

Education Committee
 Duluth Public Schools, ISD 709
 Agenda
 Tuesday, March 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) 2015-16 Graduation Data and Check and Connect Program Update 23

Dr. Tawnyea Lake, Director of Assessment, Evaluation and Performance, will present information on the 2015-16 Graduation Rates for the Duluth Public Schools, which was released by the Minnesota Department of Education in February 2017. Mike Meyer, Check and Connect Program Coordinator, Jason Crane, Special Services Director, William Howes, Office of Education Equity Coordinator, Edye Howes, American Indian Education Coordinator, and Tonya Sconiers, Denfeld High School Principal, will present information on the work they have done with regard to the 5 year grant from the Minnesota Department of Education to implement the Check and Connect program.

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

4) **PLACEHOLDER - Informational Presentations**

B. Grant Applications

1) Duluth Public Schools Endowment Fund - Early Childhood Outdoors Grant

Laurie Melby, Myers-Wilkins Head Start, has submitted a grant application to the Duluth Public Schools Endowment Fund in the amount of \$1,980. Early Childhood Outdoors project is designed to provide winter outdoor gear in order to make winter outdoor education possible for young children. This would be accomplished through the provision of snowsuits and winter boots for students to wear daily during outdoor education, exploration and play during winter months.

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

2) Minnesota Department of Health - Asthma Friendly Schools Mini Grant

Kelly Piette, Myers-Wilkins Elementary, has submitted and received a grant in the amount of \$1,500 from the Asthma Friendly Schools Mini Grant Program offered by the Minnesota Department of Health's Asthma Program. Funds from this grant will support an event for students or students and parents to learn about asthma and asthma self-management.

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

3) Duluth Public Schools Endowment Fund - DAPE Grant

Leigh Ann Viche, ISD 709 DAPE teacher, has submitted a grant application to the Duluth Public School Endowment Fund in the amount of \$500. If awarded, funds from this grant will be used to purchase projector equipment for Duluth Public Schools' gymnasiums. There are currently no Smartboards or projectors in our gyms.

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

4) **PLACEHOLDER - Grant Applications**

C. Regulations

1) **PLACEHOLDER - Regulations**

D. Other Informational Items

1) Externally Sponsored Trip Request

33

Jon Flaa, Lee Kruger, and Kim Kruger, Duluth East High School, will travel to Italy and Greece from April 1 - 9, 2017, with a group of Duluth Public Schools students as an externally sponsored event. The Acknowledgement That The Trip Is Not Sponsored By The School

District forms have been completed, signed and submitted to the Office of the Assistant Superintendent by the parent(s)/guardian(s) of all traveling students along with the Externally Sponsored Trip form signed by Danette Seboe, Duluth East High School Principal.

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

2) **PLACEHOLDER - Other Informational Items**

2. **Action Items**

A. **Presentation Items Requiring Approval**

1) **Resolution of Concurrence and Non-Concurrence 2016-17** 35

Edye Howes, American Indian Education Coordinator, will present the Resolution of Concurrence and Non-Concurrence Report for review and approval. The Resolution of Concurrence and Non-Concurrence is submitted to the Minnesota Department of Education on behalf of the Duluth Public Schools American Indian Education Programs Parent Advisory Committee.

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

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

B. **Policies**

1) **PLACEHOLDER - Policies**

C. **Grant Awards**

1) **Resolution E-03-17-3435 - Acceptance of Grant Awards to Duluth Public Schools** 40

Attached is Resolution E-03-17-3435 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve the grant awards from the following organizations:

Minnesota Department of Health

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution 03-17-3435 - Acceptance of Grant Awards to Duluth Public Schools.

D. **Extended Field Trip Requests**

1) **Wolf Ridge Environmental Learning Center - Congdon Park Elementary** 42

Fourth grade students from Congdon Park Elementary School will be traveling to the Wolf Ridge Environmental Learning Center in Finland, Minnesota from March 29 - 31, 2017. This trip will provide students with an experiential learning opportunity, which will help them meet the Minnesota state standards in Science, Social Studies, and Physical

Education, develop teamwork skills, and provide a chance for personal growth. The total cost of the trip is \$15,622 and will be financed through fund raising activities and student and chaperon fees.

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

2) SkillsUSA Conference and Competition - Culinary Arts

45

Duluth Public Schools Culinary Arts students will travel to the SkillsUSA Conference and Competition in Bloomington, MN from March 31 - April 2, 2017. During this event, students will compete with other students in the Culinary Competitions. Contestants will demonstrate their knowledge and skills through the production of a four course menu in a full day of competition. Through competition, the students will put into practice the curriculum that has been taught in the Culinary Arts program in the Duluth Public Schools. This competition also offers opportunities for scholarships for the winners.

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

3) Wolf Ridge Environmental Learning Center - Lowell Elementary

50

Fourth grade students from Lowell Elementary will travel to to Wolf Ridge Environmental Learning Center in Finland, Minnesota from April 26 - 28, 2017. During this event, students will participate in classes lead by environmental educators both indoors and out. These classes focused on Minnesota Science Standards, team building and building positive self confidence. The total cost of the trip is \$8,100 and will be financed through fund raising activities and student and chaperon fees.

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

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

E. Diploma Requests

55

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

Terent Deville Talbert - February 17, 2017
 Natasha Marie Lindberg - February 28, 2017
 Mason Patrick Linn - March 2, 2017
 Nathan Andrés Krutzig - March 10, 2017
 Wyatt William Page - March 10, 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
Families in Transition Program Update
Policy Updates

Assistant Superintendent Report to the Board

March 2017

The following outlines district leadership efforts to support teaching and learning across ISD 709.

