

Education Committee
 Duluth Public Schools, ISD 709
 Agenda
 Tuesday, May 10, 2016
 District Services Center
 709 Portia Johnson Dr.
 Duluth, MN 55811
 4:15 PM

1. Informational Items - These items are provided for informational purposes only and no action is required.

A. Assistant Superintendent's Report

- 1) As part of her monthly report, Assistant Superintendent Amy Starzecki will highlight efforts in teaching and learning across ISD 709. Updates will be shared regarding implementation of District initiatives and lessons learned from site visits. 7

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

B. Informational Presentations

- 1) Professional Learning Communities (PLC) 8

Amy Starzecki, Assistant Superintendent, Dr. Michael Cary, Director of Curriculum and Instruction, Dr. Tawnyea Lake, Director of Assessment, Evaluation and Performance, and Marcia Nelson, Assistant Principal at Denfeld High School, will present information regarding the implementation of Professional Learning Communities across the District.

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

- 2) Families in Transition Program 13

Deb Wagner will present information regarding this year's activities, including student demographics that are guiding program opportunities for the 2016-2017 school year and the MDE McKinney-Vento Grant for 2016-18 for Homeless Education Support.

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

C. Grant Partnerships with Duluth Public Schools

- 1) Lake Superior Consortium - Carl D. Perkins Career and Technical Education Grant 14

ISD #709 is the fiscal host for the Lake Superior Consortium Carl Perkins grant in the amount of \$142,170.15. This money is allocated, budgeted, and spent on all 8 member schools: Hermantown, Proctor, Esko, Two Harbors, Silver Bay, Cook County, Duluth Denfeld and Duluth East. As host the money goes to support and pilot career and technical education in the region. Money is spent on professional development, program of study, curriculum, equipment, and student experiences in career and technical education. All activities are tied with our post-secondary partner Lake Superior College who also receives a portion totaling \$320,221.77. This total allotment of \$462,391.93 is used as the consortium board sees fit.

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

2) "Shoot for the Stars" STEM Camp in Partnership with the College of St. Scholastica 15

Donna Kirk, College of St. Scholastica Professor, has been awarded a grant from the Lloyd K. Johnson Foundation to work with Lincoln Park Middle School students to improve their math and science (STEM) knowledge at the "Shooting for the Stars" STEM Institute in June 2016 on the campus of the College of St. Scholastica. Lincoln Park Middle School will provide transportation for students, as well as a stipend for a Lincoln Park math teacher to serve as 2016-2017 Math/Science STEM Club adviser, out of Title 1 funds.

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

D. Grant Applications

1) Perpich Center for Art Education Grant Application

Deb Hannu, Visual/Media Arts Curriculum Coach, has applied for a Perpich Arts Integration Network of Teachers (PAINT) grant from the Perpich Center for Art Education (PCAE) in the amount of \$2000. If awarded, funds will be used for professional development for teacher and administrators on standards-based collaborative arts integration, aligned curriculum, instruction and evaluation and technology tools.

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

2) Family Services Collaboration of Southern St. Louis County Grant Application

Duluth Head Start has submitted a grant application to the Family Services Collaboration of Southern St. Louis County in the amount of \$44,000. If awarded, funds will be used to support mental health consultation.

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

3) DSACF Grant Application - Early Childhood

Amy Starzecki, Assistant Superintendent, Pam Rees, Head Start Director, and Jay Roesler, Director of Community Education and Early Childhood Programs have submitted a grant application to the Duluth Superior Area Community Foundation in the amount of \$450,000. If awarded, funds will be used to to expand Early Childhood Services for two years, expanding blended funding classrooms and providing transportation for families to access these programs.

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

4) DSACF Grant Application - Parent/Teacher Home Visit Program

John Nachtsheim, School Social Worker, and Katie Oliver, Lincoln Park Middle School Teacher, have submitted a grant application to the Duluth Superior Area Community Foundation in the amount of \$100,000. If awarded, funds will be used to support a parent/teacher home visit program at Lincoln Park Middle School, with hopes of expansion into feeder schools. Expenses may include: Training interested staff, stipends similar to St. Paul, which provides \$50.00/home visit, to encourage and provide long term interest and teacher support in the program and advertisement of the program to families in Western schools.

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

5) Northland Foundation Grant Application

Jay Roesler, Director of Community Education and Early Childhood Programs, and Pam Rees, Head Start Director, have submitted a grant application to the Northland Foundation in the amount of \$4000, as a follow up to the district's participation in the 2016 Early Childhood Summit, sponsored by the Northland Foundation. If awarded, funds will be used to support and expand PreK-3rd Grade approaches in the school district. Specifically, the budget supports the strategies, goals and objectives set by the ISD 709 PreK-3 Early Education Leadership Team to create a system of alignment between early childhood programming and grade 3 including but not limited to cross sector work, curriculum, assessments and parent and community engagement.

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

E. Regulations - None

F. Other Informational Items - None

2. **Action Items**

A. Presentation Items Requiring Approval

1) Resolution of Concurrence and Non-Concurrence 2016 25

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

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

2) State Head Start Grant Approval 31

Pam Rees, Director of Head Start, will present the 2016-17 State Head Start Grant Application in the amount of \$499,203 for review and approval.

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

3) Head Start School Readiness Goals/Alignment with Head Start Educational Framework 32

Pam Rees, Director of Head Start, will present the Head Start School Readiness Goals/Alignment with Head Start Educational Framework for review and approval.

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

B. Extended Field Trip Requests

1) Fourth grade students from Lowell Elementary traveled to Wolf Ridge Environmental Learning Center in Finland, Minnesota from April 20 - 22, 2016. During this event, students participated in classes lead by environmental educators both indoors and out. These classes focused on Minnesota Science Standards, team building and building positive self confidence. The trip was organized by parents and was funded through student/chaperon fees and fundraising activities.

2) Physics students from Duluth East High School traveled to Chicago, Illinois from April 28 - 30, 2016 to visit the Fermi Lab, the United States premiere high particle physics proton accelerator, and the Museum of Science and Industry. The objective of the trip was to provide students with the opportunity to experience first hand how physics, science and technology are being applied in the real world. The total cost of the trip was \$12,620 as was funded with student fees.

3) Ordean East Middle School's Destination Imagination team - Mission: Improvable will be traveling to Knoxville, Tennessee for the Global Finals. The Ordean Destination Imagination team consists of 7 Ordean East eighth graders. They competed at both the Regional and State levels this spring in the Improv category. For the 2nd year in a row, they have earned the opportunity to compete at the Global

Finals at the University of Tennessee in Knoxville, TN, May 25 - 28, 2016.

Destination Imagination (DI) is a non-profit, volunteer-led organization formed to inspire and equip students to become the next generation of leaders and innovators. The program encourages teams to have fun, take risks, focus and frame challenges while incorporating STEM (science, technology, engineering and mathematics), the arts and service learning. At the Global Finals, the team will compete at the program's highest level with teams from every US state and over 17 countries around the world. The total estimated cost for team registration, travel, lodging/food is \$10,250 and will be financed through fundraising activities and community donations by Team Mission: Improvable Parent group.

4) Congdon Park Elementary's fifth grade Destination Imagination team, the 7 Mysterious Unicorns, will be traveling to Knoxville, Tennessee from May 24 - 28, 2016 to compete in the Destination Imagination Global Finals competition in the Fine Arts - Get a Clue category. Destination Imagination (DI) is a cause-driven, volunteer-led non-profit organization dedicated to teaching students the creative process through STEM (science, technology, engineering and mathematics), the arts and service learning Challenges. Global Finals is the world's largest celebration of creativity. Each May, more than 8,000 of the world's most innovative minds compete in teams to showcase their Challenge solutions in this international competition, celebrating their creativity and having fun. This trip will be organized by the Team Leaders and parent chaperons and financed through community donations and fundraising activities. 33

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

C. Grant Awards

1) Resolution E-5-16-3366 - Acceptance of Grant Awards to Duluth Public Schools 55

Attached is Resolution E-5-16-3366 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve the grant awards from the following organization:

Duluth Superior Area Community Foundation - Duluth Public Schools Endowment Fund

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-5-16-3366 - Acceptance of Grant Awards to Duluth Public Schools.

D. Policies

1) 5093 - Duluth Public Schools ISD 709 Restrictive Procedures Plan - DELETION 66

In moving to the MSBA Model Policies, administration is

recommending the deletion of Policy 5093 which will be replaced with MSBA Policy 532.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 5093 - first reading.

2) NEW Policy 532 - Use of Peace Officers and Crisis Teams to Remove Students with IEP's from School Grounds 72

Attached is revised MSBA Model Policy 532 for first reading. This policy would replace the current policy 5093.

Recommendation: It is recommended that the Duluth School Board approve Policy 532 for the first reading.

E. Other Action Items

1) Purchase of Math Expression Workbooks For All Elementary Students in Duluth Public Schools 77

It is recommended the the Duluth School Board approve the expenditure of \$55,427.45 to purchase Math Expression 2009 from Houghton Mifflin Harcourt for elementary students. General fund dollars will be used to pay for this expenditure. This expenditure is for consumable workbooks to support the Math Curriculum at the elementary school level. The original adoption was in 2009 for the Math Expression materials and license. At this time, workbooks are needed, where the license and teaching materials are not necessary.

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

F. Diploma Requests 81

Attached are Diploma Requests for students have met all graduation requirements for the Duluth Public Schools and should be awarded a Diploma.

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

3. **Future Items**

- Policy Updates

Assistant Superintendent Report to the Board

May 2016

Site Visits

Myers-Wilkins Student for a Day!
Denfeld HS
East HS

District

- We are moving forward with staffing for FY17 and posting across schools, including the hiring for four new principals.
- Communication across all schools will begin this spring regarding the development of leadership teams for next year. They will be termed “Continuous Improvement Teams” and their essential duties will be to develop School Improvement Plans (SIP) and monitor the implementation of DW and school strategies to improve student achievement for ALL.

Early Childhood

- Northland Foundation hosted their 10th annual summit in Duluth in April. We had 40 representatives (teachers, principals, etc.) attend to hear how we can improve transition from PK to K.
- We concluded our PreK-3 leadership series for principals and district leadership to build capacity around aligned PK-3 systems. This series emphasized the importance of the elementary principals in leading high quality early childhood. Principals are KEY to improving outcomes.
- A 1st grade teacher, Pat Isbell, from Lester Park will be a regional leader to support this work with more staff.
- A grant submitted to Duluth Superior Area Community Foundation and the Opportunity Gap Initiative to expand our work in early childhood.

Elementary

- Immersion planning is underway. We are staffing 2 sections of Spanish and continuing to staff 2 sections of Ojibwe.
- I am working with elementary principals to identify students in need of reading and math support over the summer months, i.e. Excel. We are partnering with K.E.Y. Zone for families to have whole day programming if they choose.

Secondary

- The master schedules will begin to be developed at the secondary level now that staffing allocations are determined.
- Jason Crane and I are working closely with secondary principals and special education teachers to improve special education service at the middle and high schools. Service will be more targeted on goals and objectives in IEPs and focus on career and college readiness.

In Brief:

Professional Learning Communities

Duluth Public Schools
Education Committee

Marcia Nelson
Amy Starzecki
Dr. Tawnyea Lake
Dr. Michael Cary

Learning Target

(Stated from the student's perspective)

8

"I know the four questions that drive Professional Learning Communities and can recite them...in order."

(What do you want them to KNOW and BE ABLE TO DO?)

What is a Professional Learning Community??

?

The "Traditional" Classroom:

One teacher is responsible for each of his/her students!

"THEY'RE MY KIDS!!"



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The Mayo Clinic



Does it work?

9

In 2014-15, Mayo Clinic, Rochester, was ranked as the #1 hospital in the United States by *U.S. News & World Report*

Becoming a Professional Learning Community...

... is an ongoing process in which educators work collaboratively in recurring cycles of *collective inquiry* and *action research* to *achieve better results* for the students they serve.

PLCs are driven by three big ideas:

1. Focus on learning,
2. Build a collaborative culture, and
3. Create a results orientation.

The Four Questions:

What do we want them to learn?

How will we know if they learned it?

What will we do if they don't learn it?

What will we do if they already know it?

What do we want them to learn?

10

These are our GOALS and EXPECTATIONS

Meet or exceed (in all curricular areas) state and district goals, benchmarks, and core standards at or above grade levels

How will we know if they learned it?

There are many different ASSESSMENTS that inform us as to what students have learned

Common Formative Assessments

Common Summative Assessments

Exit Slips * Pre/Post tests * Demonstrations

What will we do if they don't learn it?

WIN*WIN*WIN*WIN*WIN*WIN*WIN

(Direct support that happens during the school day)

Intervention Differentiated Instruction

Re-teach Tutors Achievement Center

Modify: Backtrack: Build background knowledge

Small Group 1:1 Co-teaching Support

What will we do if they already know it?

WIN*WIN*WIN*WIN*WIN*WIN*WIN

(Direct support that happens during the school day)

Gifted opportunities

Teach one to teach another

Added depth to assignments

Group projects - higher order thinking

The Four Questions (Review):

11

What do we want each student to learn?

How will we know when each student has learned it?

How will we respond when a student experiences difficulty in learning?

How will we enrich and extend the experience for students who are proficient?

Paradigm Shift to PLC Thinking

FROM:	TO:
A focus on TEACHING	A focus on LEARNING
Remediation	Intervention
Assessments that determine which students failed by the deadline	Assessments that identify who needs additional time and support
Individual teachers determining the appropriate response	A systematic response that ensures support for every student
One opportunity to demonstrate learning	Multiple opportunities to demonstrate learning
Isolation	Collaboration
Individual teachers attempting to discover ways to improve results	Teams of teachers helping each other improve
These are my kids, those are your kids	THESE ARE OUR KIDS!!

PLC Foundational Pillars

MISSION: Why do we exist?

Clarifies priorities and sharpens focus

VISION: What do we hope to become?

Gives Directions

VALUES: How must we behave in order to

achieve our vision? *Guides behavior/ collective commitments*

GOALS: How will we mark our progress?

Establish priorities / targets and timelines

Review: Learning Target

(Stated from the student's perspective)

**"I know the four questions that drive
Professional Learning Communities
and can recite them...in order."**

(What do you want them to KNOW and BE ABLE TO DO?)

Duluth Public Schools Families in Transition Program

The Mission of Duluth Schools Homeless Education Program is to prevent students who are experiencing homelessness from losing ground academically through the creation of choices that promote healthy attachments between kids, family, schools, and community. The program accomplishes this by facilitating enrollment, attendance and academic success of homeless school aged children. We also collaborate with the Duluth District Head Start program that assists homeless birth to age five children.

July 2015–April 2016 student demographics:

482 Children were identified as homeless in Duluth Public Schools under the McKinney-Vento definition of homeless during this time. This includes children as young as 0-2, preschool students, and youth working toward their GED.

