

Education Committee
 Duluth Public Schools, ISD 709
 Agenda
 Monday, April 15, 2019
 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 6

The purpose of this report is to provide regular updates to the Education Committee regarding teaching and learning. Assistant Superintendent Jeff Horton will share current information regarding implementation of district initiatives and school operations.

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

B. Curriculum and Instruction Report 7

The purpose of this report is to provide regular updates to the Education Committee regarding teaching and learning. Director of Curriculum and Instruction Gail Netland will share current information regarding the status of the work of the curriculum and instruction department.

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

C. Art Adoption Update 8

Art Specialist Deb Hannu will provide an informational update on the arts adoption process.

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

D. Update on Federal Head Start Status 29

Duluth Head Start Director Pam Rees will discuss the latest developments with the Federal Head Start grant status.

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

E. Resolution of Concurrence and Non-Concurrence 2018-19

31

American Indian Education Coordinator Edye Howes will present the Resolution of Concurrence and Non-Concurrence Report for review. 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 receive this item as informational.

F. Grant Applications1) Duluth Superior Area Community Foundation Grant Application

Assistant Superintendent Jeff Horton has submitted a grant application to the Duluth Superior Area Community Foundation in the amount of \$10,000. If awarded, funds will be used to provide professional development for continuous improvement teams on the Tool for Equity Accountability.

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

2) United to End Bullying (UEB) - Safe Fleet Grant Application

Callie DeVriendt, Lincoln Park Middle School, has submitted a grant application to the United to End Bullying Grant Program in the amount of \$50,000. If awarded, funds will be used for restorative practice training, consultation needs and restorative spaces/supplies at Lincoln Park Middle School.

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

3) Northland Foundation Grant Application

Jen Jaros, Duluth Early Childhood Family Education (ECFE), has submitted a grant application to the Northland Foundation in the amount of \$5,000. If awarded, funds will be used to support the Child Care Provider Mentorship Program. This is an ongoing partnership with the Northland Foundation to promote school readiness and transition.

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

4) NoVo Foundation Grant Application

Todd McGowan, Myers-Wilkins Elementary School, has submitted a grant application to the NoVo Foundation in the amount of \$5,000. If awarded, funds will be used to develop peer led interventions as a way for students to build supportive networks in which they feel safe to discuss concerns about themselves and others. The purpose of this program is to foster growth and connectedness at an early age

for students to build interpersonal and leadership skills that will last throughout their academic career.

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

5) Duluth Superior Area Community Foundation Grant Application

Bill Mittlefehldt and Principal Tonya Sconiers, Denfeld High School, have submitted a grant application to the Duluth Superior Area Community Foundation in the amount of \$29,000. If awarded, funds will be used to support the Denfeld Full Service Coordinator's work with staff, community school partners and students as they work to develop a system of relationships and rewards that help build a world class workforce and citizens.

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

6) Essentia Health Grant Application

Principal Jen Larva, Lowell Elementary School, has submitted for and received a grant from Essentia Health in the amount of \$5,000. Funds will be used to support the expansion of Lowell's nature playscape and to sustain the DNR certified school forest so that students may further benefit from outdoor play.

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

G. Grant Partnerships with Duluth Public Schools

1) 21st Century Community Learning Centers Cohort 8

The Duluth Area Family YMCA in partnership with the Duluth Public Schools Community Education Dept. intends to apply for the 21st Century Community Learning Centers grant program offered by the Minnesota Department of Education. Funding is available to establish, sustain and expand community learning centers in order to provide students, particularly those who attend high-poverty and low-performing schools, with high quality programs for supporting the whole child. If awarded funds would be used to support grant initiatives within the KEY Zone program with possible expansion to serve middle and high school students. The minimum grant award allowed is \$50,000 annually for up to five (5) years.

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

2) "Out of the Box" at Lincoln Park Middle School

A collaboration of Lincoln Park community members intend to apply for a grant from the Duluth Superior Area Community Foundation in the amount of \$20,000. If awarded, funds will be used to support "Out of the Box", an innovative partnership

with ISD 709, neighborhood nonprofit Ecolibrium3, and design professionals, to teach design thinking to Lincoln Park Middle School students through creative, inspiring activities that link skills development and community impact. "Out of the Box" will employ design thinking to develop a comprehensive program that integrates into weekly WINs, after school programming, and summer sessions, closing the opportunity gap for low-income students.

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

2. Action Items

A. Presentation Items Requiring Approval

1) FY20 Federal Head Start Grant 33

Duluth Head Start Director Pam Rees will present an overview of the FY20 Federal Head Start Grant application for approval.

Recommendation: It is recommended that the Duluth School Board accept and approve the FY20 Federal Head Start Grant.

2) Fine Arts Adoption 34

Director of Curriculum and Instruction Gail Netland Froyd will present the Fine Arts Adoption proposal for review and approval. This includes budget recommendations for both the music and art content areas.

Recommendation: It is recommended that the Duluth School Board accept and approve the Fine Arts Adoption.

B. Policies

1) 1083 - Weapons Free Zone - DELETION 37

In moving to the MSBA Model Policies, administration is recommending the deletion of Policy 1083 - Weapons Free Zone, which will be replaced with MSBA Policy 501 - School Weapons Policy.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 1083 - Weapons Free Zone for the second reading.

2) NEW Policy 501 - School Weapons Policy 38

Attached is revised MSBA Policy 501 - School Weapons Policy, for the second reading. This policy would replace Policy 1083 - Weapons Free Zone.

Recommendation: It is recommended that the Duluth School Board approve Policy 501- School Weapons Policy for the second reading.

C. Resolutions

1) Resolution E-4-19-3636 - Acceptance of Grant Awards to Duluth Public Schools 43

Attached is Resolution E-4-19-3636 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards from the following organizations:

DSACF - Duluth Public Schools Endowment Fund
Essentia Health
Wells Fargo

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-4-19-3636 - Acceptance of Grant Awards to Duluth Public Schools.

D. Extended Trip Requests

1) Extended Trip Request - Denfeld Automotive ASE Program - SkillsUSA

50

Denfeld Automotive ASE Program students will travel to Bloomington, MN from April 12-14, 2019 to participate in the SkillsUSA Minnesota 2019 State Leadership and Skills Championship Conference. The cost of this trip is \$1,175 and will be funded by the Perkins grant, Booster Club and student fees.

Recommendation: It is recommended that the Duluth School Board approve the Extended Trip request.

E. Diploma Requests

57

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

Patricia A. Osuna - January 8, 2019
MarieLena Cendejas-Flores - March 21, 2019
Van D. Grounds - March 27, 2019
Brady Leland Farr - April 4, 2019

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

3. **Future Items**

**8th Grade Math Pilot Update
Policy Updates**

Assistant Superintendent Monthly Report

April 2019

Purpose

The purpose of this report is to provide regular updates to the Education Committee

Site Celebrations

- Denfeld Debate Team

Walk-Throughs

- Lester Park Elementary School
- Ordean Middle School

Highlights

- ADSIS Application
- Supportive Discipline and Community of Practice
- P-3 Update
- Summer School
- ALICE

Shout Out!

- 6th Grade Science Class at Lincoln

Director of Curriculum and Instruction Monthly Report

April 2019

Purpose

The purpose of this report is to provide regular updates to the Education Committee regarding teaching and learning.

Updates

Professional Development

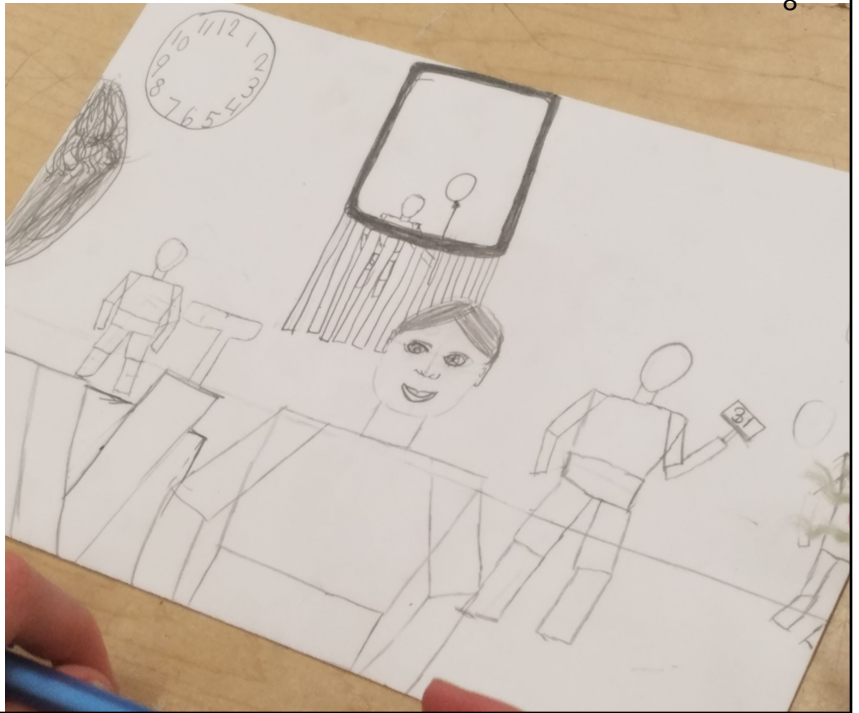
- P3 Part 3 Blending and Braiding: Maximizing your Federal, State and Local Resources to Support your PreK System.
- Handwriting Training (Pre K-K)

Curriculum

- Art Update (later in agenda)
- Adoption recommendations

State of the Arts

2018-19
Duluth
Public
Schools



The State of Minnesota
recognizes FIVE arts areas:

Dance
Media Arts
Music
Theatre
Visual Arts



Several state statutes pertain to the new arts standards. In Minnesota, public **elementary and middle schools must offer at least three and require at least two** of the five arts areas: dance, media arts, music, theater and visual arts.

