

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, February 25, 2014

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

1. Informational Items

A. Informational Presentations

1) Dalian, China Student Exchange Partnership

As part of an international exchange between the Duluth Public Schools and the high school affiliated with Dalian University of Technology in Dalian, China, East, Denfeld, and Esko High Schools' families are hosting thirty Dalian students and three teacher chaperones from February 1-14, 2014. Assistant Superintendent Crawford shared information about the Exchange Partnership.

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

2) Alternatives to Out-of-School Suspension (OSS)

5

Use and disproportional use of OSS is an ongoing concern locally and across our nation. Last year, through Think Kids, our community identified reducing use and disproportional use of OSS as a priority, which has become a key part of our District-Wide Continuous Improvement Plan. Ron Lake, Climate Coordinator, and Tonya Sconiers, Denfeld High School Principal, shared information regarding use of OSS, our goal to reduce it, current efforts, and likely next steps.

Recommendation: It is recommended that this item be received as informational.

3) Review of Policy 6300 Wellness Policy

7

As required in Policy 6300 **Wellness Policy**, Bill Hanson, Director of Business Services, Pam Bowe, Supervisor of Child Nutrition, and Kevin Abrahamson, Curriculum Coordinator, presented an annual review showing compliance in the areas of food service, nutrition, and physical activity within the Duluth Public Schools and shared plans for areas showing a need for improvement.

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

B. Status Update - Duluth Public Schools Becoming an Accredited On-Line Learning Provider

Adrian Norman, Unity/ALC Administrator, provided an update on the status of Duluth Public Schools becoming an accredited on-line provider beginning with the 2014-15 school year.

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

C. Grant Applications

1) Scott D. Anderson Leadership Foundation Fund of the Duluth-Superior Area Community Foundation Grant Application

Rory Johnson, Proctor Public Schools, has submitted a grant proposal in the amount of \$24,000 to the Duluth-Superior Area Community Foundation for consideration of funding from the Scott D. Anderson Leadership Foundation Fund. If the grant is awarded the Duluth Public Schools will serve as the fiscal agent and funds will be used to support the Twelfth Annual Scott Anderson Leadership Forum this summer.

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

2. Action Items

A. Presentation Items Requiring Approval

1) Proposed Duluth Public Schools Organizational Structure

11

Superintendent Bill Gronseth brought the School Board up to date on the past and current organizational structures of the District. As a next step in the District's strategic planning initiative, the Superintendent presented a revised Duluth Public Schools Organizational Structure which brings departments and positions into alignment toward achieving the goals included in the District-wide Continuous Improvement Plan.

Recommendation: It is recommended that the Duluth School Board accept and approve the proposed Duluth Public Schools Organizational Structure.

2) Recommended Changes to the 2013-14 School Year (Tabled at School Board Meeting)

The School District has scheduled 190 school days, and the School District has closed for seven (7) inclement weather days. Recognizing that instructional time is vital to the student learning process, Administration is recommending the adoption of the following changes to the 2013-2014 School Year.

May 16, 2014, originally scheduled as a staff development day without students will now be a regular instructional day for students and staff.

June 6, 2014, originally scheduled as a records day without students will now be a regular instructional day for students and staff.

June 9 and 10, 2014 will now be regular instructional days for students and staff.

June 11, 2014 will now be records day for staff.

June 12, 2014 will now be a Staff Development Day for all Certified Staff.

Recommendation: It is recommended that the Duluth School Board accept and adopt the recommended changes to the 2013-14 School Year. **(No action taken - Tabled at School Board Meeting)**

3) Ojibwe Immersion Program Proposal 18

William Howes, Office of Education Equity Supervisor, and Edey Howes, Supervisor of Indian Education, shared information on a proposal for implementation of an Elementary School Ojibwe Language Immersion Program in the Duluth Public Schools to assist in meeting the Aims and Goals of the District. Research, rational, and budget considerations will be presented for this proposed program.

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

B. Extended Field Trip Requests 21

Fifth grade students at Lakewood Elementary will be traveling to Wolf Ridge Environmental Learning Center in Finland, Minnesota from February 10-12, 2014. Students will participate in an interactive study and exploration of the environment and the sciences. Group activities will include team building and leadership development. The total cost of the trip is \$7,322.67 and will be funded through student fees and fundraising activities.

Two Duluth Public Schools FCCLA-HERO students will be traveling to St. Paul, Minnesota on March 18-19, 2014 to participate in State Officers Training and to meet Legislators at the Capitol. There are no costs associated with this trip for the District or the two students attending.

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

C. Policy 5140 - Newly Enrolled Students - Health Standards (Newly Named - Immunization Requirements) 27

Attached are revisions to Policy 5140 *Newly Enrolled Students - Health Standards (newly named - Immunization Requirements)* for the first reading. Jason Crane, Assistant Director of Special Education, and Camille

Murphey And Sue Sederberg, School Nurses, were present to answer any questions.

Recommendation: It is recommended that the Duluth School Board receive and accept this item for the first reading.

D. Diploma Requests

31

The following students have completed all high school graduation requirements and should be awarded a diploma:

Justice Layn Lundquist - December 18, 2013

McCoy W. Newell - December 19, 2013

Nathan Brandon Greene - January 9, 2014

Recommendation: It is recommended that the Duluth School Board accept and approve the above requested diploma awards.

Introduction:

Use and disproportional use of OSS is an ongoing concern locally and across our nation. Last year, through Think Kids, our community identified reducing use and disproportional use of OSS as a priority, which has become a key part of our District-Wide Continuous Improvement Plan. During our Education Committee Meeting, information will be shared regarding use of OSS, our goal to reduce it, current efforts and alternatives, as well as likely next steps.