Site Visits

Laura MacArthur
Myers-Wilkins
Ordean East

Continuous Improvement Teams

Members of Continuous Improvement Teams met on March 2nd for the 3rd time this school year. Each session has been focused on school improvement processes. We have been collaborating with the Regional Center of Excellence from MDE to build the agendas for each training. Our focus has been to build instructional leadership capacity among teacher leaders. Teams recently learned how to conduct a comprehensive needs assessment. The last session focused on how to use data to measure implementation of school initiatives as well as how to select data sources that measure whether student outcomes are positively impacted by school initiatives. The feedback from these sessions has been very positive. Our last session is on May 3rd.

Denfeld Support

District leaders have been working with the Denfeld Continuous Improvement Team in recent months. In the fall I participated in several CIT meetings at DHS as they began their CIT work. In January and February we have been working more closely with the team to dig deeper into school improvement efforts. The Regional Center of Excellence joined us during our February meeting. We developed an action plan that outlines our next steps to review programs, review budget allocations and improve student outcomes. Dr. Cary and I plan to meet with the team throughout the spring as part of this planning process.

Secondary Registration Process

Dr. Cary and I will be working with middle and high school principals to review student registration data. We will be working with the principals in the next month to determine number of sections for the courses we plan to offer at each campus. Once this process is complete, school staff will begin the process for developing the master schedule and student schedules.

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

12



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



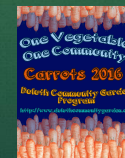
WIN - WHAT I NEED

- 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 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.**

Duluth Public Schools

2015-2016 Graduation Rates

Graduation Rate Definition

- The Four-Year, On-Time Graduation Rate is based on a cohort of first time ninth grade students plus transfers into the cohort within the four year period minus transfers out of the cohort within the four year period.
 - Care/treatment/correctional facilities are not included in the district rates.
 - 10 or more students needed in a cohort for public reporting

Four-Year On-Time Graduation Rates Over Time, By Student Group, District

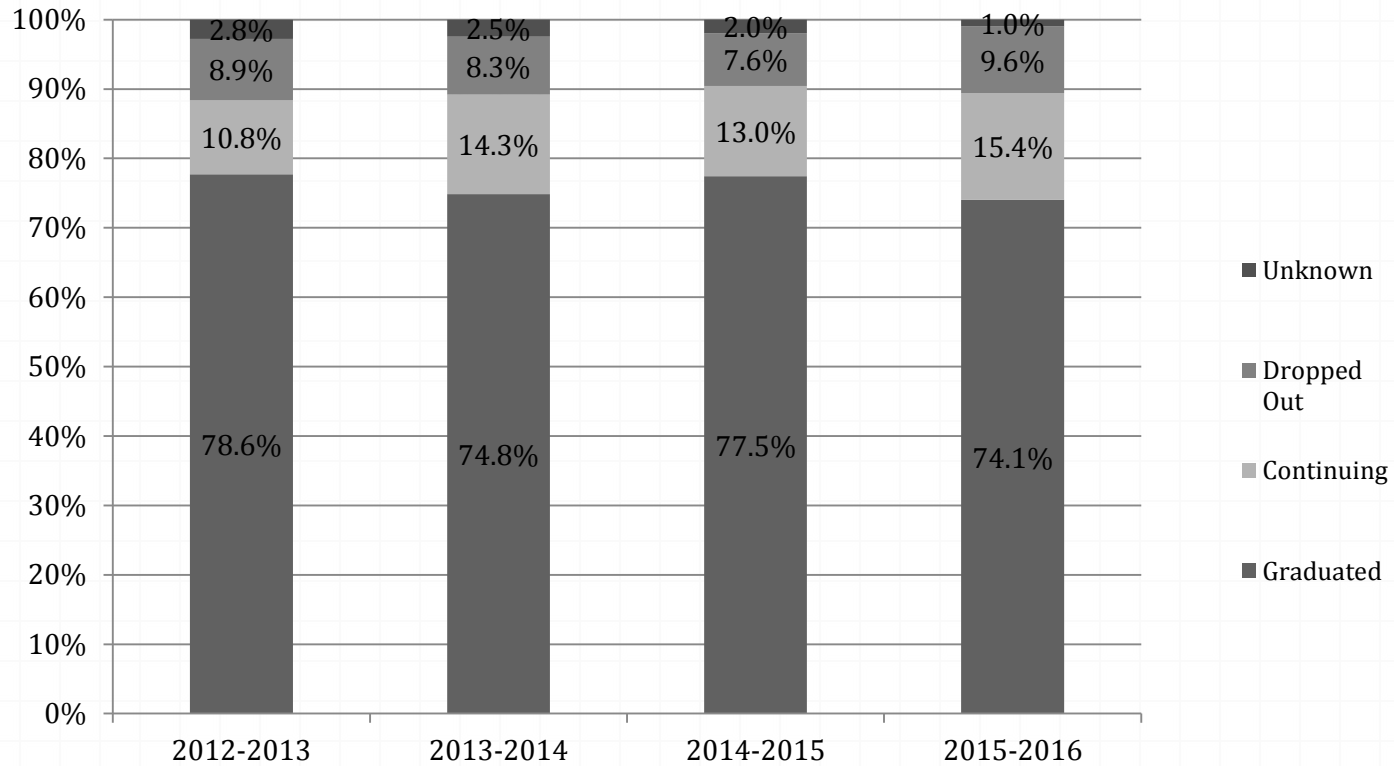
25

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
All Students	78.66	78.3	74.94	78.55	74.84	77.45	74.1 (813)
American Indian	42.86	39.53	46.51	32.5	48.84	32.0	36.5 (52)
Asian	85.0	87.5	90.91	89.47	66.67	94.44	75.0 (20)
Hispanic	64.29	76.47	57.14	85.71	57.89	73.33	73.3 (15)
Black	40.0	48.08	58.62	47.27	45.83	47.17	45.8 (59)
White	82.61	82.5	77.78	83.03	79.56	81.44	79.5 (667)
Special Education	42.97	52.78	46.15	50.48	44.92	52.44	46.1 (102)
Free/Reduced Lunch	57.05	58.59	55.38	57.56	53.9	56.44	52.4 (275)
Male	75.3	75.66	75.0	75.06	68.56	76.86	70.5 (383)
Female	82.59	81.15	74.88	82.35	81.27	78.1	77.2 (430)

