

**Education Committee**  
 Duluth Public Schools, ISD 709  
 Agenda  
 Tuesday, February 23, 2010  
 District Services Center  
 709 Portia Johnson Dr.  
 Duluth, MN 55811  
 6:30 PM

**1. Presentation Items**

A. Grant Collaborative Presentation 4

Kathy Bogen of the Grant Collaborative shared highlights of the Grant Collaborative's partnership with the school district and answered any questions regarding the scope of their work as they align their mission with the school district's long-range facility plan.

B. Students for the Future Ideas on Transition to Two High Schools 15

Representatives from Students for the Future presented their ideas for traditions, experiences, and symbols as we transition to two high schools.

C. Indian Community Presentation 29

Indian community members and students provided information about their positive experiences with the Duluth Public Schools Indian Education Program.

D. Office of Education Equity Budget Revision Recommendation 30

Ron Hagland gave an overview of program implications resulting from the recommended redirection of the Office of Education Equity 2011 Budget intended to close the achievement gap.

E. Review of ISD 709 Content Standards and Benchmarks in Physical Education and Health

Amy Kaiser, Physical Education and Health Curriculum Coach, presented an overview of the Physical Education and Health content standards and benchmarks. Amy Kaiser, Physical Education and Health Curriculum Coach, was present to share an overview of the Physical Education and Health content standards and benchmarks. Due to time constraints this item was withheld and will be presented at the March Education Committee Meeting.

**2. Informational Items**

The following items are informational only and do not require School Board approval.

A. Grant Application Approvals

1) Duluth Superior Area Community Foundation 47

Rory Johnson, Proctor Public Schools Activities Director, has submitted a grant proposal to the Duluth Superior Area Community Foundation Scott Anderson

Leadership Foundation Fund in the amount of \$22,000. If awarded funds will be used for the delivery of the Eighth Annual Scott Anderson Leadership Forum, which will take place the summer of 2010 for Duluth, Proctor, Hermantown, Superior, Cloquet, and Esko students in grades ten through twelve.

2) Edwin H. Eddy Family Foundation Grant: Hearing Screening Equipment 51

The Early Childhood Screening Program of Duluth Public Schools has submitted a grant proposal to the Edwin H. Eddy Family Foundation in the amount of \$4,966.25. If awarded, funds will be used for the purchase of new equipment to conduct hearing screenings, including a GSI-18 audiometer with insert phones and a GSI-39 tympanometer. The purpose of Early Childhood Screening is to detect possible health or learning concerns so that children can get needed help before they start school. Functioning audiological equipment is necessary for hearing screenings. Marci Hoff was available to answer any questions.

### 3. Action Items

Recommendation: It is recommended that the Duluth School Board approve the following action items as presented.

A. Presentation on High School Arts Standards Offered through Career and Technical Education Courses 56

Jim Arndt, Mike Zwak, Peggy Ehlert, and Jennifer Miller presented an overview of high school arts standards offered through Career and Technical Education courses.

B. Extended Trip Requests 85

The following extended trip requests are submitted for approval:

- East High School String Orchestra going to New York City, New York for a Performing Tour from March 31-April 2, 2010. The cost is \$730 per student and will be funded with student fees.
- STC's FFA students going to the University of Minnesota Campuses in St. Paul and Minneapolis, Minnesota for the State FFA Convention from April 25-27, 2010. The total cost is \$2,596 and will be funded with student fees and fund raisers.

C. Diplomas 96

The following student has completed all high school requirements and should be awarded a diploma:

- Clarence Sagataw-Paquette 1/21/2010
- D. Revised ISD 709 Calendar 2010-11 School Year 97

Attached is the revised recommended ISD 709 Calendar 2010-11 School Year, which is being resubmitted after Board approval in January due to an error with the President's Holiday date in February consequently requiring that the dates for both the February and April breaks be changed. The revisions have been presented to and approved by the Quality Steering Committee.

#### 4. Future Items



A partnership dedicated to youth development,  
lifelong learning, cultural celebration,  
and community engagement

1027 8<sup>th</sup> Avenue East      Duluth, MN 55805  
Phone: 218.733.2016  
Fax: 218.733.2159

*College of St. Scholastica \*East Hillside Community  
Club \*East Hillside Patch \*  
Grant Magnet School \* Grant PTA  
Head Start \*YWCA of Duluth*

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ISD #709 Education Committee Members  
215 N. 1st Ave. E.  
Duluth, MN 55802

January 25th, 2010

Dear Education Committee Members,

The Grant Community School Collaborative members and staff wish to extend our appreciation for the generous in-kind support of program space, after-school instructors, and professional development opportunities that have helped us to achieve our mutual goal of increasing children's assets and achievements in multiple areas of their lives.

As we approach a transition in our organization so that we may serve an expanded school/neighborhood community, we respectfully request an opportunity to meet with you at your February 9th committee meeting. The purpose of our visit would be to share highlights of our partnership with the school district, and to answer any questions that you may have about the scope of our work as we align the mission of our organization with the school district's long-range facility plan.

Enclosed is an organizational overview, and other materials that describe the Grant Community School Collaborative's current structure and program offerings. We hope that this will be useful background information to help frame our discussion with you. Thank you in advance for making time in your full agenda to meet with us.

Most Sincerely,

Jay Newcomb, GCSC Board President  
[jnewcomb@css.edu](mailto:jnewcomb@css.edu)  
(218) 723-6552

Kathy Bogen, GCSC Executive Director  
[kathybogen@msn.com](mailto:kathybogen@msn.com)



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## Grant Community School Collaborative Organizational information

### History, mission and goals

The Grant Community School Collaborative (GCSC) was formed in 1997 in response to the persistent needs of Duluth's urban East Hillside neighborhood. At our inception, we attended a three-year series of "Building Collective Community Leadership" workshops sponsored by the Minnesota Department of Education, conducted neighborhood needs assessments, surveyed educational research, and mobilized community agencies, individuals and colleges to support the development of free, year-round enrichment programs for youth and families which began in 1998.

In 2001 we became seven member nonprofit agency composed of professionals, parents and community members. We apply the principles of a "Community Schools" model to program design: intentional partnerships with and mobilization of key organizations and individuals, clear outcomes and high expectations, embracing diversity, building upon the strengths of our community, and working in close partnership with a school to address neighborhood needs.

**Our mission** is to enrich the Grant School Community by fostering strong partnerships that expand opportunities for positive youth development, community involvement, life-long learning, and appreciation of our diversity. **Our goals** are to offer a rich selection of free cultural, academic and social enrichment programming, maintain youth, parental and community involvement and leadership within our programs, and increase developmental assets of children in the Grant School Community.

### **Outcomes:**

- Outcome 1: Improve or maintain school attendance
- Outcome 2: Increase academic achievement
- Outcome 3: Contribute to positive youth development through skill development in the arts, sciences, culture, fitness, and other enrichment opportunities

In February of 2004, former President Carter presented the Grant Collaborative and the College of St. Scholastica with the inaugural Minnesota Carter Partnership Award, which honors highly effective community and college partnerships, and in October of 2005 we were selected from 147 Northland Foundation grantees to receive a Bronze Touchstone Award for going "Above and Beyond."

### Current programs and activities

Since 1998, GCSC has been offering innovative and free after-school and summer youth development programs to 300+ at-risk youth ages 5-15 (unduplicated) who live in Duluth's urban East Hillside neighborhood. Typically, 85% of participants can be classified as low/moderate income (HUD). Activities are based on current research and best practices, and are uniquely suited to the community. Youth Programs extend school day curricula and life skills into thematic and applied instruction, and monthly Family Events build bridges between home, school and community and celebrate the school's diversity.

In 2002, GCSC was invited to move office and programming space into Grant Language and Arts Magnet School, allowing program staff to work very closely with school staff to better meet the needs of youth. GCSC attend school trainings, use Responsive Classroom strategies, and participate in weekly Student Support Team meetings. Classroom teachers serve as after-school instructors and meet with the GCSC Family Liaison and parents to set academic goals for some of the highest-needs youth. The Reading Corps member works during the school day to provide targeted literacy skills to K-3 youth, and the AmeriCorps member recruits up to 150 college and community volunteers to provide after-school and school day program support. In the fall of 2009--to help address needed program expansion--the Duluth Parks and Recreation Department provided additional in-kind program and office space adjacent to Grant School.

### **Academic and cultural enrichment activities benefit youth and families**

We believe, and research supports the notion, that hands-on, thematic, experiential classes help kids who have had limited exposure to materials, mentors, and instruction to build the connections that help them problem-solve, gain conceptual understandings and increase vocabulary. Our programs seek to affirm the cultural identities of students and families and provide opportunities for intercultural understanding in an integrated learning environment. We encourage students to expand horizons through exploring cultural, artistic, scientific, and academic enrichment classes and summer programs.

We hope that *youth* will do better in school, develop extra-curricular interests, connect to program staff, and increase both cultural literacy and developmental assets. We hope to see students prepared for success in middle and high school: positive attitudes, intellectual curiosity, creativity, and social skills that will give them the confidence and resources to challenge themselves academically and develop interests that make constructive use of their time.

We work to create a program structure that makes volunteering a rewarding experience, and hope parents and community members who volunteer/work in our programs receive useful job skills, and parents on our Advisory Board develop leadership skills. We hope volunteers gain parenting, civic engagement, and career skills both from training and from working with youth under the direct supervision of experienced educators. It is important for the 150 college students who volunteer with us to gain skills and knowledge relative to working with low-income and culturally diverse youth, allowing them to gain respect for their own and other cultural identities, to appreciate each child as an individual, to experience themselves as good role models, and to understand how to actively engage children and families in educational activities.

### **Criteria for success**

**Outcome 1:** Attain or maintain school attendance rate of 90% or higher for 95% of youth who regularly participate in programming. **Indicator:** Spring school attendance records

**Outcome 2:** 50% of youth participants will show improvement or no need for improvement in reading and math. **Indicator:** Fall and spring report cards

**Outcome 3:** 50% of youth participants will show improvement or no need for improvement in academic achievement. **Indicator:** End of Year Learning Points Teacher Profile

**Outcome 4:** 75% of youth participants will experience growth in life skills and academically supportive behavior. **Indicator:** 7 question, end of semester, student survey

### 2008-09 Evaluation highlights

1. 93% maintained an attendance rate of 90% or higher in the spring

2. Grades: Reading                      Math  
                   48% Maintained    52% Maintained  
                   26% Improved        35% Improved

3. Teacher survey

Category	Maintained	Improved	Total
Timely Homework Completion	35%	63%	98%
Satisfactory Homework Completion	30%	69%	99%
Participation in class	24%	67%	91%
Volunteering in class	65%	34%	99%
Attendance	78%	18%	96%
Attentiveness in Class	40%	54%	94%
Behavior in Class	53%	42%	95%
Academic Performance	28%	70%	98%

4. Fall Semester 2009 Student Survey Results (105 total responses.)

note: TT= Terrific Tuesdays    YE=Young Explorers

Program Goal	Corresponding Survey Question or other pertinent data	Results	Summary of Anecdotal Responses
Expand opportunities for academic, creative, and cultural enrichment.	This program offers me opportunities I would not otherwise have	TT 86% yes 14% no YE 91% yes 9% no	"I learned things I would not have learned in my own home or school" " Learning to do things I didn't know how to." "Learning how to sew and use needles." My favorite part of Young Explorers.. "When we learn about things we don't know ."(5) "Learning about birds." (4)

Provide life skills learning experiences.	This program has taught me things that will help me out in life.	TT 83% yes 17% no YE 97% 2% no	"It helps me be more healthy and more active" " I can do anything I put my mind to" (4) "If you try new things you get better at it" I discovered... "that I could do a lot with my life" " My favorite part... "Learning to sew, so I can make my own clothes. I discovered... "to creatively express myself."
Program activities are planned and facilitated by positive, caring adults.	In this program, I have met adults who care about me.	TT 91% yes 9% no YE 97% yes 2% no	"What was most helpful to me was.. Mentors." "Getting help with homework from mentors (11)" "The Mentors (10)" What was most helpful to me was..."The wonderful teachers and volunteers "(24)
The program culture will be designed to encourage and teach cooperative interaction and constructive conflict resolution.	This program has helped me learn how to get along better with others.	TT 83% yes 17% no YE 74% yes 26% no	" (I learned) "That I can get along with others." "Listen to others when they are talking helps." "What was most helpful to me... "Learning not to hit anybody (2)" "Learning to make friends." My favorite part of Young Explorers.. "Being involved and not left out" " games and being with the other kids (4)"
PACE programs will contribute to building academic skills	Being involved in this program has helped me to be a better learner.	TT 79% yes 21% no YE 86% yes 14% no	"What was most helpful... Writing by myself." "Some day I might have to take test on Shakespeare (like high school) so now I know a bit about him." "I discovered ..."To be a better learner (5)"
PACE program will contribute to building literacy skills.	Being involved in this program has helped me to become a better reader.	TT 54% yes 46% no YE 77% yes 23% no	I discovered... "I can read well." I learned... "That I am a learner and a reader (2)" "I can read (2)"
PACE programs will encourage regular school attendance.	I look forward to coming to school on the days that I am involved in this program.	YE 77% yes 23% no	

Research and practice both point toward the conclusion that community-based organizations, operating in close partnership with schools, can collectively impact children's academic and social success in ways that neither could hope to accomplish independently.

### **Program Goals 2010-2011**

1. *Expansion of Afterschool and summer Elementary and Middle School Enrichment Programs to include Nettleton Magnet School students.* A 2009 study by the Harvard Family Research Project states that, afterschool program "... participation can result in less disciplinary action; lower dropout rates; better academic performance in school, including better grades and test scores; greater on-time promotion; improved homework completion; and improved work habits. ..also for middle and high school youth, whose participation in afterschool programs can help keep them connected to positive role models and learning and engaged in their education at a time when many are beginning to disengage from schools. "(Little)

2. *Expansion of Family Events to include Nettleton Magnet School Community.* Research reviews indicate that, on average, children whose families are more involved display higher levels of achievement than children whose families are less involved (Jeynes, 2005). Additionally, increases in family involvement in school predict increases in literacy achievement, and family involvement in school *matters most for children at greatest risk* (Dearing et al, 2006)