Of the 482 Children/Students:

- 253 (52%) were male students, 229 (48%) were female students
- 165 students (34%) were White, 178 students (37%) were African American, 116 students (24%) were Native American, 19 students were Hispanic and 4 students were Asian (5%)
- 60% of the students resided in a shelter or transitional program, 30% were doubled up with friends or family members, 5% stayed at a hotel, 1% were unsheltered and 4% were unaccompanied youth

Students identified in Duluth as homeless:

- Preschool 82
- Kindergarten 29
- Grades 1-5 164
- Grades 6-8 84
- Grades 9-12 123

Support Services the Program provides:

- Enrollment and expedited registration assistance
- Transportation to school appointments and after school meetings
- Coordination of transportation to the school of origin
- Assistance with school supplies, clothing referrals, and community referrals
- Connecting students to afterschool programs and activities
- Tutoring and academic support- A full time teacher at Myers Wilkins and Congdon Elementary to offer academic and parent support
- Professional Development to school staff
- Parenting education offered at a community housing site
- Social Worker to support parents, teachers and school administrators by developing successful strategies to deal with complex educational barriers

Carl D. Perkins

The Carl D. Perkins Career and Technical Education Act (Perkins) was most recently reauthorized in August 2006. The purpose of Perkins is to provide individuals with the academic and technical skills needed to succeed in a knowledge- and skills-based economy. Perkins supports career and technical education that prepares its students both for postsecondary education and the careers of their choice.

In achieving the Perkins' purpose, the Lake Superior Consortium was formed. It is a shared collaboration between Lake Superior College (LSC) and the following six Independent School Districts:

- Cook County – ISD #166
- Duluth – ISD #709 (Denfeld and East)
- Esko – ISD #99
- Hermantown – ISD #700
- Lake Superior – ISD #381 (Silver Bay and Two Harbors)
- Proctor – ISD #704

The mission of the consortium is to support Career and Technical Education (CTE) by utilizing consortium funds to provide for staff development, program development, student support services, program awareness and promotion, innovative programming and new initiatives.

The goals of the consortium are:

- Designing & Implementing Programs of Study: Goals, Objectives and Strategies
- Effectively Utilize Employer, Community and Education Partnerships
- Improve Service to Special Populations
- Provide a Continuum of Service Provision for Enabling Student Transitions
- Sustain the Consortium of Secondary and Postsecondary Institutions

Guidelines:

The Lake Superior Consortium follows the Carl Perkin's mandates, rules, directions and guidelines as established in Perkin's Act of 2006—Section 135. We use input from high school and college faculty, counselors, administrators, and the program approval process to select programs to receive support each fiscal year. We focus on funding efforts on classroom programs that are taught by a certified CTE instructor and in course areas that are program approved. The ten elements of rigorous programs of study serve as the guiding pathway for the consortiums' efforts in the evaluation of our Programs of Study.

The consortium meets monthly during the school year (September-May) for updates and decision making including recommendations to fund special project grants. In addition the Carl D. Perkin's grant provides the MN Career Information System (MCIS) system to all eight high schools within the consortium.

Brad Vieths is the Vocational Programs coordinator for Duluth Schools and serves as the Secondary Coordinator for the Consortium. Rich Sill is the rural secondary liaison and represents Cook County, Esko, Hermantown, Lake Superior and Proctor for the consortium. The Postsecondary Carl D. Perkin's Coordinator at LSC who coordinates and facilitates all consortium meetings is Jim Schwarzbauer. He can be reached at j.schwarzbauer@lsc.edu or 218-733-5944.

June 2016 Summer Institute Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Greeting	Greeting	Greeting	Greeting	Greeting
9:30	Introduction to Encryption	Anatomy of Rockets	Rocket Aerodynamics	The Nose Cone Experts	Rocket Groups: Countdown to Launch!
10:30	Snack & Group Bonding Activity	Snack & Group Bonding Activity	Snack & Group Bonding Activity	Snack & Group Bonding Activity	Snack & Group Bonding Activity
11:00	Scavenger Hunt	Cryptology	Radar Mapping	Racing Against Friction	We Have Lift-Off: 3 Launches
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	Pre-Surveys & Tour of Science Facilities at CSS	Rocket Propulsion	Balloon Staging	Rocket Construction	Post-Surveys & Prepare for Final Launches
2:00	Minute to Win It Activities	Minute to Win It Activities	Minute to Win It Activities	Minute to Win It Activities	Minute to Win It Activities
2:30	Introduction to Rockets: What Do We Expect? Basic Launch	Rocket Transportation	Parallax Distances	Rocket Construction	Final Launches: What Have We Learned? Closing
3:30	Wrap-up & Load Bus for Home	Wrap-up & Load Bus for Home	Wrap-up & Load Bus for Home	Wrap-up & Load Bus for Home	Wrap-up & Load Bus for Home

June 2016 Summer Institute Activities

Monday

9:30 AM - Introduction to Encryption

Objective: Students will be able to decrypt messages using a cryptography key.

Background Information: Decrypting messages that have been coded with a key can be as simplistic as puzzles found on cereal boxes to as complex as coding that requires a supercomputer to solve. Students will be provided coded messages and keys to decode these messages. Subsequently, students will create their own key and code a message that will be passed to another participant. Each participant will then attempt to decode the message given to them without the aid of the key. Strategies for decoding messages based on patterns in words and phrases will be shared and employed. For those messages that are not successfully decoded, the student created key will be shared and the message decoded.

11:00 AM - Scavenger Hunt

Objective: Students will engage in a scavenger hunt to assist with team building and to practice decryption skills.

Background Information: Students will embark in teams of two on a scavenger hunt around the CSS campus with coded messages and clues that utilize their grade appropriate math skills. The encryption key to the coded messages will be shared with the students. The scavenger hunt is designed to enhance team building skills and foster student cooperation.

1:00 PM - Pre-Surveys & Tour of Science Facilities at CSS

Objective: Students will be surveyed to measure awareness of STEM careers, as well as their awareness of the impact that science and math has on our everyday lives and the world around us.

Background Information: Students will individually complete two surveys, one focused on STEM careers and the other on how math and science are all around us and can be found in our everyday lives. The surveys at the start of the June 2016 Summer Institute will contain quantitative as well as qualitative questions to measure student's knowledge and awareness of the two focus objectives described in the previous sentence. Corresponding bookend surveys will be given at the beginning and at the end of the June 2016 Summer Institute in order to measure student's growth in their knowledge and awareness of the two focus objectives.

2:30 PM - Introduction to Rockets

Objective: Students will be introduced to the history of rockets, current developments, and the future of space exploration.

Background Information: The twentieth and twenty-first centuries brought forth the development of rockets that have enabled mankind to escape the bonds of planet Earth and go into the great "final frontier" that has mystified mankind since the first human looked up at the sky. Rockets have become commonplace in our everyday vernacular and modern culture to the extent that they are accepted technologies. What the general "nonscientist" or "non-engineer" tend to misunderstand is how complicated and technically involved rockets actually are. The basic principles of rocket science might be easily explained to primary school-aged students, but indeed, the devil is in the details. It is often stated as a major achievement of mankind that the Space Shuttle has something on the order of two million parts. To date, tremendous progress has been made in rocket design and we have been witness to significant improvements in fuel efficiency, safety, and speed.

Tuesday

9:30 AM - Anatomy of Rockets

Objective: Students will be able to describe and state the function of the general components of various rockets.

Background Information: Rockets typically consist of body tube, nose cone, rocket fins, launch lug, recovery system, and the propulsion system (engine). The body tube is the main body and holds the nose cone in place. The rocket fins at the bottom of the rocket provide stability during flight. The body is often a hollow cylinder because it reduces the amount of surface area that is in contact with the air which in turn reduces drag. The length of the rocket does affect how the rocket performs. As the rocket becomes longer, it creates more surface area and this increase in surface area causes the rocket to have a straighter path in flight. For this reason, fins are added to the rear of many rockets to add surface area, and stabilize the rear of the rocket. The nose cone is one of the most crucial parts of a rocket, as it acts as a way to punch a hole in the atmosphere. Over the course of time, there have been many designs for the nose cone of rockets. However, most of them have tried to imitate the aerodynamics of bullets. The velocity and purpose of the rocket plays a very important role in nose cone design. At supersonic speeds, a conical shaped cone is more preferable because it punches easily through the atmosphere. However, at subsonic speeds, a domed shape cone is preferred because it causes less drag due to less surface area.

Objective: Students will be able to encrypt and decrypt messages using a Caesar cipher and a Vigenere cipher.

Background Information: The so-called Caesar cipher is a cryptosystem that assigns a letter of the alphabet to another letter of the alphabet by shifting each letter of the alphabet by a fixed algorithm. Since there is a limited number of letters of the alphabet, there is a limited number of possible shifts. The Vigenere cipher requires a key word that will first shift each letter of the word to be encoded. Each letter of the word to be encoded is identified by a position 0 - 25 (A is located in position 0, not 1). The code word then shifts each letter, and that result is evaluated modulo 26.

1:00 PM - Rocket Propulsion

Objective: Students will be able to compare and contrast the energy sources available for use in rocket propulsion systems.

Background Information: Rocket propulsion is achieved by the thrust produced via the directional ejection of matter. Three traditional energy sources for propulsion are Mechanical, Electrical, and Chemical. Two of the more modern energy sources for propulsion are Solar Radiation and Nuclear. Propulsion systems can alternatively be categorized into the following general types: Propeller and Jet. Jet propulsion can be sub-categorized into the following general types: Air-Breathing Propulsion (Turbomachinery Based and Pure-Duct Based) and Rocket Propulsion (Liquid Chemical Propellant Fuels and Solid Chemical Propellant Fuels). A majority of propulsion systems utilize the thermodynamic expansion of gas, where the internal energy of gas is converted into kinetic energy.

2:15 PM - Rocket Transportation

Objective: To construct a simulated rocket out of a balloon and use it to carry a payload vertically.

Background Information: The mass of a rocket can make the difference between a successful flight and a rocket that just sits on the launch pad. As a basic principle of rocket flight, a rocket will leave the ground when the propulsion system (engine) produces a thrust that is greater than the total mass of the vehicle (rocket). Large rockets, able to carry a spacecraft into space, have serious weight problems. To reach space and proper orbital velocities, a great deal of propellant is needed; therefore, the tanks, engines, and associated hardware become significantly larger. Up to a point, bigger rockets fly farther than smaller rockets; however, when they become too large, their structures weigh them down too much. A solution to the problem of giant rockets weighing too much can be credited to the 16th-century fireworks maker John Schmidlap. Schmidlap attached small rockets to the top of big ones. When the large rockets exhausted their fuel supply, the rocket casing dropped behind, and the remaining rocket fired. Much higher altitudes can be achieved this way. This technique of building a rocket is called staging. Thanks to staging, not only can we reach outer space in the Space Shuttle, but we can also reach the Moon and other planets using various spacecraft.

9:30 AM - Rocket Aerodynamics

Objective: Students will learn how air flows over a rocket and how this affects drag and stability.

Background Information: When a solid body is moved through a fluid (gas or liquid), the fluid resists the motion. The object is subjected to an aerodynamic force in a direction opposed to the motion of the object and we call this drag. There are many factors that affect aerodynamic forces. Aerodynamic forces are generated and act on a rocket as it flies through the air. The magnitude of the aerodynamic forces depends on the shape, size, and velocity of the rocket and some properties of the air through which it flies. By convention, the single aerodynamic force is broken into two components: the drag force, which is opposed to the direction of motion; and the lift force, which acts perpendicular to the direction of motion. The lift and drag act through the center of pressure which is the average location of the aerodynamic forces on an object. In this activity, students will learn how shape, size, mass, viscosity, compressibility, velocity, and inclination of flow affects a rocket's motion.

11:00 AM - Radar Mapping

Objective: Students will learn how distance is determined by there-and-back signal propagation time.

Background Information: Radar provides an accurate method of determining distances and can be used both on rockets and to track rockets. Radar can also be used to measure the distance to nearby solar system objects and to map their surface features, including from orbit. We will calculate the average distance of the moon from Earth using there-and-back light travel time and we will look at altitude maps of the inner rocky planets (Mercury, Venus, and Mars) and compare them to Earth, as well as to the outer gas giants and their icy moons. We will discuss the processes that shape surface features. Students will learn and use the following equation: $d = rt$ (distance = rate*time)

1:00 PM - Balloon Staging

Objective: To simulate a multistage rocket launch by using 2 inflated balloons that slide along a fishing line by the thrust produced from escaping air.

Background Information: Traveling into outer space takes enormous amounts of energy. This activity is a simple demonstration of rocket staging that Johann Schmidlap first proposed in the 16th century. When a lower stage has exhausted its load of propellants, the entire stage drops away, making the upper stages more efficient in reaching higher altitudes. In the typical rocket, the stages are mounted one on top of the other. The lowest stage is the largest and heaviest. In the Space Shuttle, the stages attach side by side. The Solid Rocket Booster's attach to the side of the external tank. Also attached to the external tank is the Shuttle orbiter. When exhausted, the SRBs jettison. Later, the orbiter discards the external tank as well. Thanks to staging, not only can we reach outer space in the Space Shuttle, but we can also reach the Moon and other planets using various spacecraft.

2:30 PM - Parallax Distances

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Objective: Students will learn how to measure distance using parallax and then practice using parallax on the CSS campus.

Background Information: Parallax - the shift in position of a nearby object against a distant background when viewed from different perspectives - provides another method of measuring distances. Students will be given a simplified formula to estimate distance based on measuring two angles and the baseline and subsequently, we will practice outside on the CSS campus using binoculars. We will also explore how parallax can be used to determine distances to nearby stars and introduce a hierarchy of scales moving from Minnesota to the USA to the Earth to the solar system to nearby stars to our Milky Way galaxy, and even further.

Thursday

9:30 AM - The Nose Cone Experts

Objective: Students will experiment with different nose cone shapes to determine the advantages and disadvantages of each type.

Background Information: Aerodynamics is the branch of science that deals with the motion of air and the forces on bodies moving through the air. There are four forces that act on a rocket: lift, drag, weight, and thrust. Drag is a force that opposes the upward movement of a rocket and it is generated by every part of the rocket. Drag is a type of aerodynamic friction between the surface of the rocket and the air. Factors that affect drag include the size and shape of the rocket, the velocity and inclination of flow, and the mass, viscosity, and compressibility of the air.

11:00 AM - Racing Against Friction

Objective: To understand how friction affects the speed of a vehicle.

Background Information: Working in space can be tricky. With no gravity or friction to keep things in place, relatively simple tasks can become complicated ordeals. To prepare for the rigors of working in space, astronauts train in many different facilities on Earth. This activity will introduce students to the concept of friction being a slowing force.

1:00 PM - Rocket Construction

Objective: Students will construct a rocket with given supplies to be launched multiple times on Friday in order to examine variables and test concepts gained during the institute.

Background Information: Students will utilize the knowledge gained from the week's seminars to evaluate variables impacting rocket construction that impact optimal performance and use components supplied to create rockets. Working in teams, students will discuss and²¹ construct rockets evaluating options in preparation for launching their team's rockets on Friday.

2:30 PM - Rocket Construction

Objective: Students will construct a rocket with given supplies to be launched multiple times on Friday in order to examine variables and test concepts gained during the institute.