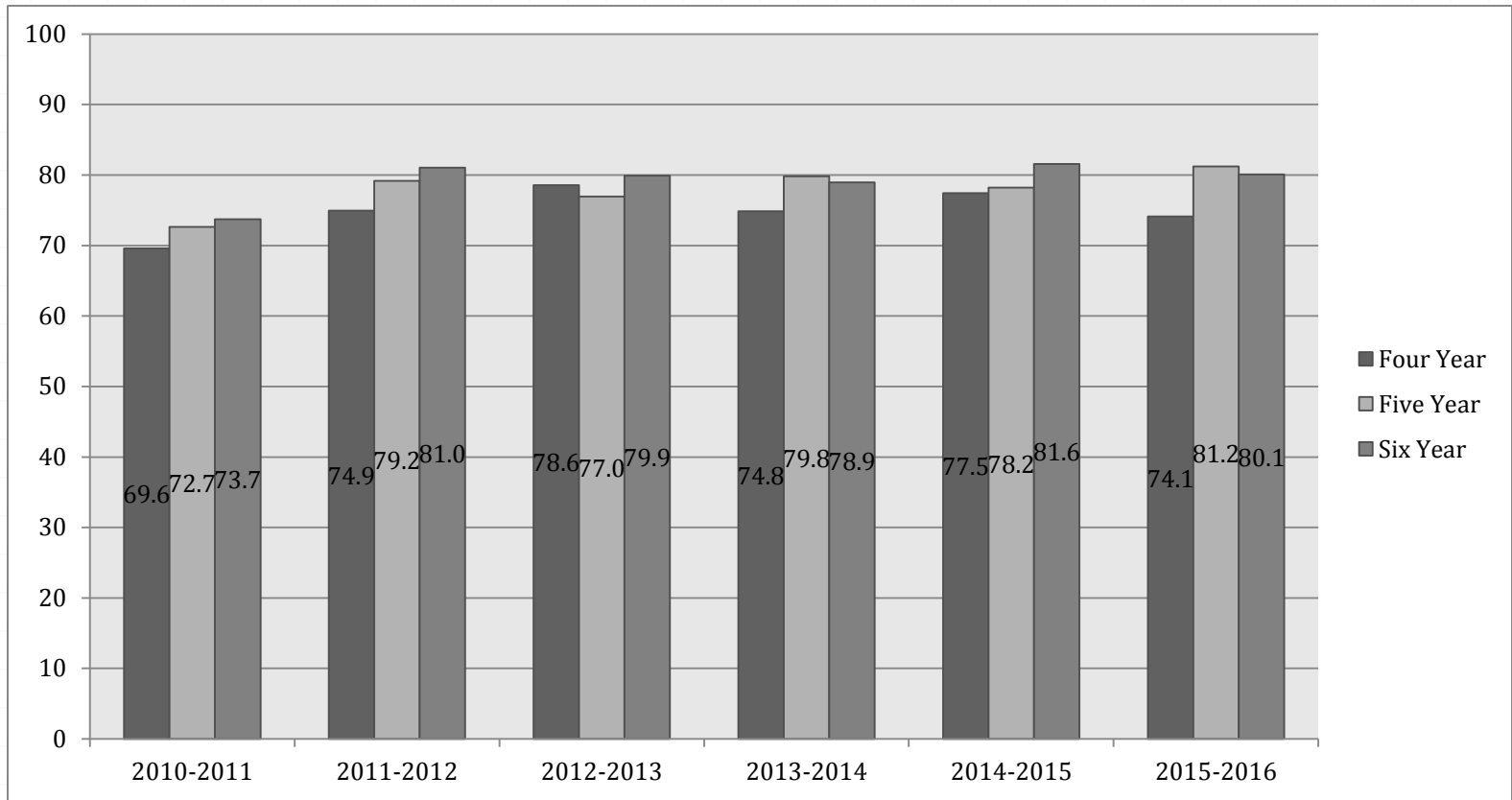
Four Year On-Time Graduation Rates Over Time, By Student Group, By School