Public high schools must **offer at least three and require at least one** of the following five arts areas: dance, media arts, music, theater or visual arts. (Minnesota Statute 120B.021, subd.1)

In order to graduate, students must earn one arts credit “sufficient to satisfy all of the state or local academic standards in the arts” (Minn. Stat. § 120B.024, subd. 1(6)).

Where We're At: Elementary Schools

<p>MUSIC - REQUIRED</p> <p>30 Minutes every 4 days</p>	<p>V / M ARTS - REQUIRED</p> <p>60 Minutes every 8 days</p>
<p>MUSIC - ELECTIVE</p> <p>3 Choices: Band, Choir, or Orchestra</p> <p>1 Year, 8th grade</p>	<p>V / M ARTS - ELECTIVE</p> <p>1 Choice: Animation / Art Options</p> <p>1 Year, 8th grade</p>

Where We're At: Middle Schools

<p>MUSIC - REQUIRED</p> <p>3 Choices: Band, Choir, or Orchestra</p> <p>1 Semester, Grade 6 1 Semester, Grade 7</p>	<p>V / M ARTS - REQUIRED</p> <p>1 Choice: Art</p> <p>1 Semester, Grade 6</p>
<p>MUSIC - ELECTIVE</p> <p>3 Choices: Band, Choir, or Orchestra</p> <p>1 Year, 8th grade</p>	<p>V / M ARTS - ELECTIVE</p> <p>1 Choice: Animation and Art Options</p> <p>1 Year, 8th grade</p>

Where We're At: High Schools

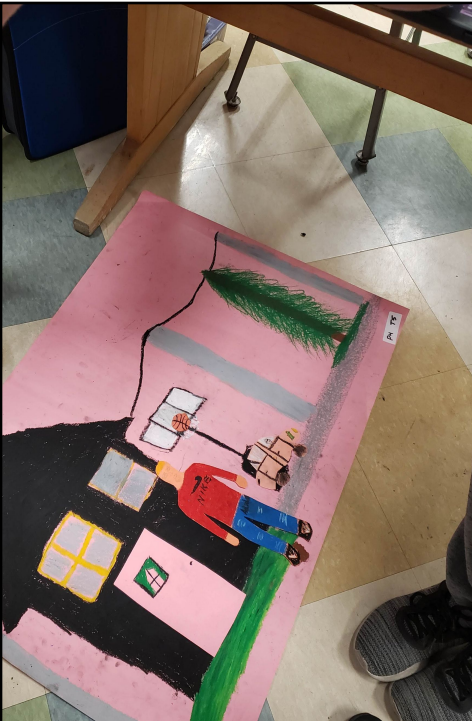
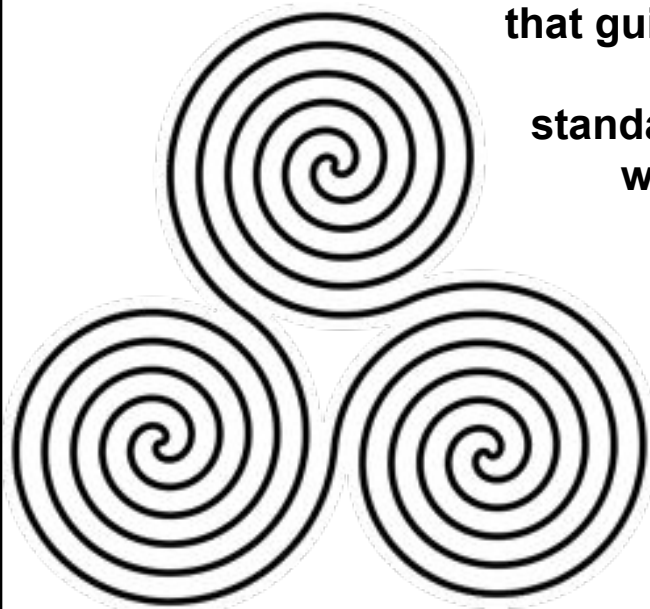
<p>9th Grade Band Intermedia Band Advanced Band Pop, Rock and Hip Hop Guitar 1 Jazz Ensemble 9th Grade Choir Intermediate Mixed Choir Advanced SSA Choir Show / Jazz Choir Advanced Concert Choir Chamber Choir 9th Grade Orchestra Concert Orchestra Symphony Orchestra Chamber Orchestra</p>	<p>9-12 Students must take one year of an arts area</p> <p>The Arts Standards are embedded in Music and Art courses.</p>	<p>Art Across Mediums Drawing & Painting Photography & Cinematography Ceramics & Sculpture Stained Glass, Metals & Fibers</p>
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Where We're At: High Schools:

<p>Graphic Arts / Digital Design I Graphic Arts / Digital Design 2 Graphic Arts/ Digital Design 3</p>	<p>9-12 Students must take one year (one credit) of an arts area</p>	<p>These courses are listed as giving Art credit. They are taught outside of the art department by CTE staff.</p> <p>According to MDE, courses outside of the Art department</p> <p>*Must meet ALL the standards *Teacher must be CTE licensed. *Teacher must have passed the MTLE in the Visual Arts</p>
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**Assumptions
that guided
the
standards
work:**

The standards and benchmarks should be as consistent as possible in learning requirements across all arts areas and all grade levels with the exception of specific elements and principles related to particular arts areas.



Media Arts:

‘Time-based arts’ - arts of the moving image --
Currently and constantly a part of Visual Arts, it’s closest area; more needed!

It’s where kids ‘live’ and how they perceive the world today --



Theatre:

Woefully few outside experiences for younger students. Organized outside-of-class plays in HS, some opportunities in MS



Dance:

Some embedded in PE

Assumptions that guided the standards work:

The standards and benchmarks must be aligned with the knowledge and skills needed for career and college readiness (Minn. Stat. § 120B.021, subd. 4(a)).



Assumptions that guided the standards work:

Relevant knowledge and skills from technology and information literacy standards must be identified and embedded into the standards

(Minn. Stat. § 120B.021, subd. 4(a)). Standards from the following sources will be consulted: Information and Technology Educators of Minnesota (ITEM), the International Society for Technology in Education (ISTE) and the International Technology and Engineering Educators Association

Assumptions that guided the standards work:

The revised standards “must include the contributions of Minnesota American Indian tribes and communities as they relate to the academic standards...” (Minn. Stat. § 120B.021, subd. 4(a)).



Assumptions that guided the standards work:

The standards must identify the learning that is to be mastered by all students at each grade level in grades K-8, and one grade band in grades 9-12 (Minn. Stat. § 120B.023, subd. 1(a)). School districts may teach more, but not less, than these standards. (Note: The 2008 arts standards are organized by K-3, 4-5, 6-8, and 9-12 grade bands.)



**Assumptions that
guided the
standards work:**



The arts standards will identify learning expectations leading to Artistic Literacy, which is defined as the acquisition of foundational knowledge and skills embedded within the authentic arts learning processes.

**Recommended Minnesota Arts Education Standards
Transition Timeline, 2019-22***

Groups Actions for Development Phase*
January 2019-September 2019

Actions for Transition, Phase 1*
September 2019-June 2020

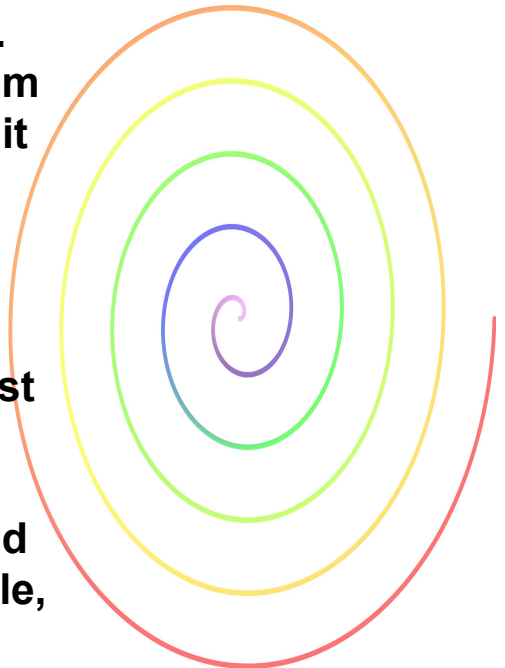
Actions for Transition, Phase 2*
July 2020-June 2021

Full Implementation*
2021-22 School Year



Curriculum Revision Visual and Media Arts 2018-19 Duluth Public Schools

Art instruction is spiral, not linear. The 'smorgasbord'-style curriculum served us well for many years, as it allowed teachers to teach to their strengths, their student populations, and their budgets. Teachers were able to 'mix and match' objectives to create the best experiences for their students. It has enabled them to capitalize on local opportunities and events, and yet still provides a formal, if flexible, structure.