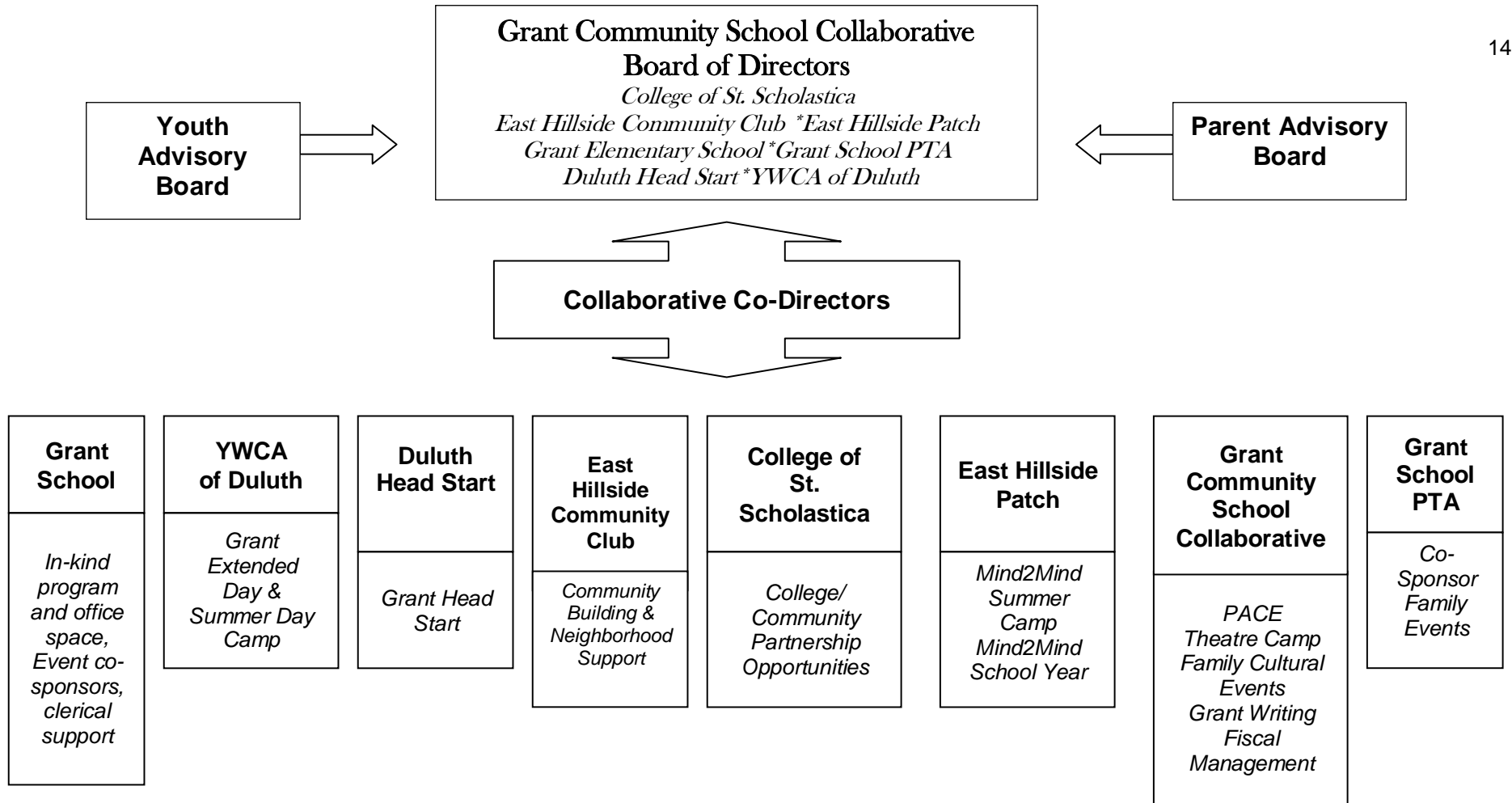
## Nettleton / Grant Out of School Time Program Offerings

Program Name	Location	Primary Services Provided	# of children	Number of Staff	Who May Participate	Cost	Program Schedule
Girl Scouting After-School	Nettleton School and Grant School Collaborative	Curriculum mirrors monthly school themes (bullying, peace, etc.) Girls help choose activities, recent topics include handling stress and issues related to becoming a teen. Strong focus on service learning projects. Girls choose badge activities and have volunteer roles at Grant School family events.	5-15 girls	One full time staff member, one Americorps Promise Fellow, and several volunteers facilitate these meetings and activities	Girls in grades 4-5  Girls in grades 1-3	Free	October-May, group meets every Tuesday after school until 5:30 p.m., one field trip a month Girls are invited to a week long day camp at Janette Pollay Cabin and a three day troop camping session at Camp Roundelay.
East Hillside Youth Theatre	Grant School Grant Rec. Center	Summer fine and performing arts program. Academic enrichment with emphasis on reading/writing/speaking skills.	60	3 GCSC staff 1 contracted instructor 4 VISTA members 2+ Americorps/Promise Fellows 1-2 Y.E.S. Duluth	Grant/Nettleton / Lowell neighborhood youth ages 8-16	Free	6 weeks June-July 9 a.m.- noon M-Th Teens 2 afternoons/week in addition Performances end of July
Girl Scouts Outreach	Nettleton School (hoping to have a group at Grant after new year)	The focus of the outreach program is to reach girls who are not currently being served through the traditional troop-oriented, volunteer dependent Girl Scout program model. Special emphasis is placed on building community, self-sufficiency and family involvement.	80-90	One full time staff member, one Americorps Promise Fellow, and several volunteers facilitate these meetings and activities	Girls in grades K-3	Free	October-May, each grade meets during one recess/lunch time a week, 3rd grade has one after school activity or field trip a month *Girls are invited to a week long day camp at Janette Pollay Cabin and a three day troop camping session at Camp Roundelay
Grant Community School Collaborative PACE (programs for Academic and Cultural Enrichment)	Grant School, Grant Rec. Center, and Nettleton School	P.A.C.E. includes Young Explorers, Middle Earth, "Terrific Tuesdays" and Thursday Cultural Exchange classes. These programs offer children opportunities to build academic and social skills and expand their interests/ abilities in a variety of artistic, cultural, life skills, and recreational activities.	155	3 full-time 1 part-time 2.5 Americorps 2 Promise Fellows 1 Reading Corps member (primary role is school day) 8-10 contracted instructors 4 EXCEL teachers 6 work-study	Grant/Nettleton school/neighborhood children/youth grades k-8  Young Explorers (40+) are referred by teachers.	Free  bus \$20/semester	20 weeks Monday-Thursday 3:30-5:30 p.m. throughout the school year

Grant Extended Day Summer Camp	Grant Rec Center	The program offers an educational and literacy based program throughout the summer, community engagement, leadership and team building activities, arts and crafts, outdoor activities, field trips, and sports.					Begins one week after the last day of school in June and runs through the week before school starts. Hours are from 7:00 am to 6:00 p. m.
Kid Connection/ Adventure Connection (summer)	7 sites throughout school district including Nettleton and Lowell	School age care before and after school. Also collaborate with Head Start for all day services.	15-20/ site 50 summer	1 site supervisor 3-4 latchkey workers	k-5 school year k-7 summer		50 weeks/year 6:30-8:55 a.m. / 3:30-6 p.m. summer 6 a.m.- 6 p.m. Head Start extended
Mind 2 Mind	St. Paul's Episcopal Church 1710 E. Superior St.	Homework/Tutoring, Social and Life Skill Development, Health and Wellness. we pick children up from school in our van and return them home after program is finished. We also plan special events if there is something happening on the weekend and will transport and supervise children at those.	20	Site Coordinator, 2 part time AmeriCorps members, part time Youth Program Director (not usually at program)	Children 6-14 living in East Hillside/Endion Neighborhood. Attending Woodland, Congdon, Grant, Nettleton, Charter Schools if they are dropped off by the bus	Free	Oct-May Mon-Thurs 2:30-6:00
Nettleton World Beat Drum Group	Nettleton School	After-School Drum Group practice and performances in the community.	30	Taught by Nettleton Teachers	Nettleton students	Free	
YMCA Compass	Nettleton and Lowell Elementary Schools	Out-of-school time academic and enrichment program focusing on impacting academic achievement, school attendance, youth leadership, social development and "soft skills" necessary for success in the workforce. The three main components of the COMPASS Program are: Family Support, Academic Enrichment and Tutoring, and Life Skills Development.	Nettleton site: 42 Lowell site 40	Nettleton Site: 15 staff (including key staff, AC members and work-study students (youth specialists) from CSS and UMD) Lowell Site:12 staff (including key staff, AC members and work-study students from CSS and UMD, & youth specialist	Students in grades 1 <sup>st</sup> -5 <sup>th</sup> who are referred through classroom teachers, administrators, and families based on an identified academic, social and/or behavioral need.	Free	Program begins the first week in October and runs into May (approximately 25 weeks). Program is not offered mid-December- mid-January, as our youth specialists are on their college semester break. During the school year program is offered Monday through Thursday from 3:30-6:00 p.m. Participants are expected to stay at program until 5:30 due to the structure and goals of program. Summer programming has been offered in the

							past as well. Most of our participants attend 4 days a week and we have a minimum requirement of 2 days a week.
Young Explorers Summer Adventure Camp	Nettleton School	Summer Academic Enrichment with Reading and Science/Engineering emphasis	60	1 GCSC staff 2+ Compass staff 4 VISTAS 1 Reading Corps 1 Americorps/ Promise Fellows	Grant/Nettleton / Lowell neighborhood youth grade K-5	Free	6 weeks June-July 9 a.m.- noon M-Th Afternoon reading camp 1-3
YWCA Girl POWER Summer Camp	Washington Center	Offers an educational and literacy based program throughout the summer, economic empowerment and education, community engagement, leadership and team building activities, arts and crafts, outdoor activities, field trips, and sports.				Free	Begins one week after the last day of school in June and runs through the week before school starts. Hours are from 9:00 am to 5:00pm.
YWCA Girl POWER!	Washington Center	Girls Only program to encourage school engagement, economic literacy, science math and career exploration.	56	1 Site Coordinator at each site 2 Americorps Members 5-10 Part Time Staff-Program Support	Girls ages 9-15	Free	after school and most days that school is not in session. Girl Power! will run programming from 9:00 am to 5:00 pm. Girls will be offered breakfast, lunch and a snack on these days.
YWCA Grant Extended Day	Grant Rec Center	Before and After school program focused on academic engagement, social skills building, sports, literacy, art, etc.	77		Youth ages 5-12	Free to families qualifying for free/reduced lunch.	<b>Before School-</b> This program begins at 7:00 am Monday through Friday. <b>After School</b> This program begins at the end of the school day and runs until 6:00 pm Monday-Friday. open most days that school is closed (i.e. conferences, MEA, Holiday Break, Winter Break, and Spring Break. On these days full day programming is available for a fee. Grant Extended Day will run programming from 7:00 am to 6:00 pm





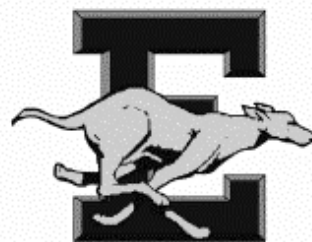
***Our mission is to enrich the Grant School Community by fostering strong partnerships which expand opportunities for positive youth development, community involvement, life-long learning, and appreciation of our diversity.***

Advisory Board is responsible for setting policy, direction and priorities, fiscal oversight, hiring and firing of lead staff, and approving Collaborative business.

All programs listed above carry their own liability insurance, conduct criminal background checks on their employees and have volunteers sign confidentiality waivers. ISD #709 provides liability coverage for the Grant School facility, and St. Paul's Church provides liability coverage for their facility. All regular programs (excluding events) operating under the umbrella of the GCSC have signed releases for all participants authorizing participation, transportation, and agree to have their family represented statistically in data collection as part of program evaluation.

# Student Transition

## Plan



**Presented to the Educational Committee**

**February 9<sup>th</sup>, 2010**

## **Student Transition Plan**

This plan was created through the work of students from the three high schools in Duluth. Through the course of multiple large group meetings, meetings at the three high schools, and individual contact with students, this plan was created. In no way is this to be the final plan. We understand that there may need to be more discussions on some of the issues, but we encourage quick action. The expectation that we have for this plan is that it will show the School Board and the Administration how the students feel about the situation and what can be done moving forward in the short term. This plan will be divided into two sections. One part will be focused on the 2010-2011 school year. The other will be focused on the 2011-2012 school year, with the expectation that the year will set the precedence for future years when two high schools will be in operation. Each one of these sections will also be divided into the two sites that will be in operation, with the Central and East sites in the 2010-2011 school year, and the Denfeld and Ordean sites in the 2011-2012 school year. Also, the names of certain organizations and activities may be subject to change based on what the final names of the schools turn out to be. The Student Transition Team makes the recommendation that this plan be accepted as informational and used in used in further discussions of the transition.

### **School Year 2010-2011**

Many of the recommendations that will be made in this section will affect the Central site primarily. This is due to larger mixing of students at this site, compared to that of the East site. Also, the makeup of the students that will be attending the East site will be primarily made up of freshman and sophomores. Therefore, many of the recommendations for the East site will not change the status quo for the 2010-2011 school year.

### **Yearbook- Spring 2010/Fall 2010**

Central Site- We recommend that the Yearbook look into the possibilities of having two different covers, one for the Zenith and one for the Oracle. We also recommend that there be two senior sections in the Yearbook, one for those that would have graduated from Denfeld, and one for those that would have graduated from Central. All other portions of the Yearbook should be integrated. Of course the ultimate decision will lie in the advisor of the Yearbook. We recommend that the School Board make these recommendations to the advisor for the 2010-2011 school year.

East Site- We recommend that the Yearbook be named the Birchlog. All portions of the Yearbook should be integrated. Of course the ultimate decision will lie in the advisor of the Yearbook. We recommend that the School Board make these recommendations to the advisor for the 2010-2011 school year.

### **Newspaper- Spring 2010/Fall 2010**

Central Site- We recommend that the Newspaper be named the Criterion. We also recommend that there be some investigation into whether the publication should be once a grade period, once a month, or some other publication timeline. Similar to the Yearbook, the final decision will lie in the advisor. We recommend that the School Board make these recommendations to the advisor for the 2010-2011 school year.

East Site- We recommend that the Newspaper be named the Greyhound. We recommend that the system of publication remain the same for the 2010-2011 school year.

Similar to the Yearbook, the final decision will lie in the advisor. We recommend that the School Board make these recommendations to the advisor for the 2010-2011 school year.

### **Dances- Fall 2010**

Central Site- We recommend that the Central Site hold four formal dances. Fall Ball will be hosted during the fall at some time. This would be open to all students of the site. Sweetheart would be hosted in late January or early February and would be open to only sophomores, juniors, and seniors of the site. Prom would be hosted in the late spring and would be open to juniors and seniors of the site. Pop Concert dance would happen close to the time of the Music Department's Pop Concert, and would be open to all students that participated in the event. Each of these would most likely be handled by different organizations. Also, other regular gym dances would be handled by different organizations and should be left to the scheduling of those organizations. We recommend that the School Board make the recommendation that these guidelines be used when scheduling the dances for the 2010-2011 school year.

East Site- We recommend that the East Site hold three formal dances. Harvest Ball will be hosted during the fall at some time. This would be open to all students of the site. Sweetheart would be hosted in late January or early February and would be open to only the juniors and seniors of the site. Prom would be hosted in the late spring and would be open to juniors and seniors of the site. Each of these would most likely be handled by different organizations. Also, other regular gym dances would be handled by different organizations and should be left to the scheduling of those organizations. We recommend that the School Board

make the recommendation that these guidelines be used when scheduling the dances for the 2010-2011 school year.

### **Parking- Spring 2010**

Both Sites-We recommend that parking at the both sites be changed from its current operation. Seniors should be given preference in receiving parking passes. They should be given out without a prerequisite to these seniors. Juniors that would be able to drive to school should be entered into a lottery for the remaining parking spaces. We recommend as well that there be some investigation into the ability to have some form of a Park-and-Ride system implemented for the west-end, where students would be able to park at Denfeld, or some other site, and ride a bus to Central. There would need to be an investigation into the fiscal aspect of this idea, as well as the feasibility.

### **Scheduling/Lunch- Spring 2010**

Both Sites-We endorse the current plan being developed by the Administration. We recommend that campuses become entirely open for students during the lunch periods.

### **Early Registration- Spring 2010**

Both Sites-We recommend that there be a few specific things addressed at the early registration in late August or early September. Parking should be organized at registration so that students will know their parking situation before school starts. We recommend that it be handled in the way that the plan describes above. We recommend that the dance contract policy of Denfeld be expanded to both of the sites. This should be run by the student

government at the school because it Denfeld has shown success using this plan. Lockers, Yearbooks, and School Photos should continue to be implemented at early registration. The Student Transition Team does not know what authority the School Board and the Administration has over early registration, but if they only make recommendations to each of the high schools, we recommend that these areas be urged to be addressed specifically. The Student Transition Team also feels that something can be done to help the new students at each of the two high schools get oriented to the new school at this event. We would recommend that some group that is very involved with the school, such as the Student Government, Key Club, or Link Crew, could give tours of the schools to the new students so that once the school year starts, students will not have to waste time getting integrated with the school.

### **Student Integration- Spring 2010/Summer 2010**

Central Site- We recommend that extra meeting time for all of the classes at the Central site be scheduled to help integrate the Denfeld and the Central populations. This could come in multiple forms, such as regular class meetings or special events with activities in the gym. Student Integration teams, such as Link Crew, should also be integrated. This integration should begin with the selection of the members in the spring of 2010.

