pine Harbor Christian Academy (Hastings), Cityview Community School (Minneapolis).
- **April 13-14, 2017 (4:00 PM Thursday – 10:00 AM Friday)**
Schools Invited: Clearbrook-Gonvick Elementary (Clearbrook), Lakewood Elementary (Duluth), Kenny Community School (Minneapolis), Badger Elementary (Badger), Crestview Elementary (Cottage Grove), Lyndale Community School (Minneapolis).

**If you have any questions, please contact Doug Raney,
at (651) 221-4553 or draney@smm.org**

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:

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- 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: *[Signature]*
 Not Recommended Date: 2/22/16

Assistant Superintendent: Recommended Name: *[Signature]*
 Not Recommended Date: 1/5/17

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.

AD
1/5/17

FIELD TRIP REQUEST FORM

Date of Submission:

62

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Duluth Denfeld SkillsUSA Automotive Club
2. Contact Person (Responsible for Checklist Completion): Matthew "Phil" Rannila, SkillsUSA Advisor
3. Field Trip Date(s): March 31, 2017 – April 2, 2017 Destination: Double Tree, Bloomington, MN
4. Field Trip Overview (Include events, establishments and locations): _____

March 31, 2017 - Leave Duluth for Bloomington, MN, participate in SkillsUSA meetings, seminars, assemblies, hands-on competition, STEM completion, professional development training activities, and club organizational.

April 1, 2017 - Auto Service competition and STEM testing (7 am – 6 pm)

April 2, 2017 – Awards Breakfast and Medallion Presentation Ceremonies and Trade Show

April 2, 2017 – Leave for Duluth, MN (12:15 pm)

5. Field Trip Departure from School (Date and Time):

March 31, 2017 – 8:30 am

Field Trip Return to School (Date and Time):

April 2, 2017 – 4:00 pm

6. Objectives of Field Trip:
Students will participate in the Minnesota State Skill Contests, attend Personal Development Training Workshops, Technical Seminars, and learn more about post-secondary career choices, finances, educational sessions, and employment opportunities. Through workshops scholarship opportunities will be presented.

7. Relationship to Curriculum or Student Learning:
The Automotive Youth Education Systems (AYES) and the Automotive Service Excellence (ASE) organizations both require student participation in SkillsUSA as a vital component of maintaining National Automotive Technician Education Foundation (NATEF) accreditation for Denfeld High School. At this time Denfeld is only one of nine NATEF Secondary Automotive programs in MN.

8. Planned Follow-up Field Trip Activities:
The SkillsUSA students will complete their courses during the 2016-2017 school year, utilizing the training experience from the State Conference to participate in job shadowing activities, internship opportunities, and Post-Secondary Technical Education. Students who are designated as State Champions earn the opportunity to compete at the SkillsUSA National conference in the summer of 2017. .

9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees (4 students @ \$125 each, 1 instructor @ \$125 each)	\$ 625
Total Meals: (Estimate \$50.00 per person)	\$ 250
Total Lodging: (One student room @ \$420, one instructor room for two nights @ 160 per night)	\$ 740
Total Transportation	\$ 180
<input checked="" type="checkbox"/> School District Vehicle(s)	
<input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____	
Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$
Other: Teacher Sub	\$ 144
Total	\$1939

Revenues		
District Budget	Code: 01-380-005-428-000	\$ 675
Booster Group		\$
Donations		\$
Student Fees and Self Pay		\$1264
Total Additional Stipends:		\$
Total		\$1939

01-380-005-428-000 is Perkins Grant Code

11. Reviewed/Completed Request Checklist: x 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
3/31/17 - 8:00AM DENFELD

LOCATION
Leave Denfeld to Travel to Bloomington, MN by ISD709 VAN

TIME
4/2/17 - 4:00 PM DENFELD

LOCATION
Return to Denfeld and verify students have rides home

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

Signature of Contact Person: Matthew Phil Rannula

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: Matthew Phil Rannula

The purpose of the 2017 SkillsUSA Extended Field Trip

Since 1997 the Secondary Technical Center/Denfled High School Automotive Program has participated in SkillsUSA. As the Automotive Program instructor and SkillsUSA Advisor, it is my goal to bring our team to Bloomington, Minnesota on March 31, 2017, to participate in the state SkillsUSA conference. The conference will conclude at noon on Sunday, April 2, at which time we will return to Duluth.

