

Education Committee
 Duluth Public Schools, ISD 709
 Agenda
 Wednesday, March 14, 2018
 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. Assistant Superintendent's Report 7

As part of her monthly report, Assistant Superintendent 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.

B. Informational Presentations

1) Record of Continuous Improvement (RCI) Presentations 8

Throughout the school year each school will be providing an update to the school board regarding their school improvement plan called Record of Continuous Improvement. The work on the RCI is being led by the Continuous Improve Team (CIT). Each school has gone through a comprehensive needs assessment and developed action steps to improve student outcomes. This month the following school will review the continuous improvement process for their site: Lincoln Park Middle School.

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

2) Graduation Strategies and 2016-17 Graduation Rate Data 26

Assistant Superintendent Amy Starzecki will present information on district led initiatives to support student achievement and increase graduation rates. Dr. Tawnyea Lake, Director of Assessment, Evaluation and Performance, will present information on the 2016-17 Graduation Rates for the Duluth Public Schools, which was released by the Minnesota Department of Education in February 2018.

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

C. Regulations

- 1) Regulation 513R - Student Promotion, Retention, and Program Design 54

Administration is recommending the revision of Regulation 513R, to include elementary retention and early admission to kindergarten testing criteria.

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

- 2) 5050.1R - Retention Regulations - Elementary K-6 - DELETION 58

Administration is recommending the deletion of Regulation 5050.1R, which will become part of revised Regulation 513R.

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

D. Grant Applications

- 1) Wells Fargo Grant Application - Denfeld High School Career Center

Geri Saari, Denfeld High School, has submitted a grant application to Wells Fargo in the amount of \$1,000. If awarded, funds will be used to support Denfeld's Career Center. The Career Center provides students with information/education needed to prepare them for their future beyond high school. Students are taught a variety of skills including resume writing, job/college applications, obtaining money for college, financial literacy, etc.

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

- 2) Duluth Superior Area Community Foundation Grant Application - Denfeld Reading Lab

Carla Harrold, Denfeld High School, has submitted a grant application to the DSACF in the amount of \$5,000. If awarded, funds will be used to purchase Chromebooks and assorted texts to support fluency instruction and assessment in the Denfeld Reading Lab.

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

- 3) Lowe's Grant Application - Homecroft Elementary School

Melissa Janzen, Homecroft Elementary School, has submitted a grant application to Lowe's in the amount of \$5,000. If awarded, funds will be used to purchase

snowshoes and indoor recess equipment. Funds will also be used to pay for plans to be drawn up to resolve drainage issues with the field at Homecroft Elementary School. Ms. Janzen is working closely with Facilities Management regarding her intent to obtain supplemental funding to resolve the drainage issue.

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

4) Duluth Public Schools Endowment Fund Grant Application - Lester Park Elementary School

Susan Mikel, Lester Park Elementary School, has submitted a grant application to the Duluth Public Schools Endowment Fund in the amount of \$767. If awarded, funds will be used to support the *3Rs - Rock and Read with Real Life* project at Lester Park Elementary with the purchase three Hokki Stools and leveled informational texts for the classroom.

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

5) Minnesota PBIS North Regional Implementation Project Spring 2018 Grant Applications

Both the ISD 709 District PBIS Team and the Denfeld PBIS Team submitted for and received Team Meeting Mini-Grants from the Minnesota PBIS North Regional Implementation Project PBIS Award Program Spring 2018 in the amounts of \$785.40 (District) and \$800 (Denfeld). Funds will be used for team meetings and action planning, including substitute pay or teacher pay.

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

2. **Action Items**

A. Presentation Items Requiring Approval

1) FY19 Achievement and Integration (AI) Budget Presentation 59

William Howes, Office of Education Equity Coordinator, will present the proposed FY19 Achievement and Integration (AI) Budget.

Recommendation: It is recommended that the Duluth School Board accept and approve the proposed FY19 Achievement and Integration Budget.

2) Resolution of Concurrence and Non-Concurrence 2017-18 60

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 Resolution of Concurrence and Non-Concurrence 2017-18.

3) Elementary Math Workbooks

66

Dr. Michael Cary, Director of Curriculum and Instruction, will present the purchase of Math Expressions consumable math workbooks to support elementary math for 2018-19. The total expenditure for the purchase is \$63,274.47. The majority of the purchase will be from Follett Corporation for \$52,656.27, with the remainder coming from Houghton Mifflin Harcourt for \$10,618.20. This purchase replaces our elementary consumable workbooks for all students in grades K-5.

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

B. Policies

1) 5010 - Age of Entrance - DELETION

75

In moving to the MSBA Model Policies, administration is recommending the deletion of Policy 5010, which will be replaced with MSBA Policy 607.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 5010 for the first reading.

2) 6085 - Organizational Plan for the Delivery of Instruction - DELETION

76

In moving to the MSBA Model Policies, administration is recommending the deletion of Policy 6085, which will be replaced with MSBA Policy 607.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 6085 for the first reading.

3) NEW Policy 607 - Organization of Grade Levels

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Attached is revised MSBA Policy 607 for the first reading. This policy would replace Policies 5010 and 6085.

Recommendation: It is recommended that the Duluth School Board approve Policy 607 for the first reading.

4) Policy 513 - Student Promotion, Retention, and Program Design

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Administration is recommending the revision of Policy 513. Attached is revised Policy 513 for the first reading.

Recommendation: It is recommended that the Duluth School Board approve revised Policy 513 for the first reading.

C. Resolutions

- 1) Resolution E-3-18-3530 - Acceptance of Grant Awards to Duluth Public Schools 81

Attached is Resolution E-3-18-3530 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards from the following organizations:

MN Dept of Ed - Minnesota PBIS
PLACEHOLDER

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-3-18-3530 - Acceptance of Grant Awards to Duluth Public Schools.

D. Diploma Requests 87

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

Andre Owens - March 12, 2018
Damian Wyatt White - March 9, 2018
PLACEHOLDER

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

E. Extended Trip Requests

- 1) Extended Trip Request - SkillsUSA 89

Students from Denfeld and East High School will be traveling to the SkillsUSA Technical Skills Competition in Bloomington, MN from March 27-29, 2018. This trip will provide students with the opportunity to qualify for national competition. The total cost of this trip is \$2,407 and will be funded with grant funds and student fees.

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

- 2) Extended Trip Request - Wolf Ridge ELC - Lowell Elementary 92

Fourth grade students from Lowell Elementary will travel to to Wolf Ridge Environmental Learning Center in Finland, Minnesota from April 25 - 27, 2018. 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.

3. **Future Items**

Head Start/Duluth Preschool Update - April

EEAC Advisory Committee Update - May

Policy Updates

Assistant Superintendent Report to the Board

7

March 2018

Here are a few highlights happening across the district this month.

Site Visits

Piedmont
Lester Park
Congdon
Ordean East
Rockridge

Secondary Course Registration and Master Schedule Development

- Students have completed course registration for the 2018-2019 school year.
- The principals will be working collaboratively with Dr. Cary and I to review course requests and determine number of sections of each course.
- This is the first step in developing a master school schedule and determining staffing allocation.

Stakeholder Engagement

Staff:

- The superintendent, CFO and I will be meeting with staff over the next few months in an effort to hear from a variety of staff groups regarding issues in terms of strengths and areas for improvement.
- The purpose of these sessions is to provide staff the opportunity to give input on district priorities in upcoming months and years.

Community:

- The superintendent and other district leaders are preparing three “Think Kids” sessions at the end of March.
- The purpose of these sessions is to share information with our community about the important work we have been focused on in recent years to improve students outcomes. Additionally, we will seek input in regard to areas to focus on for priorities in upcoming years.



Lincoln Park Middle School

Brenda Vathauer, Principal

Jacob Hintsala, Assistant Principal

Katie Oliver, Reading Interventionist

Ann Letko, Math Interventionist

Molly Fletcher, MTSS Coordinator

Celebrations

Here are some of the things we are most proud of...

- Community School Partnerships
- Parent-Teacher-Home-Visit Project
- PBIS Positive Behavior Interventions and Support Framework with Pawsitive Perks
- Grab-n-Go Breakfast Opportunity
- Eliminating transmath for grade 7 & 8
- Student Focus Walks
- A focus on Classroom Discussion
- Incorporating more Trauma Informed practices




CIT Members

Name	Role
Bill Benson	English/Science Grade 6
Hailey Carlson	Spanish Grade 8
Molly Fletcher	MTSS Coordinator Grade 6
Sara Hendrickx	Special Education Grade 7
Ann Letko	Math Interventionist
Linda Mooers	English/Social Studies Grade 6
Katie Oliver	Reading Interventionist
Lana Puttkammer	Math Grade 8
Rachel Thapa	Community School Coordinator



COMPREHENSIVE NEEDS ASSESSMENT

Data Review

2016-2017 School Goals	Met/Not Met
<p>The percentage of all students enrolled October 1 in grades 6-8 at Lincoln Park Middle School who are proficient on all math state accountability tests (MCA-III, MTAS) will increase from 45.1% in 2016 to 52% in 2017.</p>	
<p>The percentage of all students enrolled October 1 in grades 6-8 at Lincoln Park Middle School who are proficient on all reading state accountability tests (MCA-III, MTAS) will increase from 48.3% in 2016 to <u>55%</u> in 2017.</p>	
<p>The percentage of all students enrolled October 1 in grades 6-8 at Lincoln Park Middle School who are truant will decrease from 29% in 2016 to 19% in 2017.</p>	 The logo for Duluth Public Schools, featuring the text "60709" in a vertical stack on the left, "Duluth" in a large, bold, dark font in the center, and "Public Schools" in a smaller, dark font below it.