		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
All Students	Denfeld	85.53	88.58	83.74	84.59	78.74	75.32	76.1 (234)
	East	91.67	92.31	89.89	91.94	91.52	94.47	94.4 (390)
	ALC	13.08	12.07	24.67	19.83	14.63	29.27	30.1 (183)
American Indian	Denfeld		65.22	66.67	64.29	77.78	30.0	47.6 (21)
	East			72.73				
	ALC		5.56	14.29	5.0			13.6 (22)
Asian	Denfeld		90.0					
	East			100	100		100	
	ALC							
Hispanic	Denfeld							
	East							
	ALC							
Black	Denfeld		76.0	63.16	70.0	57.89	64.71	52.4 (21)
	East			85.71	76.92	78.57	64.71	77.8 (18)
	ALC			25.0	9.52		15.79	10.0 (20)
White	Denfeld	86.05	91.18	85.97	86.77	81.64	78.31	82.1 (179)
	East	92.03	92.18	90.55	92.56	92.53	95.94	96.0 (350)
	ALC	19.18	14.67	26.09	24.0	18.75	32.58	34.6 (133)
Special Education	Denfeld	57.14	65.52	52.83	56.67	52.54	44.64	32.0 (50)
	East	76.19	62.96	69.7	64.29	57.89	74.36	70.4 (27)
	ALC	12.5	9.09	20.51	5.88		26.67	48.0 (25)
Free/Reduced Price Lunch	Denfeld	78.64	78.31	69.78	74.22	70.16	60.61	65.1 (106)
	East	85.0	85.71	81.69	79.55	75.56	84.71	81.5 (65)
	ALC	9.76	10.0	20.2	15.22	11.7	22.35	22.0 ()
Male	Denfeld	80.36	85.27	84.02	77.16	71.31	71.43	67.8 (115)
	East	89.27	92.31	89.39	89.91	87.18	95.83	90.8 (173)
	ALC	13.04	14.29	21.62	21.31	12.86	30.16	37.6 (93)
Female	Denfeld	90.24	89.02	83.44	93.01	85.61	80.61	84.0 (119)
	East	94.56	95.95	90.45	94.12	95.88	93.09	97.2 (217)
	ALC	13.16	10.0	27.63	18.33	16.98	28.33	22.2 (90)

District Three-Year History by End Code



District Graduation Rates Five-Year History



District Graduation Rate By Cohort, Tracked Over Time

Cohort Year	Graduated in Four Years	Graduated in Five Years	Graduated in Six Years
2010-2011	69.6	79.2	79.9
2011-2012	74.9	77.0	78.9
2012-2013	78.6	79.8	81.6
2013-2014	74.8	78.2	80.3
2014-2015	77.5	81.2	TBD
2015-2016	74.1	TBD	TBD

Questions

Tawnyea Lake, PhD
Director of Assessment and Evaluation
tawnyea.bolme-lake@isd709.org
218.336-8700 x1039

References

Minnesota Report Card: <http://rc.education.state.mn.us/>
MDE Website: Data Center > Data and Analytics > Students > Graduation Rates

Check & Connect

Implementation at Denfeld High School and Across Our District



Implementation

https://www.youtube.com/watch?v=3_-AFbDLn9c

Two full-time dedicated Check & Connect mentors on staff (Paraprofessional II)

.5 FTE Coordinator

Implementation tool: Check & Connect Manual: Implementing with Fidelity.

Manual works with check data to guide mentors to the correct and appropriate intervention based on areas of high or low risk.

Who we serve at Denfeld

Special Education students who identify as either Native American, African American or both on Infinite Campus.

These students have displayed warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.

Training

Comprehensive Implementation- A two day training for both administration and C&C mentors (Integration Specialists, American Indian Home and School Liaisons, Teachers, School Counselors, School Social Workers)

Held On- Site December 12th & 13th, 2016.

20 participants

Goal of (2) trainings a year

Provided free by University of Minnesota - Twin Cities Campus staff member

Research Sample

94 students in special education who had received Check & Connect for 2 years in middle school were randomly assigned to treatment and control groups upon entrance to 9th grade. By the end of 9th grade, treatment group students were significantly more likely than control group students to be enrolled in school (91% vs. 70%), to have persisted in school with no periods of 15-day absences (85% vs. 64%), and to be on track to graduate within five years (68% vs. 29%) (Sinclair et al., 1998).

Moving Forward

Continue implementing with fidelity with current students

Serve new cohort of 9th graders next year

Continue to serve more general education students on site and across the district

Build on training momentum started by American Indian Education and Education Equity departments in our district (all staff in both departments were trained in Check and Connect strategies over the past 5 years)

EXTERNALLY SPONSORED TRIP

Externally sponsored trips involve travel to a foreign country, are voluntary in nature, and are not sponsored or approved by Independent School district No. 709. In addition, all staff who accompany students on such foreign travel trips must obtain a liability release and waiver from the students' parents/guardians and submit them to the Office of the Superintendent prior to the trip. All externally sponsored trip proposals must be sent to the Assistant Superintendent's Office to be placed on the Education Committee Agenda for informational purposes.

Externally Sponsored Trip Information

Date of Submission: 3/3/17 Destination: Italy & Greece
 Organization/Group Planning Trip: Travel Club EHS Contact Person: Lee Kruger
 Overview of Trip: Italy - Rome, Pompeii, Capri, Sorrentine Peninsula
Greece - Athens, Mycenae, Corinth

 _____ Trip Dates: April 1 - April 7, 2017

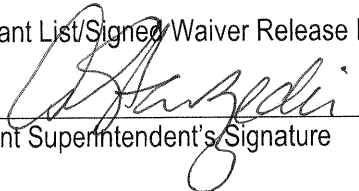
Externally Sponsored Trip Action

- Participant List/Signed Waiver Release Forms Attached


 Principal's Signature

3-7-17
 Date

- Participant List/Signed Waiver Release Forms Received


 Assistant Superintendent's Signature

3/7/17
 Date

Europe Trip-Italy/Greece

April 1-April 9, 2017

Duluth East High School

Adults (3)

Lee Kruger

Kim Kruger

Jon Flaa

Students (15)