Information:

1. Last year's Baseline (from DW-CIP)

1440 days of OSS used in 2012-13 School Year

Student Percentage in District 2012-13:

- 6.17% American Indian
- 8.27% African American
- 2.03% Hispanic
- 2.52% Asian Pacific Islander
- 81.01% White
- 14.76% Special Education
- 45.16% Free/Reduced Lunch

Percentage of OSS in District 2012-13:

- 11.81% American Indian (170 days)
- 40.21% African American (579 days)
- 1.32% Hispanic (19 days)
- 0.63% Asian Pacific Islander (9 days)
- 46.04% White (663 days)
- 49.10% Special Education (707 days)
- 98.13% Free/Reduced Lunch (1413 days)

2. Current Goal (from DW-CIP)

Reduce the use, and disproportionality in use, of out-of-school suspension (OSS) as a disciplinary consequence.

Target:

40% fewer days of OSS used (864 days of OSS, or fewer)

The percentage of students involved in OSS is consistent with District student demographics

3. Make up of OSS team

- Ed Crawford Assistant Superintendent
- Jason Crane Assistant Director of Special Education
- Jacob Hintsala Assistant Principal Lincoln Park Middle School
- William Howes Coordinator Education Equity
- Christen Hull Assistant Principal Laura MacArthur Elementary
- Adrian Norman Assistant Principal Unity/ALC
- Rachel Jackson Assistant Principal Ordean East Middle School
- Joan Sargent Social Worker Denfeld High School and Lincoln Middle School
- Tonya Sconiers Principal Denfeld High School
- Ron Lake Climate Coordinator

4. Areas to improve based on recommendations to reduce use of and disproportionality in OSS:

- Policy
 - Investigation
 - Partnerships with SROs
 - Data based decision making
 - Developmentally appropriate use
 - Prevention, intervention and alternatives
 - Cultural competence of staff, students, community
- Minnesota Minority Education Partnership: Solutions Not Suspensions Policy Brief Sept. 2013*

5. There are many lists of the top ways to reduce OSS, one list is:

- Provide school staff with timely data
 - Increase awareness of out-of-school suspensions
 - Establish consistent consequences for misconduct
 - Provide alternative methods of teaching students in need of intensive supports
 - Provide professional development on positive behavioral supports and SWPBS
 - Disseminate SWPBS principles through the use of school discipline teams
 - Frame the problem of out-of-school suspensions in the broadest possible terms
 - Collaborate with other District initiatives
 - Track office referrals and administrator at each school to regularly monitoring discipline data
- Journal of Special Education Leadership 21(2) N September 2008*
Lessons Learned and Strategies Used in Reducing the Frequency of Out-of-School Suspensions

Current Efforts:

- *Working to share oss data with schools regularly
- *Improving our investigation and intervention for high risk behaviors
- *Offering supervision and de-escalation training to general education staff
- *Experimenting with Tier 2 Function Based Behavior Intervention with CSS Partnership
- *Coordinating efforts between Student Handbook Committee and OSS Team
- *Exploring available technology to support tracking office referrals and monitor discipline data
- *Sharing information with Principals regarding working with acting out students, methods to conduct re-entry meetings after suspension, and free on-line training for staff specific to positive behavior supports, working with students with behavioral and mental health needs

Next Steps:

- *Draft Duluth Framework from Solutions Not Suspensions Brief
- *Revise Student Policy Handbook
- *Explore options for Cultural Competence training
- *Write DPS rationale for oss goal; long term consequences including dropout and ach. gap
- *Emphasize alternative interventions to oss; in-class interventions, re-teaching, restorative efforts, ISS, safety planning, community resources, etc
- *Seek feedback from key stakeholders including but not limited to; students, parents, community members and employees

6300 - Wellness Policy

I. Purpose

Per the District's Resolution of Purpose, this policy assures a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. General Statement of Policy

- A. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
- B. The school district recognizes the importance of making a commitment to motivating students, parents, staff, administrators, and communities to take action in making healthy choices. Evidence strongly suggests that collaborative efforts among family, schools, and community are the most effective approach for the promotion of good health.
- C. The school district leadership makes a significant difference in the success of nutrition and healthy eating efforts. Results can be compromised if not supported by the entire school environment that includes both inside and outside the cafeteria.
- D. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.
- E. The school environment should promote and protect students' health, well being, and ability to learn by encouraging healthy eating and physical activity.
- F. The school district encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing school district nutrition and physical activity policies.
- G. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- H. All students in grades K-12 will have opportunities, support, and an environment that encourages physical activity on a regular basis.
- I. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of a culturally diverse student body. The District will provide clean, safe, and pleasant facilities and adequate time for students to eat.

III. Guidelines

A. Physical Education and Physical Activity:

- Physical education is the time during the day when physical education curriculum is delivered

- by a certified physical education teacher.
- Physical activity is movement with students supported by anyone other than a certified physical education teacher.

1. Opportunities During the School Day

- a. Continue to work toward providing all students in grades K-12, including students with disabilities, special health-care needs, and students within alternative educational settings, to receive physical education.
- b. Continue to work toward meeting the Physical Education requirements of the CDC, MDE, NASPE recommendations of 150 minutes/week for elementary students and 225 minutes/week for secondary students for the entire school year. *
- c. Expand lifetime activities offered in secondary Physical Education curriculum.
- d. All Physical Education will be taught by a certified Physical Education teacher.
- e. Strive toward daily recess prior to lunch.
- f. Strive toward all elementary students having at least 20 minutes a day of supervised recess, preferably outdoors, during which schools and playground monitors encourage moderate to vigorous physical activity.

2. Opportunities in the Learning Environment

- a. Extended periods (i.e., periods of two or more hours) of inactivity are discouraged. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, students will be given periodic breaks during which they are encouraged to stand and be moderately active.
- b. Encourage and train classroom teachers to implement current strategies that link physical activity with learning.

3. Opportunities Outside the School Day

- a. The school is encouraged to offer a variety of physical activities including extracurricular and intramural. Possible resources may include outside agencies and community education.
- b. To promote safe routes to school, the school district will assess its own facilities and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school.
- c. Expand and utilize the use of fitness centers and other existing facilities before and after school for all ISD 709 staff and students to promote healthy lifestyles.
- d. Encourage fund-raising activities that promote physical activity such as jump-a-thons, rake-a-thons, etc.