Data Review

2016-2017 School Focus Areas	Met/Not Met
<p>Staff at Lincoln Park Middle School will increase communication with parents and peers during the 2016-17 school year, as measured by staff and parent surveys.</p>	
<p>The percentage of families with students at Lincoln Park Middle School will increase their engage in their child’s education during the 2016-17 school year, as measured by parent participation at events and parent surveys.</p>	

Data Review

Non-Academic

Enrollment / Demographics				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	690	664	638	641
American Indian	77	66	72	75
Asian	15	12	10	9
Hispanic	16	16	17	22
Black	95	101	90	102
White	487	469	449	433
Special Education	151	140	138	133
Free or Reduced Lunch	347	355	374	407

Data Review

Academic

Reading Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	45.2	41.3	48.3	47.6
American Indian	36.5	19.6	28.3	27.5
Asian	27.3	-	-	-
Hispanic	57.1	58.3	33.3	29.4
Black	19.4	18.8	18.2	26.9
White	51.0	48.2	56.7	54.2
Two or More Races	31.0	27.9	39.7	40.6
Special Education	31.6	20.9	26.0	26.4
Free or Reduced Lunch	36.4	31.3	37.2	39.1

Data Review

Academic

Math Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	39.937.9	37.9	45.1	41.6
American Indian	17.6	20.5	32.6	20.5
Asian	36.4	-	-	-
Hispanic	50	30.8	60	33.3
Black	16.1	12.1	9.4	14
White	44.1	47.3	51	48.9
Two or More Races	21.4	31.7	43.9	31.3
Special Education	19.1	21.6	27	25
Free or Reduced Lunch	27.4	29.3	33.7	31.8

Data Review

Academic

Reading Proficiency By Grade

	2013-2014	2014-2015	2015-2016	2016-2017
6	41.6	41.1	46.2	50.5
7	36.4	50.2	34.3	53.9
8	43.8	43.9	43.0	40.3

Math Proficiency By Grade

Grade	2013-2014	2014-2015	2015-2016	2016-2017
6	31.4	30.6	47.4	50.5
7	22.9	35.2	28.7	44.7
8	37.3	49.2	42.9	40

Data Review

Academic

Reading Growth 2016-2017	Low	Medium	High
6th Grade	42%	36%	22%
7th Grade	32%	46%	22%
8th Grade	41%	34%	26%

Math Growth 2016-2017	Low	Medium	High
6th Grade	47%	41%	12%
7th Grade	36%	43%	21%
8th Grade	25%	41%	34%

Data Review

Perception, Program, Fidelity

Share key data from these categories

PLC

PBIS

Full Service Community School

Parent-Teacher-Home-Visit Project

Practice Profile-Focused on Engagement

Summary of CNA

Successes:

- Improved climate at LPMS over past three years.
- Grade level teams working together.
- Relationship building has increased=success.
- PLC's beginning to make progress.

Prioritized Concerns:

- Due to low achievement, core instruction must be a priority.
- Focused interventions must be a priority.
- Behavior referrals very high, why?
- Classroom Engagement

School Goals 2017-2018



Reading School goal: *The percent of all students enrolled October 1 in grades 6-8 at Lincoln Park Middle School will achieve high growth on the MCA Reading state accountability tests by increasing from 23% in 2017 to 50% in 2018.*

Grade 6-achieve high growth from 22% to 50%

Grade 7-achieve high growth from 22% to 50%

Grade 8-achieve high growth from 26% to 50%

**MTAS-achieve high growth from 34% to 50%*

School Goals 2017-2018



Math School goal: *The percent of all students enrolled October 1 in grades 6-8 at Lincoln Park Middle School will achieve high growth on the MCA Math state accountability tests by increasing from 22% in 2017 to 50% in 2018.*

Grade 6-achieve high growth from 12% to 50%

Grade 7-achieve high growth from 21% to 50%

Grade 8-achieve high growth from 34% to 50%

**MTAS-achieve high growth from 22% to 50%*

School Goals 2017-2018



Attendance School goal: *The percent of all students enrolled October 1 in grades 6-8 at Lincoln Park Middle School who are truant (7 or more unexcused absences) will decrease from 43% in 2017 to 25% in 2018.*

Communication Focus: *Staff at Lincoln Park Middle School will increase communication with parents during the 2017-18 school year, as measured by staff and parent surveys.*

Family Partnership Focus: *The percentage of families with students at Lincoln Park Middle School will increase their engagement in their child's education during 2017-18 school year, as measured by parent participation at events and parent surveys.*

School Action Plan

Initiatives

- PLC's
- PTHVP
- MTSS
- PBIS
- Trauma Informed Practices

Instructional Practices (Practice Profile Focus)

- Classroom Discussion Practice Profile-
Student Engagement (click [here](#))

Any questions?





Graduation is the expectation!

March 2018

District Led Initiatives (K-12)

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Professional Learning Communities (PLCs)

- Teachers working collaboratively to use real time data to make instructional adjustments

Multi-Tiered Systems of Support (MTSS)

- Creating tiered systems of support for students in the area of literacy and math

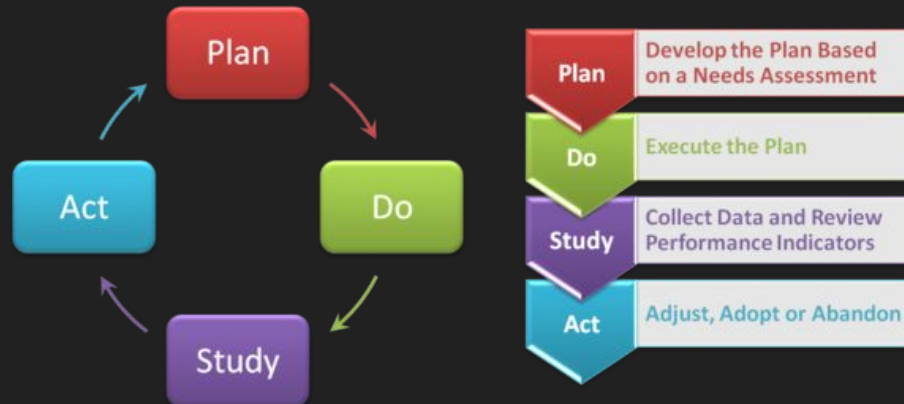
Positive School Climate

- Ensuring all schools and classrooms are safe and welcoming

Continuous Improvement Teams

28

- A shared leadership structure for schools to implement and monitor school improvements efforts
- Starts with a comprehensive needs assessment to identify instructional strengths and challenges



World's Best Workforce

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- Increasing CTE offerings
 - Graduation rate for students enrolled in 2 or more CTE courses graduated at 88.89 (based on 2017 enrollment data)
- Denfeld implementation of BARR for 9th grade
 - Increased focus on strengthening relationships between students/families and educators
- Offer a variety programming options at the Alternative Learning Center (ALC)
 - Seat based, independent study, digital
- American Indian Home School Liaisons

Achievement and Integration Plan

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Integration Specialists

- At the elementary level they play an active role in providing support for academic interventions in reading and math
- At the middle and high schools they play an active role in improving academic proficiency

Career Center

- Students will learn organization and study skills, experience project-based learning, receive academic help from peers and college tutors, and participate in culturally-based enrichment and motivational activities

Check and Connect

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Funds have been used to support:

- Two full-time Check & Connect mentors (Paraprofessional II)
- .5 FTE Project Coordinator
- Training from the University of MN



Check and Connect

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- Implemented as part of a five year grant from MDE to increase graduation rates for Black and American Indian students receiving special education services
- Mentors meet with students in an effort to build relationships
- Mentors communicate with teachers and families as part of monitoring students progress towards graduation
- Types of data used to monitor students includes attendance, behavior, grades, etc.

Update: Graduation Rates

Duluth Public Schools
Graduating Class of 2017

Tawnyea Lake, PhD, NCSP
Director of Assessment
and Evaluation

Definition

Graduation rates are based on a cohort of first time 9th grade students plus transfers in minus transfers out of the cohort within the four year period

Care/treatment/correctional facilities are not included in the district rate

Definition

10 or more students are needed for public reporting; 20 or more students are needed for a student group to be included in accountability purposes

All rates are reported as four-year on-time rates unless indicated otherwise

Changes

New calculation as a part of transition to ESSA

- Uses 7 ethnic groups, with one exception
- Once students are included in a program-based group, they will remain in that group
- Includes “counter group” calculations

Changes

Students who drop out of high school after spending less than an academic year there will be counted as a dropout at the school where they spent the most time

- Only applies to dropouts (unknowns will still be a non-graduate at the last school attended)

Changes

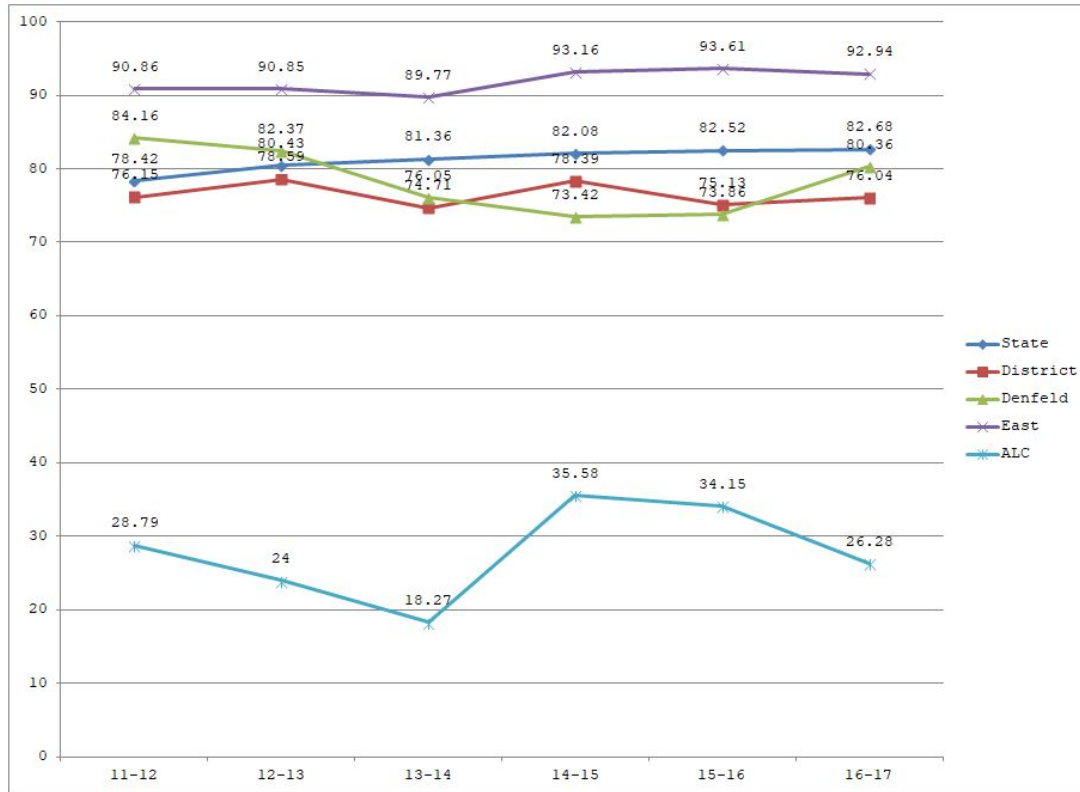
Foreign exchange students are no longer included in graduation rates