In the spring of each school year, approximately 350 business and industry leaders get together and over 90 technical contests to the student members from across the state. These are entry-level, hands-on skill contests, evaluated by the same leaders who prepared them. Four students from Denfeld Automotive will participate in the Auto Service Technology Competition from 8 AM to 2 PM on Saturday, April 1.

When our team returns to the conference center on Saturday afternoon, , they will participate in written examinations in Safety, Tool and Equipment Identification, and Trade Mathematics, followed by the hands-on Manual Dexterity Challenge.

These Auto Service Technology contests are based on industry driven occupational skill standards, and utilize Core Curriculum and STEM Standards.

Industry donates many thousands of dollars in prizes in the form of scholarships, tools, equipment, and training aids/supplies for participating schools. Business partners work throughout the school year to plan the competitive events and many of these partners hire students right off the competition floor! The top three competitors in each area are recognized, and every first place winner will be offered the opportunity to participate in the National SkillsUSA Conference, in Louisville, Kentucky in June of 2017

SkillsUSA is an integrated component of the AYES (Automotive Youth Education Systems) national curriculum, and NATEF (National Automotive Technician Education Foundation) curriculum, both of which are utilized at the Denfeld Automotive Program

ISD 709 SkillsUSA students participate in the Personal Development Program during after-school meetings at Denfeld High School, which qualifies them to compete at a local, state, and national level.

Denfeld Automotive SkillsUSA Club - 2017 State Conference Field Trip

Bloomington, Minnesota from March 31st to April 2nd, 2017

Field Trip Request Checklist

All students and the advisor will be given a complete, well-defined conference itinerary from SkillsUSA upon arriving at the Hotel

Students and advisor have all completed the SkillsUSA Code of Conduct and Personal Information documents concerning emergency contact, parental permission and signatures, home phone numbers, and medical/insurance information. This information will be placed on file at the SkillsUSA event headquarters. I will also have all pertinent information in my possession if I need to contact a parent.

The SkillsUSA Code of Conduct sets high expectations for compliance with all rules, policies, and expectation of the SkillsUSA National Organization. These expectations are shared at arrival and in the printed Conference Handbook distributed to all persons in attendance at the conference.

SkillsUSA will have appropriate lodging and room assignments completed and the information will be sent to the Denfeld Club Advisor in mid-March 2014.

Funding of student expenses will be supplemented by utilizing the resources of our local Denfeld Automotive SkillsUSA Activity account. All students will be paying for their own meals and personal expenses, and these students have all participated in Automotive Program fundraising activities during the 2016-17 school year.

Advisors will pay for their own meals. As the Denfeld Advisor, I will have sufficient personal funds to insure that the student's needs are met if unexpected expenses or situations arise.

Form To Be Completed by all Persons Attending

The SkillsUSA Event

SkillsUSA CONFERENCE REGISTRATION, PERSONAL AND LIABILITY RELEASE FORM

Read the other side of this form. Then, complete the *entire* form. Type or print clearly.

- Participants must wear their name badge *at all times* during the conference.
- They should also carry a copy of their medical insurance card at all times.

1 Complete this entire section.

Participant's home address is required. Do not use school address as home address.

Email address is required. Pre-conference information will be sent electronically.