B. Nutrition:

1. Food and Beverages

- a. Work toward providing all students with at least 20 minutes per day to eat lunch.
- b. Offer a variety of healthy choices in school breakfast and lunch that are tasty, attractive, and of excellent quality that meet or exceed the nutrition standards established by USDA**.
- c. Ensure the availability of healthy, appealing, and affordable food options whenever food is served outside of the school breakfast and lunch program.
- d. Offer healthy food and beverage options in vending machines, school stores, concession

- stands, staff areas, and ala carte lines.***
- e. Fundraising efforts must be supportive of healthy eating, by selling non-food items or healthy food items like fruits, veggies, and whole grain breads.***
- f. Rewards programs must utilize healthy choices (food and non-food).***
- g. School regularly promotes healthy food options for students (pricing, marketing, posting nutrition information, taste testing, etc.)

2. Nutrition Education

- a. Encourage district staff and school volunteers to model healthy nutritional choices.
- b. Provide nutrition education in health classroom curriculum.
- c. Teachers are encouraged to integrate nutrition education into core curriculum areas such as math, science, social studies, and language arts as applicable.

3. Community Communication and Education

- a. Provide staff, parents, and community with education on physical activities in school newsletters and district website.
- b. Encourage district staff, students, and families (newsletters etc) to make healthy food choices at home, when eating away from home, and when sending food and beverages to school.
- c. To promote Safe Routes to School, the school district will work proactively with the city, county, and other community groups to remove any barriers to make it safer and easier for students to walk and bike to school.

IV. **Implementation, Monitoring, and Review**

- A. After approval by the school board, the wellness policy will be implemented throughout the school district.
- B. The school food service staff will ensure compliance within the school's food service area and will report to the superintendent or designee, as appropriate.
- C. The superintendent or designee will ensure compliance and effectiveness of the wellness policy and will provide an annual report of the school district's compliance with the policy to the school board.
- D. An assessment of the school's existing nutrition and physical activity environment and policy will be completed annually to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The school will, as necessary, review the wellness policies and develop work plans to facilitate their implementation.

* References - (CDC) - Centers for Disease Control, (MDE) - Minnesota Department of Education and (NASPE) - National Association of Sport and Physical Education

** School guidelines will follow the Healthy Hunger-free Kids Act as revised, or when implemented, or as directed by the Minnesota Department of Education. References: Minnesota Department of Education

Food and Nutrition Services Mde.fns@state.mn.us, United States Department of Agriculture (USDA)

Adopted: June 20, 2006

Revised: January 17, 2012

RESOLUTION

PROPOSED DULUTH PUBLIC SCHOOLS ORGANIZATIONAL STRUCTURE

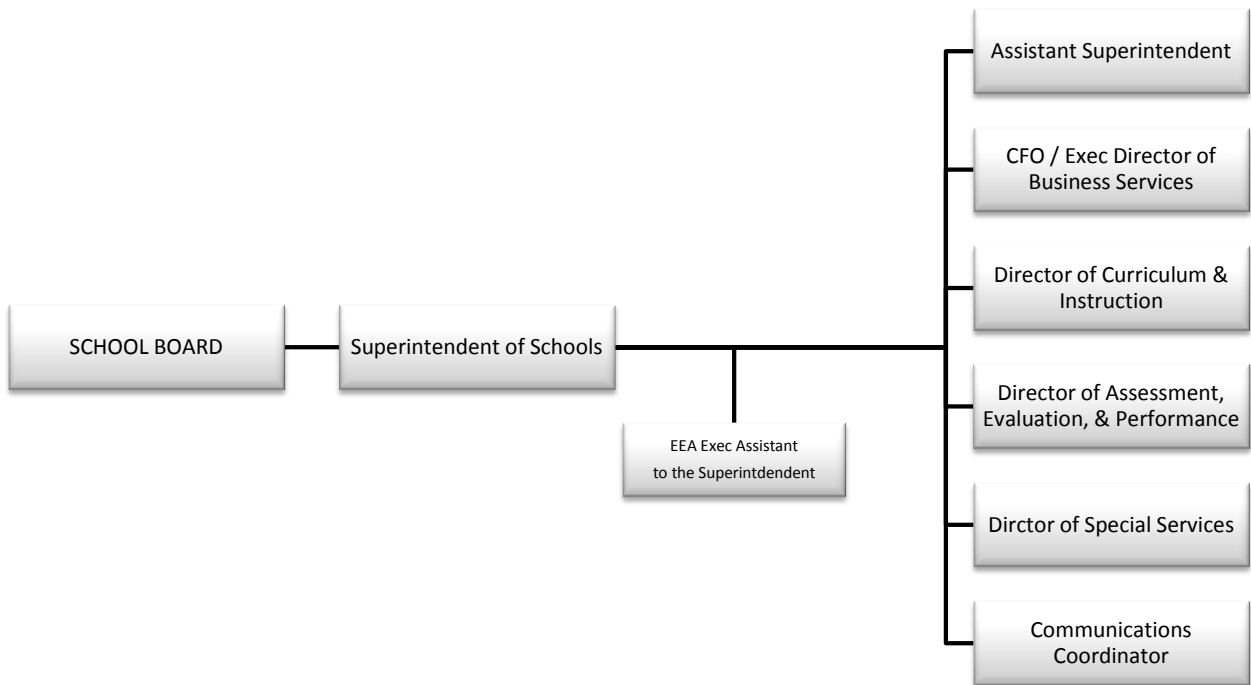
WHEREAS, On April 23, 2013, the School District adopted a District-wide Continuous Improvement Plan with specific goals and targets;

WHEREAS, The School District recognizes the importance of the organizational structure being aligned toward achieving those goals;