In relation to homecoming and spirit weeks, we recommend that there be three spirit weeks at Central/Denfeld. One spirit week would be dedicated to the Central students. One spirit week would be dedicated to the Denfeld students. The last spirit week would be a combination for both schools. The courts of each week would be comprised of the seniors that

would have gone to the respective schools. The student governments would have discussions over when each week would take place.

East Site- We recommend that a program similar to the Link Crew Program be implemented for the sophomore class. A day similar to the Link Crew Day for freshman could occur before the school year, to start the communication between the students that were at East the year before, and the new students that had attended Central. It may be a possibility that Link Crew could handle this program, and that it may be able to just be an extension of Link Crew.

### **Homeroom- Spring 2010**

Both Sites-We recommend that announcements, information, and grades should be handled through the second hour classes. Also we recommend that second hour be expanded by a few minutes to accommodate this.

### **Graduation- March 2010**

Central Site- We recommend that for the 2010-2011 school year there be separate graduations for the students that would have graduated from Denfeld and for the students that would have graduated from Central. Through talks with the Greater Denfeld Foundation, this situation would most likely not open up the scholarships for the students that would be going through the Western corridor until the students graduate with a Denfeld diploma, or whatever the name of the diploma will be in the future. Since there will be separate graduations, class rankings should not be combined for the class of 2011. This would allow easier competition for

the students in the class of 2011. Tours of the schools for the 2010-2011 school year should also still happen with the students that were scheduled to graduate from Denfeld getting a tour of Denfeld, and the students that were scheduled to graduate from Central getting a tour of Old Central. Before the school tours we recommend that a mass Boat Tour similar to what Central currently has should be implemented to the entire senior class. We also recommend that since there will be separate graduations that Academic Honor Nights remain separate as well. The All-Night Grad Party for the two high schools should be combined.

East Site- Looking at the student population that would be moving over to East next year, the Student Transition Team sees no need to adjust anything in relation to East's graduation. Any seniors that would move to East would be treated as regular transfer students.

### **Student Government- Spring 2010**

Central Site- We recommend that at the Central site that there be one student government group. It will be made of juniors and seniors from both Central and Denfeld. We would recommend that senior members of the two current Student Governments get together and select the members for the new group in the spring of 2010. We also recommend that the group Pyramid be brought over to the Central site for the 2010-2011 school year and that it bring students from both schools together to work on projects. We also recommend that there be a large amount of communication between the two groups over the summer so that they can determine what each group will be handling each year.

East Site- We recommend that the Student Government structure of East remain the same because there will not be a large influx of students from Central in the junior and senior classes.

Both Sites- We recommend that the advisors for all of the Student Governments be selected as soon as possible for all three of the groups. The new advisors should be present at the interviews for the new groups. We recommend as well that the Duluth Student Council continue to operate to facilitate activities between both of the high schools.

### **Sports/Activities/Names and Colors- March 2010/Spring 2010/Summer 2010**

Central Site- We recommend that for the 2010-2011 school year that the Central site be named Central Denfeld. The mascot in this recommendation would be the Trojans. There would be no official colors of this school. Instead it would be up to the sport coaches and captains as to what the colors each sport would wear. The Board could recommend though that the colors of Denfeld and Central be represented equally. It should also be left up to the coaches and captains as to what the uniforms would look like for the 2010-2011 school year. To address the concern that there will not be enough opportunities for students to participate, we suggest that the Central site add intramural sports. Intramurals have been shown at East to get a large number of students involved with sports at the high school.

East Site- We recommend that the name of East remain the same for the 2010-2011 school year. This would include keeping the mascot, colors, and uniforms the same. We make this recommendation on the fact that compared to the integration of the student populations at the Central site the integration at the East site will be much smaller.

### **Activates/Sports Fair- April 2010/May 2010**

Both Sites-We recommend that once the coaches, activity advisors, administrators, and teachers have been assigned to their respective schools, that an Activates/Sports fair be held at each of the two high schools. This would be an opportunity for the adults at the new schools and the students at the new schools to begin to get to know one another. While this event would most likely be held by the Student Governments or the Sports Associations of the schools, we do have a few recommendations for how this would be implemented. The first option would be to have some sort of open house where students would go to their respective schools during some night of the week. The other option may be to have a half day of school dedicated to this fair. This second situation would make sure that all students meet with the adults to fully understand what will be happening the next year. Whatever option is chosen, an event similar to this would help to facilitate sports cooperation before the seasons even begin.

### **School Year 2011-2012 and Beyond**

In creating the plan for the 2010-2011 school year, we were trying to make it so that some of the recommendations that we were making would have the ability to carry over to when the two high schools moved to their permanent locations. In this section, if something isn't addressed and it was addressed in the previous section, it is assumed that that plan will carry over to the new high schools. If the plan was proposed for the Central site it will carry to the Denfeld site, and if the plan was proposed for the East site it will carry to the Ordean site.

### **Graduation- March 2010**

Both Sites-We recommend that starting with the 2011-2012 school year that the each school will have its own graduation, but that it will not be split within the school like the 2011 graduation. We would like to see though that the school district offer the option to students that they receive a Denfeld, Central, or East diploma when they graduate until the graduating class of 2013. Also because the graduations will be combined, we recommend that everything else be combined, including class rank and tours of the schools. Again with this though, we recommend that the District give the option of the students to end their high school careers with their respective high school traditions until the graduating class of 2013.

### **STC- Spring 2010/Summer 2010**

Both Sites-We recommend that some transportation system be available for students to move between the two high schools so that they will be able to take full advantage of the STC course offerings. With the limited knowledge of the situation, the Student Transition Team suggests that three transports be provided. We suggest that they be provided during the three lunch periods so that students would not lose a class while being transported between the two schools. This may also help to promote greater school unity in the school by having students be in one school for part of the day and the other school for the other part of the day.

### **Clubs- Spring 2010/Summer 2010**

Both Sites-We recommend that a uniform process of creating clubs and organizations be implemented at both sites. A simple form should be created so that administrators have a

simple way of keeping track of all of the clubs in the schools. The system of having a teacher advisor has been shown to work well and should be continued.

### **Sports/Activities/Names and Colors- April 2010**

The Student Transition Team has developed three options for the naming of the schools in the 2011-2012 school year and beyond. Each line corresponds with an option. All sections in the third option can be used for any of the sites. If the third option is chosen, it is recommended that discussions of the new names continue to occur with students, teachers, and community members.

<b><u>Western Site</u></b>		<b><u>Eastern Site</u></b>		
Denfeld High School Hunter-Maroon and Gold		East High School Greyhound- Red and Grey		
Denfeld High School Trojan- Red and Gold		East High School Greyhounds- Red and Grey		
Enger Tower High School	Split Rock High School	Northern Lights High School	Aerial High School	
Warriors- Red and Gold	Bears- Blue, Orange, and White	Eagles- Green and White	Thunder- Blue and Silver	Norseman- Red and Black

We also recommend that on jerseys that would allow it, that a patch be created and worn. These patches would signify the three high schools to show that all three student populations are moving through the transition together. These patches would be worn through the 2013 season.

If the School Board decides to move forward with one of the three recommendations for the Eastern site, we recommend that the sports complex at that site be called the Ordean Sports Complex. If the School Board decides to move forward with the third recommendation for the Western site, we recommend that the sports complex at that site be called the Denfeld Sports Complex.

### **Conclusion**

As stated at the beginning of this plan, the Student Transition Team is not expecting this to be the end all of transition plans. We would like to see the School Board and the Administration to start moving on these issues, as addressed next to each section, so that students start to learn what will be happening, and what they should be planning for. That's really all the students want to see in this transition. New traditions can be made, students will adapt. We just need to know what to adapt to. Again, the Student Transition Team makes the recommendation that this plan be accepted as informational when it is first presented, but later be considered in whole or in part as the final plan for the transition.

## Student Transition Team Members

Michelle Aubin	Chelsea Bastyr	Anna Bolgrein	Jessie Carrillo
Maia Dalager	Rachel Davis	Classie Dudley	Emily Erickson
Elisabeth Glowacki	Jenna Hanson Johnson	Jack Healy	Karly Howg
Skyler Johnson	Zane Kaiser	Holly Lind	Aurora Maki
Anna Menzel	Jake North	Keeley Norton	Brandon Pesta
Kiana Phillips	Brook Peterson	Melinda Provencher	Lindsey Redenbaugh
Alexis Reynolds	Adam Riggle	Melana Rosin	Trisha Ryan
Lesley Schneider	Sam Seering	Tina Thomas	Neil Vaidyanathan
Mary Kate Wheeler			Meredith Whitlock



23 January  
Superintendent Keith Dixon  
Duluth Public Schools  
IDS 709  
215 North 1<sup>st</sup> Avenue E  
Duluth, Minnesota 55082

Superintendent Dixon:

As per the request of Ronald Hagland, Office of Education Equity Coordinator, I have reviewed the process and procedures used for the December 15, 2009 Duluth Indian Parent Election. In addition to the Duluth Indian Parent Committee By-Laws, I also reviewed the federal and Minnesota State requirement for Indian Parent committees.

My advice is that the election held on December 15, 2009 was legal. I based my decision on the following information:

1. As per the grievance procedure outlined in Article VII Duluth Indian Parent Committee By-Laws those protesting the election should have filed a protest by November 17, 2009 to halt the election. The Duluth Indian Parent Executive Committee made the decision to reopen the nomination process on November 2, 2009 and the information was mailed on November 6, 2009. The protest letter should have been sent to the Duluth Indian Education Office by November 20, 2009 to meet the 10 day deadline listed in the Grievance section of the By-Laws.
2. The letter requesting the nullification of the election was in general in terms and did not list any specific violations of the Minnesota Indian Education Act of 1988 or of the Title VII Indian Education Act "7114.Application, c. Assurance (4)" Parent Committee requirements".
3. The executive committee of the Duluth Indian Parent Committee on November 2, 2009 made a decision to re-advertise for candidates for the election. There is no language in any federal/ state Indian Education legislation or in the Duluth Indian Parent Committee By- Laws that prohibits this action. This action by the executive committee allowed all interested parties to reapply, notices of the new date for the election and new nomination forms were distributed district wide.
4. To meet the requirements of the Duluth Indian Parent Committee By-Laws the position of teacher/counselor on the Committee should be filled. The Duluth Indian Parent Committee should follow their by-laws, Article II section 7, in filling this vacancy.

Cordially

Yvonne Novack, M. Ed.

<https://webmail.duluth.k12.mn.us/owa/Keith.Dixon@duluth.k12.mn.us/?ae=Item&t=IPM...> 1/24/2010

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# Memorandum

**To:** Keith Dixon  
**CC:** Bill Hanson, Joe Hill, Sharon Witherspoon  
**From:** Ron Hagland  
**Date:** 1/29/2010  
**Re:** Office of Education Equity 2011 Budget Revision Recommendation

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This is to inform you that at the regularly scheduled meeting of the Education Equity Advisory Committee of January 27, 2010, the committee passed a motion to recommend to the Duluth School Board the following:

Motion

*The Education Equity Advisory Committee recommends the redirection of \$300,000 and \$786,900 from Transportation and Teachers Salaries respectively, in the Office of Education Equity budget for 2011 and dedicates those funds to programming intended to close the achievement gap.*

Motion passed unanimously with no dissension and no abstention.

**2011 OEE Bdgt Revision Options-Elim. Transpt./Teachers/Teach.s + Transpt./Flat %**

<b>Cumulative</b>	<b>Option</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Lowell Elementary Magnet School	\$ 324,192	\$ 129,421	\$ 163,400	\$ 292,821	\$ 320,950
Nettleton Elementary Magnet School	\$ 465,379	\$ 108,100	\$ 356,900	\$ 465,003	\$ 460,725
Grant Elementary Magnet School	\$ 243,776	\$ 62,479	\$ 180,600	\$ 243,079	\$ 241,338
Lincoln Park Middle Schools	\$ 103,531		\$ 86,000	\$ 86,000	\$ 102,496
Woodland Middle School	\$ 75,365	\$ -	\$ -	\$ -	\$ 74,611
Denfeld High School	\$ 91,885	\$ -	\$ -	\$ -	\$ 90,966
Central High School	\$ 104,826	\$ -	\$ -	\$ -	\$ 103,778
Morgan Park	\$ 74,564	\$ -	\$ -	\$ -	\$ 73,818
Staff Development	\$ 150,000	\$ -	\$ -	\$ -	\$ 148,500
Recruitment and Retention Budget	\$ 2,809	\$ -	\$ -	\$ -	\$ 2,781
Administrative Budget	\$ 168,590	\$ -	\$ -	\$ -	\$ 166,904
Diversity / Integration Specialist	\$ 145,292	\$ -	\$ -	\$ -	\$ 126,720
Cultural Centers	\$ 204,371	\$ -	\$ -	\$ -	\$ 202,327
Indian Education Community Liaison	\$ 35,581	\$ -	\$ -	\$ -	\$ 35,225
<b>TOTAL CUMULATIVE</b>	<b>\$ 2,190,161</b>	<b>\$ 300,000</b>	<b>\$ 786,900</b>	<b>\$ 1,086,903</b>	<b>\$ 2,151,140</b>

<b>Purposes of Integration Funding Program</b>	
<b>I. Desegregation</b>	<b>Examples of Desegregation</b>
"It's all about the enrollment numbers."	Bussing (forced) students to "racially isolated" sites
	Attracting students to "racially isolated" sites (Magnet Schools)**
	Changing the boundaries
	Spontaneous neighborhood population shifts
<b>II. Integration*</b>	<b>Examples of Integration</b>
	Inter-racial interaction learning activities between sites
	Interculture Competence and/or proficiency
	Inclusive Curriculum Development
	Reduction of Racism (including structural racism)
<b>III. Closing the Achievement Gap*</b>	<b>Examples of Closing the Achievement Gap</b>
	In Minnesota, determined by MCA II scores
*Staff Development on these areas, programming and approaches may apply to any of these areas.	
**Transportation funding is allowable if Desegregation is achieved, or Segregation reduced or interactive learning activities.	

**An Inclusive Developmental Design**  
**for**  
**Closing The Achievement Gap**  
**Paper # 1--- January 27, 2010**

**Report submitted by: Ron Hagland, OEE**

## **Title Clarification**

I believe it is important to clarify the title of this brief paper for several reasons. First, it is important to note that many people and a number of different groups within, as well as external to, ISD 709 have been involved with addressing not only closing the achievement gap, but also other disparities between white students and students of color. Second, this energy and effort has extended over a period of time and much of the planning that has gone into any program design deserves to be credited in large part to those who have been addressing these issues. Third, this effort continues and if we are to be successful should continue well into the future. All research suggests endeavors that are in the spotlight and continually evaluated are those with the highest probability of success.

**Inclusive:** 3. Including people of all kinds.

**Developmental:** 2. Process of change – the process of changing and becoming larger, stronger, or more impressive, successful, advanced, or of causing somebody or something to change in this way.

**Design:** 1. Create a detailed plan of something.

**“Closing Achievement Gap”** this phrase refers to the difference of academic test scores for white students and students of color.

In 2005 there was a Minnesota State audit of Integration Funding Program services that were being provided by district and multi-district collaborative throughout the state. Those collaborative that were scrutinized caused legislators to reconsider the effectiveness of how Integration Funding should be used. It was determined in 2009 that “closing the achievement gap” language should be added to Rule 3535 to reduce the achievement disparity between white students and students of color.

While it has long been known that an achievement gap exists, many districts including ISD 709 have either not specifically addressed the problem or have been unsuccessful in their efforts to address the problem. It is the intent of the Duluth community and ISD 709 administration to effectively address the achievement gap.

## Inclusion

At this time there are four key groups involved with developing a comprehensive plan to address the achievement gap. The groups in random order are Education Equity Advisory Committee, Community Education Improvement Group, Learning Services Lead Team, Principals, and ISD 709 School Board and Administration. Many members of these various groups may serve on several of the groups involved. However, it is most important to note that the groups are representative of a broad spectrum of interests, organizations and factions from within the Duluth community. These groups as a whole are highly diverse, multiracial and reflect a gender balance.