Seven-year rates will also be calculated

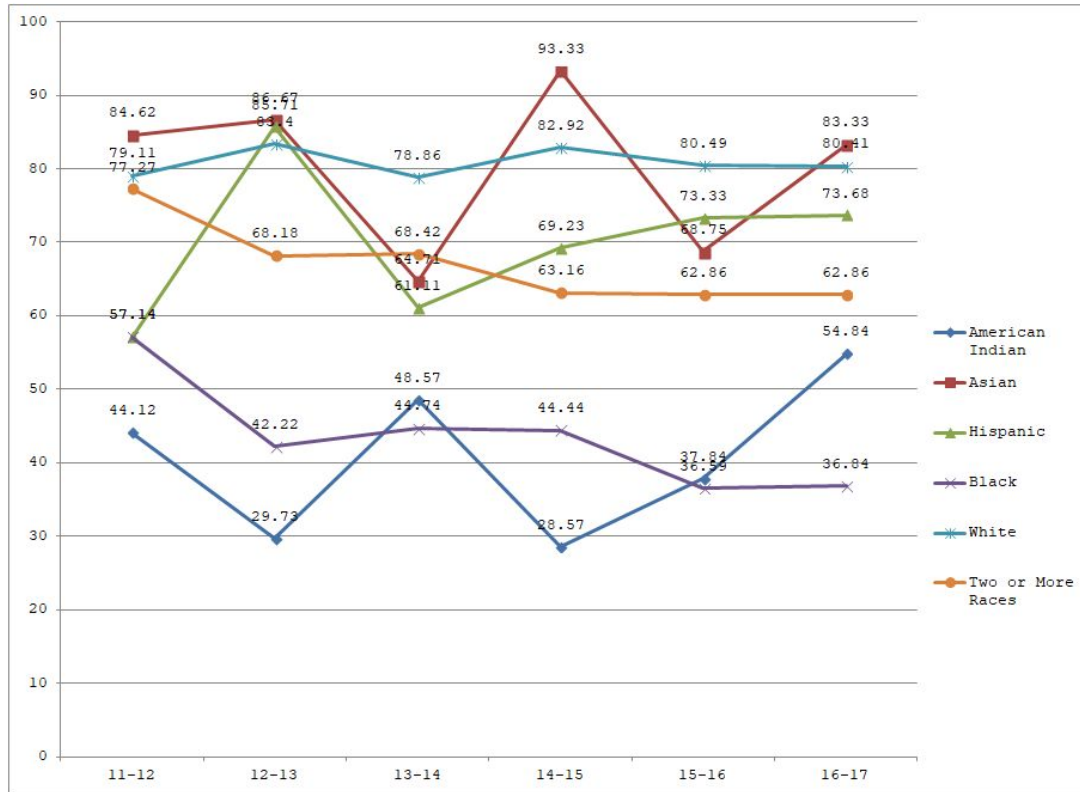
- Most appropriate for students on IEPs that receive education until age 21