SkillsUSA State Association:			Parents'/Guardians' Names (if participant is under age 18):		
Check one: <input type="checkbox"/> High School Division (Secondary) <input type="checkbox"/> Middle School Division <input type="checkbox"/> College/Postsecondary Division			Parents' Telephone Number (area code required): ()		
Participant's Name (First, Last) as it should appear on name badge:			Name of SkillsUSA Advisor for participant's occupational area:		
Participant's HOME Address:			School where participant's occupational training/trade area is taught:		
City:	State:	ZIP Code:	Mailing Address of above school:		
HOME Telephone (area code required): ()	CELL Phone (area code required): ()	City:	State:	ZIP Code:	
Age:	Date of Birth (MM/DD/YY):	Check one: <input type="checkbox"/> Male <input type="checkbox"/> Female	School Telephone Number (area code required): ()		
EMAIL address (to receive important instructions/contest updates before conference):			Participant's T-shirt Size: <input type="checkbox"/> Small <input type="checkbox"/> Medium <input type="checkbox"/> Large <input type="checkbox"/> 1X <input type="checkbox"/> 2X <input type="checkbox"/> 3X <input type="checkbox"/> 4X <input type="checkbox"/> 5X		

2 Contestants *only*, complete this section.

All others, complete this section.

Check: <input type="checkbox"/> Contestant	Contest Abbreviation: _____ and Name (from cover sheet) in which competing:	
Graduation Year:	Occupational Training/Trade Area in which contestant is enrolled:	
Check one: <input type="checkbox"/> Advisor (Teacher) <input type="checkbox"/> State Association Director <input type="checkbox"/> Observer (Student, Family, Child, Other, Etc.) _____	<input type="checkbox"/> Delegate <input type="checkbox"/> State Association Director's Spouse/Child	

3 Complete this on-site emergency contact/ADA information.

Name of Teacher/Adult chaperoning participant at conference:	Check "Yes" if participant has a disability that meets criteria specified in the Americans with Disabilities Act (ADA). We will contact you for further information. <input type="checkbox"/> Yes
ON-SITE Telephone Number of teacher/adult chaperone (area code required): ()	

4 Check the appropriate box to signify the participant's agreement.

I have read and completely understand the Personal Liability and Medical Release Form, the Code of Conduct, the Release of Personal Information Through Lead Retrieval System statement, and the Photography and Sound Release agreement, and, by checking the box, do hereby agree to abide by these in their entirety, accept the conditions of the agreements, and completely release SkillsUSA's national and state associations.

I have read and completely understand the Personal Liability and Medical Release Form, the Code of Conduct, the Release of Personal Information Through Lead Retrieval System statement, and the Photography and Sound Release agreement, and, by checking the box, do hereby agree to abide by these in their entirety, accept the conditions of the agreements, and completely release SkillsUSA's national and state associations. I have provided all necessary medical information to the adult chaperoning my child at this event so that this person may act on my behalf in case of a medical emergency.

PARTICIPANTS — CHECK HERE IF YOU ARE OVER AGE 18 AND ATTEST:

PARENT/GUARDIAN — CHECK HERE TO ATTEST FOR PARTICIPANT (MANDATORY IF PARTICIPANT IS UNDER AGE 18)

Personal Liability and Medical Release Form

I hereby agree to release SkillsUSA Inc., its representatives, agents, servants and employees from liability for any injury to the named person, resulting from any cause whatsoever occurring to the named person at any time while attending the SkillsUSA National Leadership and Skills Conference, including travel to and from the conference, excepting only such injury or damage resulting from willful acts of representatives, agents, servants and employees. I voluntarily assume all risk and danger relating to the conference, whether occurring prior to, during or after the event.

I do voluntarily authorize the SkillsUSA National Leadership and Skills Conference medical services coordinator, assistants and/or designees to administer and/or obtain routine or emergency diagnostic procedures and/or routine or emergency medical treatment for the named person as deemed necessary in medical judgment. Parents/guardians of participant will allow **emergency medical treatment** to be administered as needed. Any further treatment will require parental/guardian consultation.

I agree to indemnify and hold harmless SkillsUSA Inc. and said medical services coordinator and/or assistants and designees for any and all claims, demands, actions, rights of action, and/or judgments by or on behalf of the named person arising from or on account of said procedures and/or treatment rendered in good faith and according to accepted medical standards.