## Developmental

The number of groups and high diversity involved and provided an energetic and constructive dialogue. Some of the groups and some other group members have not been involved with these discussions as long as others. This has not hindered the discussion but has added value to input from everyone who is involved. There's a strong commitment to develop specific and strategic programming that effectively closes the achievement gap. At the same time, there is a realization that we cannot wait for a "perfect" end product to be developed. There are students who need immediate interventions, support, and assistance to achieve academically. So at the same time we are building a paradigm for the future, we are living the beginning of that paradigm today.

## Design

The following design has had its origin in discussions with EEAC members, LSLT meetings, Community Education Improvement Group Administration, and Culture Center Parent Advisory Committees. To the greatest degree possible the rudimentary design offered at this time is founded on evidence-based practices.

**Assumption 1:** Students are individuals – Each student learns at a different rate, may learn through a different style, and is a unique listener and communicator. Therefore, an individualized learning plan is warranted for each student, regardless of where they may place on the assessment continuum. This individualized assessment system is available to teachers on a periodic and ongoing basis.

**Assumption 2:** An individualized assessment provides the means to develop an Individual Learning Plan (ILP) for each student. Central to the plan are the academic needs and the goals of the student. However, acknowledging students as whole persons reasonably requires the planning process to attend to other needs of the student as well.

**Assumption 3:** We believe that the Duluth community and ISD 709 have an array of resources to assist students in not only academic, but personal growth as well. The assessment of the student's needs should not stop at the academic realities of the students, but should include an overview of the students' reality. We view the student and the student's family as the two greatest single resources for the student success.

**Assumption 4:** It is not enough to have knowledge of a student's needs and resources to address those needs in the community. It is critical to develop, coordinate, track, evaluate, communicate, occasionally mediate and modify ILP's on behalf of the student. This will require a dedicated staff position that will focus on those students with the greatest immediate need.

### **Structural Pieces**

#### **1. Assessment**

Intense

Strategic

Core

#### **2. Interventions**

Intense

Strategic

Core

**3. Individual Learning Plan (ILP)**—A plan that specifically addresses the immediate learning needs of a student will be developed with input from the student, teacher, parents and secondary learning resources, if necessary.

**4. Learning Coach**-this job position will be developed to work directly with key and secondary resources on behalf of the student's success. This position will require good writing and communication skills for the incumbent. The individual should be familiar with community resources, cultural nuances of the students and student families, community agencies, and educational system. While a teaching license is not required, it may be desired as a qualification.

The incumbent will work with resources that match the needs of the student and/or the family. The ability to establish and maintain rapport with the student and family will be critical. This

individual may occasionally provide tutoring to the student as well as oversee group study times (Camps).

**5. Learning Camps** – Math and Reading Camps will be times allotted with a specific focus on math and reading respectively. Ideally, there will be several different types of Camps

**Day Camps**—These may be held throughout the school year immediately after the school day.

**Saturday Camps** – these may be held on Saturday mornings to allow greater parent participation.

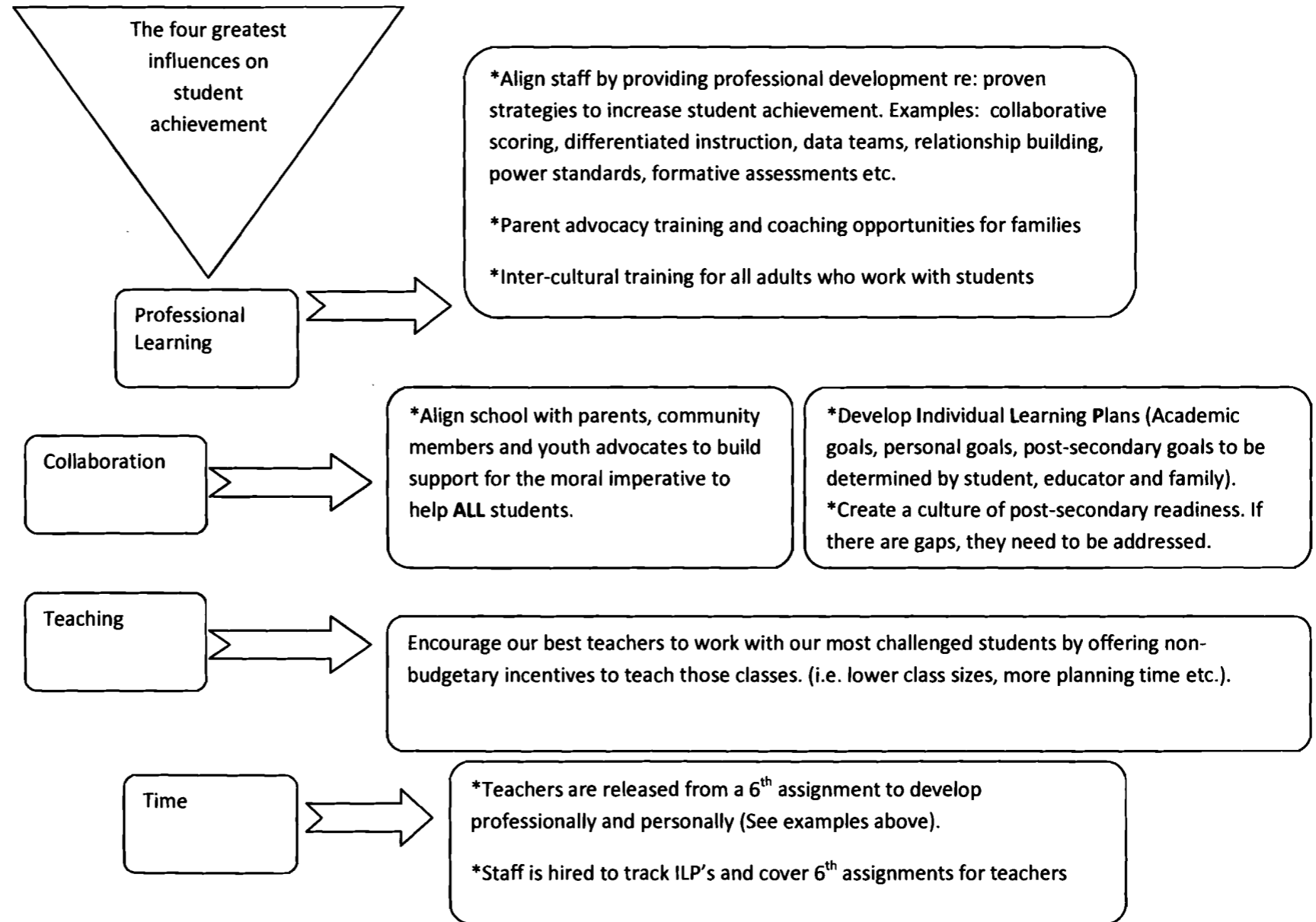
**Summer Camps** – these may be scheduled at the end of a school year, and prior to the new school year to reinforce math and reading retention.

**6. Achievement Agreements** –the Learning Coach, will develop Achievement Agreements with parents.

The above items are not all inclusive any means. We need to further sign developmentally appropriate interventions for students. Continue to pursue input from the various involved groups, Principals and Teachers.

Attached you will find a flowchart submitted today by Nathan Glockle, Assistant Principal at East High School.

Continuously assess and evaluate strategies to make necessary and immediate interventions.



“One of the most important tasks of leadership is to make what is extraordinary today become merely superior and brilliant tomorrow.”  
--Douglas B. Reeves

## Meeting Our Mission Raising the Bar and Closing the Achievement Gap

→ What are we investing in to meet our vision and mission?

	<b>Supported, Successful and Implemented</b>	<b>Supported and Developing</b>	<b>Challenges</b>
<b>Secondary Schools</b>	<ul style="list-style-type: none"> <li>• Read 180</li> <li>• Math/Algebra Lab</li> <li>• Plato Credit Recovery and Academic Preparation</li> <li>• Extended Day</li> <li>• Summer School</li> </ul>	<ul style="list-style-type: none"> <li>• Focus</li> <li>• Co-Teaching</li> <li>• Excel</li> <li>• Individualized Learning Resource and ILP</li> <li>• Inter-cultural Proficiency Training</li> <li>• Intensive Reading Class</li> </ul>	Alternative Special Education Pull Outs
<b>Elementary</b>	<ul style="list-style-type: none"> <li>• Curriculum Based Interventions – Math and Reading</li> <li>• Extended Day</li> <li>• Summer School</li> </ul>	<ul style="list-style-type: none"> <li>• Excel</li> <li>• Individualized Learning Resource and ILP</li> <li>• Co-teaching</li> <li>• Inter-cultural Proficiency Training</li> <li>• Intensive Reading Class</li> </ul>	Alternative Special Education Pull Outs

→ How are we investing to better meet our vision and mission?

- Integration revenues
- Title revenues
- Compensatory revenues
- Targeted services revenues

**Compensatory Discretionary Allocation  
Fiscal Year 06/30/2011**

<u>Elementary</u>	Enrollment 10/1/2009	Free/Red 10/1/09	Projected CompEd Allocated
Congdon Park	477	73	
Grant	206	179	\$ 201,129
Homecroft	368	86	
Lakewood	284	59	
Lester Park	322	52	
Lincoln/Piedmont	362	217	361,274
Lowell	494	168	
MacArthur	441	297	234,027
Nettleton	399	306	506,827
Rockridge	175	29	
Stowe	345	193	111,757
<u>Middle Schools</u>			
Morgan Park	592	316	186,613
Woodland/Ordean	1088	231	13,423
<u>High Schools</u>			
Central	825	267	
Denfeld	913	347	152,496
East	1296	161	
<u>Alternative</u>			
Merritt Creek Acad (081)	86	79	128,907
Focus plus (815)	10	6	
Bethany Crises (615)	4	4	
Chester Creek (575)	57	56	58,558
Woodland Hills (580)	95	87	127,907
Area Learning Ctr (611)	374	242	429,821
Lakeside Acad (640)	8	8	
Early Child SpEd (700)	213	42	
Superior Academy (630)	2	2	
Arrowhead Juv Ctr (605)	28	28	74,227
The Bridge (950)	12	6	
Teen Parent (830)	6	6	13,034
Chisholm House (581)			
 TOTAL DISTRICT	 9,482	 3,541	 \$ 2,600,000

## 2009 Minnesota Statutes

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### 126C.15 BASIC SKILLS REVENUE; COMPENSATORY EDUCATION REVENUE.

Subdivision 1. **Use of revenue.** The basic skills revenue under section 126C.10, subdivision 4, must be reserved and used to meet the educational needs of pupils who enroll under-prepared to learn and whose progress toward meeting state or local content or performance standards is below the level that is appropriate for learners of their age. Any of the following may be provided to meet these learners' needs:

(1) direct instructional services under the assurance of mastery program according to section 124D.66;

(2) remedial instruction in reading, language arts, mathematics, other content areas, or study skills to improve the achievement level of these learners;

(3) additional teachers and teacher aides to provide more individualized instruction to these learners through individual tutoring, lower instructor-to-learner ratios, or team teaching;

(4) a longer school day or week during the regular school year or through a summer program that may be offered directly by the site or under a performance-based contract with a community-based organization;

(5) comprehensive and ongoing staff development consistent with district and site plans according to section 122A.60, for teachers, teacher aides, principals, and other personnel to improve their ability to identify the needs of these learners and provide appropriate remediation, intervention, accommodations, or modifications;

(6) instructional materials and technology appropriate for meeting the individual needs of these learners;

(7) programs to reduce truancy, encourage completion of high school, enhance self-concept, provide health services, provide nutrition services, provide a safe and secure learning environment, provide coordination for pupils receiving services from other governmental agencies, provide psychological services to determine the level of social, emotional, cognitive, and intellectual development, and provide counseling services, guidance services, and social work services;

(8) bilingual programs, bicultural programs, and programs for learners of limited English proficiency;

(9) all day kindergarten;

(10) extended school day and extended school year programs; and

(11) substantial parent involvement in developing and implementing remedial education or intervention plans for a learner, including learning contracts between the school, the learner, and the parent that establish achievement goals and responsibilities of the learner and the learner's parent or guardian.

**2011 OEE Bdgt Revision Options-Elim. Transpt./Teachers/Teach.s + Transpt./Flat %**

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H

<b>Cumulative</b>	<b>Budget</b>	<b>Redistribution</b>	<b>Revised</b>
Lowell Elementary Magnet School	\$ 324,192	\$ 292,821	\$ 31,371
Nettleton Elementary Magnet School	\$ 465,379	\$ 465,003	\$ 376
Grant Elementary Magnet School	\$ 243,776	\$ 243,079	\$ 697
Lincoln Park Middle Schools	\$ 103,531	\$ 86,000	\$ 17,531
Woodland Middle School	\$ 75,365	\$ -	\$ 75,365
Denfeld High School	\$ 91,885	\$ -	\$ 91,885
Central High School	\$ 104,826	\$ -	\$ 104,826
Morgan Park	\$ 74,564	\$ -	\$ 74,564
Staff Development	\$ 150,000	\$ -	\$ 150,000
Recruitment and Retention Budget	\$ 2,809	\$ -	\$ 2,809
Administrative Budget	\$ 168,590	\$ -	\$ 168,590
Diversity / Integration Specialist	\$ 145,292	\$ -	\$ 145,292
Cultural Centers	\$ 204,371	\$ -	\$ 204,371
Indian Education Community Liaison	\$ 35,581	\$ -	\$ 35,581
<b>TOTAL CUMULATIVE</b>	<b>\$ 2,190,161</b>	<b>\$ 1,086,903</b>	<b>\$ 1,103,258</b>

<b>Purposes of Integration Funding Program</b>	
<b>I. Desegregation</b>	<b>Examples of Desegregation</b>
"It's all about the enrollment numbers."	Bussing (forced) students to "racially isolated" sites
	Attracting students to "racially isolated" sites (Magnet Schools)**
	Changing the boundaries
	Spontaneous neighborhood population shifts
<b>II. Integration*</b>	<b>Examples of Integration</b>
	Inter-racial interaction learning activities between sites
	Interculture Competence and/or proficiency
	Inclusive Curriculum Development
	Reduction of Racism (including structural racism)
<b>III. Closing the Achievement Gap*</b>	<b>Examples of Closing the Achievement Gap</b>
	In Minnesota, determined by MCA II scores
*Staff Development on these areas, programming and approaches may apply to any of these areas.	
**Transportation funding is allowable if Desegregation is achieved, or Segregation reduced.	

**Title Programs - FY 10**  
**Allocations by Site with Required Set-Asides**

Site	Title 1 Basic Fin 401	Title 1 ARRA Fin 470 (one -time )	Title II Fin 414 (Staff Development)	
Districtwide	\$ 1,229,052.70	\$ 1,166,620.00	\$ 645,136.00	Title 1 District budget for both Basic and ARRA includes REQUIRED set asides for AYP = 12%, SES = up to 20%, Parent Involvement 1%, Homeless Youth Education, Neglected & Delinquent Education, Indirect Cost @ 4.81%
Denfeld	\$ 378,270.00	\$ 193,878.00		
Lincoln	\$ 245,916.00	\$ 124,827.00		Includes 10% AYP set aside
Morgan Park	\$ 285,930.00	\$ 146,550.00		Includes 10% AYP set aside
Grant School	\$ 208,761.30	\$ 106,544.00		
L MacArthur	\$ 255,960.00	\$ 131,190.00		
Nettleton	\$ 300,891.00	\$ 153,563.00		
Stowe	\$ 165,240.00	\$ 84,692.00		
St James	\$ 42,930.00	\$ 22,003.00		
NonPublics (all)			\$ 65,697.00	
<b>Total FY 10 YTD</b>	<b>\$ 3,112,951.00</b>	<b>\$ 2,129,867.00</b>	<b>\$ 710,833.00</b>	

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by —

- (1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- (2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
- (4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
- (5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- (6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- (7) providing greater decisionmaking authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- (8) providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;
- (9) promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- (10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- (11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
- (12) affording parents substantial and meaningful opportunities to participate in the education of their children.