As part of the curriculum revision process, arts teachers were asked to do a curriculum and a standards audit, in which they color-coded items in both the old curriculum documents and also in the standards. Most teachers chose to participate.

Teachers indicated whether they ‘touch on’ the item, ‘teach’ it, or teach it to the degree that it could be assessed.

The Elementary Team created headers for loose ‘unit clusters’ for fall and spring, to go with the common assessments:

first semester

IDENTITY:

Self, faces, people, figures, personal imagery

OUR WORLD:

Most other arts integration themes; science, animals, plants, still life, visual culture, graphic design

second semester

SPACES AND PLACES:

Perspective, space, landscape / cityscape / seascape, community, neighborhoods, architecture, natural and man-made environments, etc.

ART LITERACY:

Art history, culture, aesthetics, art criticism, writing about art, talking about art, presenting art visual literacy

as well as a fifth cluster, FOUNDATIONS

Content or techniques to grade level, elements of design, principles of design, Particulars of certain mediums, techniques and practices

In the new format, the Process Components, Standards, and Benchmarks run across the top.

	A	B	C	D	E	F	G	H	I	J	K
1	BENCHMARKS Art 3	5A11 The benchmarks are integrated across the other strands, highlighted in bold.	53221 Modify an original idea for a work of art.	53222 Apply knowledge of available resources, tools, and technologies to investigate ideas through the artmaking process.	53231 Create visual representations of places or systems that are part of everyday life, using artistic foundations.	53232 Demonstrate safe use of studio spaces and equipment.	53241 Discuss feedback about choices made in creating artwork.	53351 Evaluate the functionality of different spaces for exhibiting art.	53361 Explain the purpose of a portfolio or collection.	53362 Compare, contrast objects, artifacts, and artworks that are valued in different communities or cultures.	53471 Respond to work of art before and after working in a similar media.
2		1	2	3	4	5	6	7	8	9	10
3	STANDARDS	Use foundational knowledge and skills.	Generate and create original artistic ideas.		Create original artistic works.		Revise and complete original artistic work.	Develop and refine artistic techniques and work for performance.	Make artistic choices in order to convey meaning through performance		Analyze and construct interpretative of artistic work.
4	ART 3 PROCESS	FOUNDATIONS	CREATE				PRESENT				

The Grade Level content and foundations run down the left hand side. Grade level content was updated by the writing teams. At the bottom are other components and the sequenced Foundations



Browser tabs: M Zz - debra.ho x ART 3 - NEW x 3 - CURRICULUM x ADOPTION - x Audio: Live S x My Drive - G x 20 Curri

URL: https://docs.google.com/spreadsheets/d/1IWkiEdmNARAAHxfM8u5Ks8pTXLWreKobUjnLNamIxo/edit#gid=0

3 - CURRICULUM GRID / ABOUT ART 3

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	A	B	C	D	E	F	G	H
1	2	5A11 The benchmarks are integrated across the other strands, highlighted in bold.	53221 Modify an original idea for a work of art.	53222 Apply knowledge of available resources, tools, and technologies to investigate ideas through the artmaking process.	53231 Create visual representations of places or systems that are part of everyday life, using artistic foundations.	53232 Demonstrate safe use of studio spaces and equipment.	53241 Discuss feedback about choices made in creating artwork.	53351 Evaluate functions of different spaces for exhibiting
44	__ Compare and contrast the characteristics of a variety of works of visual art							
	SPACES							
13	__ Create a still life							
14	__ Compare and contrast artwork based on still life in a variety of styles.							
15	__ Compare and contrast landscapes in different mediums.							
16	__ Create a landscape using foreground, middle ground and background.							
17	ART LITERACY							
18	__ Create a narrative artwork based on a personal story							

Bottom navigation: CURRICULUM GRID | ABOUT ART 3

At the bottom of the GRID page, you can toggle to the ABOUT page.

33	CONTROL AMOUNT OF WATER:		
	.3 MARKER:		
34	*Use pressure correctly so as not to damage tip.		
35	*Use marker on tip or on side.		
36	*Understand that there are different types of markers (water-based, permanent) for different purposes		
37	.4 CLAY - Minimum of two clay works		
38	*Correctly add clay to clay		
39	.5 CRAYON:		

Bottom navigation: CURRICULUM GRID | ABOUT ART 3

The ABOUT page includes the preface materials, updated from the old curriculum document **A**

It also repeats the District-level course content objectives. **C**

The curriculum GRID page documents the course or grade level curriculum.

Lesson titles can be plugged in anywhere in the grid, where District Content matches with State Benchmarks.

Blank GRID pages can be printed on 11x17 for classroom checklists/notes.

	A	B	C	D
1	BENCHMARKS Art 6	5A11 The benchmarks are integrated across the other strands, highlighted in bold.	56221 Generate and develop original artistic ideas.	56222 Plan art with specific theme concept or idea, considering contemporary or traditional artistic practice.
8	Use a minimum of two digital design techniques to manipulate an image on the computer.	Food Face		Food Face
9	Model facial features in clay	Ugly Jug		
10	CLAY: Use slab construction	Ugly Jug		
11	CLAY: Use score and slip	Ugly Jug		
12	Use value to show the illusion of form in the figure. Show the use of highlights and shadows.	Facing Faces Figure-ing It Out		
13	OUR WORLD			
	LINE:			

The BENCHMARKS at the top of the page are active links that connect to a LESSON page for that particular benchmark.

Lesson titles added in by teachers can also be active links to the appropriate LESSON page. The LESSON page is a place for teachers to add lessons that address that specific benchmark.

Each LESSON page provides a place for teachers to enter the lessons that address that benchmark. They can indicate whether they 'touch on', 'teach', or actually 'assess' that particular concept.

Lessons can be copied and pasted into other benchmarks they fit, with minimal tweaking.

Many art lessons cross various benchmarks.

3.CR.6 * 56222 Plan art with a specific theme, concept, or idea, considering

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100% \$ % .0 .00 123 Arial 10 B I S A

TOUCH	TEACH	ASSESS	LESSON TITLE and DESCRIPTION	HOW BENCHMARK IS ASSESSED WITHIN THIS LESSON
		X	City Streets Students choose several people/other objects found on a city street, and create a one-point perspective city into which to logically place them, according to proportion, scale, and thematic content.	Student plans a city scene to fit the theme/proportion of cut-out images using one-point perspective - a traditional artistic practice.
	X		Lake Superior Fish Students learn about composition as a tool for how art communicates, and arrange Lake Superior Fish (created through scientific drawing / observation) for a particular feeling or concept. Students practice six watercolor techniques, using the work of Cheng Khee Chee as an	Students use the theme of Lake Superior Fish. A portion of the assessment is on the use of a traditional AND contemporary artistic practice of watercolor / techniques

There are more categories than visible here on the LESSON page. Also included are:
TEACHER RESOURCES (with links to them)
STUDENT RESOURCES (with links to them)
DIFFERENTIATION / DIVERSITY / INCLUSION
 Any notes on such **VOCABULARY**
 Specific to grade level content, as well as additional **TEACHER NAME / DATE**
 Lesson creator/adaptor and date entered.

3.CR.6 * 56222 Plan art with a specific theme, concept, or idea, considering

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A B C D E

CREATE ** 2. Generate and develop original artistic ideas.

6222

. Plan art with a specific theme, concept, or idea, considering a contemp

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The LESSON pages serve as a sort of 'PLC' resource for arts staff, as you can see how your peers do things and collaborate on ideas.

It also provides a great resources for teacher evaluation, so that teachers can share the complexity of their own work.

They also provide examples for any new teacher in the District.

3.CR.6 * 56222 Plan art with a specific theme, concept, or idea, considering

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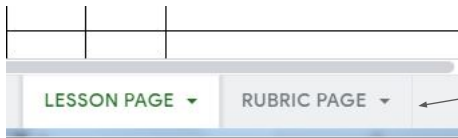
A B C D E

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At the bottom of the LESSON page, there is also a tab to a second page, which contains a generic rubric for that benchmark.

3.CR.6 * 56222 Plan art with a specific theme, concept, or idea, considering a contemp...