Having read and understood completely the "Code of Conduct" of SkillsUSA Inc., I do hereby agree to follow the procedures and practices described. I fully understand that this is an educational activity and will, to the best of my ability, apply myself for the purpose of learning and will uphold at all times the finest qualities of a person representing SkillsUSA.

Audio- or videotaping of conference speakers is not permitted.

NOTE: All persons under legal age must have a parent or guardian check this form (see other side). If you are age 18 or older, please indicate that on other side of this form. Otherwise, this form will be returned for parent/guardian approval. All participants must check this form.

Release of Personal Information Through Lead Retrieval System

Each participant name badge at SkillsUSA's National Leadership and Skills Conference will include a barcode that includes personal information.

I understand that by giving my verbal permission to vendors and staff associated with the conference, this information will be used for follow-up after the conference. Personal information will include name, e-mail address, mailing address, training program and contest area, where appropriate.

By checking the box on the other side, I acknowledge my understanding of this statement.

Code of Conduct Agreement

SkillsUSA's National Leadership and Skills Conference is designed to be an educational function, and all plans are made with that objective. It is SkillsUSA's most significant meeting of the year, with thousands of students attending from all over the nation. It is approved as a major educational activity by the National Association of Secondary School Principals and the Association for Skilled and Technical Sciences.

SkillsUSA wants every person to have an enjoyable experience with every attention paid to safety and comfort. All participants will be expected to conduct themselves in a manner best representing SkillsUSA as the nation's greatest student organization.

For everyone to receive the maximum benefits from participation, SkillsUSA's "Code of Conduct," as established by its national board of directors, must be followed at all times.

Note that attendance is not mandatory. By voluntarily participating, you agree to follow the official conference rules and regulations or forfeit your personal rights to participate. SkillsUSA is proud of its students and knows that by signing this "Code of Conduct" you are simply reaffirming your dedication to be the best possible representative of your state.

1. I will, at all times, respect all public and private property, including the hotel/motel in which I am housed.
2. I will spend each night in the room of the hotel/motel to which I am assigned.
3. I will strictly abide by the curfew established and shall respect the rights of others by being as quiet as possible after curfew.
4. I will not enter any hotel room other than the one to which I am assigned. I understand that I am assigned a hotel room for the sole purpose of overnight accommodation.
5. I will not use alcoholic beverages. I will not use drugs unless I have been ordered to take certain prescription medications by a licensed physician. If I am required to take medication, I will, at all times, have the orders of the physician on my person.
6. I will not leave the hotel/motel without the express permission of my advisor or state association director. Should I receive permission, I will leave a written notice of where I will be.
7. My conduct shall be exemplary at all times.
8. I will keep my advisor or state association director informed of my whereabouts at all times.
9. I will, when required, wear my official identification badge.
10. I will respect official SkillsUSA attire and not smoke while wearing it.
11. I will attend, and be on time for, all general sessions and activities that I am assigned to and registered for.
12. I will adhere to the dress code at all required times.

Violations and Penalties

I agree that if, for any reason, I am in violation of any of the rules of the conference, I may be brought before the appropriate disciplinary committee for an analysis of the violation. I also agree to accept the penalty imposed on me. I understand that any penalty and reasons for it will be explained to me before it is carried out. I further realize that the severity of the penalty may increase with the severity of the violation, even to the extent of being immediately sent home at my own expense.

1. Violations of Items 1 through 6 of the "Code of Conduct" will be grounds for immediate removal from office and relinquishment of awards and recognition. In addition, the violator will be sent home at his or her own expense. Notification of the violation and the action taken will be sent to the participant's state department of education and parents or guardians. The participants from the participant's state could be disqualified as well.
2. Violations of Items 7 through 12 will result in a warning and reprimand. Notification of the violation and the action taken will be sent to the participant's state department of education and parents or guardians. Repeated violations of Items 7 through 12 may result in the participant being sent home at his/her own expense.

It is within the spirit of being a proud and meaningful member of SkillsUSA that I agree to these rules of conduct by attesting to the statement on the other side of this page.