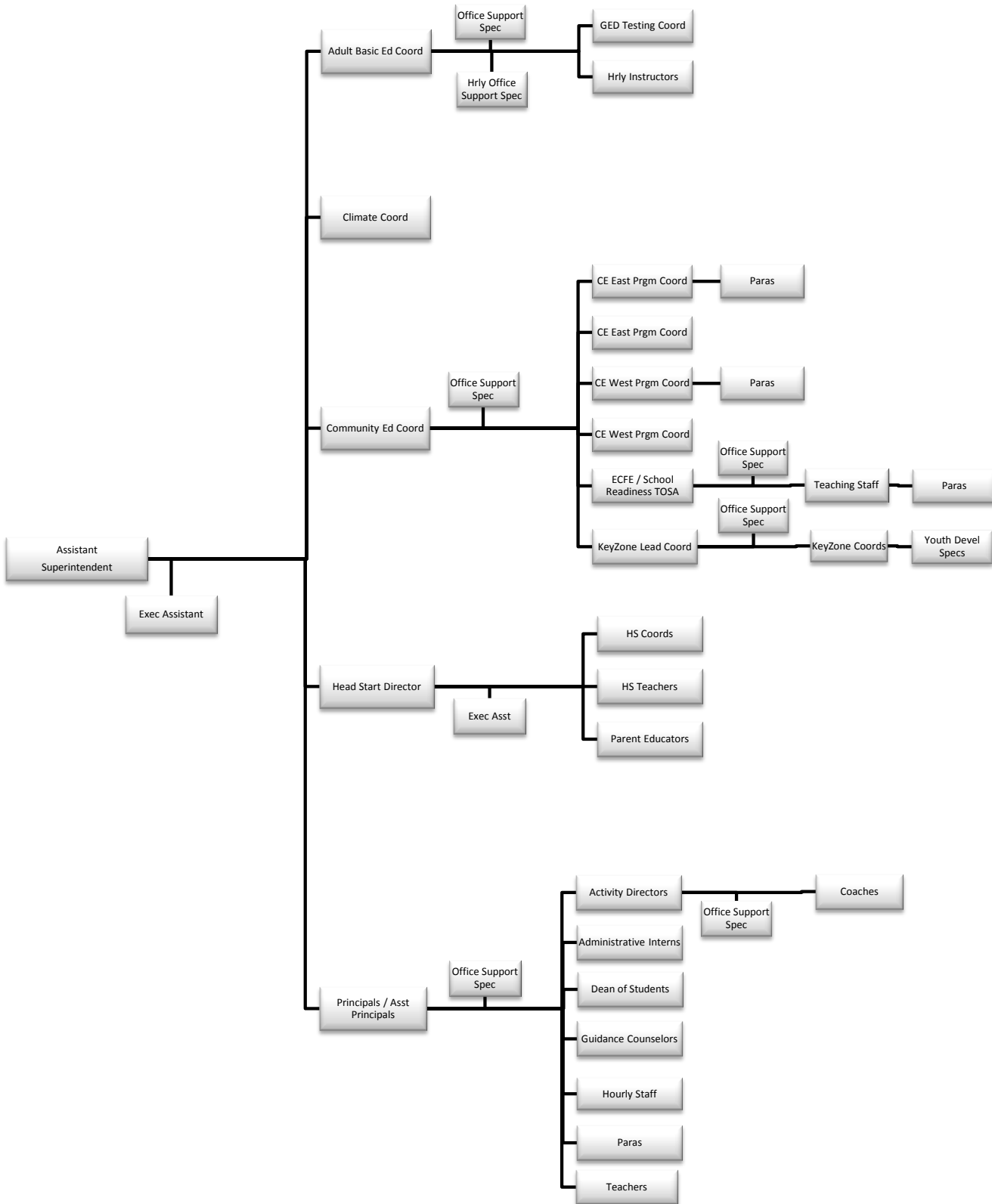
NOW, THEREFORE, BE IT RESOLVED, By the School Board of Independent School District 709, St. Louis County, Minnesota, that the proposed Duluth Public Schools Organizational Structure be adopted.