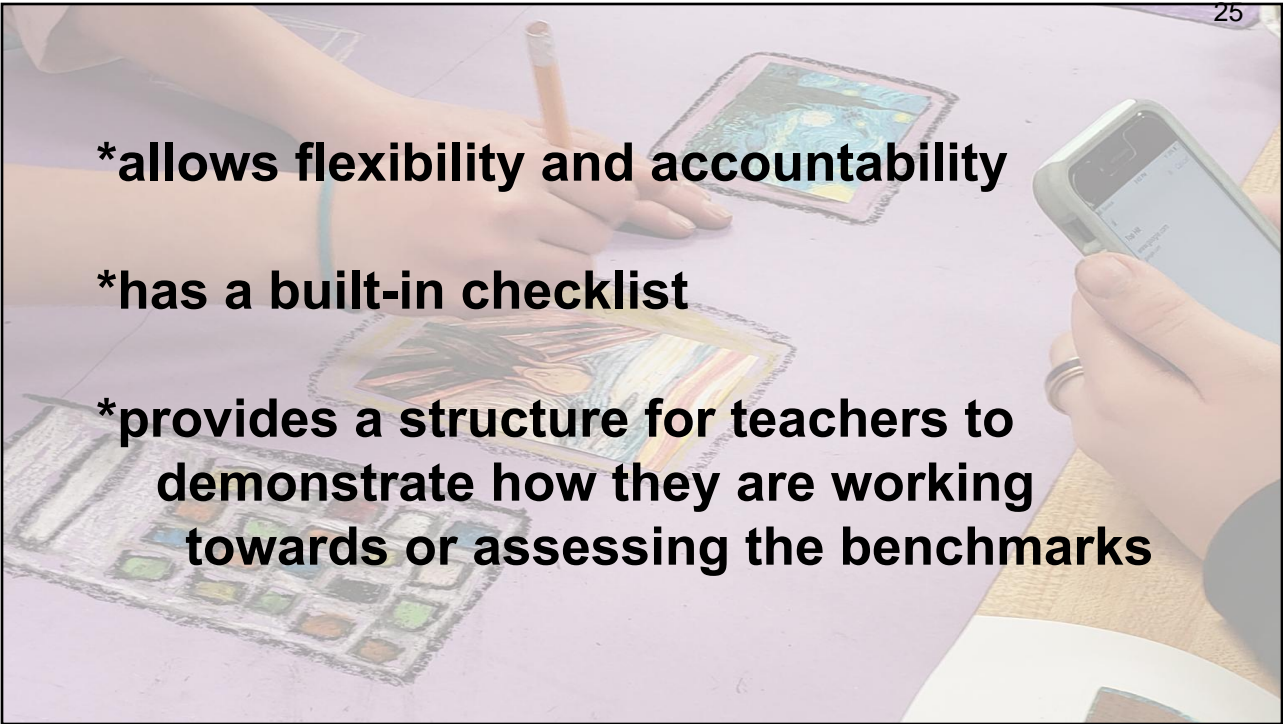
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	A	B	C	D
1	CREATE ** 2. Generate and develop original artistic ideas.			
2	56222			
3	2. Plan art with a specific theme, concept, or idea, considering a contemporary or traditional artistic practice.			
4	*I CAN plan art with a specific theme, concept, or idea, considering a contemporary or traditional artistic practice.			
5	BEGINNING (no evidence) 1	DEVELOPING (limited evidence) 2	MEETING (sufficient evidence) 3	MASTERING (strong evidence) 4
6	Student plans are unclear.	Student plans for artwork do not reflect a clear theme, concept or idea through a contemporary or traditional artistic practice.	Student plans art with a specific theme, concept, or itea, considering a contemporary or traditiona artistic practice.	Student elaborates and reflections on a specific theme, concept or idea, in consideration of a contemporary or traditional artistic practice.
7	*NOTE: RUBRICS FOR INDIVIDUAL LESSONS MAY FURTHER DEFINE THE CRITERIA REFERENCED ABOVE. SEE LESSON PAGES FOR DETAILS.			

The new curriculum formatting

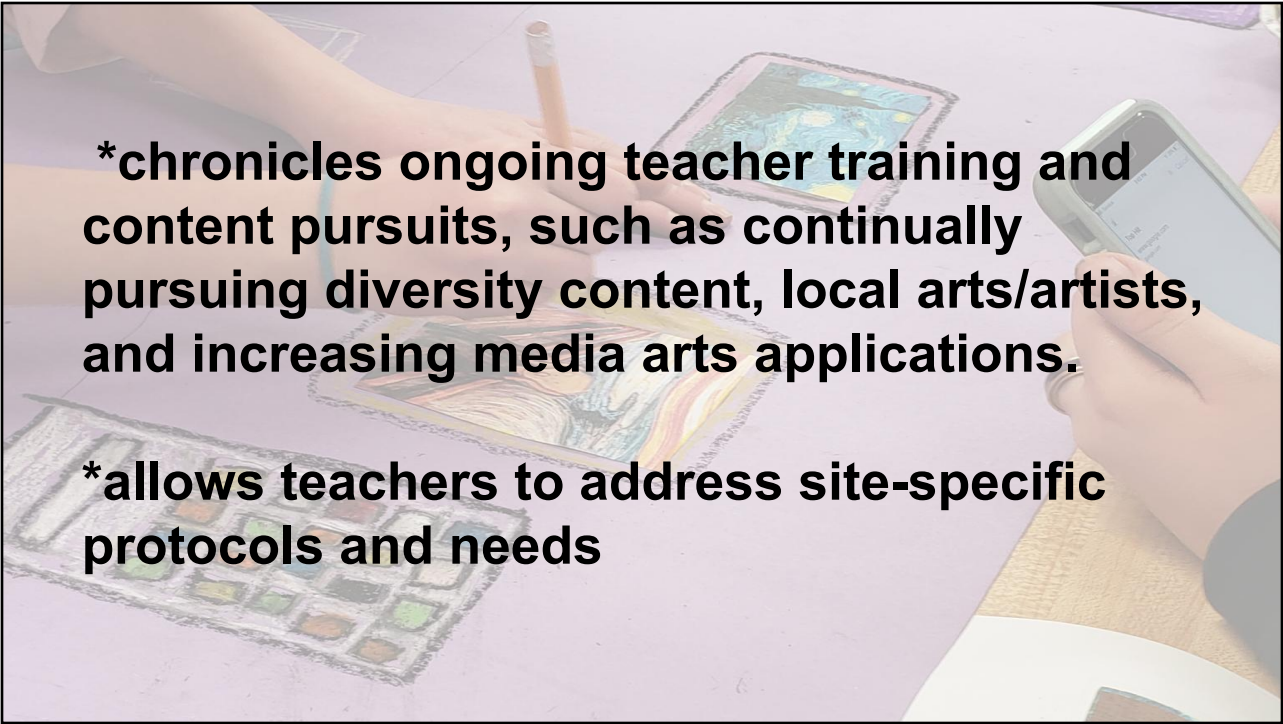
- *creates a tool for sharing and discussion
- *provides a resource for new teachers
- *enables very authentic assessment while allowing teachers to teach to their individual strengths and circumstances



***allows flexibility and accountability**

***has a built-in checklist**

***provides a structure for teachers to demonstrate how they are working towards or assessing the benchmarks**



***chronicles ongoing teacher training and content pursuits, such as continually pursuing diversity content, local arts/artists, and increasing media arts applications.**

***allows teachers to address site-specific protocols and needs**



***can continually be added to as teachers find new lessons / ideas**

***can link to other lessons, resources, assessments and photographs of work**

- **Constantly update-able!**

Requested purchases will:

***replace needed capital items (kilns, document cameras)**

***add / replace technology tools for further media arts implementation (chrome and google slate tablets, with protective gear and charging capability)**

***add non-consumable visual arts tools (gelli printing plates, clay cutting tools)**

Revision / Design teams: 2018-19

Jim Carlson, Elementary
Emily Isenberg, Elementary
Deb Hannu, Curriculum

Erv Kuutti, Secondary
John Hoban, Secondary
Chrissy Valento, Secondary

Community Advisory Group 2018-19

UMD Department of Art and Design

Dr. Alison Aune, Art Education

Terresa Moses, Graphic Design

Tweed Museum of Art, UMD

Karissa White, Curator

UWS Department of Art and Design

Shannon Cousino, Art Education

Anne Dugan, Senior Lecturer, Visual Art

Parents

Chani Becker, Hothouse Design and Post

Richard Upthegrove

Robert DeArmond, Arrowhead Regional Arts (retired)