Elle Christian

McKenna Clark

Carter Hassel

Natalie Jorgenson

Ali Kruger

Ty Kruger

Emily LaRoque

Kaitlyn Herold

Andrea Peller

Madilyn Roeser

Camille Simonette

Peyton Vogt

Ben Weaver

Avery Ziegler

Hunter Zhuikov

**Office of Indian Education
Transmittal of Resolution and Parent Committee Roster**

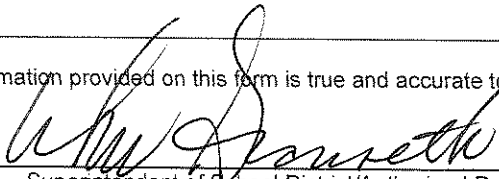
Identification Information		
School District Name Duluth Public Schools	District Type/No. 709	
Name of person completing form Edye Howes	Title Coord. American Indian Ed	Telephone 218-336-8700 x 1152

Resolution/Parent Committee Information
<p>Check all applicable items and attach the requested information:</p> <p><input type="checkbox"/> This district does not have 10 or more American Indian students enrolled, therefore no Parent Committee has been established, and no resolution/recommendations are attached (sign below and return the form to the Office of Indian Education).</p> <p><input checked="" type="checkbox"/> Resolution is attached:</p> <p style="padding-left: 40px;">Date resolution passed by Parent Committee: <u>2/23/17</u></p> <p style="padding-left: 40px;">Date resolution presented to Local School Board: <u>TBD</u></p> <p style="padding-left: 40px;">The attached resolution is a resolution of (check one): <input type="checkbox"/> Concurrence <input checked="" type="checkbox"/> Non-concurrence</p> <p style="padding-left: 40px;">Recommendations are (check one): <input checked="" type="checkbox"/> Included <input type="checkbox"/> Not included</p> <p><input type="checkbox"/> Resolution is NOT attached. If not attached, explain:</p> <p><input checked="" type="checkbox"/> School Board Response is NOT attached. If not attached, explain:</p> <p style="padding-left: 40px;">Waiting to set date to present it to the SB</p> <p><input type="checkbox"/> A Parent Committee has NOT been established. If checked, please explain why not, including discussion of any steps that have been taken to establish a parent committee:</p> <p>The district requests that the Office of Indian Education provide assistance in the following area(s):</p> <p><input type="checkbox"/> Parent Committee Training</p> <p><input type="checkbox"/> Staff Development on American Indian history and culture</p> <p><input type="checkbox"/> Other (explain):</p>

The information provided on this form is true and accurate to the best of my belief and knowledge.

Signature – Superintendent of School District/Authorized Representative

Date signed



2/28/17

GENERAL INFORMATION AND INSTRUCTIONS: Minnesota Statutes, section 124D.78 Subdivision 1 states that School Boards and American Indian schools must provide for the maximum involvement of children enrolled in education programs, programs of elementary and secondary grades, special education programs, and support services. Accordingly, the board of a school district in which there are **10 or more American Indian students enrolled** and each American Indian school must establish an American Indian education parent advisory committee. If a committee whose membership consists of a majority of parents of American Indian children has been or is established according to federal, tribal or other state law, that committee may serve as the committee required by this section and is subject to, at least, the requirements of this subdivision and subdivision 2.

The **American Indian education parent advisory committee** must be composed of parents of children eligible to be enrolled in American Indian education programs, secondary students eligible to be served; American Indian language and culture education teachers and paraprofessionals; American Indian teachers; counselors; adult American Indian people enrolled in educational programs; and representatives from community groups. The number of parents of American Indian and non-American Indian children shall reflect approximately the proportion of children of those groups in the programs. The American Indian education parent advisory committee must develop its recommendations in consultation with the curriculum advisory committee required by Section 120B.11, subdivision 3. This committee must afford parents the necessary information and the opportunity to effectively to express their views concerning all aspects of American Indian Education and the educational needs of the American Indian children enrolled in the school or program. The school board or American Indian school must ensure that programs are planned, operated and evaluated with the involvement of and in consultation with parents of students served by the programs.

RESOLUTION OF CONCURRENCE: Prior to **March 1**, the school board or American Indian school must submit to the department a copy of a resolution adopted by the American Indian education parent advisory committee. The copy must be signed by the chair of the committee and must state whether the committee concurs with the educational programs for American Indian students offered by the school board or American Indian school. ***If the committee does not concur with the educational programs, the reasons for non-concurrence and recommendations shall be submitted with the resolution. By resolution, the board must respond in writing within 60 days, in cases on non-concurrence, to each recommendation made by the committee and state its reasons for not implementing the recommendation.***

In order to comply with Minnesota Statutes, section 124D.78, please complete 1) Transmittal Form and Parent Committee Roster, 2) Parent Committee Resolution and supporting documents, as applicable, by **March 1 of each school year** and mail to:

Minnesota Department of Education
Office of Indian Education
1500 Highway 36 West Roseville, MN 55113

Or submit completed documents via email to: mde.indian-education@state.mn.us.

If assistance is needed in completion of these forms, please call (651) 582-8280.

RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE 2016

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS
High Achievement for All	Increase Student Achievement, Reduce the Achievement Gap, and Raise Graduation Rates	2014-15 District Wide graduation rate (4 year) for American Indian Students was 32% the goal was 62.83%	Academic and Achievement Centers are available for all students at 2 High Schools. Denfeld has a SOAR Academy going for students. Peer Tutors are also available. WIN class supplement. Saturday School.	Increase access to peer tutors. Continue Saturday School requirement/option. Continue WIN and WIN utilization by teacher and student request for academics.
High Achievement for All	Increase Student Achievement, Reduce the Achievement Gap, and Raise Graduation Rates	2016-17 reading proficiency goal is 67.7% for American Indian Students 2015-16 actual proficiency is 44.8%.	Rates have increased since 2012-13 baseline year (9.5% increase), but still fall short of district goals for American Indian students	Continue using Reading AmeriCorps. Continue to address class size. Provide access to literary content relatable to students in a variety of mediums (including culturally relevant materials for American Indian students)
High Achievement for All	Increase Student Achievement, Reduce the Achievement Gap, and Raise Graduation Rates	2016-17 math proficiency goal is 64% for American Indian students actual is 35.9%	Rates have increased since 2010-11 baseline year (7.9% increase), but still fall short of district goals for American Indian students	Continue MN Math Corps. Provide transportation giving students equitable access to Zero Hour, or add back 7th hour
High Achievement for All	Continuously Improve and Enhance the Quality of our Curriculum and Align it to State Standards	Non-inclusive curriculum on American Indian State Standards. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	Some teachers are in compliance with state standards.	District monitor and enforce compliance with American Indian State standards. Provide/hire American Indian specific content specialist.
High Achievement for All	Provide High Quality Staff Development that Aligns with our Goal to Provide Opportunities for Students of Every Culture and Ability to be Successful	Lack of Training on diverse American Indian perspectives	Some teachers recieved training in Multicultural Curriculum Integration.	Continue training in multicultural curriculum integration, specifically, James Banks Curriculum Integration Model. Include culturally specific training on Ojibwe and Dakota perspectives.
Safe and Welcoming Environment for Everyone in our Schools	Decrease Bullying Among Students	Despite what data shows voices of the student body states bullying is still a problem.	Sessions held at beginning of school year and provided for new hires, and specific Positive Behavior Interventions for Bullying provided during staff development day.	Continue to hold sessions throughout the school year.
Safe and Welcoming Environment for Everyone in our Schools	Decrease Bullying Among Students	Despite what data shows voices of the student body states bullying is still a problem.	Students are provided anti bullying information once per year. Fifth, eighth, ninth and eleventh grade students surveyed on bullying experiences and prevention strategies.	Provide anti-bullying training for students with practical steps for prevention and intervention. Provide sessions throughout the year not just once per year. Survey all students in all grades.

Safe and Welcoming Environment for Everyone in our Schools	Increase Safety and Decrease Injuries of Students and Staff	Lack of cultural awareness and sensitivity among teachers and students in the majority.	Professional development training days with breakout sessions from community members related to cultural sharing and competency.	Continue culturally responsive teaching to help all students learn how understanding various cultural perspectives, including one's own, can enhance teaching and learning.
RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE				
AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS
Safe and Welcoming Environment for Everyone in our Schools	Increase Family and Community Involvement, Engagement and Satisfaction, and Deepen our Community Partnerships	American Indian families disconnected from schools	Numerous Parent Committees district wide (American Indian Parent Advisory, District Advisory Council, Education Equity Committee, Parent Advisory Council on Special Education,) American Indian specific Think Kids Community Meeting held.	More open communication between the schools and parents. Include parents in the process and encourage parent participation, provide childcare during committee meetings.
Effective, Efficient Systems that Make The Best Use of Resources	Prioritize General Fund Spending to Instruction and Support of Students	Funding dropped from the district to help with American Indian student success from 50k to 10k	Some funds are still delegated for American Indian Education	Continue current funding with goal to increase to previous budget for Indian Education to improve programs and Liaisons for Students.
Effective, Efficient Systems that Make The Best Use of Resources	Prioritize General Fund Spending to Instruction and Support of Students	Resources allocated for American Indian Education and Misaabekong are not evenly balanced and roles are not well defined.	N/A	Staff Misaabekong with Ojibwe specific coordinator, assistant, and curriculum writer(s)
Effective, Efficient Systems that Make The Best Use of Resources	Increase the Diversity of Staff through Culturally Competent Recruitment and Retention Practices. The Staff of Color will Reflect the Percentage of People of Color in our Community	Only 13.78 American Indian certified staff and 24.73 Non certified American Indian staff	Human Resources attends the April college fair every year in the Twin Cities to recruit teachers.	Invite Coordinators of American Indian Education and Office of Education Equity to attend college and recruitment fair with the Human Resource department staff. Start recruitment early in the college careers. District commitment to hiring staff of color and commitment to retaining them.
RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE				

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 Health	Kelly Piette	Asthma Friendly Schools Mini- Grant Program	\$1,500	Funds from this grant will support event(s) for students or student and parents to learn about asthma and asthma self-management.



Minnesota
Department
of Health

PROTECTING, MAINTAINING AND IMPROVING THE HEALTH OF ALL MINNESOTANS

February 6, 2017

Duluth School District#709
Myers-Wilkins Elementary
Attn: Kelly Piette
1027 N. 8th Ave. East
Duluth, MN 55805

Dear Kelly,

Thank you for your application to the Asthma Friendly Schools Mini-Grant Program offered by the Minnesota Department of Health's Asthma Program. We are pleased to inform you that your application has been approved for funding **Option C. Partnering with Parents and Caregivers** - *Event for students or students and parents to learn about asthma and asthma self-management.* We look forward to working with you on this project and are happy to provide any technical assistance you may need.

Based on your revised application and budget, the agreed upon funding amount is \$1500. We look forward to working with you on this project and are happy to provide any technical assistance you may need.

Funding for these mini-grants is provided through a collaboration of the Minnesota Department of Health with funding from the Centers for Disease Control and Prevention and the American Lung Association in Minnesota. We would like to talk with Sheila Stevens regarding invoicing and the process to transfer the grant funds. I believe we agreed invoicing will be done upon completion of your grant requirements which include an outcomes report and brief phone interview once your activities are completed. I have cc'd Sheila Steven on this award notification letter. Congratulations on the success of your application.