All previously reported rates have been recalculated to reflect change

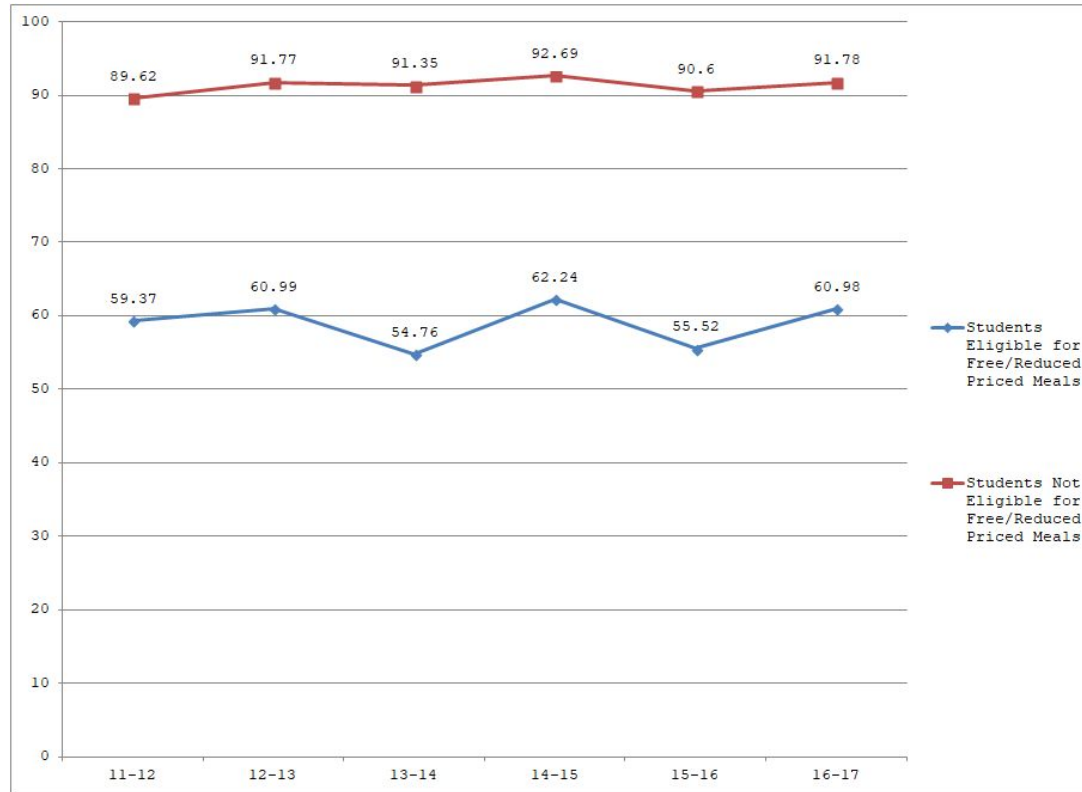
Graduation Rates - All Students



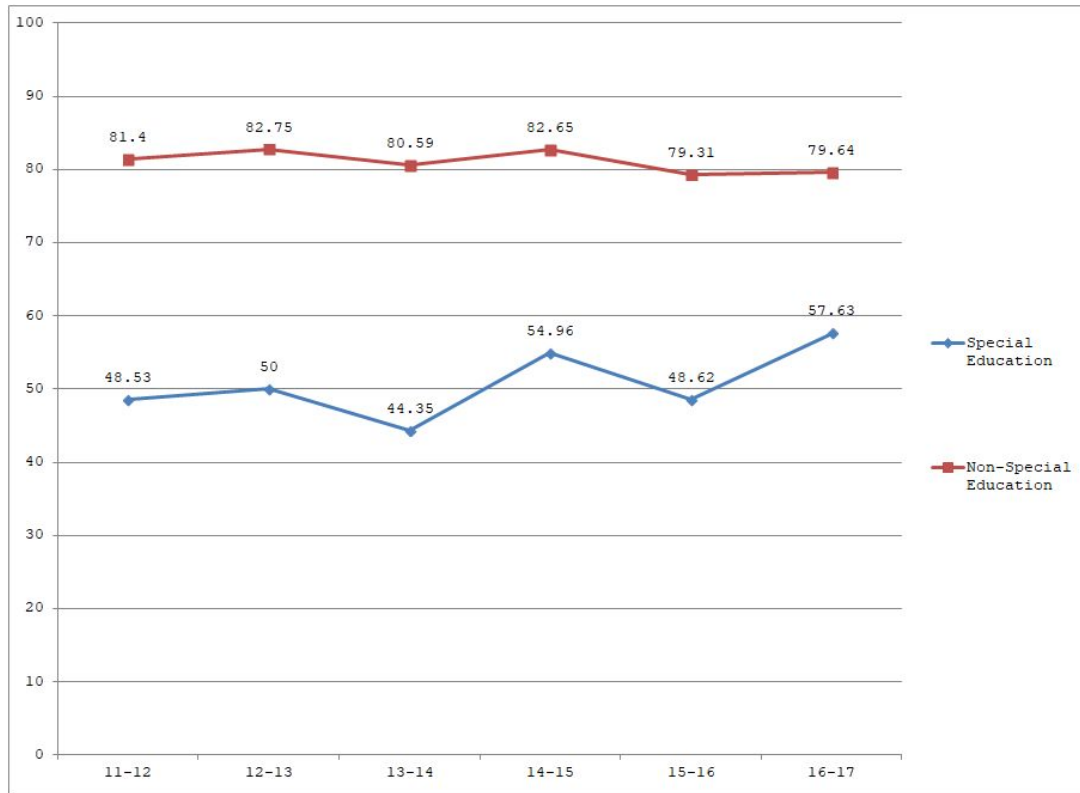
Graduation Rates - Ethnicity



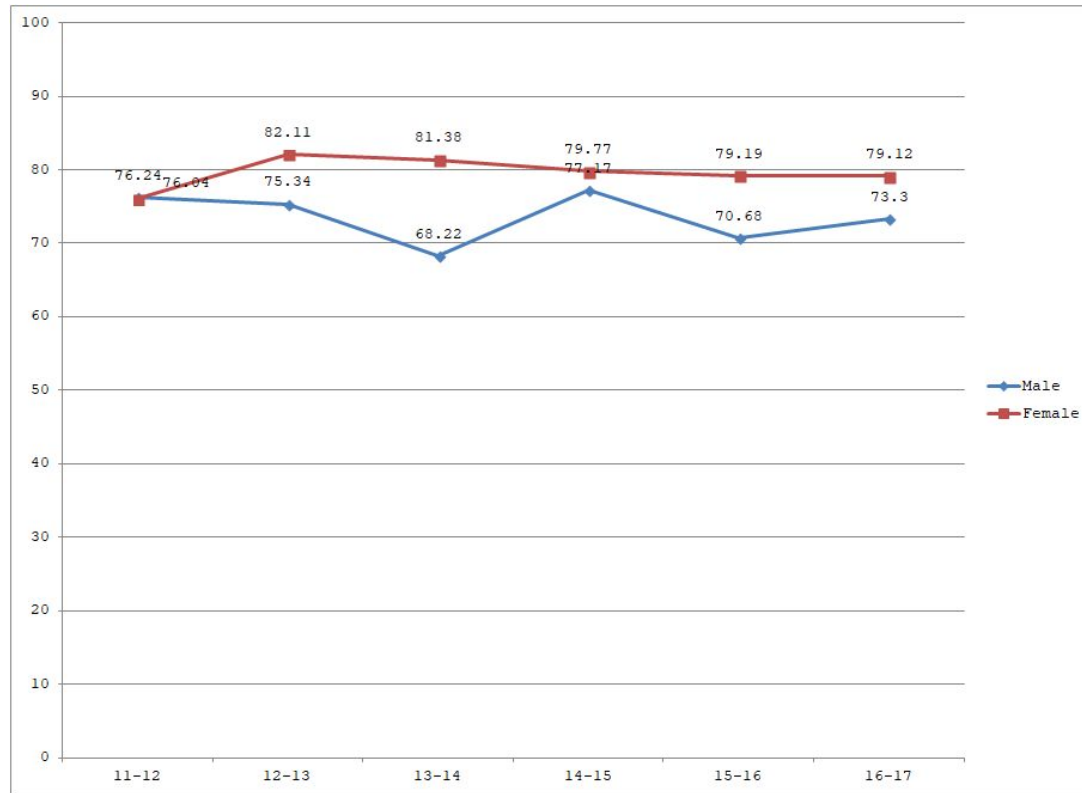
Graduation Rates - Meal Status



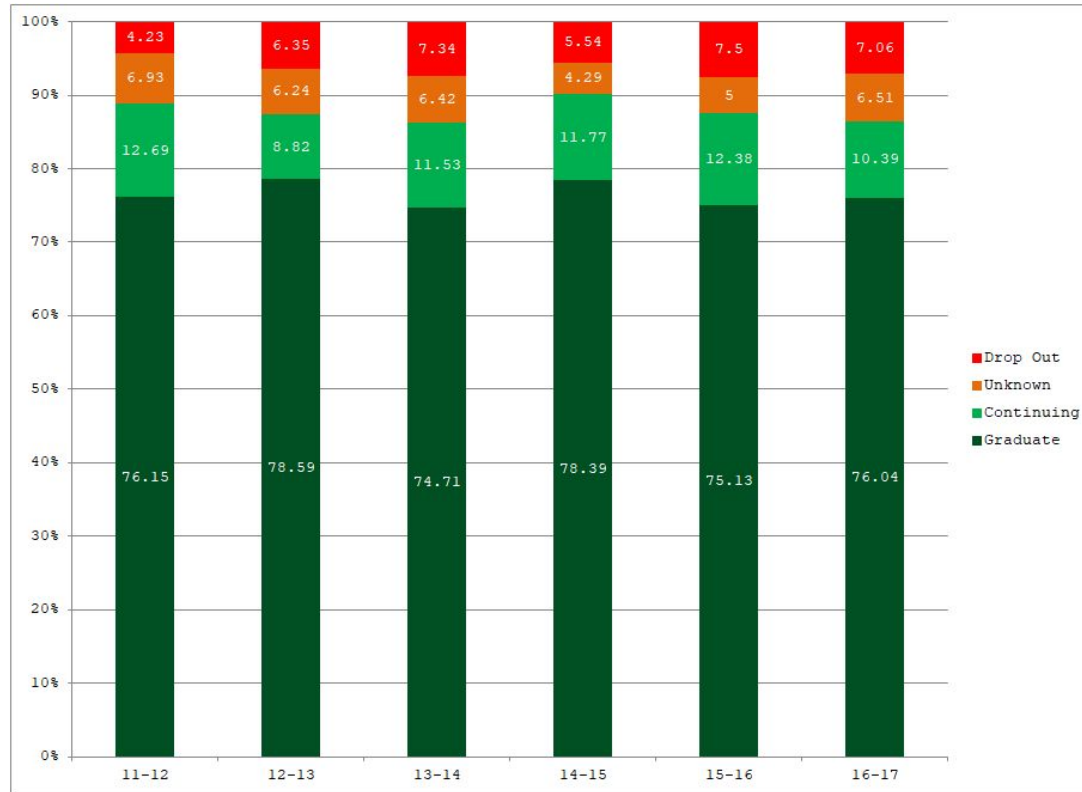
Graduation Rates - SpEd Status



Graduation Rates - Gender



History by End Code



Cohorts Tracked Over Time

Cohort Year	Graduated in Four Years	Graduated in Five Years	Graduated in Six Years	Graduated in Seven Years
2011-2012	76.15	77.87	80.18	82.1
2012-2013	78.59	80.07	82.1	82.72
2013-2014	74.71	78.5	80.41	80.67
2014-2015	78.39	82.09	82.95	TBD
2015-2016	75.13	78.43	TBD	TBD
2016-2017	76.04	TBD	TBD	TBD

Appendices



District	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 47
State	78.42	80.43	81.36	82.08	82.52	82.68
District	76.15	78.59	74.71	78.39	75.13	76.04
Denfeld	84.16	82.37	76.05	73.42	73.86	80.36
East	90.86	90.85	89.77	93.16	93.61	92.94
ALC	28.79	24	18.27	35.58	34.15	26.28
Rockridge Academy	11.54	35.00	17.65	20.69	41.38	28.57

District	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian	44.12	29.73	48.57	28.57	37.84	54.8448
Asian	84.62	86.67	64.71	93.33	68.75	83.33
Hispanic	57.14	85.71	61.11	69.23	73.33	73.68
Black	57.14	42.22	44.74	44.44	36.59	36.84
White	79.11	83.4	78.86	82.92	80.49	80.41
Two or More Races	77.27	68.18	68.42	63.16	62.86	62.86
Special Education	48.53	50	44.35	54.96	48.62	57.63
Free/Reduced Lunch	59.37	60.99	54.76	62.24	55.52	60.98
Male	76.24	75.34	68.22	77.17	70.68	73.3
Female	76.04	82.11	81.38	79.77	79.19	79.12
Homeless	45.83	24.44	34.55	31.43	42.00	42.65

Denfeld High School	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian	75	53.85	80	30	35	73.3349
Asian						
Hispanic				72.73		
Black	62.5	50	57.14	57.14	42.86	55.56
White	86.55	85.6	77.78	77.37	80.66	84.66
Two or More Races		84.62			71.43	71.43
Special Education	54.72	56.67	50.82	45	33.33	61.82
Free/Reduced Lunch	73.49	72.96	64.38	62.42	62.07	72.55
Male	84.02	75.76	67.97	69.85	65	74.8
Female	84.31	89.8	83.7	78.22	82.64	87.63
Homeless	63.16	38.46	53.33	25	45	60.71

East High School	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian	90.86	90.85	89.77	93.16	93.61	92.9450
Asian						
Hispanic						
Black	83.33	81.82	69.23	69.23	66.67	
White	91.38	91.14	91.09	91.09	95.43	95
Two or More Races					90.91	76.92
Special Education	70.27	61.29	54.76	54.76	68.75	65.79
Free/Reduced Lunch	79.57	78.07	71.82	71.82	80.65	80.95
Male	89.39	88.64	85.64	85.64	90.23	92.82
Female	92.53	93.2	93.88	93.88	96.31	93.06
Homeless				50		

Area Learning Center	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian	28.79	24	18.27	35.58	34.15	26.2851
Asian	9.09	5.56			20	18.18
Hispanic						
Black	27.27	12.5		13.33	6.67	13.13
White	31.37	32.14	22.73	40.54	38.84	27.33
Two or More Races					20	
Special Education	26.32	6.25	5.26	41.67	56.52	36
Free/Reduced Lunch	28.43	20.99	19.32	32.5	27.43	25.23
Male	26.15	26	16.13	35.19	40.23	19.72
Female	31.34	22	21.43	36	27.27	33.33
Homeless	29.41	9.52	12.5	25	36.36	23.33

Rockridge Academy	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian	11.54				41.38	28.5752
Asian						
Hispanic						
Black	14.29	33.33		36.36	50	23.08
White				15.38	38.46	
Two or More Races						
Special Education	7.14	27.27		23.53	41.67	25
Free/Reduced Lunch	11.54	35	17.65	20.69	41.38	28.57
Male	9.09	31.25	20	21.74	41.67	25
Female						
Homeless						

Contact Information

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Tawnyea Lake - PhD, NCSP
Director of Assessment and Evaluation

218.336.8713

tawnyea.bolme-lake@isd709.org

Minnesota Report Card: <http://rc.education.state.mn.us/>

MDE Website: Data Center > Data and Analytics > Students > Graduation Rates

513R Student Promotion, Retention, and Program Design

Guidelines for Implementing Whole Grade Acceleration in Grades K-5:

- Whole grade acceleration acknowledges that a student has already achieved at the requisite level to qualify for a higher grade placement.
- Whole grade acceleration is seen as an intervention within the Multi-Tiered Systems of Support (MTSS) framework to be considered when the current grade level curriculum is a significant mismatch between the student's academic needs, motivation, and readiness.
- Acceleration decisions must involve a comprehensive team (Acceleration Team) discussion guided by an objective and timely process.
- The gifted education/differentiation specialist will maintain communication with the team during the evaluation period.
- The assignment of the student is the legal prerogative of the superintendent or his/her designee.

Whole Grade Acceleration Procedure:

1. The acceleration referral is made to the building principal by the parent/guardian or staff member based on the student's current academic performance using the district's referral form (Acceleration Request form). The process may be initiated at anytime, but should be no later than April 15th for the following fall acceleration.
2. The gifted education/differentiation specialist gathers existing student data including at least two documented strategies to meet student's acceleration needs, previous test scores, work samples, teacher rating scales and a summary of classroom achievement.
3. The Acceleration Team, consisting of the building principal, gifted education/differentiation specialist, the student's classroom teacher and other personnel as deemed necessary by the principal, will review the existing data.
4. If acceleration is a consideration, written approval is obtained from the parent/guardian for an assessment process to begin regarding potential acceleration.
5. District personnel (gifted education/differentiation specialist or school psychologist) will administer appropriate assessments which are included on the Iowa Acceleration Scale (IAS).
6. Critical items to consider for successful grade acceleration include:
 - The student's ability as measured by assessments chosen from IAS.

- Whether the student would be accelerated into the same grade, or higher than a sibling, or whether the student presently has a sibling in the same grade.
 - The student's desire to be grade-accelerated.
7. Criteria for grade acceleration may include:
- Student scores consistently are 95% or higher on curriculum-based assessments.
 - Student achievement skill of approximately two years above grade level in core subject areas as measured by local and/or state assessments.
 - A full-scale ability score of 130 +/- the standard error of measurement.
 - Information from the IAS.
8. Results of testing and Acceleration Team discussion will result in one or more of the following:
- The students will continue in regular programs with no changes.
 - The students will receive curriculum-based services or extensions in one or more subjects to be determined by classroom teacher and gifted education/differentiation specialist.
 - The student will accelerate one grade level.
9. If grade acceleration is recommended a plan for class placement and transitions will be developed.
- If placement in the advanced grade is necessary within the school year, it should occur at a natural transition time. Best time to accelerate is a year before a transition year (Example: from 3-5, as to not miss 5th grade transition year to middle school expectations, and responsibilities.)
 - Evidence suggests the earlier acceleration happens, the easier for the child to adjust (reforming Gifted Ed- Karen Rogers)
 - The transition plan should address minor gaps that may occur. Accelerated students should be expected to achieve at a performance level comparable with their performance at their previous grade.
 - A supported six-week transition period is recommended.
10. If acceleration is not recommended the following will be considered.
- Recommendations for the current grade level will be developed as necessary.
 - Classroom teacher and gifted education/differentiation specialist will monitor student progress.
 - Parents may appeal the committee's decision by writing a letter of request for further consideration to the superintendent or his/her designee.