Artist / Educator

Carolyn Olson

Recommended Minnesota Arts Education Standards Transition Timeline, 2019-22*

Groups	Actions for Development Phase* January 2019-September 2019	Actions for Transition, Phase 1* September 2019-June 2020	Actions for Transition, Phase 2* July 2020-June 2021	Full Implementation* 2021-22 School Year
Arts Education Teachers	<p>Plan: Initiate discussions with curriculum director and/or administration to lay out district transition timelines for full implementation during the 2021-22 school year.</p> <p>Professional Development (PD): Develop a shared understanding of 2018 arts standards with colleagues. Engage in professional learning opportunities about the 2018 standards and grade-level benchmarks.</p>	<p>Professional Development (PD): Develop a shared understanding of 2018 arts standards with colleagues. Engage in professional learning opportunities for the 2018 standards and grade-level benchmarks.</p> <p>Curriculum: Participate in a K-12 curriculum and assessment revision process identified by the district to adopt the 2018 standards and grade-level benchmarks.</p> <p>Roll-Out: Participate in phase-in stage if applicable. Meet as an arts education department and troubleshoot any issues.</p>	<p>Professional Development (PD): Engage in professional learning opportunities for the 2018 standards and grade-level benchmarks.</p> <p>Curriculum: Finalize curriculum that includes the 2018 standards and grade-level benchmarks. Complete any district adoption requirements.</p> <p>Roll-Out: Participate in phase-in stage if applicable. Meet as an arts education department and troubleshoot any issues.</p>	<p>Full implementation is defined as:</p> <ul style="list-style-type: none"> • Instruction in arts education in grades K-8 must include all the required 2018 arts standards and grade-level benchmarks. • Instruction at the high school level must include all the required 2018 arts standards and benchmarks for grades 9-12 beginning with the 2021-22 ninth grade class. • Achievement of standards/benchmarks is monitored.
Administrators and Curriculum Directors	<p>Plan: Develop an action plan for the transition to full implementation of the 2018 arts education standards.</p> <ul style="list-style-type: none"> • Convene a team that includes arts educators, administrators, curriculum directors, and other stakeholders. • Develop a plan to revise curriculum and provide curriculum development supports including timelines, budgets, professional learning system, and evaluation. • Determine if a phase-in process is desired and feasible, and if so, plan for it. • Investigate whether enough time is being allotted to provide students the skills and knowledge to meet the grade-level benchmarks, and create a plan to address any course, scheduling or staffing needs. • Develop a communication plan for all stakeholders. <p>Professional Development (PD): Develop a shared understanding of 2018 arts standards with teachers and the shifts required to implement.</p> <p>Communicate: Communicate the transition process with internal and external stakeholders.</p>	<p>Professional Development (PD): Plan and provide district-specific arts educator professional learning and support for the 2018 standards and benchmarks.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Assure appropriate resources are available for professional development, curriculum revision and phase-in support. • Implement plan to address any course, schedule or staffing needs related to providing students the skills and knowledge to meet the required grade-level benchmarks. <p>Curriculum: Initiate development of standards-based curriculum and assessments.</p> <p>Roll-Out: Initiate a phase-in stage if desired and feasible.</p> <p>Communicate: Communicate the transition process with internal and external stakeholders.</p>	<p>Professional Development (PD): Provide district-specific arts educator professional learning and support for the 2018 standards and benchmarks.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Continue to assure appropriate resources are available for professional development, curriculum revision and phase-in support. • Implement plan to address any course, schedule or staffing needs related to providing students the skills and knowledge to meet the required grade-level benchmarks. <p>Curriculum: Finalize arts education curriculum based on the 2018 standards and grade-level benchmarks. Complete any district adoption requirements.</p> <p>Roll-Out: Initiate a phase-in stage if desired and feasible.</p> <p>Communicate: Communicate updates regarding the transition process with internal and external stakeholders.</p>	<p>Roll-Out: Ensure full implementation of the adopted 2018 standards and grade-level benchmarks.</p> <p>Professional Development (PD): Continue professional learning and support for arts educators, grounded in a process of continuous improvement.</p> <p>Curriculum: Assess curriculum and sustain curriculum improvement efforts over time.</p> <p>Communicate: Share information about the revised arts education program with students, parents, educators, and community through school district communication vehicles.</p>
State of Minnesota (Minnesota Department of Education and Perpich Center for Arts Education)	<p>Policy: Take proposed arts standards through formal rulemaking process resulting in final arts standards codified in MN rule.</p> <p>Professional Development (PD): Plan web-based and regional professional learning opportunities to support arts education teachers.</p> <p>Support:</p> <ul style="list-style-type: none"> • Select and prioritize supporting materials and resources to be developed for statewide use. • Develop tools and resources to support transition plans for districts. <p>Communicate:</p> <ul style="list-style-type: none"> • Disseminate transition announcements online as well as through districts and other stakeholders. • Gather feedback from field on priorities for support. • Post final 2018 standards on MDE webpage. 	<p>Professional Development (PD): Provide web-based and regional professional learning opportunities to support arts education teachers.</p> <p>Support:</p> <ul style="list-style-type: none"> • Provide technical assistance and answer questions pertaining to the 2018 standards/grade-level benchmarks. • Develop supporting materials and resources. • Provide support and guidance on the transition to full implementation. <p>Communicate: Disseminate updates and support opportunities statewide.</p>	<p>Professional Development (PD): Provide web-based and regional professional learning opportunities to support arts education teachers.</p> <p>Support:</p> <ul style="list-style-type: none"> • Provide technical assistance and answer questions pertaining to the 2018 standards and grade-level benchmarks. • Continue to refine supporting materials and resources based on feedback and need. • Continue to provide support and guidance on the transition to full implementation. <p>Communicate: Disseminate updates and support opportunities statewide.</p>	<p>Professional Development (PD): Provide web-based and regional professional learning opportunities to support arts education teachers.</p> <p>Support: Provide ongoing support for implementing the 2018 standards and grade-level benchmarks.</p> <p>Communicate: Disseminate updates and support opportunities statewide. Gather feedback from field on priorities for support moving forward.</p>

* Timeline is subject to change depending on the completion of the formal rulemaking process.

For questions or more information, please contact [Alina Campana](mailto:alina.campana@state.mn.us), Arts Specialist, Minnesota Department of Education, (alina.campana@state.mn.us) 651-582-8706.

Duluth Head Start Federal Grant Status

In May 2016, we had a Federal Health and Safety Review. The reviewer found that we were in violation of Head Start Standards in two areas. One was the need to have ALL trashcans covered. We have always had the large can used for meals and art clean up but we needed to replace all the trashcans. We did replace all the cans.

The second issue was about playgrounds. The reviewer saw some surfacing pushed aside under fall zones, a hole beneath a fence and a safety issue with the tire swing, all of these at Piedmont.

In addition, the reviewer stated that while we had notices posted in the classrooms about which structures were off limits to preschoolers, that was not enough. Our Facilities people fixed all the playground issues and posted signs on each playground restricting preschoolers to the equipment deemed safe for them.

In March of 2017, we got a letter stating the Office of Head Start had closed the findings. Two things about this. First, we believed as did many in the Head Start world, if your case was closed, it was removed from the deficiency list. A deficiency gets your program in the pool for re-competing for your grant.

On March 4, 2019, we received a letter informing us we are in Competitive Grant Status. That means other entities can and may apply to be the Head Start grantee in Duluth. That is not what we see happening to our friends around the State who have been in this situation. They get their grants back.

On March 11, 2019, we wrote a letter disputing the findings and asking to have the deficiency downgraded to a non-compliance. A Non-compliance does not have the same consequences. That request was not approved. We are moving forward with the next steps. They are writing a

one-year grant until next year when we write a Re-competition Grant, taking inventory, learning the next steps in the Re-competition world. We do not stay in the poor me stage very long. We work with a system that allows this to occur and we will be making the very best of the situation. To that end, staff and parents will be ready to help.

RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE 2018

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS
KINDERGARTEN READINESS	Increase the number of American Indian families in Early Childhood programs and ready for K	No one in place at Early childhood level to provide ongoing culturally relevant support to families and students.	NA	Train the "float" staff on culturally inclusive strategies to ensure Early Childhood programs are providing culturally relevant programming.
READ WELL BY GRADE THREE	Increase the number of American Indian students to reading at grade level by third grade.		NA	Utilize funding from Title programs that are for ELL
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	2012-13 baseline math proficiency is 36.1% for AI students. 2017-18 math proficiency for AI students is 39.2% which is a 3.1 % increase but also a 1.9% decrease from last year. Numbers are still unacceptable when looking at their peers.	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 is 35.3% for American Indian Students 2016-17 proficiency is 44.2% which is a 9.0 % 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 specialist.
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. 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.
COLLEGE AND CAREER READINESS	Increase the number of American Indian students who are college or career ready	Special Education students are not consistently being exposed to College and Career readiness options	NA	Provide all American Indian students, including those receiving Special Services with Career and College readiness guidance through school guidance counselors.

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 from \$10,000 back to \$50,000 to help cover costs to increase amount of AIHSL and programming for AI students.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to Immersion programming	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)
	Increase American Indian student achievement through services provided to them.	Lack of private adequate space for AIHSL to meet with students	NA	Provide consistent adequate space at buildings our AIHSL serve for students to receive academic and cultural services.
	Prioritize General Fund or Title Fund spending to instruction and support of American Indian students.	Not enough staff support to serve the approximately 600 American Indian students in DPS. Currently only have 4 staff.	NA	Dedicate some resources/funding from General Fund or Title programs to increase the amount of staff serving AI students.

**Duluth Public Schools Head Start
FY20 Federal Grant Application**

FUNDING TYPE	FUNDING LEVEL	FUNDED FEDERAL ENROLLMENT
Head Start Operations	\$2,318,424.	239
Head Start COLA	\$41,036.	N/A
Head Start Training and Technical Assistance	\$28,958.	N/A
Total	\$2,388,418.	239

The Federal Head Start grant partially funds the following positions:

- Business Manager
- 2 Clerical staff (shared with ECFE)
- Program Director
- 4 Service Area Coordinators
- Recruiter
- 9 paraprofessionals
- 9 teachers
- 5 Family Advocates
- 2 Mental Health Consultants (shared with partners)

In addition, grant funds pay for general and classroom supplies, food, transportation contracts, mileage, travel, dues and memberships, printing, conference registrations, lodging, meals, insurance (a small policy is required for each Head Start child) and indirect charges paid to ISD 709.