Background Information: Students will utilize the knowledge gained from the week's seminars to evaluate variables impacting rocket construction that impact optimal performance and use components supplied to create rockets. Working in teams, students will discuss and construct rockets evaluating options in preparation for launching their team's rockets on Friday.

Friday

9:30 AM – Countdown to Launch!

Objective: Students will work in small groups to prepare launch sites and discuss strategies for identifying correlation of cone shapes and rocket launch success.

Background Information: Launch conditions greatly impact rocket liftoff and successful flight. Some variables such as weather are beyond our ability to control and can result in launch delay. Other factors such as launch pad construction and angle of flight are within our control. Students will work in small teams to prepare launch sites for their rockets under the direction of a faculty member or trained college student.

11:00 AM - We Have Lift-Off!

Objective: Students will conduct 3 rockets launches with varying cone head shapes.

Background Information: Prior to launching team constructed rockets, students will be asked to evaluate five cone head shapes and predict the cone heads that will provide optimal flight. Teams will be asked to select 2 cone heads that they predict will provide the optimal performance to save them for the final launches later in the afternoon. The remaining 3 cone heads will be used for the 3 launches during this session. Guided discussion with each team will require teams to support their selection of optimal cone head shapes using terminology and concepts learned during the week's institute.

1:00 PM - Post-Surveys & Prepare for Final Launches

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Objective: Students will be surveyed to once again measure awareness of STEM careers, as well as their awareness of the impact that science and math has on our everyday lives and the world around us. Students will also work in small groups to prepare launch sites and discuss strategies for identifying correlation of cone shapes and rocket launch success.

Background Information: Students will individually complete two surveys, one focused on STEM careers and the other on how math and science are all around us and can be found in our everyday lives. The surveys at the start of the June 2016 Summer Institute will contain quantitative as well as qualitative questions to measure student's knowledge and awareness of the two focus objectives described in the previous sentence. Corresponding bookend surveys will be given at the beginning and at the end of the June 2016 Summer Institute in order to measure student's growth in their knowledge and awareness of the two focus objectives.

Prior to final lift-off, student rocket teams will be asked to evaluate launch and flights of the 3 morning launch session flights. A focus on what went as expected as well as what results were not expected will be discussed within each rocket team. Subsequently, whole group time will be utilized to compare and contrast results to determine variables that may be related to materials such as nose cone shape verses technique or other team controlled variables. Teams will be asked to review their choice of the final 2 cone head shapes reserved for the final 2 launches and review variables within the team's control in order to produce optimal launch and flight performance.

2:30 PM - Final Launches!

Objective: Students will conduct 2 rockets launches with team-identified optimal cone head shapes.

Background Information: In this final session, students will analyze the components that resulted in success or failure, of the 3 morning flights prior to conducting their team's final 2 flights. A faculty member and/or a CSS Math or Science Club member will work closely with each team to stretch analysis and questioning of techniques and results. Whole group time will follow completion of the final 2 launches in order to provide time for groups to share and compare/contrast their results and findings.

3:00 PM - Closing

Objective: Students will demonstrate proficiency of the institute's goals through verbalizing their conclusions and what they learned during the week's activities.

Background Information: Students will compare and contrast launch results as a whole group to discern similarities between successful launches and formulate correlations found. Students will verbalize skills and concepts strengthened during the Institute. Students will obtain the 2016-2017 academic year Lincoln Park Middle School Math/Science STEM Club meeting and event schedule and indicate their interest levels for each of the planned club meeting topics and events.

2016 – 2017 Academic Year Lincoln Park Math/Science STEM Club Meeting Topics²³

The following provides an overview of the monthly club meetings which will be held on the Lincoln Park campus, unless otherwise noted.

September

Students who attended the June 2016 Summer Institute will receive encrypted invitations hand written by CSS Math and Science Club members via USPS mail inviting them to the first Lincoln Park Math/Science STEM Club meeting. These students will be encouraged to bring a friend with them to this first club meeting. Informational flyers will be posted around the Lincoln Park school inviting all Lincoln Park students to join the Math/Science STEM Club and to attend club meetings. The first meeting will primarily focus on reviewing and strengthening the encrypting and decrypting skills gained during the June 2016 Summer Institute. Students who attended the June 2016 Summer Institute will be encouraged to actively assist in the teaching of these skills to students that did not participate in the June 2016 Summer Institute.

October

Students who attended the June 2016 Summer Institute and/or the September Lincoln Park Math/Science STEM Club meeting will be invited to attend an outing to Engwall's corn maze. This bonding activity will include students from the CSS Math and Science Clubs, CSS Math and Science Faculty, and the Lincoln Park Math/Science STEM Club Faculty Leader.

November

Potential meeting topics are being discussed. Current session theme's being considered focus on the physics and math involved for flight as related to: Santa Clause's Sleigh, Rudolph and the Other 8 Reindeer, Superman/Supergirl, Batman, Iron Man, Rocket Man, and/or other superheroes.

January

Lincoln Park Math/Science STEM Club members will join CSS Math and Science Club members for an evening of interactive strategy game playing. This open and engaging time is designed to foster mentor-mentee relationships, along with providing the opportunity for Lincoln Park students to learn more about academic degrees and professional careers in STEM fields through conversation with CSS Math and Science Club members. This bonding activity will be held on the CSS campus and will include CSS Math and Science Faculty, as well as the Lincoln Park Math/Science STEM Club Faculty Leader.

February

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Students will look at an incandescent lamp through diffraction gratings to establish that higher temperatures produce brighter emission and a bluer color. They will also compare the apparent brightness of the lamp at a near versus far distance to define luminosity versus flux. These concepts will then be used to sketch out and explore the HR diagram for main-sequence stars, and we will showcase some prominent red and blue stars that they can view at night. This topic will serve as part of the club members' preparation for the April trip to the UMD Planetarium and as an opportunity to build upon foundational concepts related to the 2017 Summer Institute theme of astronomy.

March

At this club meeting, we will use the Galaxy Zoo citizen science project and the Sloan Digital Sky Survey to look at different types of galaxies. Students will develop their own classification scheme initially, and compare color and morphology properties, then we will discuss spiral versus elliptical galaxies and how spirals, with more gas and dust, also contain more ongoing star formation and hence more young luminous blue stars. This topic will serve as part of the club members' preparation for the April trip to the UMD Planetarium and as an opportunity to build upon foundational concepts related to the 2017 Summer Institute theme of astronomy.

April

Lincoln Park Math/Science STEM Club members that have attended a minimum of 3 club meetings prior to the April club meeting (not including the outing to Engwall's corn maze) will be invited to attend an outing to the UMD Planetarium. This bonding activity will include students from the CSS Math and Science Clubs, CSS Math and Science Faculty, and the Lincoln Park Math/Science STEM Club Faculty Leader. The overriding theme of the 2017 Summer Institute will be astronomy and this final club meeting of the 2016-2017 academic year will be utilized to foster interest in the 2017 Summer Institute.

Note

It is our intention to seek input from Lincoln Park Math and Science Faculty in regards to possible ways to further enhance the Lincoln Park Math/Science STEM Club meetings and events.

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

Identification Information

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

Resolution/Parent Committee Information

Check all applicable items and attach the requested information:

This district does not have 10 or more American Indian students enrolled, therefore no Parent Committee has been established, and no resolution/recommendations are attached (sign below and return the form to the Office of Indian Education).

Resolution is attached:

Date resolution passed by Parent Committee: 4-12-16

Date resolution presented to Local School Board: TBD

The attached resolution is a resolution of (check one): Concurrence Non-concurrence

Recommendations are (check one): Included Not included

Resolution is NOT attached. If not attached, explain:

School Board Response is NOT attached. If not attached, explain:

A Parent Committee has NOT been established. If checked, please explain why not, including discussion of any steps that have been taken to establish a parent committee:


The district requests that the Office of Indian Education provide assistance in the following area(s):

Parent Committee Training

Staff Development on American Indian history and culture

Other (explain):

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



Signature - Superintendent of School District/Authorized Representative

4/29/16

Date signed

GENERAL INFORMATION AND INSTRUCTIONS: Minnesota Statutes, section 124D.78 Subdivision 1 states that 27 School Boards and American Indian schools must provide for the maximum involvement of children enrolled in education programs, programs of elementary and secondary grades, special education programs, and support services. Accordingly, the board of a school district in which there are **10 or more American Indian students enrolled** and each American Indian school must establish an American Indian education parent advisory committee. If a committee whose membership consists of a majority of parents of American Indian children has been or is established according to federal, tribal or other state law, that committee may serve as the committee required by this section and is subject to, at least, the requirements of this subdivision and subdivision 2.

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

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

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

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

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

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

RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE				
AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS
High Achievement for All	Increase Student Achievement, Reduce the Achievement Gap, and Raise Graduation Rates		Academic and Achievement Centers are available for all students at 2 High Schools. Denfield has a SOAR Academy going for students. Peer Tutors are also available.	Increase access to tutors
High Achievement for All	Increase Student Achievement, Reduce the Achievement Gap, and Raise Graduation Rates			Increase positive contact with parents beyond parent/conferences. 25% American Indian Families will be contacted.
High Achievement for All	Continuously Improve and Enhance the Quality of our Curriculum and Align it to State Standards	Non-inclusive curriculum on American Indian Standards		District needs to strive to ensure all American Indian Standards are being taught and meet K-12
High Achievement for All	Provide High Quality Staff Development that Aligns with our Goal to Provide Opportunities for Students of Every Culture and Ability to be Successful	Lack of Training on diverse American Indian perspectives		All Staff Development days should continue to be inclusive of diverse perspectives and continue to have multiple opportunities throughout the year
High Achievement for All	Provide High Quality Staff Development that Aligns with our Goal to Provide Opportunities for Students of Every Culture and Ability to be Successful	Lack of Training on diverse American Indian perspectives		Culturally specific training on Ojibwe and Dakota Perspectives
RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE				
AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS
Safe and Welcoming Environment for Everyone in our Schools	Decrease Bullying Among Students		Training has been provided for all staff and administration district wide. They have created K-12 messages and identified a person at each site to report bullying to.	Continue to increase Awareness on bullying. Make sure people are available for bullying to be reported. Act quickly upon a report of bullying
Safe and Welcoming Environment for Everyone in our Schools	Reduce Use and Disproportionality in the Use of Out of School Suspension (OSS) as a Disciplinary Consequence. The Percentage of Students Involved in OSS will be Consistent with District Student Demographics		The handbook policy committee has made adjustments to the policies that are more developmentally appropriate. This committee will continue to meet monthly for review.	

<p>Safe and Welcoming Environment for Everyone in our Schools</p>	<p>Reduce Use and Disproportionality in the Use of Out of School Suspension (OSS) as a Disciplinary Consequence. The Percentage of Students Involved in OSS will be Consistent with District Student Demographics</p>			<p>Review team for OSS that includes community of color (not just the decision of School Admin.)</p>
<p>Safe and Welcoming Environment for Everyone in our Schools</p>	<p>Increase Safety and Decrease Injuries of Students and Staff</p>		<p>There is added training for all mentors and supervisors in regards to safety in the schools.</p>	<p>Staff needs to continue to address behavior in the schools not just walk away</p>
<p>RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE</p>				
<p>AIMS</p>	<p>GOALS</p>	<p>REASONS FOR NONCONCURRENCE</p>	<p>PROGRESS</p>	<p>RECOMMENDATIONS</p>
<p>Safe and Welcoming Environment for Everyone in our Schools</p>	<p>Increase Family and Community Involvement, Engagement and Satisfaction, and Deepen our Community Partnerships</p>		<p>Numerous Parent Committees district wide</p>	<p>More open communication between the schools and parents. Stop putting parents out of the process and let parents on the committees. Look at ways to increase communication</p>
<p>Effective, Efficient Systems that Make The Best Use of Resources</p>	<p>Prioritize General Fund Spending to Instruction and Support of Students. District continues to pay portion of coordinator's salary.</p>		<p>District pays for Misaabekong</p>	<p>Continue to pay for teachers.</p>
<p>Effective, Efficient Systems that Make The Best Use of Resources</p>	<p>Improve Communication, Cooperation, and Teamwork Within and Across Employee Groups</p>		<p>Funding is currently provided from general fund to provide a portion of coordinator's salary.</p>	<p>Provide entire salary for coordinator to free up moneys for programming to increase student achievement, reduce achievement gap, and increase graduation rate.</p>
<p>Effective, Efficient Systems that Make The Best Use of Resources</p>	<p>Increase the Diversity of Staff through Culturally Competent Recruitment and Retention Practices. The Staff of Color will Reflect the Percentage of People of Color in our Community</p>		<p>Human Resources attends the April college fair every year in the Twin Cities to recruit teachers. This year Coordinators of American Indian Education and Office of Education Equity will be attending this with the Human Resource department staff.</p>	<p>Continue recruitment process early in the college careers</p>

<p>Effective, Efficient Systems that Make The Best Use of Resources</p>	<p>Increase the Diversity of Staff through Culturally Competent Recruitment and Retention Practices, the Staff of Color will Reflect the Percentage of People of Color in our Community</p>		<p>This year we have hired 5 American Indian teachers to the school district. We will be hiring at least 2 a year to keep the Misaabekong Immersion Program functioning.</p>	<p>District will continue its commitment to hiring staff of color and commitment to retaining them</p>
<p>RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE</p>				
<p>AIMS</p>	<p>GOALS</p>	<p>REASONS FOR NONCONCURRENCE</p>	<p>PROGRESS</p>	<p>RECOMMENDATIONS</p>
<p>Effective, Efficient Systems that Make The Best Use of Resources</p>	<p>Expand and Improve Use of Facilities that Supports the Needs of Families and the Greater Community</p>		<p>Specific sites make this an option</p>	<p>Continue to have events that engage the entire families or provide child care when needed</p>

STATE HEAD START BUDGET FOR 2016-2017**\$499,203.****CURRENTLY FUNDED OPTION #1**

Childcare Collaboration with the YWCA of Duluth (provides the full range Head Start services to families enrolled at the YWCA Childcare Center)

21 children-infants/toddlers/preschoolers

Staffed by: 1 Childcare Collaboration Teacher/Advocate

(30 hours a week and year round on a stretch calendar with infants and toddlers, school year only with preschoolers)

CURRENTLY FUNDED OPTION #2

Families in Transition (provides the full range of Head Start services to families with preschool children experiencing homelessness)

18 children-infants/toddlers/preschoolers

Staffed by: 2 Families in Transition Teacher/Family Advocates

(30 hours each, 1 year round with infants and toddlers at reduced hours)

CURRENTLY FUNDED OPTION #3

Home Base (this option is for children 3-5 years old who are unable to take advantage of other program options.