4

**All Day Kindergarten**

Total Enrollment	680
Current ratio 23.9:1	
Number of required fte	28.45
Ratio funded fte	14.23
Needs based funded fte	<u>3.00</u>
Total funded fte	17.23
Unfunded fte	11.23
Cost per fte	<u>\$ 90,000</u>
Required funding	<u><u>\$ 1,010,335</u></u>

**Funding Options**

Eliminate Noon - Transportation	\$ 100,000
Increase K ratio by two	180,000
Increase grade 1 by 1	90,000
Increase enrollment by 20	60,000
Reduce discretionary fte by 2	180,000
25% from discretionary compensatory	650,000
Total Options	<u><u>\$ 1,260,000</u></u>

Note: Current 1st grade ratio is 25.9:1

i:\finance\budgets\bud 11\[site budgets.xls]fy11 reduced

**Per Pupil Allocation Projected 06/30/11 (Adjusted)**

Site	School	(a) Budget		General	Comped - D	Desegregation	Title I	Total	\$ Per Pupil
		Enroll	FTE						
	435 Congdon	490	18.5	1,665,000				1,665,000	3,398
	510 Lester	327	13.5	1,215,000				1,215,000	3,716
	475 Homecroft	354	13.7	1,233,000				1,233,000	3,483
	560 Rockridge	167	5.9	531,000				531,000	3,180
	500 Lakewood	284	10.9	981,000				981,000	3,454
	520 Lowell	500	18.8	1,692,000				1,692,000	3,384
	525 MacArthur	458	17.0	1,530,000	175,520		250,000	1,955,520	4,270
	565 Stowe	350	13.6	1,224,000	83,818		165,000	1,472,818	4,208
	310 Lincoln	437	14.7	1,323,000	270,956		245,000	1,838,956	4,208
	470 Grant	254	9.9	891,000	150,847		200,000	1,241,847	4,889
	540 Nettleton	407	15.4	1,386,000	380,120		300,000	2,066,120	5,076
				<u>13,671,000</u>	<u>1,061,261</u>		<u>1,160,000</u>	<u>15,892,261</u>	

(a) Budget fte includes specialist

**Education Committee**  
**February 9, 2010**

<p><b>Desegregation / Integration</b> <b>2.2 Million</b></p> <hr/> <ul style="list-style-type: none"> <li>• On-going Programs</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Staff Development             <ul style="list-style-type: none"> <li>- Individual Learning Plan</li> <li>- Cultural Competency</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Direct Services to Close Achievement Gap</li> </ul> <hr/>
--

<p><b>Title I / II</b> <b>3.8 Million</b></p> <hr/> <ul style="list-style-type: none"> <li>• Programs</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• 10% Staff Development</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Direct Services to Close Achievement Gap</li> </ul> <hr/>
---

<p><b>Compensatory</b> <b>6.2 Million</b></p> <hr/> <ul style="list-style-type: none"> <li>• Staffing Ratio – 3.6 Million</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Discretionary – 2.6 Million</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Kindergarten TBD – 25%</li> </ul> <hr/>
---

<p><b>Targeted Services</b> <b>1.4 Million</b></p> <hr/> <ul style="list-style-type: none"> <li>• Unity</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Middle School ALC</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Elementary ALC</li> </ul> <hr/>
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# Minnesota Common Grant Application Form

## Grant Application Cover Sheet

You may reproduce this form on your computer

Date of application: January 28, 2010

Application submitted to: Duluth/Superior Area  
Community Foundation;  
Scott D. Anderson  
Leadership Foundation Fund

### Organization Information

<i>Name of organization</i>	<i>Legal name, if different</i>		
<b>Duluth Public Schools</b>	<b>Independent school District #709</b>		
<i>Address</i>	<i>City, State, Zip</i>	<i>Employer Identification Number (EIN)</i>	
<b>215 N. 1<sup>st</sup> Ave E.</b>	<b>Duluth, MN 55802</b>	<b>41-6003776</b>	
<i>Phone</i>	<i>Fax</i>	<i>Web site: www.duluth.k12.mn.us</i>	
218-336-8700 x 1109	218-336-8773		
<i>Name of top paid staff</i>	<i>Title</i>	<i>Phone</i>	<i>E-mail</i>
<b>Dr. Keith Dixon</b>	<b>Superintendent</b>	<b>218-336-8752</b>	<b>keith.dixon@ duluth.k12.mn.us</b>
<i>Name of contact person regarding this application</i>	<i>Title</i>	<i>Phone</i>	<i>E-mail</i>
<b>Rory Johnson</b>	<b>Activities Director, Proctor Public Schools</b>	<b>218-628-4926, Ext. 1029</b>	<b>rjohnso4@procto r.k12.mn.us</b>

Is your organization an IRS 501(c)(3) not-for-profit? \_\_\_\_\_ Yes  No

*If no, is your organization a public agency/unit of government?* \_\_\_\_\_ Yes  No

*If no, check with funder for details on using fiscal agents, and list name and address of fiscal agent:*

\_\_\_\_\_  
\_\_\_\_\_ *Fiscal agent's EIN number*

### Proposal Information

Please give a 2-3 sentence summary of request:

We are requesting funding for delivery of the week-long "Scott Anderson Leadership Forum" in the summer of 2010. The purpose is to continue providing this annual Forum as an ongoing high-quality leadership development program for Duluth area high school youth (10th-12th grades) and to complete training of local adult leaders for delivering the Forum in future years. The program is an initiative of the Scott D. Anderson Leadership Foundation in partnership with Duluth area high schools.

We are also requesting funding for two staff from the school system in Kondopoga, Russia, to travel to Duluth in June, 2010, and participate in the 2010 Scott Anderson Leadership Forum. The purposes are to 1) provide opportunity for the Russian staff to learn from our staff and then be able to deliver a similar leadership program in their school system in Russia and 2) provide exchange of ideas and cultural values that will enhance the experiences of the youth participants in the 2010 Scott Anderson Leadership Forum.

Population served:

High school students (10-12th grade in 2010/2011)

Geographic area served:

Duluth area (Duluth, Proctor, Hermantown, Superior, Cloquet, Esko), perhaps eventually leading to an opportunity to expand or transfer the program to other high schools.



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# Minnesota Common Grant Application Form

Funds are being requested for (check one) *Note: Please be sure funder provides the type of support you are requesting.*

<input checked="" type="checkbox"/>	General operating support	<input type="checkbox"/>	Start-up costs	<input type="checkbox"/>	Capital
<input type="checkbox"/>	Project/program support	<input type="checkbox"/>	Technical assistance	<input type="checkbox"/>	Other (list) _____

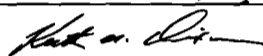
Project dates (if applicable): March 1, 2010- December 31, 2010      Fiscal year end: June 30

### Budget

Dollar amount requested:	<u>\$ 22,000</u>
Total annual organization budget:	<u>\$ 94,890,849</u>
Total project budget (for support other than general operating):	<u>\$ 34,393</u>

### Authorization

Name and title of top paid staff or board chair: Dr. Keith Dixon, Superintendent

Signature: 

Date: 1/28/2010

For information relevant to the Russian Partners portion of this proposal, please contact:

Paul and Carol Anderson  
 Forum Associates  
 1972 Hartley Road  
 Duluth, MN 55803  
 Phone: 728-5853  
 Email: panderso@d.umn.edu

**INFORMATION about Duluth Public School's current budget and audit reports can be accessed at our website:**

**[www.duluth.k12.mn.us](http://www.duluth.k12.mn.us)**

**See: About Us/Admin Offices/Finance Dept/Reports & Financial Data**

January 4, 2010

## **Grant Proposal to Edwin H. Eddy Family Foundation**

**Submitted by:** Kathy Johnson, Early Childhood Screening Coordinator  
Duluth Public Schools  
Barnes Early Childhood Center  
2102 Blackman Avenue  
Duluth, MN 55811

### **Summary:**

The Early Childhood Screening program of the Duluth Public Schools requests \$4966.25 to fund the purchase of new equipment to conduct hearing screenings, including a GSI-18 audiometer with insert phones and a GSI-39 tympanometer.

### **Introduction of the Applicant Agency:**

The Early Childhood Screening program for the Duluth Public Schools is located at Barnes Early Childhood Center, 2102 Blackman Avenue in Duluth, MN. The program is staffed part time by Kathy Johnson, Coordinator/Speech Pathologist and Cathy Johnson, Program Secretary. Several registered nurses and an occupational therapist are employed on an hourly basis to perform screenings throughout the school year. Marci Hoff, Director of Special Education, supervises this early childhood program.

Early Childhood Screening has existed in school districts statewide since established by a 1973 state law. Since 1992, Minnesota law has required early childhood health and developmental screening before kindergarten entrance. Current law suggests a target screening age during the third year. Every public school board is obligated to provide this free service. The purpose is to assist parents and communities to improve educational readiness and health of all young children in Minnesota through the early detection of health and developmental concerns that may interfere with a child's learning, growth and development. Required screening components are vision, hearing, growth, and a standardized developmental screening, which includes speech/language, fine/gross motor, cognitive, and social/emotional development. Children who are found to have needs in any of these categories are referred to appropriate agencies. Follow-up is completed on all referrals. Each record is sent to the appropriate Duluth public or private school at the time of kindergarten entrance to become the beginning of the child's health record. A comprehensive report is submitted each year to the State of Minnesota, which includes a summary of screenings, referrals, follow-up activities and budget. Current rates of reimbursement from the state are \$75 per each three year old, \$50 per each four year old, \$40 per each five year old and \$30 for children screened during their first thirty days of enrollment in kindergarten.

Early Childhood Screening serves approximately 1000 of Duluth's young children each school year. Follow-up information consistently indicates that 50% of all referrals made are in the critically interrelated areas of speech, language and hearing.

### **Need Statements:**

As per Minnesota Department of Health recommendations, Early Childhood Screening uses a manual pure tone audiometer and tympanometer to screen hearing and middle ear status. The equipment currently in use is quite dated, indeed is no longer manufactured, and in recent years has required repairs. During each of the past two years, we have borrowed equipment from another program in order to finish the school year with properly functioning instruments.

In addition, a new concern has arisen with an increase in the amount of background noise in the hearing screening area, the result of a recently installed heating/air exchange system. Screeners suspect that this may be adversely impacting responses to the lowest frequency sounds (1000 Hz). As advised by Duluth Public Schools audiologist, Linda Kalweit, Au.D, the use of insert ear phones rather than a standard headset in these situations would alleviate this problem as a tighter seal is achieved within the ear canal and sound is more directly presented. Insert phones are also an important option because young children are susceptible to having collapsed ear canals with a standard headset. Standard ear phones can press on the outer ear causing the ear canal to close and leading to failures at 4000 Hz. Use of the insert phone in this situation would allow for a valid screening result. Some young children are also reluctant to wear standard ear phones and may be more agreeable to trying “ipod” looking inserts with which they may have some familiarity.

**Early Childhood Screening needs to replace outdated and failing equipment for hearing screening.**

**Early Childhood Screening needs an audiometer with insert phones and necessary insert phone supplies (Earlink Foam Tips and Eartube Couplers).**

**Early Childhood Screening needs a tympanometer with a carrying case for protection during equipment storage and tympanometer printer paper to print graphed results, when results are not within the norm.**

### **Purpose, goal and objective:**

The purpose of Early Childhood Screening is to detect possible health or learning concerns, so that children can get needed help before they start school. It is our objective to consistently have functioning audiological equipment available to accurately screen hearing in our environment.

### **Method of achieving goal and objective:**

Replace dated and failing audiometer and tympanometer with new and effective equipment.

**Description of project impact on Duluth area children:**

Children who receive early childhood screening at a young age are in a position to receive early intervention services or to be referred to preschool programs, such as School Readiness, one or two years before entering kindergarten. Negative findings during the hearing screening component may result in a suggestion for medical care to alleviate a temporary hearing loss or a referral to the district audiologist for comprehensive audiological testing, all with the ultimate purpose of maximizing the child's development and ability to learn. Additionally, parents are provided current and informative health and developmental information to help assure that Duluth's children will be ready for learning in school.

**Assurance of non-duplication:**

This comprehensive screening program is the only one of its kind in Duluth. All preschoolers who reside in Duluth may access this program beginning at age three years. Duluth Head Start students participate through a collaborative outreach screening. Surrounding school districts provide screening for their own prospective kindergartners. Some required Early Childhood Screening components, such as sensory screening or growth measurement are available at area doctors' offices or through Child and Teen and Check-ups.

**Time frame of grant request and program operation:**

This grant proposal seeks funding for a one time purchase of an audiometer with insert phones, tympanometer and necessary related items that would be used for years to come.

**Coordination of program and funding with other organizations:**

The Duluth Public Schools will receive \$58,524 reimbursement from the state of Minnesota for the 2008-2009 school year. The school district paid \$22,797 from General Education Basic Revenue (Foundation Aid)/ General Fund and \$34,727 from Special Education funds to operate this state mandated program. The total cost of this program was \$117,530. The budget includes staff wages and benefits, office supplies, printing, copyrighted screening forms, equipment maintenance expenses, postage, and in district travel.

**Evaluation:**

Early Childhood Screening will provide follow-up information to the Eddy Foundation upon purchase of this equipment.

**Proposal Budget:****Audiometer**

GSI -18 Audiometer, AC Power	\$1025.00
Includes:	
TDH-39 (60 ohm) Headset	
Carrying Case	
Audiogram Pad	
Instruction Manual	
Quick Reference Guide	
External Power Module	
Power Cord	
Earlink Foam Tip 3B Peds 750	\$277.00
Repl Eartube Couplers 10/bag x 3 @\$13.25 ea	\$39.75
ER Insert Phones, 50 ohm	\$498.00
Shipping Charges-estimate	\$50.00
<b>Subtotal:</b>	<b>\$1889.75</b>

**Tympanometer**

GSI- 39 Auto Tymp v5	\$2775.00
226 Hz Tymp Only	
Carrying Case, GSI 38/39	\$216.50
Printer Paper	\$35.00
Shipping Charges- estimate	\$50.00
<b>Subtotal:</b>	<b>\$3076.50</b>

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**TOTAL:** **\$4966.25**

**ATTACHMENTS/ additional information:**

- Articles of Incorporation- does not apply
- List of Board of Directors- School Board
- Proof of Tax Exempt Status- ISD #709 MN ID: 801430  
Federal Tax ID: 41-6003776  
City Tax ID: 088-500
- Medical Technologies quote - audiometer and related items
- Medical technologies quote - tympanometer and related items
- Equipment information - GSI 18 Audiometer and GSI 39 Auto Tymp

# Duluth Public Schools

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## Career and Technical Education

# Minnesota Career Fields, Clusters & Pathways

## Marketing, Sales, and Service

- > Buying and Merchandising
- > Distribution and Logistics
- > E-Marketing
- > Management and Entrepreneurship
- > Marketing Communications and Promotion
- > Marketing Information Management and Research
- > Professional Sales and Marketing

## Business, Management, and Administration

- > Administrative and Information Support
- > Business Analysis
- > Business Financial Management and Accounting
- > Marketing
- > Human Resources
- > Management

## Hospitality and Tourism

- > Lodging
- > Recreation, Amusements and Attractions
- > Restaurants and Food/Beverage Services
- > Travel and Tourism

## Law, Public Safety, Corrections, and Security

- > Correction Services
- > Emergency and Fire Management Services
- > Law Enforcement Services
- > Legal Services
- > Security and Protective Services

## Government and Public Administration

- > Revenue and Taxation
- > Foreign Service
- > Governance
- > National Security
- > Planning
- > Public Management and Administration
- > Regulation

## Finance

- > Banking and Related Services
- > Business Financial Management
- > Financial and Investment Planning
- > Insurance Services

## Human Services

- > Consumer Services
- > Counseling and Mental Health Services
- > Early Childhood Development and Services
- > Family and Community Services
- > Personal Care Services

## Education and Training

- > Administration and Administrative Support
- > Professional Support Services
- > Teaching/Training

## Agriculture, Food, and Natural Resources

- > Animal Systems
- > Agribusiness Systems
- > Environmental Service Systems
- > Food Products and Processing Systems
- > Natural Resources Systems
- > Plant Systems
- > Power, Structural, and Technical Systems

### CAREER FIELD

Agriculture, Food, & Natural Resources

CAREER FIELD  
Business, Management, & Administration

CAREER FIELD  
Human Services

**Foundation Knowledge and Skills**  
**Academic and Technical Literacy**  
 Employability • Ethics • Systems  
 Teamwork • Career Development  
 Problem Solving • Critical Thinking  
 Information Technology Application  
 Legal Responsibilities • Communication  
 Safety, Health and Environment  
 Social Studies • Math • Science  
 English • Personal Finance

CAREER FIELD  
Health Science Technology

## Health Science

- > Biotechnology Research and Development
- > Diagnostic Services
- > Support Services
- > Health Informatics
- > Therapeutic Services

CAREER FIELD  
Engineering, Manufacturing, & Technology

## Architecture and Construction

- > Construction
- > Design/Pre-construction
- > Maintenance/Operations

## Manufacturing

- > Production
- > Manufacturing Production Process Development
- > Maintenance, Installation, and Repair
- > Quality Assurance
- > Logistics and Inventory Control
- > Health, Safety, and Environmental Assurance

## Science, Technology, Engineering, and Mathematics

- > Engineering and Technology
- > Science and Math (Investigative, Informational, and Educational)

## Arts, Audio/Video Technology, and Communications

- > Audio/Video Technology and Film
- > Journalism and Broadcasting
- > Performing Arts
- > Printing Technology
- > Telecommunications
- > Visual Arts

## Information Technology

- > Information Support and Services
- > Network Systems
- > Programming and Software Development
- > Web and Digital Communications



MINNESOTA STATE COLLEGE & UNIVERSITY



**Legend:** ■ = Career Cluster  
> = Career Pathway

Explanation provided on reverse side.