Elementary Retention:

1. *Students who do not achieve at a level deemed acceptable by local and state standards may be retained at their current grade level. Efforts will be made to alter the student's program to better suit each student's needs.*
2. *Retention will be considered when professional staff, in cooperation with the parents, have determined that it is in the best interest of the student. Many factors will be considered prior to making such a decision. Some of the factors to be included are scholastic ability and achievement, physical development, maturity, cultural norms, emotional factors, as well as attendance and age. It is also recommended that the Light Retention Scale be utilized as another tool to assist in the decision. Retention shall not be based on a single factor.*
3. *Conferences/discussions between school personnel and parents concerning retention should be initiated by the winter conferences and earlier if the situation warrants it.*
4. *Retention is a decision that must be made between school personnel and the parent (guardian). If school personnel and parents (guardian) disagree over the issue of promotion and/or retention, a conciliation meeting will be held in an attempt to resolve the differences. The Director of Curriculum or designee will conduct the conciliation meeting as soon as possible after it is obvious that the school and parents (guardians) cannot agree. The school or the parent (guardian) may initiate the conciliation meeting by contacting the Director of Curriculum or designee.*

Early Admission to Kindergarten Testing Criteria:

1. *Your child must score at or above the 90th percentile on the Wechsler Preschool and Primary Scale of Intelligence, Third Edition. Performance at or above the 90th percentile is a generally identified and agreed upon marker designating high ability in a given area.*
2. *Your child must demonstrate the ability to read 100 words from a list provided; as well as read fluently and comprehend a story appropriate for mid-level kindergarten. He/She must also achieve 80% accuracy on a letter identification sound-symbol relationship measure.*
3. *There must be evidence that your child has successfully completed two years in preschool. This addresses the area of social development. Your child's preschool teacher will be asked to complete the ABAS-II (Adaptive Behavior Assessment System) rating form.*

Adopted: 5/16/2017 ISD 709
Revised: 3/20/2018

Grade Acceleration Request Form

Student's Name:

Date:

Date of Birth:

School:

Current Grade:

Current Teacher:

Name of person requesting grade acceleration:

Relationship to student:

To be filled out by parent/guardian:

I would like to request that _____ be considered for grade acceleration.

Please state rationale for this request:

Please feel free to include a letter of request with this form with additional anecdotal information to enable the Acceleration Committee develop a clear understanding of the student that will aid in determining appropriate placement.

Please note this form will start the process of collecting preliminary information about the student. It does not mean acceleration will necessarily occur.

I have read the procedures for whole grade acceleration and understand the process that will be followed to determine if grade acceleration is appropriate for this student. I grant permission for the necessary assessments needed to determine if grade acceleration is appropriate.

Parent/Guardian Signature

Date

~~5050.1R RETENTION REGULATIONS – ELEMENTARY K-6~~

~~Students who do not achieve at a level deemed acceptable by local and state standards may be retained at their current grade level. Efforts will be made to alter the student's program to better suit each student's needs.~~

~~Retention will be considered when professional staff, in cooperation with the parents, have determined that it is in the best interest of the student. Many factors will be considered prior to making such a decision. Some of the factors to be included are scholastic ability and achievement, physical development, maturity, cultural norms, emotional factors, as well as attendance and age. It is also recommended that the Light Retention Scale be utilized as another tool to assist in the decision. Retention shall not be based on a single factor.~~

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~~Adopted: 05-16-2000 ISD 709~~

Deletion: 3-20-2018

Achievement Integration (AI) Plan Budget Summary		
Staff/Programming	Description	Amount 2018-19
Administration	0.8 FTE Coordinator & 1.0 FTE Office Support Specialist Salaries + Benefits (\$160,212)	\$160,212.00
Integration Specialists - Staffing	11.0 FTE Staff Salaries + Benefits (\$621,000), Tutors (\$2,500)	\$623,500.00
Integration Specialists - Programming	Transportation Support (\$7,000) Contracted Services (\$15,000), General Supplies (\$1,000), Classroom Supplies (\$1,000), Food (\$3,000), Learning Materials (\$2,000)	\$29,000.00
Career & College Readiness Specialist	1.0 FTE TOSA (Teacher on Special Assignment) Salary + Benefits	\$72,000.00
Family Engagement	Stipends (\$3,500.00), Food (\$4,200)	\$7,700.00
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 (\$22,000), Certified Staff Stipends (\$23,000), Curriculum Resources (\$4,000), Contracted Services (\$14,500); (\$20,000) for Workshops, Trainings, and Conferences designed to increase cultural responsiveness in instruction and curriculum (Registration Fees, Travel Costs, Curriculum Materials)	\$105,500.00
Myers-Wilkins / Lowell	*Incentive Revenue: Bussing Transportation for Immersion and School Enrollment Choices (\$87,000), Reading Interventionists 2.0 FTE (\$156,000), 1.5 FTE Ojibwe Immersion Program Assistants (\$62,000), M-W Community Collaborative After-school/Summer programming (\$24,696), Intervention Learning Materials (\$30,000), In-school Learning Opportunities/Field Trips (\$8,000), 1.0 FTE Math Interventionist (TOSA)@ M-W (\$87,500), 2.0 FTE M-W & Lowell SEL Specialists (TOSA) (\$163,000), RIS Professional Development (\$48,000.00)	\$666,196.00
	Total (estimated):	\$1,675,108.00

AIPAC and District Compliance Documentation

District Identification Information

District/School Name and Number: Duluth Public Schools #709

Indian Education Program Lead: Edge Howes

Please Choose One:

Option 1: A Resolution of Concurrence

The AIPAC met and issued a vote of **concurrence**. An official Resolution citing this **concurrence** was signed by the AIPAC Chairperson, in the presence of committee members, on (M/D/YR):

The AIPAC presented the **signed** Resolution of Concurrence to the district school board on (M/D/YR):

Option 2: A Resolution of Non-Concurrence

The AIPAC met and issued a vote of **non-concurrence**. An official Resolution citing this **non-concurrence** was signed on (M/D/YR): 2/28/18 - we present to SB in March

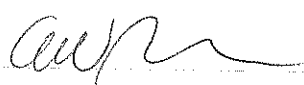
The AIPAC presented the **signed** Resolution of non-concurrence to the district school board along with specific recommendations for improvement on (M/D/YR):

The AIPAC, Superintendent, and School Board recognize that the district school board is **required** to respond, in writing, to each specific recommendation, and that that response must be received within 60 days of recommendations being put forth.

Option 3: Our District Does Not Yet Have an AIPAC

Our district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, Section 124D.78. The district Superintendent will contact the Office of Indian Education immediately to receive guidance on this process, its expectations, and requirements.

Signatures

Personnel Role	Printed Name	Signature	Date
School Board Chairperson			
Superintendent/Director			
AIPAC Chairperson	<u>Angela Buffalo</u>		<u>2-28-18</u>

Resolution

American Indian Parent Advisory Committee

Due Annually on March 1

WHEREAS, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community.

WHEREAS, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s), and

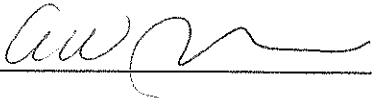
WHEREAS, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning, and,

WHEREAS, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

THEREFORE BE IT RESOLVED, that the AIPAC concurs that the school board and district are compliant with MN Statutes, Section 124D.78, and that the school board and district are meeting the needs of American Indian students.

We, the American Indian Parent Advisory Committee, issue a **Vote of Concurrence**. We agree with the contents and implementation of the Indian Education Program Plan and commit to evaluating the IEPP at the end of school year to ensure that it is continuing to meet the needs of American Indian students, **OR**

We, the American Indian Parent Advisory Committee, issue a **Vote of Non-Concurrence**. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

AIPAC Chairperson Signature: _____ 

Date: 2-28-18



American Indian Parent Advisory Committee (AIPAC)

Representative Roster

Print and fill out by hand. Print names clearly. Scan and remit via email with your completed IEPP.

Representative	American Indian	Committee Role	Primary Area of Representation
Name: <i>Angela Washington - Buffalo</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Chairperson <input type="checkbox"/> Vice-Chairperson <input type="checkbox"/> Secretary <input type="checkbox"/> General Representative <input type="checkbox"/>	Parent <input type="checkbox"/> Secondary Student <input type="checkbox"/> AI Community Member <input type="checkbox"/> AI Teacher/Paraprofessional <input type="checkbox"/> Other District Staff <input type="checkbox"/>
Name: <i>Nashay Baker</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Chairperson <input type="checkbox"/> Vice-Chairperson <input type="checkbox"/> Secretary <input type="checkbox"/> General Representative <input type="checkbox"/>	Parent <input type="checkbox"/> Secondary Student <input type="checkbox"/> AI Community Member <input type="checkbox"/> AI Teacher/Paraprofessional <input type="checkbox"/> Other District Staff <input type="checkbox"/>
Name: <i>Dani Dunphy</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Chairperson <input type="checkbox"/> Vice-Chairperson <input type="checkbox"/> Secretary <input type="checkbox"/> General Representative <input checked="" type="checkbox"/>	Parent <input type="checkbox"/> Secondary Student <input type="checkbox"/> AI Community Member <input type="checkbox"/> AI Teacher/Paraprofessional <input type="checkbox"/> Other District Staff <input type="checkbox"/>

Representative	American Indian	Committee Role	Primary Area of Representation
Name: <i>Amber Lightfeather</i>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Chairperson <input type="checkbox"/> Vice-Chairperson <input type="checkbox"/> Secretary <input type="checkbox"/> General Representative <input type="checkbox"/>	Parent <input checked="" type="checkbox"/> Secondary Student <input type="checkbox"/> AI Community Member <input type="checkbox"/> AI Teacher/Paraprofessional <input type="checkbox"/> Other District Staff <input type="checkbox"/>
Name: <i>Lydia Shinkle</i>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Chairperson <input type="checkbox"/> Vice-Chairperson <input type="checkbox"/> Secretary <input type="checkbox"/> General Representative <input checked="" type="checkbox"/>	Parent <input checked="" type="checkbox"/> Secondary Student <input type="checkbox"/> AI Community Member <input type="checkbox"/> AI Teacher/Paraprofessional <input type="checkbox"/> Other District Staff <input type="checkbox"/>
Name: <i>Brenda Goldfine</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Chairperson <input type="checkbox"/> Vice-Chairperson <input type="checkbox"/> Secretary <input type="checkbox"/> General Representative <input type="checkbox"/>	Parent <input type="checkbox"/> Secondary Student <input type="checkbox"/> AI Community Member <input type="checkbox"/> AI Teacher/Paraprofessional <input checked="" type="checkbox"/> Other District Staff <input type="checkbox"/>
Name: <i>Simon Councilor</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Chairperson <input type="checkbox"/> Vice-Chairperson <input type="checkbox"/> Secretary <input type="checkbox"/> General Representative <input checked="" type="checkbox"/>	Parent <input type="checkbox"/> Secondary Student <input checked="" type="checkbox"/> AI Community Member <input type="checkbox"/> AI Teacher/Paraprofessional <input type="checkbox"/> Other District Staff <input type="checkbox"/>
Name: <i>Zark Hawes</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Chairperson <input type="checkbox"/> Vice-Chairperson <input type="checkbox"/> Secretary <input type="checkbox"/> General Representative <input checked="" type="checkbox"/>	Parent <input type="checkbox"/> Secondary Student <input checked="" type="checkbox"/> AI Community Member <input type="checkbox"/> AI Teacher/Paraprofessional <input type="checkbox"/> Other District Staff <input type="checkbox"/>

RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE 2017				
AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS
KINDERGARTEN READINESS	Increase the number of American Indian families in Headstart programs and ready for K	No one in place at Headstart level to provide ongoing culturally relevant support to families and students.		Hire someone with knowledge and experience to ensure Headstart is providing culturally relevant programming.
READ WELL BY GRADE THREE				
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	2016-17 math proficiency goal is 64% for American Indian students actual is 41.1%	Rates have increased since 2012-13 (increased 6.4%) 41.1 % proficiency in Math is still unacceptable for American Indian students.	Include AIHSL in the MTSS model district wide not just at sites that are willing.
	Increase American Indian Student Achievement	2012-13 baseline reading proficiency goal is 35.3% for American Indian Students 2016-17 proficiency is 43.1%. 7.8% increase, still unacceptable	Rates have increased since 2012-13 (increased 7.8 %), 43.1 % (2016-17) proficiency in Reading is still unacceptable 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)
	Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	Some teachers are in compliance with state standards because they utilize American Indian Home School Liaisons or Coordinator to help meet these standards.	District monitor and enforce compliance with American Indian State standards. Provide/hire American Indian specific content specialists.
GRADUATION	Raise Graduation rates for American Indian students	2012-13 District Wide graduation rate (4 year) for American Indian Students was 32.5 and has increased to 36.5% in 2015-16	Academic and Achievement Centers are available for all students at 2 High Schools. Denfield 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.
COLLEGE AND CAREER READINESS				

OTHER ITEMS	Increase staff and student knowledge of American Indians original to the area.	Lack of cultural awareness and history on local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.	N/A	Professional development training days or online training opportunities for staff related to American Indian (Ojibwe) language, culture and history.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to American Indian education	Funding dropped from the district to help with American Indian student success from 50k to 10k	Some funds are delegated for American Indian Education	Increase current funding with goal to increase to previous budget for American Indian Education to improve programs and supports for Students.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to Immersion programming	Resources allocated for American Indian Education and Misabekong are not evenly balanced and roles are not well defined.	N/A	Staff Misabekong with Ojibwe specific coordinator, assistant, and curriculum writer(s)

Follett School Solutions
Order Status

ORDER
ORDER DATE MEDIA HELD BY ORDER STATUS

2209255A 01/09/18 PHONE SUEB HOLD FOR PO

FILE NO. 2220

BILL TO: 2220580
 DULUTH IND SCHOOL DIST. 709
 215 N 1ST AVE E
 DULUTH, MN 55802-2058
 PO# NONE

SHIP TO: DULUTH IND SCHOOL DIST. 709
 215 N 1ST AVE E
 DULUTH, MN 55802-2058

Description	Qty Ordered	Qty	Status	FSS \$	Total \$
(1) HOUG 2009 MATH EXPRESSIONS ACTIVITY BK {VOL 1} 1 (P) ISBN: 0-547-05717-2 ISBN-13: 9780547057170 Book	555	555	READY TO SHIP	10.32	5,727.60
(2) HOUG 2009 MATH EXPRESSIONS {VOL 2} 1 (P) ISBN: 0-547-06068-8 ISBN-13: 9780547060682 Book	573	573	READY TO SHIP	8.16	4,675.68
(3) HOUG 2009 MATH EXPRESSIONS {VOL 1} {4TH PRNTNG OR LATER} 2 (P) ISBN: 0-547-05722-9 ISBN-13: 9780547057224 Book	504	504	READY TO SHIP	9.80	4,939.20
(4) HOUG 2009 MATH EXPRESSIONS {VOL 2} 2 (P) ISBN: 0-547-06070-X ISBN-13: 9780547060705 Book	503	503	READY TO SHIP	8.68	4,366.04
(5) HOUG 2009 MATH EXPRESSIONS {VOL 1} 3 (P) ISBN: 0-547-05725-3 ISBN-13: 9780547057255 Book	585	585	READY TO SHIP	5.41	3,164.85

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|-----|--|-----|-----|------------------|------|----------|
| (6) | HOUG 2009 MATH EXPRESSIONS
{VOL 2} 3 (P)
ISBN: 0-547-06072-6
ISBN-13: 9780547060729
Book | 558 | 558 | READY TO
SHIP | 7.57 | 4,224.06 |
| (7) | HOUG 2009 ACTIVITY BOOK FOR
MATH EXPRESSIONS {VOL 1} 4 (P)
ISBN: 0-547-05726-1
ISBN-13: 9780547057262
Book | 586 | 586 | READY TO
SHIP | 9.32 | 5,461.52 |
| (8) | HOUG 2009 MATH EXPRESSIONS
{VOL 2} 4 (P)
ISBN: 0-547-06075-0
ISBN-13: 9780547060750
Book | 468 | 468 | READY TO
SHIP | 6.92 | 3,238.56 |
| (9) | HOUG 2009 MATH EXPRESSIONS
{VOL 2} 5 (P)
ISBN: 0-547-06065-3
ISBN-13: 9780547060651
Book | 630 | 630 | READY TO
SHIP | 7.20 | 4,536.00 |

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PO# NONE

SHIP TO: DULUTH IND SCHOOL DIST. 709
215 N 1ST AVE E
DULUTH, MN 55802-2058

Description	Qty Ordered	Qty	Status	FSS \$	Total \$
(10) HOUG 2009 MATH EXPRESSIONS {VOL 1} K (P) ISBN: 0-547-05709-1 ISBN-13: 9780547057095 Book	613	613	READY TO SHIP	9.20	5,639.60
(11) HOUG 2009 MATH EXPRESSIONS {VOL 2} K (P) ISBN: 0-547-06077-7 ISBN-13: 9780547060774 Book	548	548	READY TO SHIP	8.74	4,789.52

TOTAL READY TO SHIP: 50,762.63
SALES TAX: 0.00
SHIPPING: 0.00

TOTAL ON ORDER / IN TRANSIT: 0.00
SALES TAX: 0.00
ESTIMATED SHIPPING: 0.00

TOTAL AVAILABLE: 50,762.63

Issue your PO for \$50,762.63 for all books expected to be available.

Ready to Ship: These books are currently in stock and "Ready to Ship" pending your approval. Allow 3-7 business days for delivery.

Available: "Available to order" upon request, subject to publisher availability.

In Transit: These books are expected to arrive at FSS shortly. Pre-owned books need to pass our

to FSS: quality control inspections before confirmed as available. Quantities subject to change.

Sourcing: These books are actively being sought but are not guaranteed available.

Out of These books are not available to order at this time.

Stock:

* : Prices on New Publisher Materials are subject to change.

69

Return Policy:

FSS will accept authorized returns within 60 days from original invoice date. Prior authorization must be obtained. FSS must receive returned products within 30 days of authorization. FSS will pay return shipping costs for returns due to FSS error. Digital products are non-refundable once accessed online. Software is non-returnable once opened.

FSS will replace products or issue credits for returns with the exception of custom orders (including but not limited to bar-coded materials, FollettBound Platinum and BookGuard paperbacks). All materials must be returned in original condition (unopened and in original packaging or shrink-wrap where applicable.) Books stamped or otherwise altered after shipping are non-returnable.

**Follett School Solutions
Order Status**

ORDER
ORDER DATE MEDIA HELD BY ORDER STATUS

2228941A 03/02/18 PHONE SUEB HOLD FOR PO

FILE NO. 2220

BILL TO: 2220580
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 PO# NONE

SHIP TO: DULUTH IND SCHOOL DIST. 709
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 DULUTH, MN 55802-2058

Description	Qty Ordered	Qty	Status	FSS \$	Total \$
(1) HMH 2013 ACT BK VOL 1 FOR EXPRESIONES EN MATEMATICAS 1 (P) ISBN: 0-547-88233-5 ISBN-13: 9780547882338 Book	33	33	READY TO SHIP	12.46	411.18
(2) HMH 2013 ACT BK VOL 2 FOR EXPRESIONES EN MATEMATICAS 1 (P) ISBN: 0-547-88234-3 ISBN-13: 9780547882345 Book	37	37	READY TO SHIP	12.46	461.02
(3) HMH 2013 ACT BK VOL 1 FOR EXPRESIONES EN MATEMATICAS 2 (P) ISBN: 0-547-88236-X ISBN-13: 9780547882369 Book	48	48	READY TO SHIP	10.64	510.72
(4) HMH 2013 ACT BK VOL 2 FOR EXPRESIONES EN MATEMATICAS 2 (P) ISBN: 0-547-88237-8 ISBN-13: 9780547882376 Book	48	48	READY TO SHIP	10.64	510.72

TOTAL READY TO SHIP: 1,893.64

SALES TAX:	0.00
SHIPPING:	0.00

71

TOTAL ON ORDER / IN TRANSIT:	0.00
SALES TAX:	0.00
ESTIMATED SHIPPING:	0.00

TOTAL AVAILABLE: 1,893.64

Issue your PO for \$1,893.64 for all books expected to be available.

Ready to Ship: These books are currently in stock and "Ready to Ship" pending your approval. Allow 3-7 business days for delivery.

Available: "Available to order" upon request, subject to publisher availability.

In Transit to FSS: These books are expected to arrive at FSS shortly. Pre-owned books need to pass our quality control inspections before confirmed as available. Quantities subject to change.

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Houghton Mifflin Harcourt

Proposal
Prepared For

Duluth Ind School District 709

215 N 1st Ave E
Duluth MN 55802

For the Purchase of:

Math Expressions 2009 Grade 5

This Proposal contains Product that will be fulfilled through Follett Education Services

Prepared By
Rick Hanson
rick.hanson@hnhco.com

PLEASE SUBMIT THIS PROPOSAL WITH YOUR PURCHASE ORDER.



Houghton Mifflin Harcourt

* Represents Follett Exclusive Title.

Attention:
Patti Bambenek
patticia.bambenek@duluth.k12.mn.us

HMH Confidential and Proprietary

Customer Experience
9205 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5232
k12orders@hnhco.com

Proposal for
Duluth Ind School District 709
Math Expressions 2009 Grade 5

Total Cost of Proposal (PO Amount): \$ 10,618.20

This is a proposal only.

This proposal is subject to HMH's Standard Terms and Conditions ("Ts & Cs") below:

<http://www.hmhco.com/common/terms-conditions>

Ts & Cs are also found on HMH invoices.