12 preschoolers

Staffed by: 1 Home Bases teacher/Family Advocate

(Full time hours during the school year)

20% of their time/pay

- 1 mental health
- 2 administrative assistants
- 1 recruiter
- 4 coordinators
- 1 director

Duluth Public Schools Early Childhood Programs
(Birth to Five)
School Readiness Goals

	Children will develop and demonstrate increased:
Approaches to Learning	<ol style="list-style-type: none"> 1. Interest and curiosity in their world. 2. Creativity, flexibility and imagination in play, communication, interactions and thought. 3. Sustained focus, attention and persistence. 4. Management of actions words, and behavior.
Social & Emotional Development	<ol style="list-style-type: none"> 1. Ability to create and sustain meaningful, cooperative relationships with adults and other children. 2. Sense of identity, confidence and belonging. 3. Ability to recognize, express, and manage their own emotions, as well as respond appropriately to others' emotions.
Language & Literacy	<ol style="list-style-type: none"> 1. Ability to listen, understand and use language for a variety of purposes. 2. Ability to understand, follow and use appropriate conversational rules. 3. Skills necessary for reading and writing effectively.
Cognition	<ol style="list-style-type: none"> 1. Awareness of cause and effect. 2. Ability to observe, reason, plan and problem solve. 3. Sense of number, quantity, pattern, size and spatial awareness.
Perceptual, Motor and Physical Development	<ol style="list-style-type: none"> 1. Ability to receive, interpret and respond successfully to sensory information. 2. Healthy and safe habits. 3. Self-help skills. 4. Gross and fine motor strength and control.

DISTRICT 709
FIELD TRIP REQUESTS

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

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

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

DEFINITIONS:

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

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

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

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: John Harris
 Not Recommended Date: _____

Assistant Superintendent: Recommended Name: Christina Arzochi
 Not Recommended Date: 4/14/16

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 *Mtz. planned*
- 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 *(parent meeting)*
Example: Supervision duties, no smoking, no alcohol
- Planned Itinerary

TIME

LOCATION

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

Signature of Contact Person: _____

FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person: *[Handwritten Signature]*

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: 4th Grade
2. Contact Person (Responsible for Checklist Completion): Troy Erie
3. Field Trip Date(s): 4-20-16 → 4-22-16 Destination: Wolf Ridge ELC
4. Field Trip Overview (Include events, establishments and locations): Wolfridge will house + provide educational programming.
5. Field Trip Departure from School (Date and Time): 4-20-16 9:00
Field Trip Return to School (Date and Time): 4-22-16 3:15
6. Objectives of Field Trip: Science education + team building, self confidence.
7. Relationship to Curriculum or Student Learning: Science Curr.
8. Planned Follow-up Field Trip Activities: Journal + discussion of topics learned.
9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$
Total Meals	\$
Total Lodging	\$
Total Transportation	\$
<input checked="" 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	\$
Total Additional Stipends:	\$
Total	\$

Fundraised through parents

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

Thursday

Sample Itinerary

Quiet time until 6:30AM, 6:45 AM get up
Store luggage on beds, make sure windows are closed and lights are turned off.

Time	Green	Orange	Blue	Red	Purple	Pink
6:45						
7:00			Dorm Duty - Eat		KP Duty- Eat	
7:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30-11:30	Earth Works ED1	Geology SC4	Skyview Adv Ropes Dyrm A	Ridgetop Adv Ropes ED6	Indoor Rock Climbing ED2	GPS & GeoCache SC5
11:45	KP Duty - Eat					Dorm Duty - Eat
12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:30 - 4:30	Geology SC4	Indoor Rock Climbing SC 6	Beavers ED4	Earthworks ED1	GPS & Geocache SC5	Skyview Adv Ropes ED 6
4:45	Dorm Duty - Eat		KP Duty - Eat			
5:15	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
5:30-6:15				Store	Store	Store
6:30-7:15	Indoor Rock Climbing ED2	Eve Presentation	Eve Presentation	Indoor Rock Climbing ED1	Eve Presentation	Eve Presentation
7:30-9:00	Climbing until 9:15	Owl Pellets SC1	Owl Pellets SC5	Climbing until 9:15	Dream Catchers ED9	Dream Catchers ED4
9:00	Snack	Snack	Snack	Snack	Snack	Snack
	Shower	Shower		Shower		
9:30	Quiet	Quiet	Quiet	Quiet	Quiet	Quiet
10:00	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep

DORM DUTY:

KP DUTY:

BREAKFAST: Rebecca Reno, Jacob Dobosenski

BREAKFAST: PURPLE GROUP

LUNCH: Susan Schmidt, John Kurth

LUNCH: GREEN GROUP

DINNER: Tracy Petrich, Lee Regas

DINNER: BLUE GROUP

SNACK DUTY: Kelly Chastey, Gary Trebil

RECYCLING DUTY:

LOUNGE DUTY: Trizah Pop

DISTRICT 709 FIELD TRIP REQUESTS

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

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

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

DEFINITIONS:

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

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

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

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: Janet P
 Not Recommended Date: 4/11/2010

Assistant Superintendent: Recommended Name: [Signature]
 Not Recommended Date: 4/14/10

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: April 11, 2016

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Physics Department, East H.S.
2. Contact Person (Responsible for Checklist Completion): Ted J. Ford, Physics Teacher
3. Field Trip Date(s): April 28-30, 2016 Destination: Chicago, Ill
4. Field Trip Overview (Include events, establishments and locations): Please see attached Itinerary
5. Field Trip Departure from School (Date and Time): 5:00 AM, April 28
 Field Trip Return to School (Date and Time): 10:00 PM April 30

6. Objectives of Field Trip: The objective of the trip is to provide the opportunity for my physics students to take a fantastic field trip to Chicago. Students from past trips have come back with great experiences; seeing first hand physics, science, technology, along with diversified activities which round out the entire trip. Please look over the flyer for specifics on the trip. With traveling by coach there and back and only being gone for three long days, we pack a lot into the trip for lowest possible cost.

7. Relationship to Curriculum or Student Learning: Physics shows how the world works and puts relationships into proper perspective by using equations and math. By visiting United States premiere high particle physics proton accelerator, FermiLab, the students will see and understand the application of much of what we have been covering this last year. Topics such as particle acceleration, centripetal forces, electrostatic Van de Graaff generator, antimatter, electrostatic force fields, sub atomic particles, neutrinos, and a whole lot more. They also will see the wonders of science at the museum of science and industry where physics is being applied in the real world

8. Planned Follow-up Field Trip Activities: _____

Student evaluation of trip, classroom slide presentation of the trip with all students.

9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$3,800
Total Meals	\$ 900
Total Lodging	\$3,800
Total Transportation	\$3,400
<input type="checkbox"/> School District Vehicle(s)	
<input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: <u>LGS Coaches, Cloquet</u>	
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$
Other: Substitute teachers	\$ 700
Total	\$12,600

Revenues		
District Budget	Code:	\$
Booster Group		\$
Donations		\$
Student Fees		\$12,620
Total Additional Stipends:		\$
Total		\$12,620

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

CHICAGO 2016 ITINERARY

40

April 28th to April 30th (Thur. – Sat.)

G

THURSDAY

- 5:00 AM Load bus at East HS (Front of school)
- 5:15 Leave East HS. DON'T BE LATE! (>2.5 hrs)
- 7:50 Arrive at Eau Claire for brunch. 30 min stop (>3.0 hrs)
- 11:15 Lunch at Spring Green (0.5 hr)
- 12:00 Arrive at The House on the Rock, a very unique experience. (2 hr tour)
- 2:00 Board bus for Chicago. (>3.5 hrs)
- 5:30 Arrive at the motel. Unpack, get situated. We'll go for supper 20 minutes after we arrive.
Return to hotel/rec. area: pool, hot tub, sauna, exercise facility, etc. Pool & rec area closes at 10:00 pm
- 11:00 Everyone in own room. Get some sleep. Friday is a l o n g day.

FRIDAY

- 6:30 AM Up for breakfast 6:30-7:30. The hotel's "free" breakfast is a good meal.
- 7:50 Be on bus. Leave hotel and travel to Fermi Lab (>0.5 hr) Divide into team #'s. (9:00-1:00)
- 12:00 Lunch on your own at restaurant in the atrium of the main building.
- 1:00 Meet in Atrium just inside exit doors for a photo op. We leave for the Navy Pier. (>1.0 hr)
- 2:00 Navy Pier: ride Ferris Wheel, shop, play games, , etc. **Do not leave the Pier for any reason at any time.**
Bring rain coats if bad weather.
- 2:40 Meet inside by the front entrance to walk to Shoreline Tours for tour on Chicago River. (2:45-4:30)
- 4:30 Return to Navy Pier to enjoy the rest of the time. Supper on your own at the Navy Pier's restaurants. **Be finished by 6:00.**
Friday is a busy time for the Navy Pier. Expect a long supper. Depending on the restaurant, suggest starting by 4:45.
- 6:35 Meet inside by the front entrance to walk directly to the bus and travel to the Willis Tower.
From the top leave early if you want more time at the gift shop at bottom (7:15-8:15)
- 8:15 Meet in lower (basement) floor after gift shop. Do not leave to go to the bus. After roll call we'll walk to our bus.
- 8:30 Leave for the motel and the Rec. Center. (0.5 hr) Pool & rec area closes at 11:00 pm
- 11:00 Everyone in own room. Get some sleep.

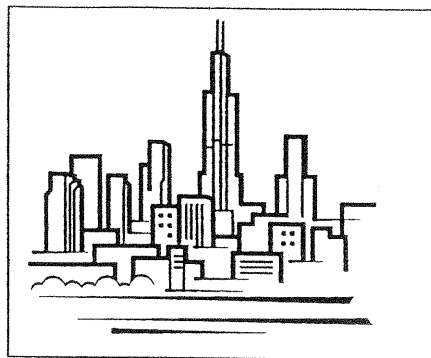
SATURDAY

- 6:15 AM Everyone up. Have breakfast 6:30-7:30. Check out of your hotel room.
- 8:00 Load up and leave for Museum of Science and Industry. We arrive there about 9:00.
If you go to the Museum Store on lower level (below escalators) be sure you come back **with one a chaperone**. 11:45-12:45
Eat lunch at one of the Museum's restaurants. **BE FINISHED BY 12:45 & START WALKING BACK TO ENTRANCE** 9:30-12:45
- 1:00 Meet in Group Room where we first entered the building. Don't be late. **Don't go out to the bus until we take roll call.**
LAST PERSON ARRIVING WILL DELAY EVERYBODY. We will then head for home. We'll stop for supper along the way.
(>Toma 5:00, 1 hr stop, 3.5 hr to Duluth)
- 10:00 - 10:30 Arrive at East HS.

You should make your own arrangements for a ride home. Call when we get close to Superior, rather than have someone wait for us.

DULUTH EAST PHYSICS PROGRAM

CHICAGO FIELD TRIP



41

Dear Parents/Guardians:

This coming spring, April 28th through April 30th, I will be providing the opportunity for my physics students to take a fantastic field trip to Chicago. Students from past trips have come back with great experiences and seeing first hand physics, science, technology, along with diversified activities which round out the entire trip. Past students still talk about the trip. Please look over the flyer for specifics on the trip. While traveling by coach there and back and only being gone for three long days, we pack a lot into the trip for lowest possible cost.

Eligibility: Students going on the trip must have good attendance and behavior, no U's, and 1st semester grade of a D or better in physics. To remain eligible physics students must have good attendance and behavior, no U's, and must maintain a D or better in the 2nd semester.

The total fee of \$245 is sufficient to cover all anticipated trip costs. This does cover breakfasts in Chicago but not other meals. Your son/daughter should bring sufficient money for meals and any spending money during the trip, suggest \$70 minimum. Arrangements can be made for financial difficulties. Contact me about this.

If your son/daughter must cancel this trip, please notify me as soon as possible. Due to logistics, advance notifications, payments and planning, if cancelled after March 21st, \$150 will be refunded. If cancelled after April 11th, only \$50 will be refunded, unless of course there is an emergency or illness.

Please send: MEDICAL PERMISSION FORM and the GENERAL RULES OF CONDUCT, one page, signed both sides along with the \$245 with your son/daughter to school. Checks won't be cashed for at least one month. First ones in with payment and forms filled out will be placed on the to go list. There is a limit of 48 students at this time. Any students not getting on the first to go list will be put on a waiting list. Those checks will not be cashed until room opens up and the student says he/she can still go.

Payment may be made by either cash or check. Make checks payable to East H.S.

Please do not staple check to the forms, just use a paper clip, available in the classroom.

Actual itinerary will be provided to you at a later date.

We'll be staying at : Holiday Inn, Itasca, (Suberb west of Chicago)

I estimate our return at East HS to be around 10:00 p.m. on Saturday, April 30th. Your son/daughter should secure in advance his/her own ride home. They may want to call when we get close to Superior on our return so that rides can be ready at East. The school will NOT be open.

If you have any particular questions about this trip, please feel free to give me a call at 336-8845 x 2175, or email me at: Ted.Ford@isd709.org

Yours truly,

Mr. Ted Ford

East H.S. Physics Teacher

EAST'S PHYSICS

2016 FIELD TRIP TO CHICAGO

42

FERMI LAB

Scientists at world renowned Fermilab carry out research in high-energy physics to answer the questions: What is the universe made of? How does it work? Where did it come from? One of Fermi Lab's particle accelerators fires neutrino's to the underground detector at Tower Sudan mine in Minnesota.

MUSEUM OF SCIENCE AND INDUSTRY

You could literally spend three days in this wonderful museum. It includes: an underground coal mine that you reach by taking an elevator ride deep into the earth, activities in chemistry, physics, earth science, food science, old WWII German submarine to walk through, science and technology at its peak. You select the areas of your interest in museum.

SEARS (WILLIS) TOWER

Take the elevator ride to the top of one of the world's tallest buildings and see for 25-50 miles around Chicago.

NAVY PIER

150 foot high Ferris Wheel, which was Chicago's 1893 World Columbian Expo.
And shops, cafes, amusement rides, arcades, museums

HOUSE ON THE ROCK

One of the most unique places in the world. It features bizarre collections of: musical mechanical orchestras, world's largest cannon, infinity room, world's largest Merry-Go-round, etc. It's all indoors and takes hours to go through.

BOAT RIDE

Architectural boat ride tour on the Chicago River of downtown Chicago.

We'll stay at Holiday Inn, Itasca, IL, a suburb west of Chicago.

Includes: pool, exercise area, etc.

APRIL 28TH (THU. 5:00 AM) – APRIL 30TH (SAT. 10:00 PM)

COST: \$245

CASH OR MAKE CHECKS OUT TO "EAST H.S."

IF CANCELLED AFTER MARCH 20TH: \$150 REFUND. IF AFTER APRIL 10TH: \$50 REFUND.

INCLUDE SIGNED PERMISSION SLIPS AND SIGNED MEDICAL PERMISSION FORM WITH PAYMENT.

**INCLUDES EVERYTHING (HOTEL, BUS, MUSEUM FEES, ETC)
EXCEPT LUNCH AND SUPPER (BREAKFASTS THERE ARE INCLUDED)**

LIMITED SEATING - FIRST COME-FIRST SERVED

**THIS IS A PHUN, EXCITING, ONCE-IN-A LIFETIME
SCIENTIPHC PHIELD TRIP**

MEDICAL PERMISSION FORM

(Please print or type)

Name Date of Birth Home Phone

Address City, State, Zip
(Number & Street)

EMERGENCY INFORMATION

Parents' Names(s) Work Phone: or Phone:

Emergency Contact (if parents cannot be reached) Phone

Physician's Name Phone

BRIEF MEDICAL HISTORY

Special Health Concerns (allergies etc)

Allergic to any medications? Yes No If yes, please list:

Current medications: Doses per day

NOTE: If you are taking medication regularly, please bring a supply in a labeled container.