Resolution E-2-14-3164

February 25, 2014

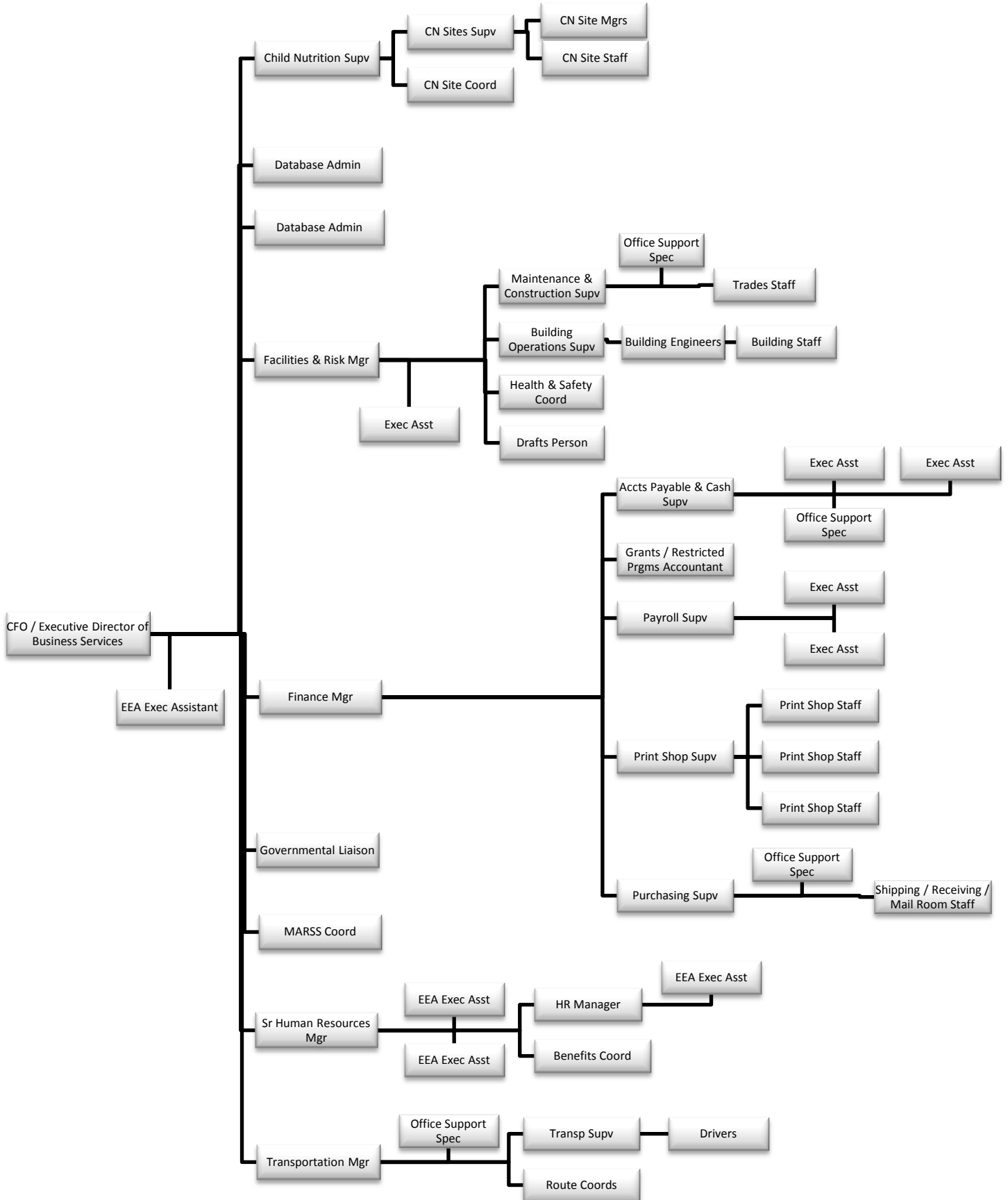


ASSISTANT SUPERINTENDENT
PROPOSED 02/25/14

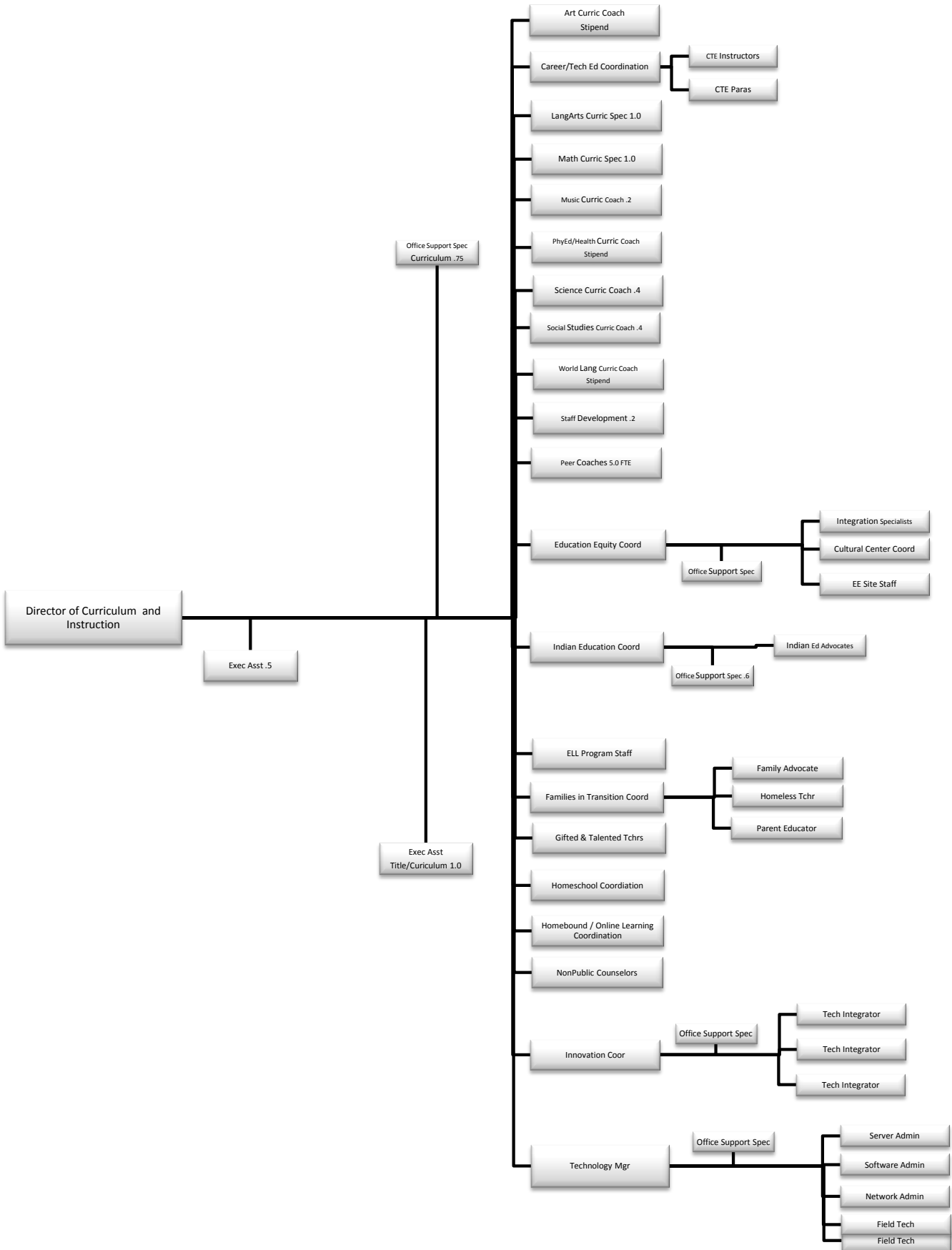


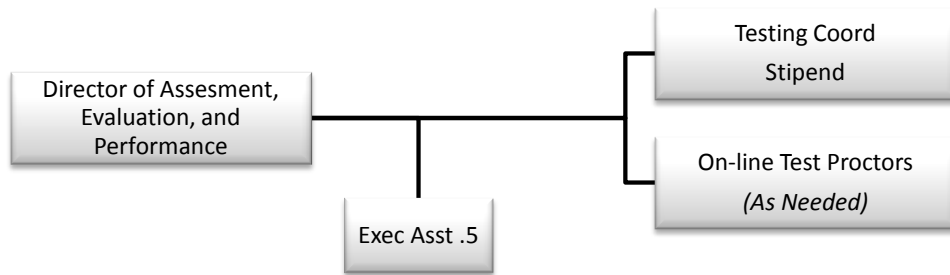
CFO / EXECUTIVE DIRECTOR OF BUSINESS SERVICES

PROPOSED 02/25/14

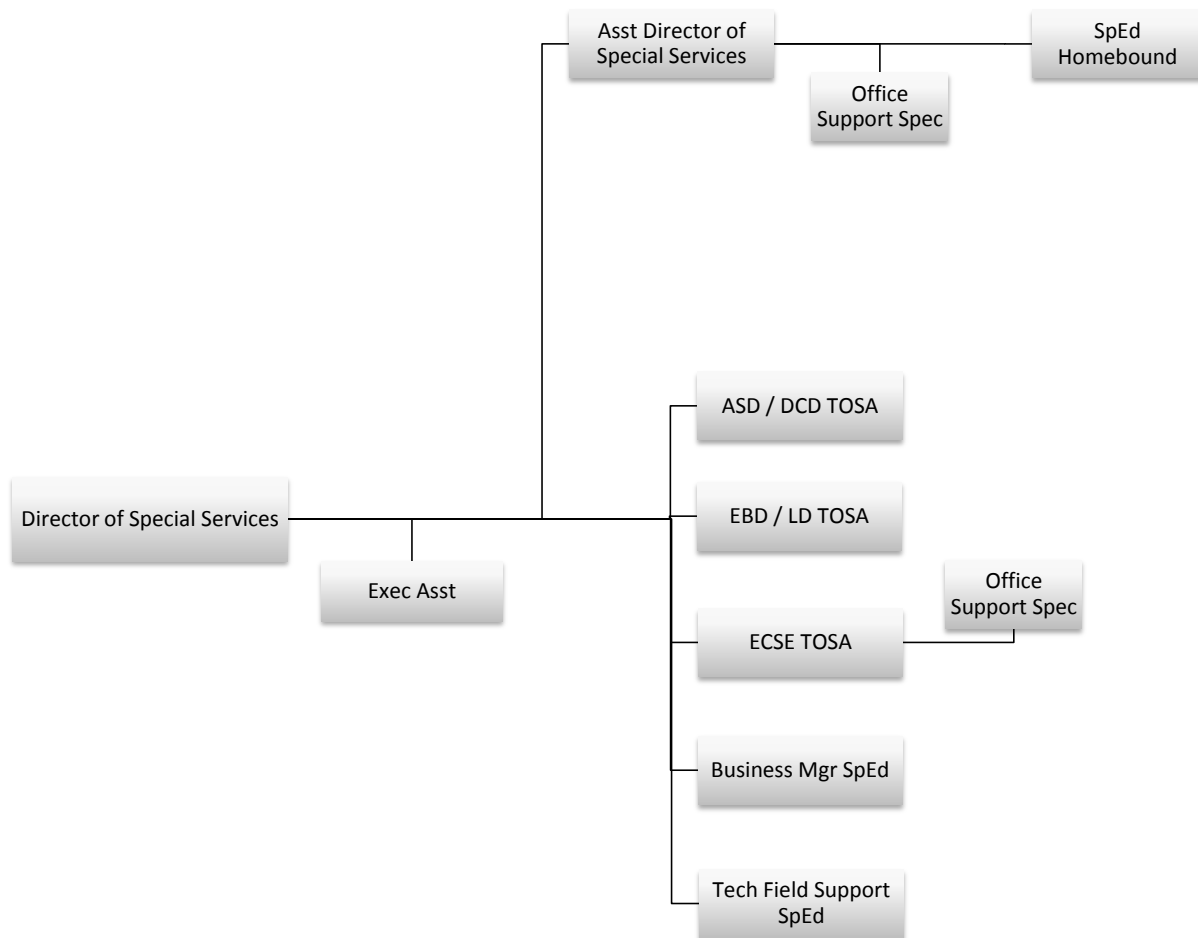


DIRECTOR OF CURRICULUM and INSTRUCTION
 PROPOSED 02/25/14





DIRECTOR OF SPECIAL SERVICES
PROPOSED 02/25/14



Ojibwe Language Immersion Program Proposal

The mission of the Duluth American Indian Education program is to provide and address the unique educational and culturally related academic needs to American Indian students and to improve American Indian student achievement, retention, and graduation rates through culturally responsive instruction, family, and student engagement and collaborative partnerships with community.

The Duluth Public Schools American Indian Education Department proposes that an Elementary Ojibwe Language Immersion Program be implemented in the Fall of 2014, beginning with Kindergarten and expanding each year by adding the next grade level.

An Ojibwe Immersion Program is not a new concept for the Duluth Public Schools. We have recently had an MOA with UMD and their Enweyang Program for 3 years (2010-2103). Since its inception in 2009, Enweyang has provided Ojibwe Language Immersion instruction to 44 students ages 33 months to 5 years. We look forward to the possibility of renewing and enhancing our collaboration with UMD and the Enweyang Program in our efforts to provide an Elementary Ojibwe Language Immersion Program.

Benefits of an Ojibwe Language Immersion Program

The highest levels of cognitive development within Bloom's Taxonomy of Learning are addressed within an Ojibwe Language Immersion class.