HMH reserves the right to modify its Ts & Cs from time to time and agrees to notify you prior to such modifications becoming effective.

Unless otherwise agreed in writing, orders for Professional Services shall expire upon the earlier of (i) expiration of customer's funding or (ii) 24 months from receipt of the order.

Date of Proposal: 3/5/2018

Proposal Expiration Date:5/4/2018



Houghton Mifflin Harcourt



Houghton Mifflin Harcourt

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Attention:
Patti Bambenek
patricia.bambenek@duluth.k12.mn.us

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k12orders@hmhco.com

HMH Confidential and Proprietary

**Duluth Ind School District 709
Math Expressions 2009 Grade 5**

ISBN	Title	Price	Quantity	Value of all Materials
Grade 1				
Student				
1426220 9780547388410	Expresiones en matemáticas Cuaderno de actividades Consumable, Volumen 1 Grade 1	\$16.20	15	\$243.00
Total for Student				\$243.00
Total for Grade 1				\$243.00
Grade 2				
Student				
1426222 9780547388434	Expresiones en matemáticas Cuaderno de actividades Consumable, Volumen 1 Grade 2	\$16.20	11	\$178.20
Total for Student				\$178.20
Total for Grade 2				\$178.20
Grade 5				
Student				
1037147 9780547067279	Math Expressions Student Activity Book, Volume 1 Grade 5	\$16.50	618	\$10,197.00
Total for Student				\$10,197.00
Total for Grade 5				\$10,197.00

Proposal Summary	
Subtotal Purchase Amount:	\$10,618.20
Shipping & Handling (0.00%):	\$0.00
Total Cost of Proposal (PO Amount):	\$10,618.20



Houghton Mifflin Harcourt

* Represents Follett Exclusive Title.
Attention:
Patti Bambenek
patricia.bambenek@duluth.k12.mn.us

Customer Experience
9205 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5232
k12orders@hmhco.com

HMH Confidential and Proprietary.

~~5010 — AGE OF ENTRANCE~~

1. **General**

~~A child must be five years of age on or before September 1 of the calendar year in the school year for which admission to kindergarten is sought. Children who are five years old on or before September 1 may start kindergarten. The School Board recommends that children attend kindergarten one year before entering the first grade. A child must be six years of age on or before September 1 of the calendar year in the school year for which admission to first grade is sought.~~

2. **Early Admission**

~~A child, whose fifth birthday falls between September 1st and November 30th inclusive, upon request of parents, will be assessed by an established District procedure for possible early admission to kindergarten.~~

3. **Birth Certificate**

~~Parents are required to submit a birth certificate to the principal when the child is entering a preschool program, kindergarten, or first grade.~~

References: MSA 120A.20

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

~~Revised: 08-11-1987~~

~~06-20-1995~~

~~01-15-2002 ISD 709~~

**Deletion: First Reading 3-20-2018
Replaced by MSBA Policy 607**

~~6085 — ORGANIZATIONAL PLAN FOR THE DELIVERY OF INSTRUCTION~~

~~The elementary and secondary schools are organized to meet the educational needs of students ranging from pre-kindergarten through age twenty-one.~~

- ~~1. Elementary schools shall be organized with programs accommodating pre-kindergarten and kindergarten through grade five.~~
- ~~2. Middle schools shall be organized with programs to accommodate grades six, seven and eight.~~
- ~~3. Senior high schools shall be organized with programs accommodating grades nine through twelve.~~

~~Reference: MS 120A.05~~

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

~~Revised: 06-20-1995~~

~~———— 08-17-2004 ISD 709~~

**Deletion: First Reading 3-20-2018
Replaced by MSBA Policy 607**

Adopted: _____

MSBA/MASA Model Policy 607

Orig. 1995

Revised: _____

Rev. 2005

607 ORGANIZATION OF GRADE LEVELS

I. PURPOSE

The purpose of this policy is to address the grade level organization of schools within the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to address the groupings of grade levels as recognized in Minn. Stat. § 120A.05, as follows:

~~[Note: Each school district should identify within the groupings as defined in Minn. Stat. § 120A.05, how grade levels shall be organized within the school district from the options listed below:~~

~~Elementary: Grades prekindergarten through 6 5~~

~~Middle: Minimum of two consecutive grades above 4th but below 10th~~

~~Secondary: (Grades 7 6 through 12)~~

~~Junior High Middle Grades 6 through 8~~

~~Senior High Grades 9 through 12~~

~~Vocational Grades 7 6 through 12~~

- B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

III. DEFINITIONS

- B A.** "Prekindergarten" means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.
- A B.** "Kindergarten" means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.
- C.** **"First grade" means a program designed for students six years of age on or before September 1 of the calendar year in the school year for which admission to first grade is sought. The School Board recommends that children attend kindergarten one year before**

entering the first grade.

Legal References: Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Public Schools)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

~~Cross-References:~~

Replacing: 5010; 6085
First Reading: 3-20-2018

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and used to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at a level deemed acceptable by local and state standards shall be promoted to the next grade level each year.

B. Retention

Students who do not achieve at a level deemed acceptable by local and state standards shall be retained at the current grade level, when professional staff and parents feel that it is in the best interest of the student. Scholastic ability and achievement, physical development, maturity, cultural norms, emotional factors as well as attendance and age shall be considered.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A procedure for screening and identifying **process to assess and evaluate** students for the program assignment shall be developed in coordination for such programs. **All programs will be aligned with creating the World's Best Workforce.**

2. **The school district will adopt guidelines for assessing and identifying students for participation in gifted and talented programs. The guidelines should include the use of:**

- a. **multiple objective criteria; and**
- b. **assessments and procedures that are valid and reliable, fair, and research based. Assessments and procedures**

should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

3. The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the district will:
 - a. assess a student's readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

4. The school district will adopt procedures which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The procedures must be sensitive to under-represented groups.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)
Policy 6240 (Demonstration of Mastery for Credit)

Adopted: 5/16/2017 ISD709

Revised: 3/20/2018 First Reading

RESOLUTION

Acceptance of Grant Awards to Duluth Public Schools

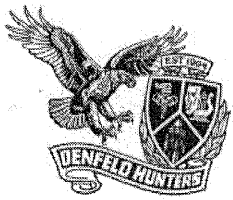
WHEREAS, Minnesota Statute 465.03 requires a school district to accept grants by resolution expressed in the terms prescribed by the donor in full; and,

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
MN Department of Education – Minnesota PBIS	Diana Wokson	Denfeld PBIS School Team Mini-Grant	\$800.00	Funds will be used for team meetings and action planning, including substitute pay or teacher pay.
MN Department of Education – Minnesota PBIS	Ron Lake	ISD 709 PBIS District Team Mini-Grant	\$785.40	Funds will be used for team meetings and action planning, including substitute pay or teacher pay.



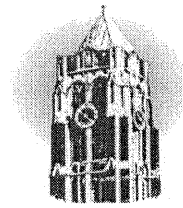
DENFELD HIGH SCHOOL

401 N. 44th Ave. W.

Duluth, Minnesota 55807

Main Office: 218/336-8830 Main Office Fax: 218/336-8844

Athletics Fax: 218/336-8842



82

February 28, 2018

Erin Engness
NRIP PBIS Coordinator
pbis.erin@gmail.com
320-267-7818



CONGRATULATIONS! Your team's PBIS mini-grant application has been approved for the full amount requested!

Next Steps:

1. Reply to this email to either accept or decline this grant award.
2. Schedule your team meeting and let Erin Engness, NRIP Coordinator, know the date so a coach can be scheduled to attend in person or virtually. A follow-up coach session will also be scheduled.
3. Schedule a time to take TFI (Tier I) if you have not taken one in 2018. If you have taken the TFI already in 2018 you can use that data at your meeting.

Process:

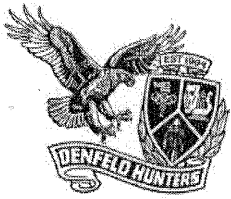
Once your meeting and coaching has taken place you will need to turn in an action plan to Erin Engness. Erin will then create an invoice for your approval. All paperwork must be submitted by end of day June 8, 2018. Due to funding restrictions no money can be paid out after June 30, 2018.

Direct any questions to Erin Engness at pbis.erin@gmail.com or 320-267-7818.

Erin Engness

Denfeld High School Vision Statement

It is the vision of Denfeld High School to meet the diverse needs of our students in a nurturing environment, inspiring them to become partners in learning and leaders for life.



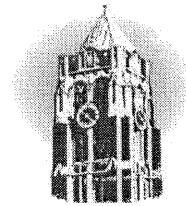
DENFELD HIGH SCHOOL

401 N. 44th Ave. W.

Duluth, Minnesota 55807

Main Office: 218/336-8830 Main Office Fax: 218/336-8844

Athletics Fax: 218/336-8842



North Regional Implementation Project PBIS Award Program - Spring 2018

Team Meeting Mini-Grant- School Team

Mini Grant Opportunity for Schools Implementing Positive Behavioral Interventions & Supports across the North Regional Implementation Project (NRIP). Grant money to be used for a school team meeting and action planning including substitute pay or teacher pay. Money cannot be used for food or materials.

Requirements:

1. School team agrees to take Tier I portion of the Tiered Fidelity Inventory during meeting (or has taken it within 2 months prior to meeting).
2. During meeting team agrees to update or create an action plan that will be turned into Erin Engness.
3. Team agrees to external coaching support either virtually or in person during meeting as well as a check in with the coach 2-3 months after the meeting.
4. Meeting must occur between March 5, 2018 and June 8, 2018.

School District/School Name: ISD 709/Duluth Denfeld High School

Contact Name/Position: Diana Wokson, Denfeld PBIS Coach

Contact Email/Phone: Diana.wokson@isd709.org, 218-336-8830, ext. 2101

Proposal Request (up to \$800): \$800.00

Work Plan: Step #1 – Complete TFI & a TIC in Feb.

Step #2 – Give staff a SAS in Feb.

Step #3 – First half day on Thursday, March 8th would be data analysis & action planning.

Step #4 – Second half day on Friday, April 13th would be finalizing action plan with Representative, Ron Lake.

Budget Proposal: 6 half-day subs for two different sessions that will include an 8 member team. The sub rate varies between \$62.50 and \$70.00, depending on the half-day substitute coming in.

We agree to:

- X Take the TFI (or will have taken the TFI within 2 months of team meeting).
- X To create an Action Plan that will be turned in.
- X Meet with an external coach and have a follow-up check in with coach.