Federal Head Start funding supports the majority of the collaboration we call Duluth Preschool. Other partners are School Readiness and Voluntary PreK. State Head Start dollars partially fund staff who work program wide as well as our State funded program options that include a collaboration with the YWCA Childcare Center, Home Base and Families in Transition.

To: Gail Netland, Director of Curriculum
 From: Teri L. Akervik, Music Curriculum Specialist
 Date: April 1, 2019
 Re: K-12 Music Adoption

The Music Department is recommending for approval the budget adoption in the amount of \$95,000 for curriculum materials, instruments and other classroom equipment. We also recommend the acceptance of the 2018 Draft-Minnesota State Music Standards as the district standards and benchmarks for students, K-12.

During the adoption review process, the Music Adoption Committee revised the Music Department Belief Statement and drafted assessment maps for each course. The team of teachers also researched district, state and national music standards and reviewed multiple music series and supplemental curricular materials. The materials were evaluated based on a set of criteria including: music literacy, scope and sequence, technology limitations, and the district Tool for Equity Accountability (TEA).

Due to budget limitations, the recommended amount is small in comparison to the original music request for this adoption which exceeded \$360,000 (not including pianos or technology). Also, the Elementary Music program will not be able to adopt a new textbook series as has been done in previous adoptions due to cost. The Music Department has begun drafting an Instrument/Equipment and Piano Replacement Plan Request which will be shared with you in the next few months.

The Adoption Committee requests one additional staff development day for teachers this summer to be trained on the new materials and equipment. The Music Department will continue to revise common assessments for the new benchmarks, develop curriculum units, lessons and review assessment rubrics.

Additional information regarding the Music adoption will be shared with you in a Google Folder.

\$28,300	Band
17,500	Choir
28,100	Elementary Music
11,100	General/Secondary
<u>10,000</u>	Orchestra
\$95,000	

“The Duluth Public Schools Music Department believes that music is integral to a holistic education for all students, leading to lifelong engagement in the arts.”

FY 18-19 Music Adoption Committee:

Core Group (District-Wide Music Committee): Teri Akervik, Clare Chopp, Leslie Churchill, Chad Hanson, Blake Peterson & Jerry Upton

K-5: Patti Kittelson, Kristin Paschen & Regan Walsh

6-8 Choir: Sheila Shusterich & Ben Ellison

6-8 Band: Leslie Churchill & Sandra Boynton

6-12 Orchestra: Clare Chopp, Kevin Hoeschen & James Larson

9-12 Choir: Jerry Upton & Paul Christenson

9-12 Band: Blake Peterson & Josh LeHigh

General Music Courses: Chad Hanson

The District-Wide Music Committee recommends the adoption of the 2018 Minnesota State Music standards and benchmarks (final 2018 draft is at state legislative committee) for use in ISD #709 curriculum. A team of music teachers has been working to review and research current curriculum, best teaching and learning practices and revise current curriculum and assessments. The adoption work includes a request for money to purchase new materials and equipment for use with students to meet the Minnesota standards and assessment requirements.

TO: Duluth School Board
 FROM: Debra Hannu, Visual/Media Arts Curriculum Specialist
 DATE: April 2019

Below please find an overview of proposed expenditures for the current adoption for Visual and Media Arts, for your approval. The costs include several needed equipment replacements for specific locations, as well as much-needed technology for media arts integration. Pricing is still being settled, and these may fluctuate before being finalized.

Kilns, 2	Replacement	\$8,000
Doc Cam	Replacement	\$383
Acer 10 Tablets,with Charging Tubs.Trolleys and Protective Gear	Elementary / Middle Media Arts	\$48,541
Google Pixel Slate Tablets, with Charging Tubs and Protective Gear	High School	\$21,909
Clay Slab Cutting Frame	Elementary / Middle	\$4,998
Monoprinting Plates	All	\$3,812
	Total	\$87,643
<i>Upgraded Electrical at Stowe for Kiln</i>	<i>Estimate, per Dave Spooner</i>	<i>\$3,500</i>

~~1083~~ WEAPONS-FREE ZONE

~~The Board believes Duluth Public School buildings, grounds, and vehicles must be safe for students, staff, and the community. Zero tolerance for firearms applies to adults as well as to students.~~

~~Whether or not a person has a valid permit to carry a firearm, no person shall carry or possess a firearm in any building or on grounds owned or leased by the School Districts, on the site of a District sponsored event or on a school bus transporting Duluth Public School students. This prohibition shall not apply to peace officers while acting in their official capacity. This prohibition shall also not apply to security guards, employed or hired by the School District, or security guards subcontracted by School District vendors provided that the carrying of a weapon is necessary to performance of duties and is authorized in writing by the Board of Education or the Superintendent.~~

~~Adopted: 03-18-2003 ISD 709~~

Deletion: 4/23/2019 Second Reading
Replaced by: Policy 501

Adopted:

MSBA/MASA Model Policy 501

Orig. 1995

Revised:

Rev. 2014

501 SCHOOL WEAPONS POLICY

~~*[Note: School districts are required by statute to have a policy addressing these issues. ATTENTION: This policy incorporates certain provisions of the Minnesota Citizens' Personal Protection Act (often referred to as the "conceal and carry" law).]*~~

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or non-student, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS

A. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nun chucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

- B. "School Location"** includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or

trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

- C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

IV. EXCEPTIONS

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.
- B. It shall not be a violation of this policy if a non-student (or student where specified) falls within one of the following categories:
1. Active licensed peace officers;
 2. Military personnel, or students or non-students participating in military training, who are on duty performing official duties;
 3. Persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
 4. Persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045;
 - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."
 - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§ 624.714 and 624.715.
 5. Firearm safety or marksmanship courses or activities for students or non-students conducted on school property;
 6. Possession of dangerous weapons, BB guns, or replica firearms by a

ceremonial color guard;

7. A gun or knife show held on school property;
8. Possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
9. Persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

~~**[Note: Nothing prevents a school district from being more stringent in its weapons policy with respect to students and school district employees than the criminal law, except that the school district may not prohibit the lawful carry or possession of firearms in a parking facility or parking area. Although some school districts may choose to incorporate all of the exceptions to the criminal law, other school districts may choose either not to incorporate some or all of the exceptions or to further limit them. For example, a school district may choose to require written permission from the superintendent, not just a principal, for someone to possess a dangerous weapon in a school location. This would impose a more stringent requirement than exception (7) to Section 609.66, Subdivision 1d. However, a school district may not regulate firearms, ammunition, or their respective components, when possessed or carried by non-students or nonemployees, in a manner that is inconsistent with Section 609.66, Subdivision 1d.]**~~

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use, or distribution of weapons by students or non-students, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or non-students. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

1. A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the "lawful" carry or possession of a firearm in a school parking lot or parking facility is specifically limited to non-student permit-holders authorized under Minn. Stat. § 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder's vehicle shall constitute a violation of this policy.

2. An employee who is a permit-holder authorized under Minn. Stat. § 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle must receive written permission from the Superintendent/designee; furthermore, the firearm must have a trigger lock and be stored in a locked container or locked compartment of the vehicle.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/ DISTRIBUTION

- A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using, or distributing weapons shall include:
 1. Immediate out-of-school suspension;
 2. Confiscation of the weapon;
 3. Immediate notification of police;
 4. Parent or guardian notification; and
 5. Recommendation to the Superintendent of dismissal for a period of time not to exceed one year.
- B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.
- C. Administrative Discretion

While the school district does not allow the possession, use, or distribution of weapons by students, the Superintendent or designee may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

- A. Employees
 1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
 2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

~~**[Note: An employer may establish policies that restrict the carry or possession of firearms by its employees while acting in the course and scope of employment. Employment related sanctions may be invoked for a violation. Thus, for example, reasonable limitations may be imposed on the method of storing firearms by permit holding employees while at work or performing employment related duties. Reasonable limitations may include requiring firearms to have trigger locks and to be stored in a locked container or locked compartment of the vehicle.]**~~

B. Other Non-Students

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

Legal References: Minn. Stat. § 97B.045 (Transportation of Firearms)
 Minn. Stat. § 121A.05 (Referral to Police)
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
 Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)
 Minn. Stat. § 609.605 (Trespass)
 Minn. Stat. § 609.66 (Dangerous Weapons)
 Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
 Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
 18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M. 611 N.W.2d 802 (Minn. 2000)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 525 (Violence Prevention)

Second Reading: 4/23/2019
Replacing: Policy 1083

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
DSACF – Duluth Public Schools Endowment Fund	Various	Various – 2019 Duluth Public Schools Endowment Fund Applications	\$22,864	Funds will be used to support various projects and initiatives throughout Duluth Public Schools.
Essentia Health	Jennifer Larva, Lowell Elementary School	Healthy Body Healthy Mind Nature Playscape	\$5,000	Funds will be used to support the expansion of Lowell Elementary School's nature playscape and to sustain the DNR certified school forest so that students may further benefit from outdoor play.
Wells Fargo	Leah Bangs, Denfeld High School	ISD709 Duluth Public Schools Culinary Program - Financial Education	\$1,000	Funds will be used to purchase supplies for the Denfeld Catering Club, which will help open doors for more catering events and raise money to fund career based field trips for the students.