Asthma: Yes No Medication

Diabetes: Yes No Medication

Epilepsy: Yes No Medication

Heart: Yes No Medication

Should activity be restricted? Yes No If yes, please explain:

Are there any prescription or non-prescription drugs that should NOT be administered?

The Fermilab Medical Office may provide my child with Tylenol Advil Either Neither

I, the parent or legal guardian of (my child), authorize Fermilab Medical Office permission to perform any reasonably necessary care essential for the treatment of my child. I realize Fermilab Medical will exercise discretion in providing in good faith medical care for my child. Fermilab Medical will make an attempt to contact the parent before taking any action.

Parent or Guardian Signature: _____ Date: _____



FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Destination Imagination
2. Contact Person (Responsible for Checklist Completion): Ken Loeffler-Kemp
3. Field Trip Date(s): 5/23-5/30, 2016 Destination: Knoxville, TN
4. Field Trip Overview (Include events, establishments and locations): Univ of TN - Knoxville Global Final - Destination Imagination
5. Field Trip Departure from School (Date and Time): 5/23/2016
Field Trip Return to School (Date and Time): 5/31/2016
6. Objectives of Field Trip: Team competed at Regional & State level. Earned opportunity to compete at Global Finals 2016
7. Relationship to Curriculum or Student Learning: STEM, Arts, Service Learning
8. Planned Follow-up Field Trip Activities: _____

9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$3,750
Total Meals	\$2,500
Total Lodging	\$3,000
Total Transportation	\$1,000
<input type="checkbox"/> School District Vehicle(s)	
<input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____	
<input checked="" type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: <u>Farmers Ins.</u>	
Total Additional Stipends:	\$
Other:	\$
Total	\$10,250

Revenues		
District Budget	Code:	\$
Booster Group		\$
Donations		\$10,250
Student Fees		\$
Total Additional Stipends:		\$
Total		\$

All costs will be financed by donations/fundraising activities by Team Parent Group.

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 5/23-5/24/2016 - 5/29-5/30 Travel days
 5/25-5/28/2016
LOCATION Global Finals Competition
 Schedule on website
 www.globalfinals.org

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

Oak Haven
 1947 Old Knoxville Hwy.
 Sevierville, TN 37876

Signature of Contact Person: _____

218-340-8442

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: _____

Gina Kleive, Ordean East Middle School Principal

2900 East 4th St / Duluth, MN 55812
 phone 218-336-8940, fax 218-336-8949

"It will all work out in the end. If it hasn't worked out yet, it's not the end." ~ Author Unknown

On Thu, May 5, 2016 at 8:50 AM, Rosie Loeffler-Kemp <rosielkemp@gmail.com> wrote:
 Gina- At our SB Agenda setting meeting this Tuesday -we realized we needed the Principal to fill out the form for Extended Field Trip Requests - Asst . Supt. Amy Starzecki sent you an email concerning this. If this helps you out I put together the Information you may need in the format the SB receives it.

Ordean East Destination Imagination team - Mission: Improvable will be traveling to Knoxville, TN for the Global Finals. The Ordean Destination Imagination team consists of 7 Ordean East eighth graders. They competed at both the Regional and State levels this spring in The Improv Category. For the 2nd year in a row, they have earned the opportunity to compete at **the Global Finals competition at the University of Tennessee in Knoxville, May 25 – 28, 2016. Follow the live streaming: www.globalfinals.org.**

Ordean East Middle School's Destination Imagination team,

Mission: Improvable. Victoria Ball, Corbyn Goodermote, Shayni Gustafson, Mariah Loeffler-Kemp, Andrew Miller, Ellie Patronas, and Grace Peyer. Team Manager is Ken Loeffler-Kemp. Parents will be chaperoning along with Team Manager.

They have researched improvisational games and confined spaces, practiced integrating randomly selected situations and settings in order to create improvisational sketches for competition.

Destination Imagination is a non-profit, volunteer-led organization formed to inspire and equip students to become the next generation of leaders and innovators. The program encourages teams to have fun, take risks, focus and frame challenges while incorporating STEM (science, technology, engineering, and mathematics), the arts and service learning. At the Global Finals, 16,000 people gather to celebrate creativity and innovation with 8,000 students attending. Our team will compete with teams from every US state and over 17 countries around the world. These Ordean East eighth graders have worked extremely hard and now have the opportunity to compete at the program's highest level.

The team is excited to represent their school, the City of Duluth, and Minnesota at this [#]10,250 competition. The total estimated cost for Team registration, travel, lodging/food is \$9,000 and will be financed through fundraising activities, community donations by Team Mission: Improvable Parent group.

We would be happy to answer any questions by phone or e-mail.
 Ken Loeffler-Kemp [218-340-8442](tel:218-340-8442)/ ken.LoefflerKemp@afscmemn.org
 Learn more: www.DestinationImagination.org & www.globalfinals.org.

DISTRICT 709 FIELD TRIP REQUESTS

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

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

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

DEFINITIONS:

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

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

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

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: Kathi Kusch Marshall
 Not Recommended Date: 5/3/16 Kathi Kusch Marshall

Assistant Superintendent: Recommended Name: [Signature]
 Not Recommended Date: 5/4/16

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: Destination Imagination - Congdon
2. Contact Person (Responsible for Checklist Completion): Renee Willemssen
3. Field Trip Date(s): 5/24 - 5/28 Destination: Knoxville, TN
4. Field Trip Overview (Include events, establishments and locations): Globals Competition for Destination Imagination - Problem Based Learning
5. Field Trip Departure from School (Date and Time): 5/24 - Kids will not come to school
 Field Trip Return to School (Date and Time): 5/31 - Kids will return to school
6. Objectives of Field Trip: Fine Arts competition - Kids researched American Revolution & created play that solves a mystery.
7. Relationship to Curriculum or Student Learning: Social Studies - American Revolution, English - writing script, public speaking
8. Planned Follow-up Field Trip Activities: Present learnings to school
9. Field Trip Budget Request The team is fundraising the costs of the trip. But we would appreciate any support.

Estimated Expenses	
Total Admission/Fees	\$
Total Meals	\$
Total Lodging	\$
Total Transportation	\$
<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	\$
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

Families flying on different flights 5/24 out of Duluth + Cities

Families returning " 5/28 + 5/29

1 hr of TN camps for competition

Hotel Mainstay Suites on 174 Merchants Dr.

parent staying with each child

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

Signature of Contact Person: *Gene Wilmsen*

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. *Waiting to hear when challenges are scheduled*
- 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. *Registration attached*

Signature of Contact Person: *Gene Wilmsen*

FB
UNDE Team Managers

\$173 bus Monday - Sunday After



Global Finals 2016 REGISTRATION PACKAGES

- Rental Cars

- Flights on Spirit Airlines

- Offsite Hotel @ \$80/night - Rooms

Registration & Meals with Housing

Packages with meals and housing included are the most popular option for teams. Depending on your arrival day, you have three options to choose from.

Monday Arrival

\$750 Per Person

6 nights of housing (Mon-Sat)

16 meals, starting with dinner on Monday and ending with dinner on Saturday

Access to all competition areas, special events, recreation areas and pin trading locations

Tuesday Arrival

\$725 Per Person

5 nights of housing (Tue-Sat)

13 meals, starting with dinner on Tuesday and ending with dinner on Saturday

Access to all competition areas, special events, recreation areas and pin trading locations

Wednesday Arrival

\$715 Per Person

4 nights of housing (Wed-Sat)

10 meals, starting with dinner on Wednesday and ending with dinner on Saturday

Access to all competition areas, special events, recreation areas and pin trading locations

Registration & Meals without Housing

If you and your team prefer to find your own housing accommodations, you can select from our Events with Meals options. Please note that off-campus housing may be limited.

Event Passes with Lunch

\$3750 Per Team

Up to 10 Event Passes with lunch for Wednesday, Thursday, Friday and Saturday

Event Passes are valid for team members, Team Managers and spectators

Event Passes with All Meals

\$4750 Per Team

Up to 10 Event Passes with all meals per person for Wednesday dinner through Saturday dinner

Event Passes are valid for team members, Team Managers and spectators

Spectators & Supporters not Staying with Teams

Event Pass

\$75 Per Person

Access to all competition areas, special events, recreation areas and pin trading locations

Please add an additional \$5 if purchasing on-site

Event Pass with Lunch

\$125 Per Person *5 = \$625
(parents)

Access to all competition areas, special events, recreation areas and pin trading locations

Includes lunch Wednesday-Saturday

Please add an additional \$5 if purchasing on-site

Event Pass With All Meals

\$275 Per Person

Access to all competition areas, special events, recreation areas and pin trading locations

Includes all meals Wednesday-Saturday

Please add an additional \$5 if purchasing on-site

Day Pass

\$45 Per Person

Access to all competition areas, special events, recreation areas and pin trading locations

Valid for one day only

No meals included

5/4/2016

Sproutingthebeans.com Mail - Team is now reserved for Global Finals



R Willemssen <renee@sproutingthebeans.com>

Team is now reserved for Global Finals

1 message

Tue, May 3, 2016 at 7:42 AM

globals@destinationimagination.org <globals@destinationimagination.org>
Reply-To: "globals@DestinationImagination.org" <globals@destinationimagination.org>
To: renee@sproutingthebeans.com

From:
Destination Imagination, Inc.
1111 S. Union Ave
Cherry Hill NJ 08002

Date: Tue 2016-May-03

Global Finals 2016 Registration Complete
To: Renee Willemssen (renee@sproutingthebeans.com)

This email confirms you have entered all the information needed to register your team for Destination Imagination Global Finals 2016. This includes the attendees, housing preferences, challenge and level.

You can continue to adjust your registration and make payments until Fri 6-May-2016 11:59pm using the registration website. You can also monitor payments received at Headquarters using the site. Payment in full is due by Fri 6-May-2016 11:59pm.

Your team is registered for competition as follows:

Team number: 123-09400
Organization Name: Congdon Park Elementary
Team Name: Seven Mysterious Unicorns
Reserving Person: Jeana Marshak (jmarshak@gmail.com)
Affiliate: 123, Minnesota
Challenge: Get a Clue/Elementary

We look forward to seeing you at Global Finals 2016!

Best wishes, and best of luck,



Destination Imagination, Inc.
 Creativity * Teamwork * Problem Solving
 1111 S. Union Ave.
 Cherry Hill, NJ 08002
 Ph: 856 881-1603 Fax: 856 881-3596
 http://www.idodi.org

FED TAX ID # 22-2415554
 Global Finals 2016



DATE	Team
5/3/2016	123-09400

54

Terms
Payment due on receipt

Jeana Marshak
 2107 Vermillion Rd
 Duluth, Minnesota 55803

Reference : Team 123-09400 Congdon Park Elementary

Charges

Type	Description	Quantity	Price	Total Price
spectator	[EL] Event, Lunch Wed-Sat for Aren Carlson	1	\$ 125.00	\$ 125.00
spectator	[EL] Event, Lunch Wed-Sat for Kathy Turner	1	\$ 125.00	\$ 125.00
spectator	[EL] Event, Lunch Wed-Sat for Nichelle Canavan	1	\$ 125.00	\$ 125.00
	[RegL] Team Registration Fee, Lunch, Event Wed-Sat for te	1	\$ 3750.00	\$ 3750.00
participant	[ELF] Event, Lunch Wed-Sat for Andre Good	1	\$ 0.00	\$ 0.00
participant	[ELF] Event, Lunch Wed-Sat for Bianca McGiffert	1	\$ 0.00	\$ 0.00
participant	[ELF] Event, Lunch Wed-Sat for Colin Willemssen	1	\$ 0.00	\$ 0.00
spectator	[ELF] Event, Lunch Wed-Sat for Deanna Notaro	1	\$ 0.00	\$ 0.00
participant	[ELF] Event, Lunch Wed-Sat for Emily Spearman	1	\$ 0.00	\$ 0.00
participant	[ELF] Event, Lunch Wed-Sat for Gage Canavan	1	\$ 0.00	\$ 0.00
tm	[ELF] Event, Lunch Wed-Sat for Jeana Marshak	1	\$ 0.00	\$ 0.00
spectator	[ELF] Event, Lunch Wed-Sat for Kristy McGiffert	1	\$ 0.00	\$ 0.00
tm	[ELF] Event, Lunch Wed-Sat for Renee Willemssen	1	\$ 0.00	\$ 0.00
participant	[ELF] Event, Lunch Wed-Sat for Ryan Carlson	1	\$ 0.00	\$ 0.00
spectator	[ELF] Event, Lunch Wed-Sat for Troy Carlson	1	\$ 0.00	\$ 0.00
participant	[ELF] Event, Lunch Wed-Sat for Zach Marshak	1	\$ 0.00	\$ 0.00
			Total	\$ 4125.00

Payments Received

Received	Type	Reference	Payor	Amount
3-May-2016	ccard	gf 2016: team 123-09400	Jeana Marshak	\$ 4125.00
			Total	\$ 4125.00

Balance Due: \$ 0.00

Remark: Make all checks payable (in U.S. funds) to: Destination Imagination, Inc. Return copy of invoice with payment.

RESOLUTION

Acceptance of Grant Awards to Duluth Public Schools

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

WHEREAS, acceptance of the grant in accordance with the donor's terms is in the best interest of the Duluth Public Schools:

NOW, THEREFORE, BE IT RESOLVED that the Duluth Public Schools does accept the below-described grant from said organization in accordance with the terms set forth herein.

BE IT FURTHER RESOLVED that the Duluth Public Schools wishes to extend its grateful appreciation to this organization.

Organization	Author/Contact	Project Title	Award Amount	Terms
Duluth Superior Area Community Foundation – Duluth Public Schools Endowment Fund	Various	Various	\$19,363.00	Funds from these eighteen grant awards will be used to provide supplemental funding to enrich the academic, cultural and overall experiences of Duluth Public Schools students and staff. See the attached spreadsheet for additional details.
Lester Park Elementary School Foundation	Various	Various	\$2281.77	Funds from these seven grant awards will be used to provide supplemental funding to enrich the academic, cultural and overall experiences of Lester Park Elementary School students and staff. See the attached spreadsheet for additional details.
Duluth East High School Foundation	Various	Various	\$2000.00	Funds from these four grant awards will be used to provide supplemental funding to enrich the academic, cultural and overall experiences of East High School students and staff. See the attached spreadsheet for additional details.