Photography and Sound Release

By my attendance at the conference, I hereby grant SkillsUSA's national headquarters permission to make still or motion pictures and sound recordings, separately or in combination, and also give a production company approved by SkillsUSA's headquarters permission to use the finished silent or sound pictures and/or sound recordings as deemed necessary. I understand that my name may or may not appear with my photo, sound picture or sound recording.

Further, I hereby relinquish to SkillsUSA's national headquarters all rights, title, interest in and income from the finished sound or silent motion pictures,

still pictures and/or sound recordings, negatives, prints, reproductions and copies of the originals, negatives, recording duplicates and prints, and further grant SkillsUSA's national headquarters the right to give, sell, transfer and/or exhibit the same to any individual, business firm, publication, television station, radio station or network, or governmental agency, or to any of their assignees, without payment or other consideration to me.

My agreement to perform under camera, lighting and stated conditions is voluntary. I do hereby waive all personal claims, causes of action or damages against SkillsUSA's national headquarters and the employees thereof arising from a performance or appearance.

DISTRICT 709 FIELD TRIP REQUESTS

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

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

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

DEFINITIONS:

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

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

Extended Trips Within Minnesota, the Continental United States, or a Foreign Country - Trips that involve one or more overnight stops within Minnesota, the Continental United States, or a Foreign Country (externally sponsored) 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/EXTERNALLY SPONSORED TRIP ACTION

Principal: Recommended Name: Debra B.V.
 Not Recommended Date: _____ 1/5/17

Assistant Superintendent: Recommended Name: _____
 Not Recommended Date: 1/5/17

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.

9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees \$80.00 per person (20 students, 3 Instructors)	\$1840
Total Meals: \$25.00 per person	\$ 575
Total Lodging: \$136 per room for instructor, Students per person \$78.00	\$1968
Total Transportation <input checked="" type="checkbox"/> School District Vehicle(s) <input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____ Private Vehicle (requires certificate of insurance) ~ Name: _____	\$1200
Total Additional Stipends:	\$
Other: Teacher Sub	\$432
Total	\$6015

Revenues		
District Budget	Code01-380-005-428-000*	866.18
Booster Group		
Donations		
Student Fees and Self Pay		5148.82
Total Additional Stipends:		
Total		6015
Perkins Budget*		

11. Reviewed/Completed Request Checklist: x Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST FORM

72

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: HOSA 11th and 12th Grade 2015 Spring Leadership and State Competition
2. Contact Person (Responsible for Checklist Completion): Kimberly Olson, Certified Teacher
3. Field Trip Date(s): March 21, 2017 – March 24, 2017 Destination: Hilton, 3000 American Blvd, Bloomington, MN
4. Field Trip Overview (Include events, establishments and locations): _____

Students will be at the state Health Occupations Students of America (HOSA) competition. This competition allows students explore career opportunities in the health care industry and to enhance the delivery of quality health care.

5. Field Trip Departure from School (Date and Time):

March 21, 2017 – 7 am

Field Trip Return to School (Date and Time):

March 24, 2017 – 7:00 pm

6. Objectives of Field Trip:
Students will be competing at the State HOSA event.
7. Relationship to Curriculum or Student Learning:
Leadership
Teamwork
Program of Study and Career Pathways
Partnership for CTE
Implementing of Health Science Programs
Increase effectiveness of teaching
Legislative training
Training on Confident speaking and writing skills
Reinforcement of skills taught and application of skills
8. Planned Follow-up Field Trip Activities:
National Conferences for HOSA

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

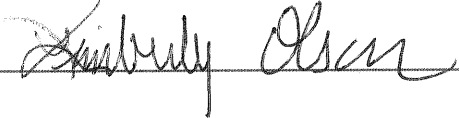
- x Develop and Communicate Student Discipline Expectations
- x Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- x Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.)
- x Gain Access to Cell Phone for Field Trip
- x 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.
- x Plan Meal Arrangements (if necessary)
Reminder: Notify food service of non-participation.
- x Plan Administration of Student Medication and First Aid Needs (if necessary)
Guide: Contact School Nurse.
- x Develop and Communicate Action Plan if Student Gets Lost on Trip
- x 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.
- x Develop and Communicate Teacher and Adult Chaperone Expectations
Example: Supervision duties, no smoking, no alcohol
- x Planned Itinerary