2019 Duluth Public Schools Endowment Fund Applications

#	2019 PROJECT NAME	SCHOOL	PRINCIPAL	APPLICANT NAME	DESCRIPTION	2017/18 Grantee	FPR	AMOUNT REQUEST	44 AMOUNT APPROVED
1	Second Grade Research Project	Lakewood Elementary School	Darren Sheldon	Pamela Foster	Purchase books on a variety of animals and also blank hardcover books that students will write stories about the animal they study. 41-50 second graders.	-	-	\$400.00	\$400.00
2	A library of Children's books on Trauma	Laura MacArthur Elementary	James Erickson	Lisa Larson	Purchase books focused on trauma pre-K students (age 3-5) may suffer. After a parent brings the incident to the attention of the teacher, a book applicable to the trauma incident will be given to the parent to read at home with their child to help bring about a conversation between the parent and child. A survey would be provided to the parent to fill out explaining how the conversation went with the child after reading the book. 51-75 students.	-	-	\$500.00	\$0.00
3	Duluth East WIN Fly-tying for Beginners Club	Duluth East	Danette Seboe	William Nygaard	Purchase fly tying materials to be able to tie trout flies during WIN. Grade 10, 21-30 students	-	-	\$500.00	\$500.00
4	Using Lockers at School Independently	Lincoln Park Middle School	Brenda Vathauer	Laura Kleffman	Purchase 4 radio frequency identification technology locks for lockers for disabled students so they can successfully and independently open their lockers. 1-5 students.	-	-	\$500.00	\$0.00
5	Coding and Robotics	Ordean East Middle School	Gina Kleive	Stephen Sandberg	Purchase 2 Kindle Fire tablets along with accessories to teach basic coding/robotics to special education students. 6-10 students. ISD 709 does not support Kindle Fires.	-	-	\$580.00	\$0.00
6	LED Desk Lamps	Laura MacArthur	James Erickson	Adam Metzger	Purchase 25 rechargeable desk lamps to reduce eye strain. 21-30 students.	-	-	\$750.00	\$0.00
7	5th Grade Cribbage Board Project	Laura MacArthur	James Erickson	Adam Metzger	Purchase drills, wood and other items to build cribbage boards. Students will be taught the game of cribbage. Upon completion the students will have boards they made along with a deck of cards. Teaches a variety of skills from working with your hands to math. 21-30 students.	-	-	\$800.00	\$800.00
8	Rocket Day	Laura MacArthur	James Erickson	Linda Pelto	Purchase instructional supplies to be able to learn about rockets and to build rockets. Launch day will include families and members of the community. Grade 4m 51-75 students,	-	-	\$1,000.00	\$1,000.00
9	Art Club: Let's Get Creative!	Lincoln Park Middle School	Brenda Vathauer	Christine Valento	Purchase art supplies to teach a variety of art classes at an after school art club for students in grades 6-8 at the Duluth Folk School in Lincoln Park. 21-30 students	Y	N	\$1,068.00	\$0.00
10	Lowell STEM Lab for 2nd and 3rd Graders	Lowell Elementary School	Mrs. Jennifer Larva	Sofia Woyno	Purchase a variety of STEM teaching materials/sets to create a mobile STEM lab to be able to teach STEM concepts in a fun way. 51-75 students.	-	-	\$1,344.00	\$1,344.00

2019 Duluth Public Schools Endowment Fund Applications

45

11	Classroom Chromebooks	Lakewood Elementary	Darren Sheldon	Melissa Bergman	Purchase 5 chromebooks to have students working / studying independently while the teacher is working with other students. This is a split class of 4th/5th graders. 21-30 students	-	-	\$1,500.00	\$1,500.00
12	Intervention Program for Struggling Readers	Lakewood Elementary School	Darren Sheldon	Beth Mayou	Purchase Read Naturally instructional supplies and CD & Compact Disc Player. The materials will be used to increase reading fluency. Have been used successfully at other schools. Can be used year after year. 21-30 annually.	-	-	\$1,532.00	\$1,532.00
13	Multilevel Classrooms + Hi-Tech = Success 2019	Ordean East Middle School	Gina Kleive	Nathan Norman	Continuation of previous years' ALEKS on-line Adaptive Learning Project with TransMath 7/8 grade (intervention) math classes. The program has been very successful. Funds would be used to by ALEKS & Rat5ional Numbers Project license for 40 students and diagnostics access for 40 students. We discussed continuation of the program last year and decided that funding should come from ISD 709 or other sources.	Y	Y	\$1,960.00	\$0.00
14	Volleyball / Pickle ball	Merritt Creek Academy	Denise Clairmont	Brian Mooers	Purchase equipment to be able to teach and play volley ball and pickle ball. Students are 2-5 grades with education provided by DPS and behavioral & mental health services provided by Northwoods Children Services. 11-2-studnets.	-	-	\$1,990.00	\$1,990.00
15	Kindergarten STEM Enrichment	Congdon Park Elementary	Kathi Kusch Marshall	Jill Gates	Purchase materials to build the foundation for STEM interest and teach basic STEM principles to K students. Will be used in all 4 K classes. 76-100 students	-	-	\$1,995.00	\$1,995.00
16	Exploring the World using Virtual Reality	Ordean East Middle School	Gina Kleive	Jodi Timmersman	Purchase virtual reality (VR) equipment (Tierney Vitual Reality Kit - GOOGLE technology) that will be used to interact/see various parts of the world, analyze geographic information & understand physical & human characteristics of places. Provides exposure to cutting edge technology. 8th grade >150 students	-	-	\$1,998.00	\$1,998.00
17	A Little STEM Know How	Laura MacArthur Elementary	James Erickson	Susan Borich	Purchase basic STEM instruction kits and supplies to build the foundation for STEM interest and teach basic STEM principles to K students. 76-100 students	-	-	\$2,000.00	\$2,000.00

2019 Duluth Public Schools Endowment Fund Applications

18	Connecting City and Rural Communities in Nature	Lakewood/Congdon Elementaries	Sheldon/Kusch Marshall	Linda Eason	Purchase 1 set of books at K-2 level about ecology, biology, zoology and botany of the region. Also pay for transportation between the two schools to hike trails (\$300). Objective is to be exposed to nature and books on nature that they share with each other through field trips and writing letters to other students.	Y	Y	\$2,000.00	\$0.00
19	Current, Relevant, Diverse and Resources	Denfeld High School	Ms. Tonya Sconiers	Lynn Toumi	Evaluate non-fiction books in the library to determine which books are outdated and purchase new, updated books. >150 students	-	-	\$2,000.00	\$1,805.00
20	Flexible Seating for Preschool	Laura MacArthur-Preschool	Pam Rees	Amanda Goodreau	Purchase a variety of seating options for young students. Students are very active at this age. 11-20 students.	-	-	\$2,000.00	\$2,000.00
21	Improving Measurement in Chemistry and Physics	Denfeld High School	Tonya Sconiers	Kevin Michalicek	Purchase 6 Vernier LabQuest2 devices for improved measurement in science class. 126-150 students.	-	-	\$2,000.00	\$2,000.00
22	Outdoor Flight Expansion	Duluth East High School	Danette Seboe	Hamilton Smith	Expand capabilities to build Remote Controlled Airplanes by purchasing additional transmitters, batteries, receives, servos, etc. 76-100 students Expansion of a previously funded grant.	Y	Y	\$2,000.00	\$0.00
23	Projecting into the Future	Duluth East High School	Danette Seboe	Peter Frochlingsdorf	Purchase laser projector to be able to project scenic backgrounds for varies plays / productions. >150	Y	Y	\$2,000.00	\$0.00
24	Spheros for Math and Science	Ordean East Middle School	Gina Kleive	Tanya Jackson	Purchase Sphero Spark kit that provides for teaching coding. This results in the ability to learn basic computer science skills at 6th grade level. 126-150 students. Total cost is \$4998. Applied for grants with \$1500 already received.	-	-	\$2,000.00	\$2,000.00
					Total			\$34,417.00	\$22,864.00

	# of APPLICATIONS RECEIVED	24							
	# of APPLICATIONS APPROVED	15							
	TATE & LYLE STEM FUNDS AVAILABLE TO SPEND	\$4,500.00							
	DPS FUND AVAILABLE TO SPEND	\$18,364.00							
	TOTAL FUNDS AVAILABLE TO SPEND	\$22,864.00							
	AMOUNT REQUESTED	\$34,417.00							
	TOTAL FUND AMOUNT APPROVED	\$22,864.00							
	Balance	\$0.00							

March 29, 2019

Lowell Elementary PTA
Attention: Jennifer Larva
2000 Rice Lake Road,
Duluth, MN 55811

Dear Jennifer:

Congratulations!