Academic Development

- divergent thinking skills
- analyzing
- problem solving
- critical thinking
- creativity
- flexibility of the mind

Social Development

- Signifies a strong commitment and value on the unique languages and cultures of American Indian tribes
- Increases openness and acceptance of people who speak other languages
- Expands the students' worldview
- Increases an understanding of Ojibwe People and Language
- Increases Engagement and Parental Involvement

Cultural Development

- Strengthen students' identity
- Strengthens self-determination
- Revitalization of Ojibwe Language

The Ojibwe Language Immersion Program will assist Duluth Public Schools in meeting the following Aims and Goals:

HIGH ACHIEVEMENT FOR ALL

- Increase Student Achievement, Reduce the Achievement Gap, and Raise Graduation Rates
- Continuously Improve and Enhance the Quality of our Curriculum and Align it to State Standards
- Provide High Quality Staff Development that Aligns with our Goal to Provide Opportunities for Students of Every Culture and Ability to be Successful
- Improve and Enhance Program Offerings Before and After School

SAFE AND WELCOMING ENVIRONMENT FOR EVERYONE IN OUR SCHOOLS

- Decrease Bullying Among Students
- Increase Family and Community Involvement, Engagement and Satisfaction, and Deepen our Community Partnerships.

EFFECTIVE, EFFICIENT, SYSTEMS THAT MAKE THE BEST USE OF RESOURCES

- Increase the Diversity of Staff through Culturally Competent Recruitment and Retention Practices. The Percentage of Staff of Color will Reflect the Percentage of People of Color in our Community
- Expand and Improve Community Use of Facilities that Supports the Needs of Families and the Greater Community

Ojibwemowin
Immersion Budget
2014-15 School
Year - Duluth
Public Schools

Staff/Programming	Description	Amount	Cost Center
Teacher	K-6 Lic Classroom Teacher with ability to teach in Ojibwe and translate curriculum - 1.0 FTE	94000	General Fund - Site Allocation
Classroom Assistant	Assistant to teacher in all areas - 1.0 FTE	36650	American Indian Education
Elder/Fluent Speaker	Contracted to offer Instruc Lang and Vocab in Ojibwemowin - 2 hrs/day, 5 days/week, @\$25/hr	9500	American Indian Education
Ojibwemowin Curriculum Materials	Books, Workbooks, etc.	3500	American Indian Education
Classroom Materials	Floor rug, SmartBoard, Ojibwemowin Posters Pics etc.	3000	American Indian Education
Staff Development	Training for Instruction and Curriculum - Contractual (Ojibwemowin Immersion Experts) - \$100/hr x 30hrs	3000	OEE
Staff Development	Teacher Rate \$21/hr x 120 hrs	2520	OEE
Staff Development	Classroom Asst rate \$13.86/hr x 120hrs	1664	OEE
Total		153834	

DISTRICT 709
FIELD TRIP REQUESTS

S. Keller 21
FCCIA HLEO

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 review and school board approval for all extended trips (Exceptions may be granted by the school board chair to accommodate emergencies.)

DEFINITIONS:

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

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

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

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: _____
 Not Recommended Date: _____

Assistant Superintendent: Recommended Name: E. Crawford
 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 FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: FCCLA-HERO

2. Contact Person (Responsible for Checklist Completion): Shonda Peller

3. Field Trip Date(s): 3/18/14 Destination: 3/19/14

4. Field Trip Overview (Include events, establishments and locations):
State officers training and Capital visit to
meet w/ legislature

5. Field Trip Departure from School (Date and Time): 3/18/14 4:00PM.

Field Trip Return to School (Date and Time): 3/19/14 6:00PM.

6. Objectives of Field Trip: State Officer training
Meet Legislators at Capital

7. Relationship to Curriculum or Student Learning: OTSD's and to curriculum
courses to meet needs of students' educational experience)

8. Planned Follow-up Field Trip Activities: Will share/present info to FCCLA-HERO
members.

9. Field Trip Budget Request

Estimated Expenses		
Total Admission/Fees		\$
Total Meals	<u>3 dinners / 3 lunches / 3 breakfasts</u>	\$
Total Lodging	<u>N/A - will be covered by</u>	\$
Total Transportation	<u>State Executive Dirct.</u>	\$
<input type="checkbox"/> School District Vehicle(s)		
<input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____		
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____		
Total Additional Stipends:		\$
Other:		\$
Total		\$

Revenues		
District Budget	Code:	\$
Booster Group		\$
Donations		\$
Student Fees	<u>meal money</u>	\$
Total Additional Stipends:		\$
Total		\$

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

TIME

LOCATION

St. Paul, MN Capital

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

Signature of Contact Person:

[Handwritten Signature]

FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person:

[Handwritten Signature]

** Documentation to be included when available.*

*1093
T. D. [Signature]*

DISTRICT 709 FIELD TRIP REQUESTS

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

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

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INSTRUCTIONAL TRIP ACTION

Principal:

- Approved
 Not Approved

Name:

CB. Laignel

Date:

1/8/14

SUPPLEMENTAL TRIP ACTION

Principal:

- Approved
 Not Approved

Name: _____

Date: _____

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

EXTENDED TRIP ACTION

Principal:

- Recommended
 Not Recommended

Name:

CB. Laignel

Date:

1/8/14

Assistant Superintendent:

- Recommended
 Not Recommended

Name:

E. Crawford

Date: _____

School Board:

- Approved
 Not Approved

Name: _____

Date: _____

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

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: 5th grade - teacher
2. Contact Person (Responsible for Checklist Completion): Carolyn Haney - parent, Erica Wittmers - Graves
Charlie Leibfried - Principal
3. Field Trip Date(s): Feb 10th - 12th Destination: Wolf Ridge
4. Field Trip Overview (Include events, establishments and locations): Plant, animal Study, Aquatic Study, Outdoor recreation, Team building, environmental issues, Earth science, art, history, Ropescourse, Rock climbing, astronomy
5. Field Trip Departure from School (Date and Time): Feb 10th - 9am
Field Trip Return to School (Date and Time): Feb 12th - 2pm
6. Objectives of Field Trip: An interactive study and exploration of the environment and the sciences, Group activities and team building, leadership development
7. Relationship to Curriculum or Student Learning: Covers many of the Science standards in 5th gr. curriculum.
8. Planned Follow-up Field Trip Activities: _____
9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$ 6,784.
Total Meals	\$
Total Lodging	\$
Total Transportation	\$ 538.67
<input type="checkbox"/> School District Vehicle(s) <input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: <u>Voyager Bus Co</u> <input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$
Other:	\$
Total	\$ 7322.67

students & volunteers

Revenues		
District Budget	Code:	\$
Booster Group		\$
Donations		\$
Student Fees		\$
Total Additional Stipends:		\$
Total		\$ 7322.67

-totalizing yet to check

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

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DIRECTIONS: Please complete checklist. No attachments are necessary.