**ISD 709 Career and Technical Education**  
aligned with Minnesota Career Fields, Clusters & Pathways  
\*\*\*Proposed Scope and Sequence\*\*\*

Revised, 12/3/2009  
58

**Business Management & Administration**

**Human Services**

**Engineering, Manufacturing & Technology**

**Middle School Tracks (Both Middle Schools)**

**Computers 6  
Business Education  
(9 weeks – Grade 6)**

**Computers 7  
Business Education  
(9 weeks – Grade 7)**

**FACS 6  
Family, Community, Diversity & Tolerance  
(9 weeks – Grade 6)**

**FACS 7  
Family, Community, Diversity & Tolerance  
(9 weeks – Grade 7)**

**Pre Engineering 6  
(Project Lead the Way)  
(9 weeks – Grade 6)**

**Pre Engineering 7  
(Project Lead the Way)  
(9 weeks – Grade 7)**

**Computer Topics 8  
Tech & Your Future with Office 2007  
(Semester)**

**Computer Applications 8  
Graphics, Presentation & Web Design  
(Semester)**

**Family, Food, Diversity  
& Tolerance (FACS 8)  
(Semester)**

**Food Science &  
Nutrition (FACS 8)  
(Semester)**

**Pre-Engineering  
Design & Modeling 8 (PLTW)  
(Semester)**

**Pre-Engineering  
Prototype Fabrication 8 (PLTW)  
(Semester)**

**High School Tracks (Both High Schools)**

Economics Courses	Business Management Courses		Marketing Courses	Family & Community Service Courses	Food Science Wellness & Nutrition Courses	Manufacturing & Fabrication Courses	Engineering & Architecture Courses		
Economics & Pers. Finance I Semester	Computer Essentials Semester	Accounting I Year Long	Marketing I Year Long	Child Development & Child Psychology Semester	Food Science & Nutrition Semester	Manuf. & Fabric. For Industry I Semester	Intr to Engineering & Design (PLTW) Year Long	Civil Engineering & Architect. (PLTW) Year Long	Principles of Engineer. (PLTW) Year Long
Economics & Pers Finance II Semester	Computer Graphics Semester	Accounting II Year Long	Marketing II Year Long	Sustainable Housing Design & Technology Semester	Foods & Healthy Living Semester	Manuf. & Fabric. For Industry II Year Long	CAD for Engineer. & Industry I Semester	CAD for Architecture I Semester	
	Computer Applications Semester			Independent Living Semester	Global Cuisine & Cultural Appreciation Semester	Manuf. & Fabric. For Industry III Year Long	CAD for Engineer. & Industry II Semester	CAD for Architecture II Semester	
	Advanced Computers I Year Long								
	Advanced Computers II Year Long								

**Career Development Internship - TBD**

**Career Development Internship - TBD**

**Career Development Internship - TBD**

**ISD 709 Career and Technical Education**  
aligned with Minnesota Career Fields, Clusters & Pathways  
\*\*\*Proposed Scope and Sequence\*\*\*

Revised, 12/3/2009

**Business Management & Administration**

**Human Services**

**Engineering, Manufacturing & Technology**

**STC Programming**

**Culinary Arts Courses  
(Both High Schools)**

**Early Childhood & Educ. Profession  
Courses (Western High School)**

**Automotive Courses  
(Western High School)**

**Construction Technology  
(Eastern High School)**

Artistry of Foods I – Bakery Focus Semester	Deli- Management Semester	Introduction to Foods Semester	Waiter / Waitress Semester
Artistry of Foods II – Design Elements Semester	Advanced Deli Management Semester	International Cooking Semester	Restaurant Management Semester
		Classical Cooking Semester	

Early Childhood and Education Professions Year Long
---

Automotive Systems I Year Long	Automotive Technology I Year Long
Automotive Systems II Year Long	Automotive Technology II Year Long

Construction Technology I Year Long
Construction Technology II Year Long
Construction Technology III Year Long

Power Sports Proposed Course
------------------------------------

**STC Programming**

**Arts, Communications & Information Systems**

**Health Science  
Technology**

**Agriculture Food & Natural Resources**

**Graphic Arts / Digital Design  
Courses @ Both High Schools**

**Medical Occupations  
Courses @ Both High Schools**

**Agriculture, Forestry & Natural Resources  
Courses @ Eastern High School**

Graphic Arts & Digital Design I Year Long
Graphic Arts & Digital Design II Year Long
Graphic Arts & Digital Design III Year Long

CITS Honors Intro to Nursing/ Home Health Aide Semester
CITS Honors Medical Occupations Semester
ARC: First Aide & CPR/IARD For Professional Rescuer Semester
Bio Medical Occupations Proposed Course

Plant Science & Greenhouse Semester	Forestry, Fish & Wildlife Semester	Field Biology Semester
Landscape & Horticulture Semester	Green Tech. & The Environment Semester	

# The Good News

60

- We have many great CTE programs with space being planned for in the LRFP
- Many CTE programs offer college credit and industry certification
- Technical Education Pathways =  
Academic Rigor, Real World Experience,  
and Professional Job Skills.  
CTE Pathway makes students college and career ready.

# The Bad News

61

- **Sections and enrollment in CTE programs have had severe declines due to budget reductions**
- **Many CTE programs are near elimination**
- **Current High School requirements limit CTE registration opportunities for our Duluth Public School students**

### 05-06 Count of Sections by Department

Department	Central	Denfeld	East	Total
Art	9	20	14	43
Business	15	22	21	58
Cadet	34	52	23	109
Elective	7	13	7	27
Family Consumer	10	6	8	24
Health	10	10	8	28
Industrial Ed	11	16	20	47
Intl Studies	4	10	15	29
Lang Arts	76	85	95	256
MATH	66	64	70	200
Music	22	20	26	68
OLL				
Phy Ed	22	13	9	44
PSEO	12	16	2	30
Science	58	64	71	193
SNTS	85	54	32	171
Social Studies	61	60	68	189
SPED	58	89	75	222
Sport				
STC	135	106	101	342
Study Hall	28	28	21	77
Teacher Helper	67	85	29	181
Work Experience	12	16	2	30
World Language	42	48	65	155
<b>Total</b>	<b>844</b>	<b>897</b>	<b>782</b>	<b>2523</b>

### 08-09 Count of Sections by Department

Department	Central	Denfeld	East	Total
Art	15	15	28	58
Business	3	8	7	18
Cadet	28	36	17	81
Elective	8	5	4	17
Family Consumer	9	2	7	18
Health	6	8	12	26
Industrial Ed	4	17	8	29
Intl Studies				
Lang Arts	63	63	86	212
MATH	51	56	80	187
Music	24	20	28	72
OLL		3	5	8
Phy Ed	12	8	12	32
PSEO	12	9	9	30
Science	46	50	81	177
SNTS	57	103	27	187
Social studies	49	62	76	187
SPED	81	139	61	281
Sport	20	18	12	50
STC	69	57	60	186
Study Hall	19	20	19	58
Teacher Helper	35	33	17	85
Work Experience	1	8		9
World Language	39	34	51	124
<b>Total</b>	<b>651</b>	<b>774</b>	<b>707</b>	<b>2132</b>

## 05-06 Count of Students by Department

Department	Central	Denfeld	East	Total
Art	251	371	288	910
Business	157	327	499	983
Cadet	56	147	24	227
Elective	45	49	87	181
Family Consumer	253	126	204	583
Health	296	288	244	828
Industrial Ed	118	210	216	544
Intl Studies	108	240	427	775
Lang Arts	1663	1898	2435	5996
MATH	1660	1499	1927	5086
Music	806	691	965	2462
OLL				
Phy Ed	315	358	327	1000
PSEO	121	29	58	208
Science	1459	1527	2056	5042
SNTS	163	143	57	363
Social Studies	1591	1599	2020	5210
SPED	378	631	343	1352
Sport				
STC	601	352	317	1270
Study Hall	512	655	951	2118
Teacher Helper	111	123	31	265
Work Experience	126	227	5	358
World Language	787	969	1481	3237
<b>Total</b>	<b>11577</b>	<b>12459</b>	<b>14962</b>	<b>38998</b>

## 08-09 Count of Students by Department

Department	Central	Denfeld	East	Total
Art	291	389	490	1170
Business	74	188	243	505
Cadet	54	81	18	153
Elective	47	62	38	147
Family Consumer	238	56	231	525
Health	182	255	395	832
Industrial Ed	89	130	119	338
Intl Studies				
Lang Arts	1607	1689	2553	5849
MATH	1401	1435	2224	5060
Music	775	720	1091	2586
OLL		4	27	31
Phy Ed	276	256	466	998
PSEO	53	20	67	140
Science	1371	1479	2258	5108
SNTS	81	153	64	298
Social studies	1496	1822	2331	5649
SPED	443	804	374	1621
Sport	401	338	365	1104
STC	324	184	225	733
Study Hall	305	705	1032	2042
Teacher Helper	47	39	20	106
Work Experience	3	46		49
World Language	652	727	1488	2867
<b>Total</b>	<b>10210</b>	<b>11582</b>	<b>16119</b>	<b>37911</b>

# Possible Solutions

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- **Continued balance of the Middle Level curriculum**
- **Expand alternative credit opportunities in CTE courses**
- **Allow for more student registration opportunity in High School CTE courses**

# Restructuring of Middle Level Electives

## Proposed 8<sup>th</sup> Grade Electives for Middle School

**Draft**

<b>Music</b>	<i>Each choice is a full year elective for the 8<sup>th</sup> grade</i>
Choir (Full Year)	
Band (Full Year)	
Orchestra (Full Year)	

<b>World Language</b>	<i>Each choice is a full year elective for the 8<sup>th</sup> grade</i>
Spanish (Full Year)	
German (Full Year)	
Mandarin Chinese (Full Year)	

<b>Career &amp; Technical Education</b>	<i>Each choice is a semester elective for the 8<sup>th</sup> grade. A student may take a second semester elective in Business, Family &amp; Consumer Science and Industrial Technology</i>
---	--

<b>Business Management &amp; Computer Education</b>	
<b>Computer Topics</b> <i>Technology &amp; Your Future with Office 2007</i> (Semester)	<b>Computer Applications</b> <i>Computer Graphics, Presentation &amp; Web Design</i> (Semester)
<b>Family &amp; Consumer Science</b>	
<b>Family, Food, Diversity &amp; Tolerance</b> <i>Family &amp; Consumer Science (FACS)</i> (Semester)	<b>Food Science &amp; Nutrition</b> <i>Family &amp; Consumer Science (FACS)</i> (Semester)
<b>Industrial Technology</b>	
<b>Pre-Engineering - Design &amp; Modeling</b> <i>(PLTW)</i> (Semester)	<b>Pre-Engineering - Prototype Fabrication</b> <i>(PLTW)</i> (Semester)

# 8th Grade Electives for Year 2010 - 2011

## **Business Management And Computer Education**

- Computer Topics
- Computer Applications

## **FACS (Family and Consumer Science)**

- Family, Community, Diversity And Tolerance
- Food, Science and Nutrition

## **Industrial Technology**

- Pre-Engineering Design Modeling (PLTW)
- Pre-Engineering Prototype Fabrication (PLTW)

## **Art**

- Computer Graphics

## **Music**

- Band
- Choir
- Orchestra

## **Physical Education**

- Weight Training

## **World Language**

- German
- Mandarin Chinese
- Spanish

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**Are We A “One Size”  
Fits All Curriculum?**

**Is it “Turf”  
Or  
Options for Students**

# High School Potential Opportunities to Meet Graduation Credit Requirements

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<u>Course</u>	<u>Required Course Fulfilled</u>	<u>Credit</u>
Construction Technology	Math	1.0
Advanced Placement Accounting	Math	1.0
Personal Finance – Economics	Economics	.5
CAD For Architecture	Art	.5
Manufacturing and Fabrication for Industry	Art	.5
CAD for Engineering and Industry	Art	.5
PLTW	Math – Science – Art	1.0 Each
Honors Medical Occupations	Health	.5
Business Communications	Language Arts	1.0
Culinary Arts – Food Science	Science (Michigan)	1.0

# Additional Options to Meet Graduation Credit Requirements

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<u>Course</u>	<u>Required Course Fulfilled</u>	<u>Credit</u>
Literature and Business Communications (STC)	English 11 and 12	1.0
Literature and Interpersonal Communications (STC)	English 11 and 12	1.0
Literature and College Composition I (STC)	English 11 and 12	1.0
Naval Science I (STC)	American History 9	.5
Naval Science II (STC)	American History I and II	1.0
Naval Science III (STC)	International Studies/World History	1.0
Naval Science IV (STC)	Government	.5
Forestry, Fish, and Wildlife (STC)	Science Elective	1.0
Field Biology (STC)	Biology	1.0
Plant Science – Greenhouse (STC)	Science Elective	1.0
Landscape Horticulture (STC)	Science Elective	1.0
Marketing I and II	Economics	.5
Computer Graphics	Media Arts	.5
Computer Graphics and Applications	Media Arts	1.0
Graphic Arts/Digital Design I, II, and III	Media Arts	1.0

# Delivering Media Arts Standards

- Colleen Bryant, Business Education; Denfeld
- Peggy Ehlert, Business Education; Woodland, STC, Central
- Jennifer Miller, Graphic Arts – Digital Design; STC



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## Standards/Credits/Licensure

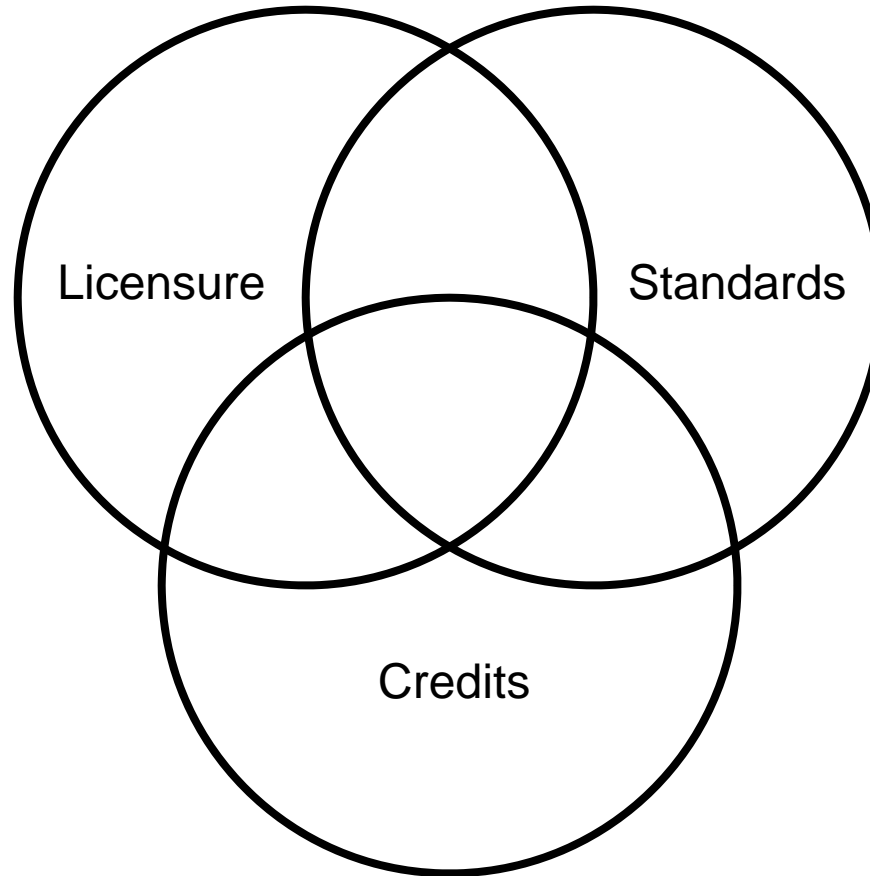
The Minnesota Legislature has enacted M.S. 120B.024 which states in part:

(c) A career and technical education course may fulfill a science, mathematics, or arts credit requirement in addition to the specified science, mathematics, or arts credits under paragraph (a), clause (2), (3), or (5).