2016 Duluth Public Schools Endowment Fund Applications

2016 PROJECT NAME	SCHOOL	PRINCIPAL	APPLICANT #	DESCRIPTION	AMOUNT REQUESTED	PROPOSED AMOUNT APPROVED
Standing Learning Stations	Area Learning Center	Adrian Norman	Joseph Schingen	Benefits: burning more calories, improved posture, increased blood flow resulting in increased focus, attention, engagement, and improved mood. Students would be able to wheel around the room, quickly flex into new groups, collaborate, innovate, and create on a whim. The standing desks are \$49.99 apiece, a class set of 30 desks for a total of \$1500.00. The request to explore new, research-based tools that could prove to be a positive change in the alternative classroom.	\$1,500.00	\$0.00
Our Big Backyard	Congdon	Kathi Kusch Marshall	Gwyn Curran	We do not have a complete set of classroom science resources.. I would assemble 30 backpacks- one for every student to take outdoors into nature. I would be able to share these with other grade levels/classrooms. Inside the backpack would be a plastic mat for sitting on the ground, a magnifying glass, bug box, bug net, bug tongs, nature journal, nature sensitive paper, thermometer, binoculars, weather wheel, reference books on insects, trees, birds, -wild like activity book. I would also like to purchase weather puppets, life cycle magnets and geodes for our classroom centers. Hands on learning outdoors	\$1,500.00	\$750.00
Playground Science, Engineering, Art, Math & Music	Congdon Park	Kathi Kusch Marshall	Cindy Miller	This project brings Science, Engineering, Art, Math, and Music to the school playground nearly 600 K-5 students. Each month, Fifth Graders and parent volunteers will present new tools for students to explore and engage in learning during their daily playground time. Would purchase 9 bins for storage & instructional supplies; cording, measuring tools, outdoor musical instruments, funnels, tubes, fence clips, birdseed, twine, felt, pon pons, cranberries, igloo blocks, chicken wire, dowels, roll paper, washable tempera, brushes, sidewalk chalk, sponges, duct tape, pipe cleaners, googly eyes.	\$782.00	\$0.00
Sugarbush: Blending History, Culture, Science and Engineering from Traditions of the Anishinaabe	Congdon Park Elementary	Kathi Kusch-Marshall	Alaina Pilate	Connect cross grade level curriculum expectations to experiential and inquiry-based learning while incorporating Anishinaabe cultural connections. Simultaneously will work on building teamwork skills and healthy lifestyle choices. Students will continue to learn about the Anishinaabe culture during the maple sugar moon and see how science and engineering were used in their way of life from past and present Funds for instructional supplies.	\$320.00	\$320.00

2016 Duluth Public Schools Endowment Fund Applications

Chrome Language	Denfeld High School	Tonya Sconiers	Melissa Kliegle	This technology integration project is to provide English Learners (ELs) with web-based learning opportunities through the use of Google Chromebooks in English Language Development (ELD) course. The request is to purchase four Chromebooks to be used in a classroom set of devices. Measurement of student growth in language proficiency will be measured by the annual ACCESS test. Feedback is measured through ongoing student portfolios, quarterly proficiency reports, content course performance, and other feedback from the instructional team.	\$1,166.00	\$0.00
Closing the Achievement Gap with ACT Preparation	Denfeld High School	Tonya Sconiers	Timothy White	We have identified students of color that we think could perform better on the ACT if we offered them a mini-ACT Prep Class during the school day. Would purchase materials to place in the hands of these students that I can use as a curriculum in order to help them prepare. The plan would be to work with native american and black students during a WIN Period once a week Would buy a calculator & ACT Math & Science prep book. for each student.	\$750.00	\$750.00
Denfeld Special Education Transition Activities	Denfeld High School	Tonya Sconiers	Barb Wiklund	Would enable 9-12 students, who are in Autism Spectrum Disorders and Developmental Cognitive Disability Setting III Programs to learn about and experience a variety of activities from various recreation and leisure resources within our community to increase the likelihood of participation in healthy activities as adults. Target is 90% participation with pre / post test to measure knowledge. Funds spent on yoga classes, bowling, swimming & broomball.	\$1,323.00	\$0.00
Giving E-books a Physical Presence	Denfeld High School	Tonya Sconiers	Lynn Toumi	Purchase android tablets to obtain ebooks. There are over 190 Electronic books in Denfeld's collection and that does not include the electronic books provided by the Arrowhead Library System. This school year only 44 ebooks have been checked out and of those, 19 were read online. With extensive marketing and by providing the tools to access eBooks these numbers should increase over 100% by the same time next year.	\$2,000.00	\$0.00

2016 Duluth Public Schools Endowment Fund Applications

Ninth Grade Organizational Support Initiative	Denfeld High School	Tonya Sconiers	Deb Jarvis	Provide each of our special education 9th grade students a binder and daily planner for the 2016-17 school year. A binder system can be purchased for \$19.99 . A daily planner to record daily assignments and due dates tucked inside the binder will create the necessary organizational system for success. A Planner can be purchased for \$5.99 This grant would provide an organizational system for up to 50 students. Success will be measured by pre-assessment of students to determine their understanding of the need for effective organization. Daily instruction on the consistent use of a binder and academic planner system will be followed by a mid-term assessment of each student's success with these organizational tools.	\$1,300.00	\$0.00
Student Benefits from Career Centers Cooperative	Denfeld High School	Tonya Sconiers	Catherine Long	Denfeld Career Center coordinators would like to host a Duluth Area High School Career Resource Centers' Best Practices Conference. Envision inviting to Denfeld; East High School, Harbor City, Marshall, and other local high school career center coordinators. Amount requested \$1400 for instructional supplies, hospitality for conference participants, speaker stipend and travel expense , materials and office supplies.	\$1,400.00	\$0.00
Anatomy and Physiology Lab Update	Duluth East High School	Laurie Knapp	James Kyes	Working to develop our Anatomy and Physiology lab and bring it up to current college level standards. Funding will be used to purchase prepared slides to complete our inventory. Models of brains, hearts and muscles to supplement our dissections, and some physiology testing equipment to build lab skills like urinalysis, respiratory and cardiac function.	\$2,000.00	\$1,000.00
East/Denfeld/ALC Equestrian Club	East H.S.	Laurie Knapp	Michael Zeman	The East/Denfeld ALC Equestrian Club is an organization that encourages youth of high school age to meet and develop life long friendships with peers and adults that share a passion for horses. The group is coordinated and supervised by parents and other volunteers. This request is to provide the liability insurance necessary to continue this outstanding opportunity for students.	\$500.00	\$0.00

2016 Duluth Public Schools Endowment Fund Applications

Breakout the Standards Vocabulary	Laura MacArthur Elementary School	Nathan Glockle	Allison Hoffbauer	This project is a collaboration between the Special Education teacher and speech-language pathologist at Laura MacArthur Elementary School. Together, we serve students in grades 3-5 on Individualized Education Plans. Our students need extra support to master English Common Core Standard vocabulary and comprehension skills. Our goal is to provide a highly engaging activity that extends their learning from the general education classroom while still holding to their grade level English Language Arts Standards. Purchase chromebooks & breakout edu boxes/kits	\$1,050.00	\$1,050.00
First Grade Guided Math with Hands-on Activities	Laura MacArthur Elementary School	Nathan Glockle	Jamie Lewis	During daily three math, we will provide students the opportunity to use hands-on materials to enhance and extend their understanding of the mathematical concepts taught in first grade. Materials to be purchased were not specified.	\$2,000.00	\$0.00
Spotlight Authors	Lester Park	Mrs. Susan Lehna	Susan Mikel	The "Author Spotlight" project will introduce first grade students to the work of successful yet unfamiliar authors and give them the opportunity to delve into an author's life and work through the integration of text, writing, media, and the arts. Funds for instructional supplies buy books and "whisper phones"	\$648.00	\$648.00
Artful Gardening	Lincoln Park Middle School	Brenda Vathauer	Christine Valento	Will study how artists created still lifes of inanimate objects. All LPMS 6th graders will plant seeds of varying types (while receiving any needed assistance from Science teacher, Pete Mostrom), and grow plants that they will use to draw in a still life composition. Plants will be later moved to the school garden and harvested when appropriate. Middle school art students will also create clay fired plant markers for permanent use in the school garden. Will buy seeds, soil, containers, clay, etc.	\$726.00	\$726.00
Engaging Readers and Writers	Lincoln Park Middle School	Brenda Vathauer	Aaron O'Leary	Want to increase learners' independence and motivation to read and write. A significant key to accomplishing this is to offer technology that facilitates their literacy and actively engage them in learning. In the process of becoming more invested in their reading and writing, these learners share their own points of view, passions, and questions. As a result, every learner becomes a teacher. Project entails the use of Chrome Books with student learners in my class to increase their independence and motivation to read and write. Will buy six chrome books.	\$1,800.00	\$900.00

2016 Duluth Public Schools Endowment Fund Applications

Family Career Community Leaders of America	Lincoln Park Middle School	Brenda Vatthauer	Shonda Peller	Pay for registration in Family, Career and Community Leaders of America. Once rregistered program begins. Promote personal growth and leadership development through family and consumer sciences education, focusing on the multiple roles of family member, wage earner and community leader. Members develop skills for life through: Character development; Creative and critical thinking; Interpersonal communications; Practical knowledge; and Career	\$650.00	\$0.00
Garden Seedling Planting	Lincoln Park Middle School	Brenda Vatthauer	Peter Mostrom	LPMS has created a large outdoor school gardens. The items requested will allow our students to start plants from seeds indoors and then transplant into individual containers prior to planting them in our school gardens for a harvest in the fall. Having the opportunity to begin from seeds would allow for a full cycle learning experience. Two Plant Starting Racks - Three tiered sunlight gardens that have grow light and timers attached (included)	\$1,046.00	\$0.00
Shine a Light	Lincoln Park Middle School	Brenda Vatthauer	Christine Valento	My art club students would like to learn the ancient art of felting with wool from sheep. We have the opportunity to purchase local wool from a local sheep farm here in Duluth. Our plan is to make felted lanterns with the wool and donate them to residents of Benedictine Health Center. This project, in essence, is a Service Learning Project. Wool and instructional supplies	\$545.00	\$545.00
African Drumming Project	Lowell Elementary	Jen Larva	Barbara Hanka	The African Drumming Project will provide a drum for every student in the music class at Lowell Elementary (grades 2-5). Students will no longer have to share drums in music class and they will be able excel in their rhythmic literacy faster. While learning notes, rests, and rhythm patterns on their African Tubano Drum, they will also learn more about the culture of African drumming and be able to accompany their own singing as well accompany instrumental music on the drum. Would purchase 30 drums.	\$2,000.00	\$0.00
Android Tablets for Spanish Immersion Program	Lowell Elementary	Jen Larva	Crystal Goldman	Provide funding for Android Tablets for students in the 2016-2017 Spanish Immersion Program at Lowell Elementary. In a language immersion setting, tablets can provide native speaker read e-books, recording abilities to monitor student oral language proficiency, and enhance language & mathematics skills through various applications available digitally.	\$2,000.00	\$0.00

2016 Duluth Public Schools Endowment Fund Applications

Critical Literacy Books for Teaching Social Justice	Lowell Elementary	Jennifer Larva	Crystal Goldman	Funding for Critical Literacy books (in Spanish) for students and teachers in the Spanish Immersion program beginning and would be part of the library collection at LES. Critical literacy uses reading texts to teach social justice issues through disrupting dominant perspectives, examining multiple perspectives, focusing on socio-political issues, and taking action.	\$2,000.00	\$0.00
Spanish Language Leveled Reading Books	Lowell Elementary	Jen Larva	Crystal Goldman	Would purchase Android Tablets for students in the 2016-2017 Spanish Immersion Program at Lowell Elementary. In a language immersion setting, tablets can provide native speaker read e-books, recording abilities to monitor student oral language proficiency, and enhance language & mathematics skills through various applications available digitally.	\$2,000.00	\$0.00
Music and Motion: Turning STEM into STEAM	Myers-Wilkins Elementary	Stephanie Heilig	Jennifer Pederson	Music in Motion: Turning STEM into STEAM would integrate STEM and Music. We hope to be able to purchase musical marble runs that have the ability to sound the pitches and duration of notes through building and designing a marble run. These marble runs would be used in a variety of lessons for grade levels from second to fifth. Xyloba Mezzo- Musical Marble Run Kits \$149.00 each	\$2,000.00	\$1,500.00
Taking Gardening Indoors: Hydroponics/ Micro-greens	Myers-Wilkins Elementary	Stephanie Heilig	Jennifer Pederson	Hydroponics and Micro-greens Project will allow students to experience year-round gardening, different gardening systems, eating fresh produce in the cafeteria that was grown themselves. This project will be an extension to our outdoor school garden and will be located in our cafeteria allowing all students to be a part of the project. This project will be focused on second grade as a part of their New Plants FOSS unit, part of our After-School Program, and Summer School. Purchase the necessary equipment for a hydroponic and micro-greens growing systems, and fund a field trip to local hydroponic and micro-greens farm.	\$2,000.00	\$1,900.00
3D Printing: Connecting Classes and Clubs	Ordean East Middle School	Gina Kleive	Timothy Churchill	The grant will be used to purchase and use one or more 3D printers. Goals are: Learn how to use a 3D printer How a project management system works with a 3D printer in the area of design, cost analysis of product development, care and maintenance of equipment, team work in the area of product development, and integration of skills from Industrial Tech Classes. Show how this type of machine can integrate the skills in STEM.	\$2,000.00	\$2,000.00

2016 Duluth Public Schools Endowment Fund Applications

Closing the Achievement Gap With WebBased Learning	Ordean East Middle School	Gina Kleive	Nathan Norman	Expand the ALEKS Web-Based Learning Tool to 4 sections next year, and continue our goal of closing the achievement gap for our students of color, and socioeconomic need. Purchase 55 ALEKS licenses at \$35 each. If support for this program is submitted next year it will not be supported. After multibple years of support, it would be up to the District to evaluate its true effectiveness and whether to make it a District wide standard program.	\$1,925.00	\$1,925.00
Get Plugged in to Science!	Ordean East Middle School	Gina Kleive	Annette Strom	Project focusses on the use of technology in the classroom to enhance individual learning. Asking for a classroom set of headphones so I can continue to improve my ability to differentiate lessons, use technology and facilitate individual learning for all of my students. Request that ten headphones also have microphone capabilities. This feature will allow some special needs students use the voice to text features on some of the sites. It will also allow for students to record podcasts and add voice to their video creations.	\$777.00	\$777.00
Technology in the Air: Drones!	Ordean East Middle School	Gina Kleive	Timothy Churchill	This project is for the Technology clubs. Project aims to teach students how to use and fly mini-drones. Goal is to teach students how to use mini-drones; to get the experience with simple low cost drones and to move onto more advanced drones with video capability. Two sets of drones will be purchased. Lower cost drones in the \$30 - \$50 range and then to purchase more sophisticated drones -\$80 - \$100 Expect the program will develop and then be used for a proposed summer tech camp.Complete checklists in order to complete tasks in flight, care, maintenance, and knowledge Learn how to fly, control, and land mini-drones in a safe and open area, the basics of aviation technology and the skills in aviation flight, how to care for and maintain machines, about the costs of buying, maintaining, replacing, and upkeep of equipment	\$2,000.00	\$1,000.00
Physical Science Fanatic	Ordean Middle School	Gina Kleive	Peter Froehlingsdorf	Grade 6 science centers around the physical sciences. Students are exposed to lessons which focus on: forces and motions, mixtures and solutions, electricity, and aviation.Asking for hands-on materials to supplement the current materials. 150 students costing only \$7.39 for an entire year of student labs. They would be used for years and years to come.	\$1,110.00	\$1,110.00