TIME

LOCATION

Awaiting itinerary form the state department

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

Signature of Contact Person: 

FIELD TRIP REQUEST CHECKLIST – Extended/Externally Sponsored Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

- x Develop and Complete Field Trip Itinerary and Emergency Telephone Contacts Letter to Parents/Guardians
Note: Attach tentative planned itinerary.
- x Arrange Funding of Expenses During Trip
- x Arrange Meal Plans
- x Arrange Lodging Plans and Room Assignments
- x 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: 

2016-17 MN HOSA Calendar of Events and Meetings

Date	Event/Meeting	Time	Location
October 6 th & 7 th	Health Science Teacher Workshop	1:00 pm- 6:00 pm 8:30 am- 2:00 pm	TBD
November 10 th & 11 th	MN HOSA Fall Conference	TH-1:00 pm- 6:00 pm Tours 6:30 pm- 9:00 pm Officer Interviews/ Educational Sessions FRI 8:30 am- 1:30 pm	Minneapolis/St. Paul MOA Hilton
December 1 st -3 rd	MN HOSA MRC Camp (Medical Reserve Corps) Students and Advisors	10:00 am- 9:00 pm 7:30 am- 10:00 pm 7:30 am- 12:30 pm	Camp Ripley – Little Falls
January 4 th	Metro Mid- Winter Competitive Events Day	8:00 am- 2:00 pm	Northeast Metro 916- White Bear Lake
January 6 th	Southeast Mid-Winter Competitive Events Day	8:30 am- 2:00 pm	Rochester Community College
February TBD	Northeast Mid-Winter Competitive Events Day	8:30 am- 2:00 pm	Lake Superior College- Duluth
March 22 nd – 24 th	MN HOSA State Leadership Conference Full Board Meeting Debriefing	3:30 pm- 11:00 pm 8:00 am- 11:00 pm 8:00 am- 12:00 pm 12:30 pm- 2:00 pm	Minneapolis/St. Paul MOA Hilton
June 21 st – 24 th	International HOSA Conference		Orlando, Florida

** TBD- Mental Health First Aid for MN HOSA MRC

1/30/2017

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

Tai Tan Nguyen

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

1/6/2017

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

1/30/2017

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

Linae Lori Bruckelmyer

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

1/12/2017

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

Adrian Norman
 Principal

Kimberly LeDoux
 Administrative Assistant
 Area Learning Center

MEMORANDUM

TO: Curriculum Dept. and office of Assistant Superintendent

FROM: Patricia Fleege, Adult Diploma Program

SUBJECT: High School Diploma

DATE: January 18, 2017

The following student has completed all requirements for graduation from I.S.D. 709 via the Adult Diploma Program and requests her Duluth Public Schools diploma, dated January 17, 2017:

Sheila M. O'Konek

1/30/2017

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

Marisol Sanchez

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

1/20/2017

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

Adrian Norman
 Principal

Kimberly LeDoux
 Administrative Assistant
 Area Learning Center

January 11, 2017

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

Emric Gabie Howard

Woodland Hills Academy

January 23, 2017



Denise Clairmont
Principal

January 11, 2017

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

Tony Inthompradith

Woodland Hills Academy

January 23, 2017



Denise Clairmont
Principal

January 11, 2017

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

Christopher Romello Jones Woodland Hills Academy January 23, 2017


Denise Clairmont
Principal

MEMORANDUM

TO: Curriculum Dept.

FROM: Patricia Fleege, Adult Diploma Program

SUBJECT: High School Diploma

DATE: 1 – 25 – 2017

The following student completed all requirements for graduation from I.S.D. 709 via the Adult Diploma Program and requests his Duluth Public Schools diploma, dated: 1/25/2017.

Donovan M. Sohm