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# Delivering Academic Credit In CTE

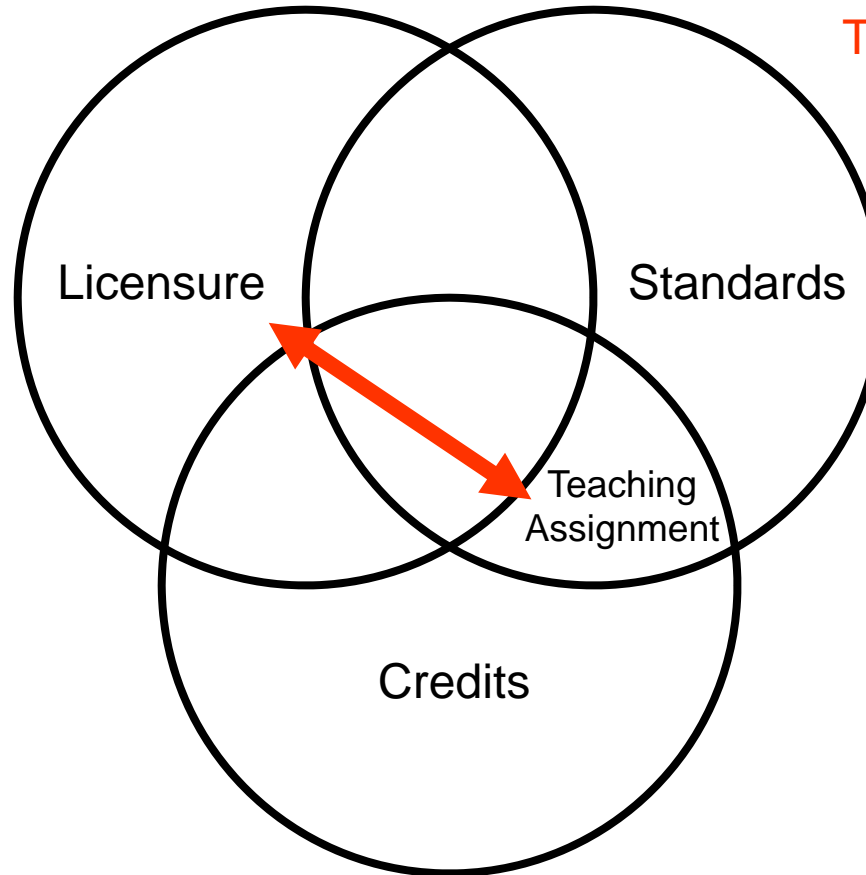




# Delivering Academic Credit In CTE

The district must assure that students have opportunities to meet all standards and shall place standards in courses where the standards will be met with integrity

The district determines the credits that students shall earn for participation in its courses and when the student has met requirements for graduation



The teaching assignment presumes that credit is given where standards are met. Teaching assignments must be connected to appropriate licensure



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## At The Secondary Level, Minnesota Recognizes Five Areas Of The Arts:

- Visual Arts
- Music (Vocal And Instrumental)
- Theatre Arts
- Dance
- Media Arts



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## Minnesota Maintains Teacher Licensure In Four Of The Five Areas Of The Arts:

- Visual Arts
- Music (Vocal And Instrumental)
- Theatre Arts
- Dance
- **Media Arts**

There is no license in media arts, districts may determine who is qualified to deliver the content. CTE delivers the media art standards!



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M.S. 120B.024 requires students to complete one credit in the arts. The statute does not specify which of the arts, nor is there any relationship between highly qualified provisions and the requirement that students complete a credit in the arts. The arts credit can be fulfilled in any way the district determines.

# State Definition Of Media Arts

**The study and practice of human communication through photography, film or video, audio, computer or digital arts, and interactive media**

<http://education.state.mn.us/mdeprod/groups/Standards/documents/Publication/000296.pdf>

# Media Arts Has Standards/Benchmarks

**Computer Graphics**

**Graphic Arts – Digital Design**

**Computer Graphics and Applications**

Deliver the Minnesota Academic Media Art Standards

# Minnesota Department of Education State Rules Relating to Education

## 3505.1150 Awarding Science, Mathematics or Arts Credits Through Career and Technical Education.

Subpart 1. Ability to grant credit. A school district may grant a science, mathematics, or arts credit to a student who meets appropriate standards as part of a career and technical education program when:

- The school board concludes that the standards will be delivered with integrity in the career and technical education program

## Outcome of CTE and Art meeting

It was agreed that the departments will continue to meet and share and compare how each delivers the Media Art Standards.

# Conclusion & Recommendation

- **Continued balance of the Middle Level curriculum**
- **Expand alternative credit opportunities in CTE courses**
- **Allow for more student registration opportunity in High School CTE courses**

“We keep moving forward, opening NEW doors and doing NEW things. Our curiosity keeps taking us down NEW paths.”

Walt Disney

Questions



**ISD 709 Career and Technical Education**  
 aligned with Minnesota Career Fields, Clusters & Pathways  
 \*\*\*Proposed Scope and Sequence\*\*\*

Revised, 12/3/2009

**Business Management & Administration**

**Human Services**

**Engineering, Manufacturing & Technology**

**Middle School Tracks (Both Middle Schools)**

**Computers 6**  
 Business Education  
 (9 weeks – Grade 6)

**Computers 7**  
 Business Education  
 (9 weeks – Grade 7)

**FACS 6**  
 Family, Community, Diversity & Tolerance  
 (9 weeks – Grade 6)

**FACS 7**  
 Family, Community, Diversity & Tolerance  
 (9 weeks – Grade 7)

**Pre Engineering 6**  
 (Project Lead the Way)  
 (9 weeks – Grade 6)

**Pre Engineering 7**  
 (Project Lead the Way)  
 (9 weeks – Grade 7)

**Computer Topics 8**  
*Tech & Your Future with Office 2007*  
 (Semester)

**Computer Applications 8**  
*Graphics, Presentation & Web Design*  
 (Semester)

**Family, Food, Diversity & Tolerance (FACS 8)**  
 (Semester)

**Food Science & Nutrition (FACS 8)**  
 (Semester)

**Pre-Engineering Design & Modeling 8 (PLTW)**  
 (Semester)

**Pre-Engineering Prototype Fabrication 8 (PLTW)**  
 (Semester)

**High School Tracks (Both High Schools)**

**Economics Courses**

**Business Management Courses**

**Marketing Courses**

**Family & Community Service Courses**

**Food Science Wellness & Nutrition Courses**

**Manufacturing & Fabrication Courses**

**Engineering & Architecture Courses**

Economics & Pers. Finance I  
 Semester

Computer Essentials  
 Semester

Accounting I  
 Year Long

Marketing I  
 Year Long

Child Development & Child Psychology  
 Semester

Food Science & Nutrition  
 Semester

Manuf. & Fabric. For Industry I  
 Semester

Intr to Engineering & Design (PLTW)  
 Year Long

Civil Engineering & Architect. (PLTW)  
 Year Long

Principles of Engineer. (PLTW)  
 Year Long

Economics & Pers Finance II  
 Semester

Computer Graphics  
 Semester

Accounting II  
 Year Long

Marketing II  
 Year Long

Sustainable Housing Design & Technology  
 Semester

Foods & Healthy Living  
 Semester

Manuf. & Fabric. For Industry II  
 Year Long

CAD for Engineer. & Industry I  
 Semester

CAD for Architecture I  
 Semester

Computer Applications  
 Semester

Independent Living  
 Semester

Global Cuisine & Cultural Appreciation  
 Semester

Manuf. & Fabric. For Industry III  
 Year Long

CAD for Engineer. & Industry II  
 Semester

CAD for Architecture II  
 Semester

Advanced Computers I  
 Year Long

Advanced Computers II  
 Year Long

**Career Development Internship - TBD**

**Career Development Internship - TBD**

**Career Development Internship - TBD**

**ISD 709 Career and Technical Education**  
 aligned with Minnesota Career Fields, Clusters & Pathways  
 \*\*\*Proposed Scope and Sequence\*\*\*

Revised, 12/3/2009

**Business Management & Administration**

**Human Services**

**Engineering, Manufacturing & Technology**

**STC Programming**

**Culinary Arts Courses (Both High Schools)**

Artistry of Foods I – Bakery Focus Semester	Deli - Management Semester	Introduction to Foods Semester	Waiter / Waitress Semester
Artistry of Foods II – Design Elements Semester	Advanced Deli Management Semester	International Cooking Semester	Restaurant Management Semester
		Classical Cooking Semester	

**Early Childhood & Educ. Profession Courses (Western High School)**

Early Childhood and Education Professions Year Long
---

**Automotive Courses (Western High School)**

Automotive Systems I Year Long	Automotive Technology I Year Long
Automotive Systems II Year Long	Automotive Technology II Year Long
Power Sports Proposed Course	

**Construction Technology (Eastern High School)**

Construction Technology I Year Long
Construction Technology II Year Long
Construction Technology III Year Long

**STC Programming**

**Arts, Communications & Information Systems**

**Graphic Arts / Digital Design Courses @ Both High Schools**

Graphic Arts & Digital Design I Year Long
Graphic Arts & Digital Design II Year Long
Graphic Arts & Digital Design III Year Long

**Health Science Technology**

**Medical Occupations Courses @ Both High Schools**

CITS Honors Intro to Nursing/ Home Health Aide Semester
CITS Honors Medical Occupations Semester
ARC: First Aide & CPR/ARD For Professional Rescuer Semester
Bio Medical Occupations Proposed Course

**Agriculture Food & Natural Resources**

**Agriculture, Forestry & Natural Resources Courses @ Eastern High School**

Plant Science & Greenhouse Semester	Forestry, Fish & Wildlife Semester	Field Biology Semester
Landscape & Horticulture Semester	Green Tech. & The Environment Semester	

### DISTRICT 709 FIELD TRIP REQUESTS

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

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

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

**DEFINITIONS:**

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

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

Extended Trips Within Minnesota, the Continental United States, or a Foreign Country - Trips that involve one or more overnight stops within Minnesota, the Continental United States, or a Foreign Country 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: Lanni Kuff  
 Not Recommended Date: 1/25/10

Assistant Superintendent:  Recommended Name: [Signature]  
 Not Recommended Date: \_\_\_\_\_

School Board:  Approved Name: \_\_\_\_\_  
 Not Approved Date: \_\_\_\_\_

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

### FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

TIME	LOCATION
<i>See attached</i>	<i>See attached</i>

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

Signature of Contact Person: *Mark Fisher*

### 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: *Mark Fisher*

### Duluth East High School String Orchestra Performing Tour to New York City 3/31-4/2

Total of \$730 to be paid to East Orchestra by Monday Feb 22, 2010 for students and CHAPERONES. Last Payment of \$330 due then. Deduct \$57 if you did Community Day fund raiser. Chaperones please have background check done by June 26 and submit to Mr Eskola with receipt for reimbursement. Thanks.

March 31 – April 6, 2010 Itinerary (Dates and times for all activities outlined below are subject to change)

**DAY ONE: Wednesday, March 31, 2010 Pack: wire music stands for your performances**

1:30 p.m. - 2:00 p.m. Load the luggage and instruments into the buses (2)  
2:00 p.m. Depart for New York, NY (1,287 miles/21 hours of straight driving)- Lose 1 hour for EST  
1 hour Dinner stop (student expense), driver change and fuel stop

**DAY TWO: Thursday, April 1, 2010 1 hour Breakfast and lunch stops (student expense)**

3:00 p.m. – 6:00 p.m. Check into the Embassy Suites Parsippany 909 Parsippany Boulevard Parsippany, NJ 07054  
973-334-1440 – Phone 973-334-1856 – FAX

- Hotel rooms have coffee maker, hairdryer, iron and ironing board, microwave and refrigerator.
- Unpack (**DO NOT LEAVE** money in hotel room!!!) -Swim in the hotel's indoor pool from 6:00 a.m. - 10:30 p.m.
- 5:30 p.m. – 7:30 p.m. Manager's Reception served in the hotel lobby- Snacks and unlimited soft drinks
- 6:30 p.m. – 6:45 p.m. Travel to the Rockaway Townsquare Mall (10 miles/15 minute drive)
- 6:45 p.m. – 8:00 p.m. Dinner & shopping in Rockaway Townsquare Mall/Food Court (student expense)
- 8:00 p.m. – 8:15 p.m. Travel back to the hotel (10 miles/15 minute drive)
- 11:00 p.m. – 3:00 a.m. Private security guard to watch the group's hotel rooms (1)

**DAY THREE: Friday, April 2, 2010**

7:15 a.m. – 7:45 a.m. Bus #1 eats made-to-order breakfast served in the hotel lobby  
7:45 a.m. – 8:15 a.m. Bus #2 eats made-to-order breakfast served in the hotel lobby  
8:15 a.m. – 8:30 a.m. Entire group NYC Orientation from Performance Tours in the breakfast room:

- It is absolutely critical to be on time!!! - Be flexible. - It's OK to leave your belongings on the bus.
- The bus will always pick you up where you were dropped off.
- Stay in groups of 4 at all times. - NYC is a grid system; always note where you were dropped off.
- Be careful buying from street vendors (CDs, DVDs, jewelry, sunglasses).
- In China Town **DO NOT** go into backrooms to buy a Coach Purse.
- Suggestions for female students - holding your purse at all times.
- Bus will never return to the hotel other than at the end of the day.
- Experience the city (try new foods, talk to the locals). - Experience of a lifetime; enjoy it!

Travel to [redacted] ( [redacted] miles/ [redacted] minutes of straight driving)  
Arrive at [redacted] - Set-up and warm-up  
Exchange concert at [redacted] with their orchestra

10:45 a.m. – 11:00 a.m. Load instruments back on the bus  
11:00 a.m. – 12 Noon Travel into New York City ( [redacted] miles/ [redacted] minutes of straight driving)  
12:00 p.m. – 2:00 p.m. [redacted] - Lunch on own (student expense)

2:00 p.m. – 2:30 p.m. Travel to the United Nations ( [redacted] miles/ [redacted] minutes of straight driving)  
2:30 p.m. – 3:00 p.m. Go through the United Nations security check  
- Not allowed to bring anything sharp into the building - Cameras are allowed

3:00 p.m. – 4:30 p.m. Guided tour of the United Nations  
4:30 p.m. – 6:30 p.m. Step on ground zero  
- Meet Bruce Roberts in front of the United Nations - We'll visit ground zero  
- Will get on and off the bus many times during the tour - Tour ends in China Town  
6:30 p.m. – 7:30 p.m. 9-course group dinner at Grand Harmony Restaurant in China Town  
7:30 p.m. – 9:30 p.m. Free time for shopping in China Town and Little Italy (student expense)  
- This area offers the best deals for souvenir shopping in the city!