- Develop and Communicate Student Discipline Expectations (*working w/ teachers*)
- Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians (*sent to Charlie previously*)
- Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.) *Deadline for return by Jan 24th*
- Gain Access to Cell Phone for Field Trip
- Plan Arrangements for Early Pick-Up or Late Drop-Off Students (if necessary).
Guide: May choose to leave message on school voice mail to help with late drop off.
- Plan Meal Arrangements (if necessary).
Reminder: Notify food service of non-participation.
- Plan Administration of Student Medication and First Aid Needs (if necessary).
Guide: Contact School Nurse.
- Develop and Communicate Action Plan if Student Gets Lost on Trip
- Arrange Adult Chaperones for Field Trip (if necessary).
Guide: One (1) adult for every twenty (20) students depending on field trip. Parent volunteers are encouraged when possible or appropriate.
- Develop and Communicate Teacher and Adult Chaperone Expectations.
Example: Supervision duties, no smoking, no alcohol
- Planned Itinerary

TIME
Feb 10th - 9am.
Feb 12th - 12pm.

LOCATION
Lakewood School to catch bus
Leave Wolf Ridge to return to Lakewood School

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

Signature of Contact Person: _____

FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person: _____

5140 - ~~Newly Enrolled Students--Health Standards~~ Immunization Requirements

No student shall be allowed to enroll or remain enrolled in any school program unless the parent/guardian provides to the principal one of the following statements:

1. ~~A statement signed by a physician or public clinic that the student has received all immunizations: Diphtheria, Tetanus, Pertussis (Whooping Cough), Polio, Rubella (Measles), Rubella (German Measles), and Mumps, by such means as is approved by the State Board of Health and that such immunization is currently effective; or~~
2. ~~A statement signed by a physician that the physical condition of the pupil is such that immunization would seriously endanger life or health; or~~
3. ~~A notarized statement signed by the parent/guardian that the student has not been immunized as prescribed in the first paragraph above because of conscientious objection or the conscientiously held beliefs of the parent or guardian; or~~
4. ~~A statement signed by the parent/guardian providing month and year of all required immunizations.~~

~~A student who transfers from one school to another shall be allowed thirty (30) days to submit one of the above statements. During this time the student may enroll in and attend the school.~~

~~By November of each school term, the principal or designee shall file an immunization report with the Commissioner of Education on all students enrolled K-12.~~

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

II. GENERAL STATEMENT OF POLICY

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:

1. a statement, from a physician or a public clinic which provides

immunizations, stating that the student received the immunizations required by law, consistent with medically acceptable standards; or

2. a statement, from a physician or a public clinic which provides immunizations, stating that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.

B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the statement of a physician or public clinic which administers immunizations. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Section III.A. or III.B., above, or statement of immunization set forth in Section IV., below, to the superintendent of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.

D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.

E. The school district may allow a student transferring into a school a maximum of 30 days to submit a statement specified in Section III.A. or III.B., above, or Section IV., below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.

F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

- A. The parent or guardian of a minor student or an emancipated student submits a physician's signed statement stating that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or
- B. The parent or guardian of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian or student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

- A. The school district will develop and implement a procedure to:
 - 1. notify parents and students of the immunization and exemption requirements by use of a form approved by the Department of Health;
 - 2. notify parents and students of the consequence for failure to provide required documentation regarding immunizations;
 - 3. review student health records to determine whether the required information has been provided; and
 - 4. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

[See Attachments A, B, C, and D.]

- B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

VI. IMMUNIZATION RECORDS

- A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.
- B. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515 Protection and Privacy of Pupil Records.

- C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.
- D. Upon request of a public or private post-secondary educational institution, the designated school district administrator will assist in the transfer of the student's immunization file to the post-secondary educational institution.

VII. OTHER

Within 60 days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Department of Health.

- Legal References:** Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 121A.17 (School Board Responsibilities)
Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools)
Minn. Rules Parts 4604.0100-4604.1000 (Immunization)
McCarthy v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (July 23, 1980)
Op. Atty. Gen. 169-W (Jan. 17, 1968)
- Cross References:** MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted: 6-9-70 ISD 709
 Revised: 9-13-79
 6-10-86
 6-20-95
 4-22-14

1/3/2014

William Gronseth
 Ind. School Dist. 709
 215 N. 1st Ave. E.
 Duluth, MN 55802

Dear Mr. Gronseth,

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive his/her diploma from the school listed.

Name of Graduate / School

Graduation Date

Justice Layn Lundquist

12/18/2013

DPS diploma

Please reissue, I had an e on middle name, Layn. Would like to have diploma correct. Thank you.

Please send diplomas to Brenda at the Area Learning Center, Room 101.

Adrian Norman, Asst. Principal

Brenda VanDell, Office Support Specialist
 Area learning Center

William Gronseth
Ind. School Dist. 709
215 N. 1st Ave. E.
Duluth, MN 55802

Dear Mr. Gronseth,

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive his/her diploma from the school listed.

Name of Graduate / School

Graduation Date

McCoy W. Newell, Duluth Public Schools
2013

December 19,

Please send diploma to Patti at the Area Learning Center,

Patricia Fleege
Duluth Adult Learning Center-ISD 709
215 North First Avenue East
Duluth, MN 55802

1/13/14

William Gronseth
 Ind. School Dist. 709
 215 N. 1st Ave. E.
 Duluth, MN 55802

Dear Mr. Gronseth,

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive his/her diploma from the school listed.

<u>Name of Graduate / School</u>	<u>Graduation Date</u>
Nathan Brandon Greene	1/9/2014
DPS diploma	

Please send diploma to Brenda at the Area Learning Center, Room 101.

Adrian Norman, Asst. Principal

Brenda VanDell, Office Support Specialist
 Area learning Center