We had the opportunity to review all the Essentia Health Healthy School Challenge applications and we are pleased to support your *Healthy Body Healthy Mind Nature Playscape* project with a \$5,000 award.

We will be contacting you in the next few weeks to set up a time to present your award. We would like to explore the opportunity to celebrate with your student body. Also, we will send a link for you to complete a final report giving us the details and learnings from your project in January 2020.

Thank you for giving Essentia Health the opportunity to partner with you!

Sincerely,

Kaitlin Schaumburg
Essentia Health Community Benefit
kaitlin.schaumburg@essentiahealth.org

To: Leah Bangs

We are pleased to inform you that ISD709 Duluth Public Schools Culinary Program was approved for a grant in the amount of \$1,000.00 to support Financial Education.

You may expect to receive the check by mail in the next 4 to 6 weeks. If you have any questions, please feel free to contact me.

We are proud to support your organization's commitment to the community.

Thank you.

Shelly d'Almeida

michelle.dalmeida@wellsfargo.com

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: The W. Tech
 Not Recommended Date: 3-14-19

Assistant Superintendent: Recommended Name: [Signature]
 Not Recommended Date: 3/27/18

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.

[Handwritten signature]

FIELD TRIP REQUEST FORM

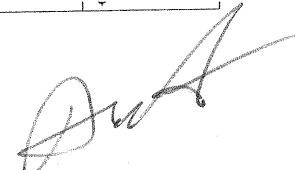
Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Denfeld Automotive ASE Program-SkillsUSA Club
2. Contact Person (Responsible for Checklist Completion): Stuart Soland, ISD 709 Automotive Instructor
3. Field Trip Date(s): April 12-14, 2019 Destination: Doubletree by Hilton Mpls South, 7800 Normandale Boulevard, Bloomington, MN 55435
4. Field Trip Overview (Include events, establishments and locations): A party of 5, including the instructor, will travel by ISD 709 van to Bloomington, MN, to participate in the Minnesota State SkillsUSA conference held at the Bloomington Doubletree by Hilton. Our team will be testing in safety, tool and equipment and will be bussed to and from the testing site and the hotel conference center. The awards will conclude at approximately noon on Sunday at which time we will return to Duluth.
5. Field Trip Departure from School (Date and Time): Leave Duluth Denfeld at 9 am, Friday, April 12, 2019.
Field Trip Return to School (Date and Time): Leave Bloomington at 12:30 pm, Sunday, April 14, and arrive at Denfeld at 3:30 pm.
6. Objectives of Field Trip: The main objective is to participate in all SkillsUSA events, seminars and learning opportunities, compete in the Automotive Skill Olympics, and enhance student skills, knowledge, and access to scholarships and employment.
7. Relationship to Curriculum or Student Learning: SkillsUSA is an integrated component of the nationally certified ASE Automotive program and Denfeld Automotive is an ASE school.
8. Planned Follow-up Field Trip Activities: Upon returning to Duluth, students will update their resumes and portfolios, prepare for the remainder of the school year, and seek summer internship and employment opportunities.
9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$ 625
Total Meals	\$ 114
Total Lodging	\$ 866.00
Total Transportation	\$ 170
<input checked="" type="checkbox"/> School District Vehicle(s) ISD 709 Van, approximately 300 miles <input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____ <input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$
Other:	\$
Total	\$ 1775

Revenues		
District Budget	Code:	\$
Booster Group	(ISD709 SkillsClub)	\$ 1059.70
Ordean <input checked="" type="checkbox"/> Perkins	(advisor meals/lodging)	\$ 515.30
Student Fees		\$ 200
Total Additional Stipends:		\$
Total		\$



Each student will be requested to pay \$50 toward their registration costs.
Ordean Achievement Award applications are pending.

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

TIME

LOCATION

Program of Events attached

- 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:



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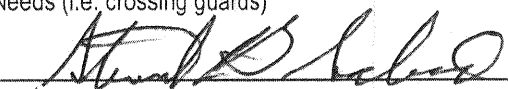
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Note: Provide any additional information.

Signature of Contact Person: _____



The Purpose of the 2019 SkillsUSA Extended Field Trip

Denfeld Automotive ASE Program

Beginning in 1997, the Secondary Technical Center/Denfeld High School Automotive Program has participated in SkillsUSA. As the automotive program instructor and SkillsUSA advisor, it is my goal to bring our team to Bloomington, Minnesota, on April 12, 2019. Four students from the Denfeld Automotive program plan to participate in the auto service technology competition at the Minnesota State SkillsUSA conference. The conference will conclude at noon on Sunday, April 14, at which time we will return to Duluth.

In the spring of each school year, approximately 350 business and industry leaders get together and over 70 skill and leadership contests are held for the student members from across the state. These are entry-level, hands-on skill contests, evaluated by the leaders who prepare them. Students will participate in the skills contests, attend personal development training workshops, and learn about post-secondary educational opportunities for SkillsUSA students.

Auto Service Technology contests are based on industry driven occupational skill standards, and utilize ASE core curriculum and STEM standards. SkillsUSA is an integrated component of ASE national curriculum and student participation is a component of maintaining national certification for the Denfeld Automotive Program.

Industry donates many thousands of dollars in prizes in the form of scholarships, tools, equipment, and training aids/supplies for participating schools. Business partners work throughout the school year to plan the competitive events and many of these partners hire students right off the competition floor! The top three competitors in each area are recognized, and the first place winner will be offered the opportunity to participate in the National SkillsUSA conference in June of 2019.



2019 State Leadership & Skills Championship Conference

DoubleTree by Hilton Bloomington Mpls. South • 7800 Normandale Blvd. • Bloomington, MN 55439

– TENTATIVE PROGRAM OF EVENTS –

Friday, April 12, 2019		
Conference Headquarters and Advisor Lounge		Suite 215
Alumni Headquarters		Suite 218
10:00 am - 1:00 pm	Conference Registration is OPEN	Plaza Mall
1:00 - 2:30 pm	Opening General Session	Veranda Ballroom
3:00 - 4:00 pm	Set Up Career & Chapter Displays, Bulletin Boards & Skill Projects	Plaza Mall
3:30 - 9:30 pm	All General Leadership Contests Select Technical Skill Contests	Plaza area Atrium area
6:00 - 6:30 pm	Pre-Contest Meeting, Job Interview	Veranda Ballroom
5:30 - 7:30 pm	Judges Dinner Buffet	Plaza 3
8:30- 10:30 pm	Entertainment Show <i>Entertainment for all registered participants</i>	Veranda Ballroom
8:30-10:30 pm	Advisor's Reception	Edina Room
11:00 pm	CURFEW- Lights Out	
Saturday, April 13, 2019		
Conference Headquarters and Advisor Lounge		Suite 215
Alumni Headquarters		Suite 218
BUSES WILL START LEAVING THE HOTEL AT 6:00 AM TO YOUR CONTEST HOST SITE!		
<i>ALL SKILL CONTESTS will be held around the twin cities metro locations</i>		
8:00 am - 4:00 pm	Technical Skilled Contests State Championships	Multiple Host sites
7:00 pm - 9:00 pm	Alumni Benefit Auction	Bloomington Room
9:00 pm- 12:00 am	SkillsUSA Minnesota Night <i>Entertainment for all registered participants</i>	West & Center Ballroom
12:30 am	CURFEW - Lights Out	
"EARLY START" START"		"EARLY"
Sunday, April 14, 2019		
7:30 am - 11:00 am	TECHSPO Vendor Fair with Colleges, Business & Industry Partners	Grand Ballroom Foyer
8:00 am - 9:00 am	Awards Buffet Breakfast	Garden Court Area Veranda Ballroom
9:30 am - 11:00 am	AWARDS PRESENTATION	Grand Ballroom



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MEMORANDUM

TO: Curriculum Dept.

FROM: Patricia Fleege, Adult Diploma Program

SUBJECT: High School Diploma

DATE: 3/7/19

The following student completed all requirements for graduation from I.S.D. 709 via the Adult Diploma Program and requests his Duluth Public Schools diploma, dated 1/8/19

Patricia A. Osuna

March 20, 2019

Jeff Horton, Assistant Superintendent
 Independent School District 709
 215 N 1st Ave E
 Duluth MN 55802

Dear Mr. Horton:

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 their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
MarieLena Cendejas-Flores	Duluth Public School	3/21/2019

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

Adrian Norman
 Principal

Michelle Porter
 Administrative Assistant
 Area Learning Center

March 27, 2019

Jeff Horton, Assistant Superintendent
 Independent School District 709
 215 N 1st Ave E
 Duluth MN 55802

Dear Mr. Horton:

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 their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Van D. Grounds	Duluth Public School	3/27/2019

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

Adrian Norman
 Principal

Michelle Porter
 Administrative Assistant
 Area Learning Center

April 3, 2019

Jeff Horton, Assistant Superintendent
Independent School District 709
215 N 1st Ave E
Duluth MN 55802

Dear Mr. Horton:

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 their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Brady Leland Farr	Duluth Public School	4/4/2019

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center