Signature of Administrator: James Erickson, Asst. Principal 218-336-8830 Ext. 2197

Application due date: February 14, 2018

You will be notified of acceptance by March 1, 2018

Money will be reimbursed to school after the meeting

Final paperwork must be turned in by June 8, 2018

Questions: Contact Erin Engness at 320-267-7818 or send an email to pbis.erin@gmail.com

Funding for this program is made possible by a grant from the MN Department of Education, Federal Award CFDA #84.027A – Special Education – Grants to States, IDEA Part B-611

Denfeld High School Vision Statement

It is the vision of Denfeld High School to meet the diverse needs of our students in a nurturing environment, inspiring them to become partners in learning and leaders for life.

From: Erin Engness <pbis.erin@gmail.com>
 Date: Thu, Mar 1, 2018 at 3:26 PM
 Subject: Fwd: PBIS District Mini Grant Notificcation
 To: "Ronald S. Lake" <ronald.lake@isd709.org>



February 28, 2018

Erin Engness
 NRIP PBIS Coordinator
pbis.erin@gmail.com
 320-267-7818

CONGRATULATIONS! Your district's PBIS mini-grant application has been approved for the full amount requested!

Next Steps:

1. Reply to this email to either accept or decline this grant award.
2. Schedule your team meeting and let Erin Engness, NRIP Coordinator, know the date so a coach can be scheduled to attend in person or virtually. A follow-up coach session will also be scheduled.
3. Collect the latest TFI scores for each school in your district implementing PBIS.

Expectations:

As a district team you will include school level administrators and at least one team member from each building implementing PBIS. At least one district administrator that does not sit on a PBIS team must be present. The purpose of this meeting is to look at individual school's TFI scores and then come up with a plan on how the district can support schools with their PBIS implementation. It is the hope that this team will continue to meet periodically after this initial meeting.

Process:

Once your meeting and coaching has taken place you will need to turn in an action plan to Erin Engness. Erin will then create an invoice for your approval. All paperwork must be submitted by end of day June 8, 2018. Due to funding restrictions no money can be paid out after June 30, 2018.

Direct any questions to Erin Engness at pbis.erin@gmail.com or 320-267-7818.

A handwritten signature in black ink that reads "Erin Engness".

Erin Engness
 North PBIS Coordinator
 K-3 Master Coach- Minnesota Reading Corps
pbis.erin@gmail.com
 Cell: 320-267-7818

PBIS Tip(s):

Our Favorite Things from PBISApps.

24 great things to check out for the New Year!

<https://www.pbisapps.org/community/Pages/Favorite-Things-2017.aspx>



North Regional Implementation Project PBIS Award Program Spring 2018 Team Meeting Mini-Grant- District Team

Mini Grant Opportunity for Schools Implementing Positive Behavioral Interventions & Supports across the North Regional Implementation Project (NRIP). Grant money to be used for a district team meeting and action planning including substitute pay or teacher pay. Money cannot be used for food or materials.

Requirements:

1. District team has representation from all schools implementing PBIS as well as from the district office.
2. All schools implementing PBIS in the district have taken a TFI in the last year.
3. District team agrees to use a District Data Dashboard template (provided by NRIP) to analyze school level PBIS fidelity and ODR data.
4. During meeting team agrees to update or create an action plan that will be turned into Erin Engness.
5. Team agrees to external coaching support either virtually or in person during meeting as well as a check in with the coach 2-3 months after the meeting.
6. Meeting must occur between March 5, 2018 and June 8, 2018.

School District: Duluth Public Schools, ISD 709

School Names implementing PBIS in district:

Denfeld High School
 Lincoln Park Middle School
 Piedmont Elementary
 Lakewood Elementary
 Lowell Elementary
 Laura MacArthur Elementary

Names and Positions of District Team members (tentative):

Ron Lake	Climate Coordinator	District Coach
Amy Starzecki	Asst. Superintendent	District Admin
Diana Wokson*	Denfeld SpEd Teacher	Building Coach
Tom Tusken*	Denfeld Teacher	Building Team Member
John Hirman	Lincoln Sch Psychologist	Building Coach
Molly Fletcher	Lincoln Park 6th Grade MTSS	Building Team Member & Check-In/Check-Out
Tory Rock / Kim Flaa?	Lincoln Park Counselor	Building Tier 2 Interventions
Rachel Thapa	Community Schools	Building Team Member
Jennifer Larva	Lowell Principal	Building Admin
Scott Pilate	Lowell Sch Psychologist	Building Coach
Heather Kemp*	Lakewood Teacher	Building Coach
Beth Shermoen	Piedmont Principal	Building Admin
Jake Laurent	Piedmont Dean of Students	Building Coach
Michael Gordon*	L. Mac SpEd Teacher	Building Coach

Contact Name/Position and Email/Phone:

Ron Lake; Climate Coordinator ronald.lake@isd709.org 218-336-8870 ext 2014

Proposal Request (up to \$800): \$785.40

Work Plan:

At the district level, we are developing infrastructure to support the behavioral side of MTSS and PBIS. We have a rubric all schools are starting to use, are experimenting with a walk through tool, a common ODR form, definitions for behaviors, and an office/classroom managed behavior guide drafted for elementary schools. Positive school climates is listed as a primary intervention to support academic achievement in our district plans and we have met with our school board this fall to provide an overview of Positive School Climates. Links and materials available upon request.

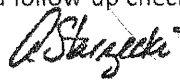
We need to develop an action plan that allows for site specific interventions while providing common resources, tools, and a system that supports PBIS across our district. To accomplish this, we would cooperatively schedule a "District Planning Meeting" with an external coach, 2 one hour work sessions, and a "Check In" with an external coach.

Budget Proposal:

3	District Planning Meeting	9 ½ day subs x \$75 =	\$675.00
1	1 hour Check-In	5 x 22.08 =	<u>\$110.40</u>
		Total =	\$785.40

We agree to:

- Have a representative team including district administration.
- Collect school level TFI data and to be used for action planning.
- To create an Action Plan that will be turned in.
- Meet with an external coach and have a follow-up check in with coach.

Signature of a District Administrator: 

Application due date: February 14, 2018.
You will be notified of acceptance by March 1, 2018
Money will be reimbursed to district after the meeting
Final paperwork must be turned in by June 8, 2018

Questions: Contact Erin Engness at 320-267-7818 or send an email to pbis.erin@gmail.com

Funding for this program is made possible by a grant from the MN Department of Education, Federal Award CFDA#84.027A – Special Education –Grants to States, IDEA Part B-611

March 5, 2018

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 diploma from the school listed.

Name of Graduate/School

Graduation Date

Andre Owens

Rockridge Academy

March 12, 2018



Thank you,
Denise Clairmont
Principal

March 8, 2018

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

Dear Ms. Stazecki,

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 her diploma from the school listed.

NAME OF GRADUATE

Damian Wyatt White

SCHOOL ON DIPLOMA

Duluth Public School

GRADUATION DATE

3/9/2018

Please send diploma to Michelle Porter at the Area Learning Center, Room 126.

**Adrian Norman
Principal**

**Michelle Porter
Administrative Assistant
Area Learning Center**

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip:
2. Contact Person (Responsible for Checklist Completion):
3. Field Trip Date(s):
4. Field Trip Overview (Include events, establishments and locations):
5. Field Trip Departure from School (Date and Time):
Field Trip Return to School (Date and Time):
6. Objectives of Field Trip:
7. Relationship to Curriculum or Student Learning:
8. Planned Follow-up Field Trip Activities:

Skills USA
Kevin Chederquist
March 27, March 28, and March 29, 2018
Technical Skills Competition , Doubletree, Bloomington, MN
Depart Denfeld on March 27 at 6 am, Return on March 29th at 3 pm
SkillsUSA Minnesota is recognized by business and government as the premier organization providing highly skilled leaders possessing outstanding technical, academic and employability skills. SkillsUSA Minnesota creates opportunities for students, educators and business. This is accomplished through leadership training, volunteerism opportunities, competitions and conferences, which enhance students' self-worth and employability skills to create a seamless transition into the workforce. Through competition, students will be able to meet some of these objectives.
Through leaderships and technical competition we work with students in the career and technical education programs to continue to receive skills and connect classroom to business.
Possible National Competition

Estimated Expenses (This is total budget for all participants)	
Total Admission/Fees; (Six students and one adult)	900
Total Meals	300
Total Lodging:	600
Total Transportation	175
School District Vehicle(s)	
Commercial Transportation Carrier	
Private Vehicle (requires certificate of insurance)	
Total Additional Stipends: (Sub Costs)	432
Other: HOSA Membership , subs	0
Total	2407

Revenues		
District Budget	01-380-005-428-000	832
Booster Group		0
Donations		0
Student Fees		1575
Total Additional Stipends:		0
Total		2407

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: _____

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:

Date:

Jennifer Larson
3/6/18

SUPPLEMENTAL TRIP ACTION

Principal:

- Approved
 Not Approved

Name:

Date:

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

EXTENDED TRIP ACTION

Principal:

- Recommended
 Not Recommended

Name:

Date:

Jennifer Larson
3/6/18

Assistant Superintendent:

- Recommended
 Not Recommended

Name:

Date:

A. Stanek
3/2/18

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 FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Lowell 4th Grade WolfRidge

2. Contact Person (Responsible for Checklist Completion): Troy Erie

3. Field Trip Date(s): April 25-27 Destination: WolfRidge ELC

4. Field Trip Overview (Include events, establishments and locations):
3 days of environmental education and fun!

5. Field Trip Departure from School (Date and Time): Lowell 4/25/18 9:30 am

Field Trip Return to School (Date and Time): 4/27/18 3:00 pm

6. Objectives of Field Trip: Meet Standards for 4th grade in Science.

7. Relationship to Curriculum or Student Learning: Classroom Pre & Post teaching of hands on experiences, Rocks & Minerals, watersystems & conservation.

8. Planned Follow-up Field Trip Activities: Pre & Post teaching of science concepts

9. Field Trip Budget Request

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

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

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

- Develop and Communicate Student Discipline Expectations
- Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.)
- Gain Access to Cell Phone for Field Trip
- Plan Arrangements for Early Pick-Up or Late Drop-Off Students (if necessary).
Guide: May choose to leave message on school voice mail to help with late drop off.
- Plan Meal Arrangements (if necessary)
Reminder: Notify food service of non-participation.
- Plan Administration of Student Medication and First Aid Needs (if necessary)
Guide: Contact School Nurse.
- Develop and Communicate Action Plan if Student Gets Lost on Trip
- Arrange Adult Chaperones for Field Trip (if necessary)
Guide: One (1) adult for every twenty (20) students depending on field trip. Parent volunteers are encouraged when possible or appropriate.
- Develop and Communicate Teacher and Adult Chaperone Expectations *Meeting 4/23/18 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: Warren H.	KP Breakfast: Red Group
Dorm Duty Lunch: Ron B.	KP Lunch: Blue Group
	Recycling Duty: Mary R.

Friday

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	Geology SC 4
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