Sincerely,

Susan K. Ross, RN, AE-C
MDH Asthma Program
Center for Health Promotion
Chronic Disease & Environmental Epidemiology
PO Box 64882
St. Paul, MN 55164-0882
651-201-5629
Susan.Ross@state.mn.us

Jill Heins Nesvold, MS
Senior Regional Director
Lung Health and Indoor Air Quality
American Lung Association of the Upper Midwest
490 Concordia Avenue
St. Paul, MN 55103
651-223-9578
Jill.Heins@Lung.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:

- > 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: Kathi Kuel Marshall
 Not Recommended Date: _____

Assistant Superintendent: Recommended Name: [Signature]
 Not Recommended Date: 3/2/17

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.

Itinerary:**Wednesday, March 29th, 2017**

Leave Congdon School 9:15am March 29th, 2017
 Arrive Wolf Ridge ELC @11:00am March 29, 2017

Orientation for group 11:20am

12:00pm lunch

1:15-4:15 First class

5:00 Dinner & ½ group goes to store

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

9:30 lights out for kids

Thursday, March 30, 2017

7:00am Breakfast

8:15-11:15 Morning class

12:00 lunch

1:15-4:15 Afternoon class

5:00 dinner & other ½ of students to store

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

9:30-9:50 – campfire/show

10:00pm lights out

Friday March 31st, 2017

7:00am breakfast

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

11:15 Those available load busses

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

12:00 leave for Congdon School

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

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

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

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

Signature of Contact Person: Kathi Kusel Marshall

FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

- Develop and Complete Field Trip Itinerary and Emergency Telephone Contacts Letter to Parents/Guardians **Note:** Attach tentative planned itinerary.
- Arrange Funding of Expenses During Trip (none)
- Arrange Meal Plans (all meals supplied by Wolf Ridge, two night-time snacks ordered by us)
- Arrange Lodging Plans and Room Assignments (Lodging East Dorm Wolf Ridge - specifics done in Feb.)
- Collect Family Emergency Information for Students (Green Sheets)
Example: Home phone numbers, emergency contacts, medical information
- Additional Information
Note: Provide any additional information.

Signature of Contact Person: Kathi Kusel Marshall

DISTRICT 709 FIELD TRIP REQUESTS

04/08/10

In accordance with School District Policy District 6180, 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 stays 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: <u>Denette Seboc</u>	
	Not Approved	Date: <u>2-28-17</u>	
SUPPLEMENTAL TRIP ACTION			
Principal:	Approved	Name: <u>Denette Seboc</u>	<div style="font-size: 2em; font-weight: bold;">B.V.</div> <div style="font-size: 1.5em; font-weight: bold;">3/1/17</div>
	Not Approved	Date: <u>3-1-17</u>	
Instructional/Supplemental Trips need not be sent to District office. EXTENDED TRIP ACTION			
EXTENDED TRIP ACTION			
Principal:	Recommended Not Recommended	Name: <u>Denette Seboc</u> Date:	
Assistant Superintendent:	Recommended Not Recommended	Name: <u>[Signature]</u> Date: <u>3/2/17</u>	
School Board:	Approved Not Approved	Name: Date:	
<p>All extended trip proposals must be sent to the Assistant Superintendent's Office to be placed on the Education Committee meeting agenda for approval.</p>			

FIELD TRIP REQUEST FORM

Date of Submission: 2-28-2017

Type of Trip: Instructional Supplementary **Extended**

1. Organization/Grade/Course Planning Trip: **Culinary Arts**
2. Contact Person (Responsible for Checklist Completion): **Glenn D'Amour**
3. Field Trip Date(s) :03/31/17 to 04/02/17 Destination: **Minneapolis Bloomington**
4. Field Trip Overview (Include events, establishments and locations): **Skills USA Conference and Competition held at the DoubleTree Hotel and Conference Center**
5. Field Trip Departure from School : **Friday 03/31/2017**
6. Return to School: **Sunday 04/02/2017**
7. Objectives of Field Trip: To compete with other students in the Culinary Competition. The competition will encompass both hot and cold food preparation and presentation. Contestants will demonstrate their knowledge and skills through the production of a four-course menu in a full day competition. The contestants will be rated on their organization, knife skills, cooking techniques, creative presentation, sanitation food safety techniques, and above all, the quality and flavor of their prepared items. The high school competitors will work from one menu with standardized recipes.
8. Relationship to Curriculum or Student Learning: Through competition the student will put into practice the curriculum that has been taught in the Culinary Arts program in the Duluth Public Schools. This competition also offers opportunities for scholarships if he wins.
Through the SkillsUSA Framework the mission is to empower members to become world-class workers, leaders and responsible American citizens. The SkillsUSA program:
 - Provides a *common language* for students to articulate what they gain from SkillsUSA participation to employers, school administrators, parents and other students
 - *Assesses student skill development* along a learning continuum of awareness, demonstration and mastery
 - Creates a *vision for SkillsUSA programs* at the local, state and national levels to ensure quality student-led experiences that build skills in all members
9. Planned Follow-up Field Trip Activities: Through promotion of the SKillsUSA competition, we would encourage other students to participate in the competition.
10. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$ 220.00
Total Meals	\$108.00
Total Lodging	\$630.80
Total Transportation	\$160..50
School District Vehicle(s)	
Commercial Transportation Carrier ~ Name:	
Private Vehicle (requires certificate of insurance) ~ Name: <u>Glenn D'Amour</u>	
Total Additional Stipends:	\$ 0
Other:	\$
Total	\$1119.3

Revenues		
District Budget	Code: 01-380-005-428-000	\$ 559.65
Booster Group Student Activity account		\$ 559.65
Donations		\$
Student Fees		\$
Total Additional Stipends:		\$
Total		\$1119.3

11. Reviewed/Completed Request Checklist:

Yes

No

FIELD TRIP REQUEST CHECKLIST - All Field Trips


DIRECTIONS: Please complete checklist. No attachments are necessary.