2016 Duluth Public Schools Endowment Fund Applications

Battle of the Books	Piedmont Elementary School	Beth Shermoen	Cindy Sutherland	Battle of the Books is a program intended to inspire our students to read more. Fourth and fifth grade students read from a list of twelve titles and then participate in a quiz bowl based on those books. Purchase 12 titles of 7 books and awards.	\$500.00	\$500.00
Osmo's in Education	Piedmont Elementary School	Beth Shermoen	Heidi Owens	Osmo is a hands on interactive forum utilizing Ipad technology to teach everything phonics to photosynthesis in a dynamic, inspiring and engaging manner to students of all ages. Osmo's groundbreaking system fosters social intelligence and creative thinking by opening up the iPad to the endless possibilities of physical play. (https://www.playosmo.com/en/) It can be used for math and reading enrichment. I plan to use the Osmos as a learning station activity to correlate with my current unit of study in math and/or reading. Purchase 5 Osmos	\$500.00	\$0.00
Osmo-Technology in the Classroom	Piedmont Elementary School	Beth Shermoen	Loni Lyons	Osmo is an interactive, educational accessory for the iPad that transforms the device into a reader of sorts for physical interactions that occur in front of it: Purchase 7 Osmo packages.	\$693.00	\$0.00
Project Based Learning - Energy Conservation	Woodland Hills Academy	Denise Clairmont	Tami Stafstrom-Allen	Purchase 11 chromebooks. Technology is an integral part of Project Based Learning. Access to the internet is needed on a daily basis in the classroom throughout the project. There is currently no money available to purchase Chromebooks for the classroom. The energy project students will be presented with the "challenge" to reduce the carbon footprint at Woodland Hills Academy	\$1,962.00	\$1,962.00
				TOTAL	\$25,708.00	\$13,219.00

# of APPLICATIONS RECEIVED	35
# of APPLICATIONS APPROVED	18
DPS FUND AVAILABLE TO SPEND	\$19,376.00
AMOUNT REQUESTED	\$46,473.00
DPS FUND AMOUNT APPROVED	\$19,363.00
Balance	\$13.00

Date	Name/Title	Award Amount	Purpose	Time Period of Gran	Grantor	
3/24/2016	Mary Ostazeski, Sherry Williams, and Terri Huttel -- Teachers	\$505	Two Breakout EDU kits to teach teamwork, problem solving, critical thinking, and troubleshooting through challenges in the kit. http://www.breakoutedu.com/beta	2015 - 2016	Lester Park Elementary School Foundation	64
3/24/2016	Sherry Williams -- Teacher	\$319	Hand held weather station with bluetooth capabilities. 2nd grade weather unit in science	2015 - 2016	Lester Park Elementary School Foundation	
3/24/2016	Gayle Friday -- Key Zone Coordinator	\$145.00	Mobile art cart -- multipurpose art cart to help prepare for daily braintime and art projects.	2015 - 2016	Lester Park Elementary School Foundation	
3/24/2016	Carrie Tessier -- Teacher	\$199	Magnetic Write and Wipe Mini Boards and magnetic letters to be used for math and reading whole group lessons, guided reading groups, and differentiated learning centers.	2015 - 2016	Lester Park Elementary School Foundation	
3/29/2016	Susan Mikel -- Teacher	\$178.77	"Six Minute Solution" research based fluency program. Students are assessed, assigned a leveled passage, and a peer partner.	2015 - 2016	Lester Park Elementary School Foundation	
3/29/2016	Terry Norton -- Teacher	\$200.00	Funds to purchase basic consumable art supplies that the current art budget does not cover (tissue paper, markers, sharpies, water color paints, paper, etc.)	2015 - 2016	Lester Park Elementary School Foundation	
3/29/2016	Sherry Williams -- Teacher	\$735	"Roots and Wings" School garden. Raised beds with root veggies and pollinator plants. 3 rasied beds, 1.5 yards dirt delivered, funds for plants.	2015 - 2016	Lester Park Elementary School Foundation	

Duluth East High School Foundation
 Ken Jensen, President
 Wells-Fargo Building
 222 West Superior Street
 Duluth, MN 55802-1938
dulutheastfoundation.org

The following organizations have been awarded grants from the Duluth East Foundation for 2016:

Name:	Amount:	Contact:	Purpose:
Duluth East Daredevils Robotics Team	\$250.00	Timothy Velner	Tetrix Kits
Duluth LaCrosse Booster Club	\$600.00	Allison Coda	Equipment
Duluth East Circle of Friends	\$500	Cassie LeTourneau	T-shirts/Activities
Duluth East Theater Department	\$650.00	Gregory Jones	Microphones

~~5093—DULUTH PUBLIC SCHOOLS ISD 709 RESTRICTIVE PROCEDURES PLAN~~

~~In accordance with Minnesota Statute 125A.0942, Subd. 1, every school district is required to develop and make public a plan that discloses its use of restrictive procedures. The plan specifically outlines the list of restrictive procedures the school intends to use; how the school will monitor and review the use of restrictive procedures, including post use debriefings and convening an oversight committee; and a written description and documentation of the training and staff that have completed the training.~~

~~Duluth Public Schools ISD709 promotes the use of positive behavioral approaches an intervention for all students. Duluth Public Schools ISD 709 uses restrictive procedures only in response to behavior(s) that constitutes an emergency, even if written into a child's Individual Education Plan (IEP) or Positive Behavior Intervention Plan (BIP).~~

~~A. Definitions~~

~~The following terms are defined as:~~

- ~~1. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury. Emergency does not mean circumstances such as: a child who does not respond to a task or request and instead places his or her head on a desk or hides under a desk or table; a child who does not respond to a staff person's request unless failing to respond would result in physical injury to the child or other individual; or an emergency incident has already occurred and no threat of physical injury currently exists. Minn. Stat. § 125A.094(b).~~
- ~~2. "Physical holding" means physical intervention intended to hold a child immobile or limit a child's movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury. Minn. Stat. § 125A.0941 (c)
The term physical holding does not mean physical contact that:

 - ~~a. helps a child respond or complete a task;~~
 - ~~b. assists a child without restricting the child's movement;~~
 - ~~c. is needed to administer an authorized health related service or procedure; or~~
 - ~~d. is needed to physically escort a child when the child does not resist or the child's resistance is minimal.~~~~
- ~~3. "Positive behavioral interventions and supports" means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.~~
- ~~4. "Restrictive procedures" means the use of physical holding or seclusion in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child. Minn. Stat. § 125A.0941 (f)~~
- ~~5. "Prone restraint" means placing a student in a face down position. Duluth School District may only use prone restraint on children five years of age and older in an emergency when all other conditions of use for a prone restraint are met. Prone restraint may be used until August 1, 2015.~~
- ~~6. "Seclusion" means confining a child alone in a room from which egress is barred. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room. Minn. Stat. § 125A.0941 (g). Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.~~

B. Staff Training Requirements and Activities

Requirements

Staff who design and use behavioral interventions will complete training in the use of positive approaches as well as restrictive procedures. Training records will identify the content of the training, attendees and training dates. Duluth Department of Special Services #709 will compile a list of all Nonviolent Crisis Intervention (NCI) trainings from the Crisis Prevention Institute (CPI) and retain attendance records in the district office. The district will maintain records of additional trainings provided within the district. ~~Records of all trainings will be maintained at each building site.~~ See Attendance Form (Appendix A) and Professional Development Form (Appendix B).

The following employee job classifications are authorized and certified to use restrictive procedures:

- ~~Licensed special education teacher~~
- ~~School social worker~~
- ~~School psychologist~~
- ~~Behavior analyst certified by the National Behavior Analyst Certification Board~~
- ~~A person with a master's degree in behavior analysis~~
- ~~Other licensed education professional~~
- ~~Highly qualified education paraprofessional under Minn. Stat. § 120.B363~~
- ~~Mental health professional as defined in n Minn. Stat. § 245.4871, Subd. 27~~

Activities

Personnel development activities will be provided to district staff and contracted personnel who have routine contact with students and who may use restrictive procedures in the following areas:

1. ~~Positive behavioral interventions;~~
2. ~~Communicative intent of behaviors;~~
3. ~~Relationship building;~~
4. ~~Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior;~~
5. ~~De-escalation methods;~~
6. ~~Standards for using restrictive procedures;~~
7. ~~Obtaining emergency medical assistance;~~
8. ~~Physiological and psychological impact of physical holding and seclusion;~~
9. ~~Monitoring and responding to a child's physical signs of distress when physical holding is being used; and~~
10. ~~Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used.~~

The District shall maintain records of all staff who have been trained and the organization or professional that conducted the training. The District may collaborate with children's mental health providers to coordinate trainings. The record will detail, attendees, date of training, content or modules trained on that day.

C. Restrictive Procedures and Seclusion

Restrictive procedures that may be used in emergency situations include physical holding and seclusion. Physical holding and seclusion will end when the threat of harm has ended and staff has determined that the student can safely return to the requested activity. Building nurse or health assistant will monitor and assess the student's physical condition during the restrictive procedure.

Physical Holdings

Duluth Public Schools intend to use the following types of physical holding: Children's Control, Team Control, Transport, and Interim Control. Prone restraint may only be applied by staff who have been specifically trained on the use of prone restraints, provided the district has submitted a list of trained staff to MDE, including information on the type of training that was provided and the trainer. Before using prone restraints, the district must review any known medical or psychological limitations that contraindicate the use of prone restraints.

Seclusion

Duluth Public Schools do not use any rooms for seclusion.

D. Prohibited Procedures

Duluth Public Schools will never use the following prohibited procedures on a child:

1. Corporal Punishment which includes conduct involving: (a) hitting or spanking a person with or without an object; or (2) unreasonable physical force that causes bodily harm or substantial emotional harm.
2. Requiring the student to assume and maintain specified physical position, activity, or posture that induces physical pain.
3. Presenting an intense sound, light or other sensory stimuli using smell, taste, substance, or spray as punishment.
4. Denying or restricting the students access to equipment and devices such as wheelchairs, hearing aids or communication boards that facilitate the student's functioning except when temporarily removing the equipment or device is needed to prevent injury to the student others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the student as soon as possible.
5. Interacting with a student in a manner that constitutes sexual abuse, neglect, or physical abuse.
6. Totally or partially restricting a student's senses as punishment.
7. Withholding regularly scheduled meals or water.
8. Denying the student access to bathroom facilities.
9. Physical holding that restricts or impairs a student's ability to breathe.

E. Documentation of Physical Holding

Each time physical holding is used, the staff person who implements or oversees the physical holding shall document, as soon as possible after the incident concludes, the following information:

- A description of the incident that led to the physical holding;
- Why a least restrictive intervention failed or was determined by staff to be inappropriate or impractical;
- The time the physical holding began and the time the child was released; and

- A brief record of the child's behavioral and physical status.

The use of restrictive procedures in emergency situations will be documented through the use of the Critical Incident Data Sheet for Restrictive Procedures Utilized with General Education Students (Form 5093) for general education students and Use of Restrictive Procedure Physical Holding (SpEd Forms).

F. Documentation of Post-use Staff Debriefing Meeting

Each time physical holding is used, the staff person who implemented or oversaw the physical holding shall conduct a post-use debriefing with involved staff within two school days of the incident after the restrictive procedure concludes. There will be at least one staff member attending the debriefing meeting who was not involved in the incident and has knowledge of behaviors. A copy of the Critical Incident Data Sheet for Restrictive Procedures Utilized with General Education Students (Form 5093) or Use of Restrictive Procedure Physical Holding (SpEd Forms) and the Staff Debriefing Meeting Form Utilized with General Education Students (Form 5093.1) or the Staff Debriefing Meeting Form (SpEd Forms) will be sent to: child's case manager, the building principal, the district's special services director, and the assistant superintendent. A copy will also be placed in the student's due process file in the school building. The administrative assistant to the director of special services will keep a comprehensive file of all restrictive procedure forms used within the school district.

If the post-use debriefing meeting reveals that the use of physical holding was not used appropriately, the Building Oversight Committee will convene immediately to ensure corrective action is taken. The Building Oversight Committee will review and evaluate the Critical Incident Data Sheet for Restrictive Procedures Utilized with General Education Students (Form 5093) or the Use of Restrictive Procedure Physical Holding (SpEd Forms) and the Staff Debriefing Meeting Form Utilized with General Education Students (Form 5093.1) or the Staff Debriefing Meeting Form (SpEd Forms) to determine and recommend training needs.

G. Keeping of Records

Original documentation will be submitted to the administrative assistant to the director of special services to be filed in the student special services cum file. Records will be retained for at least seven years following the last date of eligibility for special services to the student

H. Documentation for an IEP

The use of restrictive procedures will be documented on the Critical Incident Data Sheet for Restrictive Procedures Utilized with General Education Students (Form 5093) or the Use of Restrictive Procedure Physical Holding (SpEd Forms). Reviews will be conducted in accordance with MN Statute 125A.0942 Subd. 2(c) which requires when restrictive procedures are used on two separate school days within 30 calendar days or when a pattern emerges and restrictive procedures are not included in a child's IEP or BIP; or at the request of a parent or the district after restrictive procedures are used. The district must review use of restrictive procedures at a child's annual IEP meeting when the child's IEP provides for using restrictive procedures in an emergency. Minn. Stat. § 125A.0942, Subd. 2 (c).