9:30 p.m. – 10:30 p.m. Travel back to the hotel (34 miles/45 minutes of straight driving)  
11:00 p.m. – 3:00 a.m. Private security guard to watch the group's hotel rooms (1)

**DAY FOUR: Saturday, April 3, 2010**

7:30 a.m. – 8:00 a.m. Bus #2 eats made-to-order breakfast served in the hotel lobby  
8:00 a.m. – 8:30 a.m. Bus #1 eats made-to-order breakfast served in the hotel lobby  
8:45 a.m. – 9:45 a.m. Travel into New York City (34 miles/1 hour of straight driving)  
10:00 a.m. – 10:30 a.m. Arrive at Montana Studios NYC - Set-up and warm-up  
10:30 a.m. – 11:30 a.m. Master clinic with David Barg  
11:30 a.m. – 11:45 a.m. Load instruments back on the bus

11:45 a.m. – 12:15 p.m. Travel to Radio City Music Hall  
 12:15 p.m. – 1:30 p.m. Guided tour Radio City Music Hall (12:15 p.m. 30 people, 12:30 p.m. 14 people)  
 1:30 p.m. – 3:30 p.m. Free time for lunch on Madison Avenue and shopping on Fifth Avenue Bruno Magli- Cartier  
 (Carriage Rides (30 minutes/\$35.00 for 4 people) Disney , Godiva Chocolate, Gucci NBA Store, Nike Town  
 (front door on 57th) - Saks Fifth Avenue - St. Patrick's Cathedral - Rockefeller Center  
 3:30 p.m. – 4:30 p.m. Travel to the Top Of The Rock Observation Deck- Height comparisons:-  
 Top of the Rock on 3 levels (67 – 70 stories)-Empire State Building 86 stories-World Trade Center had 110 stories  
 4:30 p.m. – 5:00 p.m. Walk to the Minskoff Theatre – West 45th & Broadway  
 5:00 p.m. – 7:30 p.m. Free time for shopping and dinner Times Square (student expense)  
 7:30 p.m. – 8:00 p.m. Arrive at the Minskoff Theatre - Get your ticket and find your seat  
 8:00 p.m. – 10:00 p.m. Attend the Broadway Show “Lion King”  
 10:15 p.m. – 11:15 p.m. Travel back to the hotel (34 miles/45 minutes of straight driving)  
 11:00 p.m. – 3:00 a.m. Private security guard to watch the group’s hotel rooms (1)

**DAY FIVE: Sunday, April 4, 2010 (daylight savings – turn clocks forward 1 hr.)???**

8:00 a.m. – 8:30 a.m. Bus #1 eats made-to-order breakfast served in the hotel lobby  
 8:30 a.m. – 9:00 a.m. Bus #2 eats made-to-order breakfast served in the hotel lobby  
 9:15 a.m. – 10:00 a.m. Travel into New York City (34 miles/45 minutes of straight driving)  
 10:00 a.m. – 12:30 p.m. Self-guided tour of The Metropolitan Museum of Art  
 12:30 p.m. – 1:00 p.m. Walk across Central Park to the Time Warner Center for lunch (student expense)  
 1:00 p.m. – 2:30 p.m. Lunch in the Time Warner Center Food Court (student expense)  
 2:30 p.m. – 2:45 p.m. Walk to Lincoln Center  
 3:00 p.m. – 4:00 p.m. Guided Tour of Lincoln Center - Tours originate Tour Desk Avery Fisher Hall lobby  
 4:00 p.m. – 4:45 p.m. Drive to South Street Sea Port and park the buses (8 miles/45 minute drive)  
 4:45 p.m. – 6:00 p.m. Walking and picture taking tour of the Wall Street area with Tour Director  
 6:00 p.m. – 7:30 p.m. Dinner and shopping in South Street Sea Port Food Court (student expense)  
 6:30 p.m. – 7:30 p.m. Optional walk on the Brooklyn Bridge with the Tour Director  
 7:30 p.m. – 8:15 p.m. Travel back to the hotel (34 miles/45 minute drive)  
 8:30 p.m. – 10:30 p.m. Swim in the hotel’s indoor pool  
 11:00 p.m. – 3:00 a.m. Private security guard

**DAY SIX: Monday, April 5, 2010**

7:30 a.m. – 8:00 a.m. Bus #2 eats made-to-order breakfast served in the hotel lobby  
 8:00 a.m. – 8:30 a.m. Bus #1 eats made-to-order breakfast served in the hotel lobby  
 8:30 a.m. – 9:00 a.m. Group check-out and load the buses  
 9:00 a.m. – 10:00 a.m. Travel into Jersey, City (27 miles/45 minutes of straight driving)  
 10:00 a.m. – 10:30 a.m. Go through Liberty State Park security

10:30 a.m. – 10:45 a.m. [REDACTED]  
 10:45 a.m. – 1:15 p.m. Visit the Ellis Island Museum \* Lunch on own (student expense)

Notes for visit: \* Get back in line @ 1:30 p.m. \* Next ferry will be to Statue of Liberty.

\* Best view is top of the ferry. \* When we get off the ferry meet for group picture @ the flag pole. During your stay on Ellis Island this is best place to eat lunch & gift shops ALSO- Three floors of exhibits.

- Can pay \$8 more for a 40 min audio-tour - Into the museum on the right – bank of computers you can search your Surname.

- Surname will match Wall of Honor on backside of the museum. - Into the museum left of the bank of computers is a

theatre FREE movie “Island of Hope, Island of Tears”. Free ticket from Park Rangers (in to the left). \* Movie lasts 45 minutes

\* Movie times: 10:30 a.m. – 3:30 p.m. (every hr. on hr.) - Theatre holds a total of 140 people

\*In museum - right bank of computers to access information About genealogy for a fee.Or, check on-line for no charge

1:30 p.m. Get in line for the 1:30 p.m. ferry

1:30 p.m. – 1:40 p.m. Take ferry to see the Statue of Liberty (best view from the top of ferry) Can’t walk to top of Liberty

1:40 p.m. – 2:30 p.m. Visit Liberty Island & Statue of Liberty- Group

2:30 p.m. Get in line for the 2:45 p.m. ferry

2:30 p.m. – 2:45 p.m. Take the ferry back to Jersey City, NJ

3:00 p.m. Depart for Duluth, MN (1,287 miles/21 hours of straight driving)

- Gain 1 hour for CST

1 hour Dinner stop (student expense), driver change and fuel stop

**DAY SEVEN: Tuesday, April 6, 2010**

1 hour Breakfast and lunch stops (student expense)

2:00 p.m. Arrive back at Duluth East High school and unload the bus

**EMERGENCY CONTACTS** Contact the group’s Tour Director Michael Pileggi:

Cell phone 763-442-6317 Office phone 763-576-6909 (checked nightly and returned the following day)

2nd emergency contact Brie Pileggi: Office phone 952-405-9506 Cell phone 612-387-3678



### FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip:  Instructional  Supplementary  Extended  Externally Sponsored\*

- Organization/Grade/Course Planning Trip: FFA - State Convention
- Contact Person (Responsible for Checklist Completion): Jennifer Madole
- Field Trip Date(s): April 25-27, 2010 Destination: St. Paul + Mpls Hof M Campus's
- Field Trip Overview (Include events, establishments and locations): Students will attend MN State FFA Convention. They will participate in workshops, and many qualified for participation in Career Development Events. (competitions)
- Field Trip Departure from School (Date and Time): April 25, 2010 (Sunday 1:00 pm)  
Field Trip Return to School (Date and Time): April 27, 2010 (Tues) 8:30 am
- Objectives of Field Trip: Students apply skills learned in Ag. CTE classes. Participate in leadership activities and gain knowledge in New Agriculture, natural resource topics. Also solidifies FFA officer team, - promotes teamwork
- Relationship to Curriculum or Student Learning: See above.

- Planned Follow-up Field Trip Activities: Students Share w/ classmates upon return. New things learned + experience in competition, Encourage those attending to lead the FFA in 200-2011.
- Field Trip Budget Request

Estimated Expenses		
Total Admission/Fees	<u>\$350-Registration</u>	<u>\$506.00</u>
Total Meals	<u>Students on own - Advisor</u>	<u>\$930.00</u>
Total Lodging		<u>\$1000.00</u>
Total Transportation		<u>\$</u>
<input checked="" type="checkbox"/> School District Vehicle(s)	<u>-2 vans @ 600mi. @ .55</u>	
<input type="checkbox"/> Commercial Transportation Carrier ~ Name:		<u>330.00</u>
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name:		
Total Additional Stipends:	<u>substitute teacher/s</u>	<u>\$300.00</u>
Other:		<u>\$</u>
<b>Total</b>		<u>\$2,596</u>

Revenues		
District Budget	Code: <u>1-340-200-424</u>	<u>\$ 746. --</u>
Booster Group		<u>\$</u>
Donations	<u>FFA FLYERS/RAISERS/Plant Sales</u>	<u>\$1400.00</u>
Student Fees	<u>\$50.00 = ea.</u>	<u>\$ 450.00</u>
Total Additional Stipends:		<u>\$</u>
<b>Total</b>		<u>\$ 2,596</u>

- Reviewed/Completed Request Checklist:  Yes  No

\*The Assistant Superintendent's office must receive a signed waiver form for each student participating in an externally sponsored trip prior to the departure date.



**Duluth FFA Itinerary for State FFA Convention**

4/26/08	1:00 p.m.	Leave STC Parking lot
	2:00 p.m.	Hinckley of North Branch snack stop
	4:00 p.m.	Van #1 Forestry Team to St. Paul Campus to register and Study Session #1
		Van #2 To Hampton Inn hotel for check in and Study Ses. #1
	5:30 p.m.	Dinner meeting together at Green Mill in hotel
	6:30 p.m.	Van#2 Leave for Northrup for Talent Show and Reflections Program (Official dress required.) OR Team Study Session #2
	10:00 p.m.	In rooms
4/27/08	6:30 a.m.	Breakfast in hotel (included)
	7:00 a.m.	Leave for U of M St. Paul Campus
	7:30-11:30 a.m.	Forestry/Floriculture/Nursery Career Development Events
	8:15 a.m.	1 <sup>st</sup> General Session for Delegates
	9:15 a.m.	Workshop:
	11:30 a.m.	Beef Barbeque Vo-Tech Building balcony
	1:15 p.m.	Workshop:
	3:15 p.m.	Leave Campus for hotel
	5:00 p.m.	Leave for Science Museum of Minnesota Dinner and shopping at Mall of America
	9:00 p.m.	Leave Mall of America for hotel
	10:00 p.m.	In rooms
4/28/08	8:00 a.m.	Breakfast in hotel
	9:30 a.m.	Como Park Conservatory (free- will donation)
	11:30 a.m.	Lunch location to be determined
	12:00 p.m.	Northrup Auditorium Mpls Campus for 5 <sup>th</sup> General Session and Awards Program
	3:00 p.m.	Leave for Duluth

## **State FFA Convention 2010**

### **Career Development Events Expecting Official Dress**

Agribusiness Sales	FFA Creed
Crops	Dairy Cattle
Dairy Foods	Farm Management
Fish and Wildlife	Floriculture
Food Science	Extemporaneous Public Speaking
General Livestock	Horse
Job Interview	Marketing Plan
Nursery Landscape	Parliamentary Procedure
Poultry	Prepared Public Speaking
Small Animal	Novice Parliamentary Procedure

### **Career Development Events Expecting Official Dress and Appropriate Attire**

- Ag Issues – Official Dress or appropriate costumes.
- Agricultural Mechanics – Come prepared to work in shop (Shop coat & Safety Glasses).
- Dairy Cattle – Come prepared to judge in cold building/outdoors.
- Dairy Showmanship – Dairy whites are considered appropriate.
- Forestry – Come prepared to work out of doors.
- General Livestock - Come prepared to judge in cold building/outdoors.
- Meats – Sweaters, coats, warm clothes and footwear recommended.
- Poultry – Come prepared to handle birds.
- Soils – Contest may be held Out of Doors, be prepared for working in the elements.

### **Career Development Events Expecting Appropriate Attire or Official Dress**

- Talent – Contestants may wear costumes appropriate for their performance.

Members who may be participating in CDE's that will be held out of doors, or in cold buildings may wear a warmer jacket in addition to Official Dress.

Members who may be handling livestock, performing, performing skill tasks may wear coveralls, or jackets that protect official dress attire.





**Woodland Hills Academy**  
 110 West Redwing Street  
 Duluth, MN 55803  
 Phone: (218) 728-7492  
 Fax: (218) 728-7495

January 19, 2010

Dr. Joe Hill  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> Ave. E.  
 Duluth, MN 55802

Dear Dr. Hill,

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 Duluth Public Schools.

<u>Name of Graduate / School</u>	<u>Graduation Date</u>
<u>Woodland Hills Academy</u> Clarence Sagataw-Paquette	1/21/2010

A handwritten signature in cursive script that reads "Gregg A. Maus".

Gregg A. Maus  
 Principal,  
 Residential and Day Treatment Schools



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Gregg A. Maus  
Principal,  
Residential and Day Treatment Schools

# ISD 709 Calendar 2010-11 School Year

AUGUST							SEPTEMBER							OCTOBER							NOVEMBER <span style="float: right;">97</span>								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
1	2	3	4	5	6	7				1	2	3	4							1	2			1	2	3	4	5	6
8	9	10	11	12	13	14	5	Labor Day HOLIDAY 6	District/Site Work & Development Days 7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	EM 12	13		
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	Early Release 19	20		
22	23	24	25	26	27	28	19	20	21	22	23	Early Release 24	25	17	18	19	20	Early Release 21	HOLIDAY Ed.Mn S 22	23	21	22	23	24	Thanksgiving HOLIDAY/ Recess 25	26	27		
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30						
31														31															

DECEMBER							JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	S 3	4						1			1	2	3	4	5			1	2	3	4	5	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	S 11	12
12	3	14	15	16	Early Release 17	18	9	10	11	12	13	14	15	13	14	15	16	17	Early Release 18	19	13	14	15	16	17	Early Release 18	19
19	20	21	22	Winter Recess 23	Winter Recess 24	25	16	M.L.K. Win. Rec. 17	18	19	EMS 20	Semester Break 21	22	20	Pres. Day HOLIDAY 21	Confer. Makeup 22	Confer. Makeup 23	Winter Recess 24	Winter Recess 25	26	20	21	22	23	24	25	26
26	Winter Recess 27	Winter Recess 28	Winter Recess 29	Winter Recess 30	Winter Recess 31		23	24			Early Release 28	29	27	28						27	28	29	30	31			
							30	31	25	26	27																

APRIL							MAY							JUNE							JULY								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					EM 1	2						Early Release 6	7						1	2	3	4						1	2
3	4	5	6	7	8	9	1	2	3	4	5	6	7	5	6	7	8	EMS 9	10	11	3	Indep. Day HOLIDAY 4	5	6	7	8	9		
10	11	12	13	14	Early Release 15	16	8	9	10	11	12	13	14	12	13	14	15	16	17	18	10	11	12	13	14	15	16		
17	Confer. Makeup 18	Confer. Makeup 19	Spring Recess 20	Spring Recess 21	Spring Recess 22	23	15	16	17	18	19	20	21	19	20	21	22	23	24	25	17	18	19	20	21	22	23		
24	25	26	27	28	S 29	30	22	23	24	25	26	27	28	26	27	28	29	30			24	25	26	27	28	29	30		
							29	Mem. Day HOLIDAY 30	31												31	25	26	27	28	29	30		

## KEY DATES

- First day for students - September 9, 2010
- Schools will schedule open houses and conferences
- Last day for students - June 9, 2011

- No school for students   and
- Early Release