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

TIME

LOCATION

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

Signature of Contact Person: 

FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

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: GLENN D'AMOUR 

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

TIME

LOCATION

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

Signature of Contact Person: _____

FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

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: Glenn D'Amour

DISTRICT 709 FIELD TRIP REQUESTS

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

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

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

DEFINITIONS:

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

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

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

INSTRUCTIONAL TRIP ACTION

Principal:

- Approved
 Not Approved

Name: Jen Larva
 Date: 3/1/17

SUPPLEMENTAL TRIP ACTION

Principal:

- Approved
 Not Approved

Name: _____
 Date: _____

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

EXTENDED TRIP ACTION

Principal:

- Recommended
 Not Recommended

Name: Jen Larva
 Date: 3/1/17

Assistant Superintendent:

- Recommended
 Not Recommended

Name: A. H. Arzeeli
 Date: 3/2/17

School Board:

- Approved
 Not Approved

Name: _____
 Date: _____

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

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 *Meeting 4/24/17 w/chaperones*
Example: Supervision duties, no smoking, no alcohol
- Planned Itinerary

TIME

See attached.

LOCATION

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

Signature of Contact Person: _____

[Handwritten Signature]

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: _____

[Handwritten Signature]

Wednesday April 26th, 2017

Dorm Duty Lunch: Jeff S. Erin L.	KP Lunch: Red Group
Dorm Duty Dinner: Paul K., Crystal H.	Dinner: Green Group
Snack Duty: Marina U., Mark U.	Recycling Duty: Robyn A.
Lounge Duty: Brian L.	

Time	Red	Blue	Green
9:30	Depart	Depart	Depart
11:15	Arrive WR	Arrive WR	Arrive WR
11:30	Welcome	Welcome	Welcome
11:45	KP Eat Lunch		
12:15	Lunch	Lunch	Lunch
1:30-4:30	Skyview Adv. Ropes WDML	Geology SC4	Rock Climbing SC6
4:45			KP Eat Dinner
5:15	Dinner	Dinner	Dinner
5:30-6:15	Store	Store	
6:30-7:15	Evening Pres Sc1	Evening Pres Sc1	Evening Pres Sc1
7:30-9:00	Paper Making Ed 9	Paper Making Ed 4	Block Printing Ed11
9:00	Snack	Snack	Snack
9:45	Quiet	Quiet	Quiet
10:15	Sleep	Sleep	Sleep

Thursday April 27st, 2017

Dorm Duty Breakfast: Matt F., Robyn A.	KP Breakfast: Blue
Dorm Duty Lunch: Jeremy B., Chelsa T.	KP Lunch: Green
Dorm Duty Dinner: Tim B., Justina P.	KP Dinner: Red
Snack Duty: Erin L., Paul K.	Recycling Duty: Jeff S.
Lounge Duty: Shelly A.,	

Time	Red	Blue	Green
6:45			
7:00		KP Eat Breakfast	
7:30	Breakfast	Breakfast	Breakfast
8:30-11:30	Geology SC4	Skyview Adv. Ropes WDML	Ojibwe Heritage ED 5
11:45			KP Eat Lunch
12:15	Lunch	Lunch	Lunch
1:30-4:30	Indoor Rock Climbing SC6	Ojibwe Heritage ED5	Geology SC 4
4:45	KP Eat Dinner		
5:15	Dinner	Dinner	Dinner
5:30-6:15			Store
6:30-7:15	Evening Program SC1	Evening Program SC1	Evening Program Sc1
7:30-9:00	Block Printing ED 9	Block Printing ED 11	Paper Making ED 4
9:00	Snack	Snack	Snack
9:30	Quiet	Quiet	Quiet
10:00	Sleep	Sleep	Sleep

Friday April 28th, 2017

Dorm Duty Breakfast: Joe H., Justina	KP Breakfast: Red Group
Dorm Duty Lunch: Crystal H., Tim B.	KP Lunch: Blue Group
	Recycling Duty: Matt F.

Time	Red	Blue	Green
7:00	KP Eat Breakfast		
7:30	Breakfast	Breakfast	Breakfast
8:30-11:30	Ojibwe Heritage Ed 5	Indoor Rock Climbing SC 6	Ridgetop Adv. Ropes WDML
11:45		KP Eat Lunch	
12:15	Lunch	Lunch	Lunch
12:40	Farewell	Farewell	Farewell
1:00	Load Trailer	Load Trailer	Load Trailer
1:15	Depart	Depart	Depart
3:00-3:15	Arrive @ Lowell	Arrive @ Lowell	Arrive @ Lowell

February 17, 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

Terent Deville Talbert Woodland Hills Academy

February 17, 2017



Denise Clairmont
Principal

2/28/2017

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

Natasha Marie Lindberg

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

2/28/2017

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

3/2/2017

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

Mason Patrick Linn

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

3/2/2017

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

March 1, 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

Nathan Andreas Krutzig Woodland Hills Academy March 10, 2017


Denise Clairmont
Principal

March 1, 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

Wyatt William Page

Woodland Hills Academy

March 10, 2017



Denise Clairmont
Principal