If the IEP team determines that existing interventions and supports are ineffective in reducing the use of restrictive procedures or the district uses restrictive procedures on a child on ten or more school days during the same school year, the team, as appropriate, either must consult with other professionals working with the child; consult with experts

~~in behavior analysis, mental health, communication, or autism; consult with culturally competent professionals; review existing evaluations, resources, and successful strategies; or consider whether to reevaluate the child. Minn. Stat. § 125A.0942, Subd. 2(d).~~

~~At the meeting the team will review any known medical or psychological limitations that contraindicate the use of a restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition in the IEP or BIP. Minn. Stat. §125A.0942, Subd. 2(e).~~

~~Record retention will be in accordance with district policies on student records policy # 5060.~~

~~I. **Building Oversight Committees**~~

~~At the start of the school year, schools will publicly identify oversight committee members and the purpose of the Building Oversight Committee. For schools that use restrictive procedures, the Building Oversight Committee will meet quarterly to review collected data provided in the Critical Incident Data Sheet for Restrictive Procedures Utilized with General Education Students (Form 5093) or the Use of Restrictive Procedure-Physical Holding (SpEd Forms) and the Staff Debriefing Meeting Form Utilized with General Education Students (Form 5093.1) or the Staff Debriefing Meeting Form (SpEd Forms). The Committee will complete the Building Oversight Committee Review Form quarterly (Form 5093.2). At the end of the school year, the Building Oversight Committee will complete the Annual Summary of Use of Restrictive Procedures form (Form 5093.3).~~

~~The Building Oversight Committee will make recommendations in regards to the District's Restrictive Procedures Plan, indicate training needs, and establish a plan for addressing Committee recommendations.~~

~~The oversight committee members must at least include:~~

- ~~● A mental health professional, school psychologist, or school social worker;~~
- ~~● An expert in positive behavior strategies~~
- ~~● A special education administrator; and~~
- ~~● A general education administrator. Minn. Stat. § 125A.0942, Subd. 1(b)~~

~~If a post-use debriefing meeting reveals that the use of physical holding was not used appropriately, the Building Oversight Committee will convene immediately to ensure corrective action is taken. The Building Oversight Committee will review and evaluate the Critical Incident Data Sheet for Restrictive Procedures Utilized with General Education Students (Form 5093) or the Use of Restrictive Procedure-Physical Holding (SpEd Forms) and the Staff Debriefing Meeting Form Utilized with General Education Students (Form 5093.1) or the Staff Debriefing Meeting Form (SpEd Forms) to determine and recommend training needs.~~

~~The District Oversight Committee composed of the Special Services Leadership team will review the Annual Summary of Use of Restrictive Procedures form (Form 5093.3) from each school building within the school district and assist with future trainings.~~

~~J. Emergency Situations — Use of Restrictive Procedures~~

~~The Duluth Public Schools shall make reasonable efforts to notify the parent by phone on the same day when restrictive procedures are used in an emergency. If the school is unable to provide same-day notice, notice will be sent by written or electronic means or as otherwise indicated by the parent.~~

~~Building administrators will receive written notification when restrictive procedures are used in emergency situations. Records will be reviewed and summarized annually.~~

~~K. Positive Behavior Interventions and Supports~~

~~Duluth School District #709 is committed to the three aims of: safe and welcoming environment; high achievement for all; and effective and efficient systems. The district is committed to using positive behavioral interventions and supports to ensure a safe and welcoming environment throughout the school district which will allow for the high achievement for all students. Positive behavior interventions and supports improve the school environment and teach children the skills to behave appropriately.~~

~~Legal References:~~ ~~MS 125.0942, Subd. 1~~
~~MS 125.0942, Subd. 2(c)~~

~~Adopted: 08-17-2011 ISD 709~~

~~Revised: 05-20-2014 ISD 709~~

Deletion: First Reading 05/17/2016

Replaced by MSBA Policy 532

Adopted: _____

MSBA/MASA Model Policy 532

Orig. 2003

Revised: _____

Rev. 2015

532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS

~~*[Note: School districts are required by statute to have a policy addressing these issues.]*~~

~~*[Note: Minnesota Laws 2009, Chapter 96, made a number of changes to the laws and rules governing the use of "conditional procedures" with respect to special education students. Specifically, Chapter 96 repealed, EFFECTIVE AUGUST 1, 2011, Minn. Stat. §§ 121A.66, 121A.67, Subd. 1, as well as Minn. Rules 3525.0210, Subparts 5, 6, 9, 13, 17, 29, 30, 46, 47, and 3525.2900, Subp. 5. These laws and rules were replaced, effective August 1, 2011, with a restrictive procedures law which generally addresses the restraint of special education students. Also note that the restrictive procedures law contains a significant staff training component, found at Minn. Stat. § 125A.0942, Subds. 1, 2, and 5. Staff who intend to use restrictive procedures must be trained in the areas specified in Subd. 5 to use these procedures.]*~~

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to **use a restrictive procedure or** remove, if necessary, a student with **or without** an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

~~*If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy. **If a student, with or without an IEP, engages in behavior that constitutes an emergency, that student may be subject to the use of restrictive procedures and/or the removal from school grounds in accordance with this policy.***~~

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- C. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase "remove the student from school grounds" is the act of securing the person of a student with **or without** an IEP and escorting that student from the school building or school activity at which the student with **or without** an IEP is located.
- F. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with **or without** an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, **and**

safety, or property of the student, other students, **or** staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

~~**[Note: If the school district uses a different reference name for its student records policy, insert that name in place of the reference to Protection and Privacy of Pupil Records, which is the title of MSBA/MASA Model Policy 515.]**~~

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with **or without** an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to **self or** another.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by Minn. Stat. § 121A.58;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child's senses as punishment;
4. Denying or restricting a child's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;
6. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
7. Withholding regularly scheduled meals or water; and/or
8. Denying a child access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal—**or use of a restrictive procedure.**

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those

restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat § 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (~~Commissioner~~) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of prone restraints. By June 30 of each year, districts must report summary data on the use of restrictive procedures to the MDE, in a form and manner determined by the Commissioner. The summary data must include information about the use of restrictive procedures, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
 Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
 Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures)
 Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
 Minn. Stat. § 609.06 (Authorized Use of Force)
 Minn. Stat. § 609.379 (Permitted Actions)
 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
 20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))
 34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 507 (Corporal Punishment)
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
 MSBA/MASA Model Policy 525 (Violence Prevention)
 MSBA/MASA Model Policy 806 (Crisis Management Policy)

Replacing: Policy 5093
 First Reading: 5/17/2016



Houghton Mifflin Harcourt

Cost Proposal
Prepared For
Duluth Isd 709
215 N 1st Ave E
Duluth MN 55802

Attention:
Joan Lancour
joan.lancour@isd709.org

For the Purchase of:
Math Expressions 2009

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

Prepared By
Rick Hanson
rick.hanson@hnhco.com

PLEASE SUBMIT THIS PROPOSAL WITH YOUR PURCHASE ORDER.



Cost Proposal Change

Houghton Mifflin Harcourt

* Represents Follett Exclusive Title

Attention:
Joan Lancour
joan.lancour@isd709.org

HMH Confidential and Proprietary

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

Duluth Isd 709

Math Expressions 2009

ISBN	Title	Sale Price	Purchase		
			Quantity	Amount	
Grade K					
Student					
1037122	9780547057095 Math Expressions Student Activity Book Softcover, Volume 1 Level K 2009	*	\$15.85	397	\$6,292.45
1037606	9780547060774 Math Expressions Student Activity Book Softcover, Volume 2 Level K 2009	*	\$15.85	285	\$4,517.25
Total for Student					\$10,809.70
Total for Grade K					\$10,809.70
Grade 1					
Student					
1037143	9780547057170 Math Expressions Student Activity Book Softcover, Volume 1 Level 1 2009	*	\$15.85	330	\$5,230.50
1037600	9780547060682 Math Expressions Student Activity Book Softcover, Volume 2 Level 1 2009	*	\$15.85	326	\$5,167.10
Total for Student					\$10,397.60
Total for Grade 1					\$10,397.60
Grade 2					
Student					
1037144	9780547057224 Math Expressions Student Activity Book Softcover, Volume 1 Level 2 2009	*	\$15.85	566	\$8,971.10
1037601	9780547060705 Math Expressions Student Activity Book Softcover, Volume 2 Level 2 2009	*	\$15.85	526	\$8,337.10
Total for Student					\$17,308.20
Total for Grade 2					\$17,308.20
Grade 3					
Student					
1037145	9780547057255 Math Expressions Student Activity Book Softcover, Volume 1 Level 3 2009	*	\$15.85	338	\$5,357.30
Total for Student					\$5,357.30
Total for Grade 3					\$5,357.30
Grade 4					
Student					
1037146	9780547057262 Math Expressions Student Activity Book Softcover, Volume 1 Level 4 2009	*	\$15.85	205	\$3,249.25
1037604	9780547060750 Math Expressions Student Activity Book, Volume 2 Grade 4	*	\$15.85	214	\$3,391.90
Total for Student					\$6,641.15
Total for Grade 4					\$6,641.15
Grade 5					
Student					
1037147	9780547057279 Math Expressions Student Activity Book, Volume 1 Grade 5	*	\$15.85	310	\$4,913.50
Total for Student					\$4,913.50

* Represents Follett Exclusive Title



Cost Proposal Change

Houghton Mifflin Harcourt

Attention:

Joan Lancour

joan.lancour@isd709.org

Customer Experience

9205 South Park Center Loop

Orlando, FL 32819

FAX: 800-269-5232

k12orders@hmhpub.com

HMH Confidential and Proprietary

Duluth Isd 709

Math Expressions 2009

79

ISBN	Title	Sale Price	Purchase	
			Quantity	Amount
Total for Grade 5				\$4,913.50

Proposal Summary

<i>Subtotal Purchase Amount:</i>	\$55,427.45
<i>Shipping & Handling (0.00%):</i>	\$0.00
Total Cost of Proposal (PO Amount):	\$55,427.45



Cost Proposal Change

Houghton Mifflin Harcourt

* Represents Follett Exclusive Title

Attention:
Joan Lancour
joan.lancour@isd709.org

HMH Confidential and Proprietary

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

Duluth Isd 709

Math Expressions 2009

Total Cost of Proposal (PO Amount): \$ 55,427.45

This is a cost proposal only. Orders submitted under this proposal on or before the expiration date are subject to acceptance at Houghton Mifflin Harcourt's main office and are subject to the applicable terms in Houghton Mifflin Harcourt's invoice issues for such order.

Date of Proposal: 4/7/2016

Proposal Expiration Date:5/22/2016



Houghton Mifflin Harcourt

Prices: Prices quoted are wholesale school prices and do not include transportation charges unless otherwise stated in this proposal. These wholesale school prices apply to the educational customers of Houghton Mifflin Harcourt. Prices quoted are valid for orders submitted on or before the expiration date set forth in the proposal.

Educational customers are billed at wholesale school price, f.o.b. shipping point, with a prepaid transportation charge and, unless the customer specifically requests otherwise, a charge for our guarantee of delivery is added to the invoice when shipped via U.S. Postal service. For educational customers preferring f.o.b. destination billing, ten and a half percent (10.5%) of wholesale school price is added and we pay transportation charges and guarantee delivery. Prices do not include any sales tax. Applicable sales tax, if any, will be added to the invoice unless an appropriate tax exemption certificate has been furnished to Houghton Mifflin Harcourt.

Upon receipt of purchase order, gratis items will be shipped in direct proportion to pupil materials purchased. If purchases vary from those included in this proposal, gratis items will change accordingly. Gratis items may also change if purchase is other than a direct school district to publisher order, such as via a third-party vendor or jobber.



Cost Proposal Change

Houghton Mifflin Harcourt

* Represents Follett Exclusive Title

Attention:
Joan Lancour
joan.lancour@isd709.org

HMH Confidential and Proprietary

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

April 22, 2016

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

Dear Ms. Starzecki,

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

NAME OF GRADUATE

Ryan Gary Patch

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

3/31/2016

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

Adrian Norman
 Principal

Kimberly LeDoux
 Administrative Assistant
 Area Learning Center

April 22, 2016

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

Dear Ms. Starzecki,

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

NAME OF GRADUATE

Jade S. Archibald-Moey

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

4/15/2016

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

April 22, 2016

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

Dear Ms. Starzecki,

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

NAME OF GRADUATE

Spencer Chanthavong

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

4/15/2016

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

April 22, 2016

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

Dear Ms. Starzecki,

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

NAME OF GRADUATE

Hannah Olivia Jacovetti

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

4/15/2016

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

April 22, 2016

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

Dear Ms. Starzecki,

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

NAME OF GRADUATE

Darren Frank

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

4/20/2016

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

April 22, 2016

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

Dear Ms. Starzecki,

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

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Bruce Termaine Bowens	Denfeld High School	6/9/2016
James Robert Chasko	Denfeld High School	6/9/2016
Patrick Michael McRae	Denfeld High School	6/9/2016
Aaron Ray Petralia	Denfeld High School	6/9/2016
Christopher David Shober	Denfeld High School	6/9/2016
David Joseph Daniel	East High School	6/9/2016
Nicholas Paul Darling	East High School	6/9/2016
Dane Matthew Kellner	East High School	6/9/2016
Arili Dannia Jo Olson	East High School	6/9/2016
Brittany LaShay Washington	East High School	6/9/2016
Madison Nicole Byykkonen	Duluth Public Schools	6/9/2016

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

Adrian Norman
 Principal

Kimberly LeDoux
 Administrative Assistant
 Area Learning Center

May 5, 2016

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
Abboud, Devin Elijah
Woodland Hills Academy

Graduation Date
06/07/2016

Please send diploma to Kathryn at Woodland Hills Academy.


Denise Clairmont
Principal

Kathryn Sislo
Office Support Specialist
Woodland Hills Academy

May 5, 2016

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

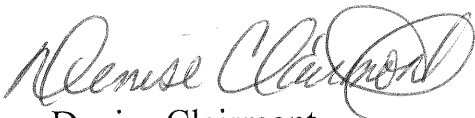
Dear Mr. Gronseth,

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
Burnett, Tyrell Joseph
Woodland Hills Academy

Graduation Date
06/07/2016

Please send diploma to Kathryn at Woodland Hills Academy.


Denise Clairmont
Principal

Kathryn Sislo
Office Support Specialist
Woodland Hills Academy

May 5, 2016

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

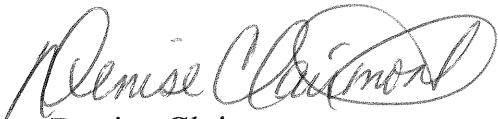
Dear Mr. Gronseth,

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
Different Horse, Darrien Jonte
Woodland Hills Academy

Graduation Date
06/07/2016

Please send diploma to Kathryn at Woodland Hills Academy.



Denise Clairmont
Principal

Kathryn Sislo
Office Support Specialist
Woodland Hills Academy

May 5, 2016

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
Garrett-Lucas, Guyan Michael
Woodland Hills Academy

Graduation Date
06/07/2016

Please send diploma to Kathryn at Woodland Hills Academy.



Denise Clairmont
Principal

Kathryn Sislo
Office Support Specialist
Woodland Hills Academy

May 5, 2016

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
Metcalf, Austin Carter
Woodland Hills Academy

Graduation Date
06/07/2016

Please send diploma to Kathryn at Woodland Hills Academy.



Denise Clairmont
Principal

Kathryn Sislo
Office Support Specialist
Woodland Hills Academy

May 5, 2016

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
Mickelson, Rahkeem Davon
Woodland Hills Academy

Graduation Date
06/07/2016

Please send diploma to Kathryn at Woodland Hills Academy.



Denise Clairmont
Principal

Kathryn Sislo
Office Support Specialist
Woodland Hills Academy

May 5, 2016

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
Morris, Sylvanus Chappy
Woodland Hills Academy

Graduation Date
06/07/2016

Please send diploma to Kathryn at Woodland Hills Academy.



Denise Clairmont
Principal

Kathryn Sislo
Office Support Specialist
Woodland Hills Academy

May 5, 2016

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
Oquist, Robert William
Woodland Hills Academy

Graduation Date
06/07/2016

Please send diploma to Kathryn at Woodland Hills Academy.



Denise Clairmont
Principal

Kathryn Sislo
Office Support Specialist
Woodland Hills Academy

May 5, 2016

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
Seelbinder, Austin James
Woodland Hills Academy

Graduation Date
06/07/2016

Please send diploma to Kathryn at Woodland Hills Academy.



Denise Clairmont
Principal

Kathryn Sislo
Office Support Specialist
Woodland Hills Academy