

Education Committee
 Duluth Public Schools, ISD 709
 Agenda
 Wednesday, January 17, 2018
 District Services Center
 709 Portia Johnson Dr.
 Duluth, MN 55811
 4:15 PM

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

A. Assistant Superintendent's Report 5

As part of her monthly report, Assistant Superintendent Starzecki will highlight efforts in teaching and learning across ISD 709. Updates will be shared regarding implementation of District initiatives to support teaching and learning.

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

B. Informational Presentations

1) Record of Continuous Improvement (RCI) Presentations 6

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

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

2) Advisory Committee Update

The district has a variety of advisory committees that inform our work. This month, we will hear an update from the Special Services Advisory Committee. Jason Crane, Special Services Director, and additional committee representatives will present.

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

3) PreK-Grade 3 Leadership Update 37

Assistant Superintendent Amy Starzecki will provide an update regarding the ongoing work and planning of the PreK-Grade 3 Leadership Team to enhance and expand our current programming as well as build greater partnerships across the Duluth community, in an effort to ensure more children have access to high quality early childhood programming. Specific information regarding staggered start for kindergarten will also be shared.

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

C. Grant Applications

1) Youth in Philanthropy Grant Application

Katie Oliver and Molly Fletcher, Lincoln Park Middle School, have submitted a grant application to Youth in Philanthropy in the amount of \$1000. If awarded, funds will be used to acquire resources to start an Academic Writing Center at Lincoln Park Middle School.

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

2) Grant Application - PLACEHOLDER

D. Regulations

1) Regulation 6095R - Curriculum K-12 - DELETION 38

Administration is recommending deletion of Regulation 6095R - Curriculum K-12 as it is no longer applicable and/or connected to a current policy. Dr. Michael Cary, Director of Curriculum and Instruction, will be available to answer any questions.

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

2. Action Items

A. Policies

1) 6098 - Credit for Learning - DELETION 40

In moving to the MSBA Model Policies, administration is recommending the deletion of Policy 6098, which will be replaced with MSBA Policy 620.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 6098 for the first reading.

2) NEW Policy 620 - Credit for Learning 41

Attached is revised MSBA Policy 620 for the first reading. This policy would replace Policy 6098.

Recommendation: It is recommended that the Duluth School Board approve Policy 620 for the first reading.

B. Resolutions

1) Resolution E-1-18-3518 - Acceptance of Grant Awards to Duluth Public Schools 49

Attached is Resolution E-1-18-3518 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards from the following organizations:

Lester Park Foundation
PLACEHOLDER

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-1-18-3518 - Acceptance of Grant Awards to Duluth Public Schools.

C. Extended Trip Requests

1) Extended Trip Request - Lakewood Elementary - Wolf Ridge ELC 51

Fifth grade students from Lakewood Elementary School will be traveling to Wolf Ridge Environmental Learning Center in Finland, MN from February 5-7, 2018. This trip will provide students with an experiential learning opportunity, which will help them develop teamwork skills, personal growth and cover several MN science standards. The total cost of this trip is \$6,700 and will be funded with student fees.

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

2) Extended Trip Requests - PLACEHOLDER

D. Diploma Requests 56

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

Zachary Krupke - January 5, 2018
PLACEHOLDER

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

E. Presentation Items Requiring Approval - PLACEHOLDER

3. Future Items

Career Technical Education (CTE) Program Update
K.E.Y. Zone & True North AmeriCorps Partnership Update

**Secondary Schedule Task Force Update
Policy Updates**

Assistant Superintendent Report to the Board

January 2018

Happy New Year! Here are a few highlights happening across the district this month.

Site Visits

Denfeld
Homecroft

Full Service Community School Update

In October we had a team from Duluth attend the NEA Full Service Community School (FSCS) conference in Milwaukee, WI. We learned more about NEA model for FSCS. In short a community school is at the center of the community that brings together academics, health and social services, youth and community development and community engagement under one roof, leading to improved learning, stronger families, and healthier communities. The NEA FSCS model is structured using the following 6 pillars:

- STRONG & PROVEN CURRICULUM
- HIGH-QUALITY TEACHING
- INCLUSIVE LEADERSHIP
- POSITIVE BEHAVIOR PRACTICES
- FAMILY & COMMUNITY PARTNERSHIPS
- COMMUNITY SUPPORT SERVICES

In general, this structure aligns well to the current work we are doing in ISD 709 and provides a structure to scale up efforts in Duluth. **There is a session for the board to hear more about what are full service community schools on January 31 from 5:00-6:00pm.** We will be holding trainings earlier that day for district and community leaders, as well as engaging in some planning time to determine next steps.

Staff Development Day

January 26 is a staff development day. Each school has specific plans for this day. Elementary principals will be leading work at their schools and the afternoon will be focused on providing support to classroom teachers on the new ELA curriculum. The staff at the secondary level will be attending a full day session by Dr. Anthony Muhammad. He is an engaging speaker that will focus on school culture and climate.

Stowe Elementary

Lorraine Mitchell, Teacher
Nathan Glöckle, Principal
Lisa Heehn, Teacher

Celebrations

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

- Special Education (PRESS)
- Title 1 (Leveled Literacy Intervention or LLI)
- Wolf Ridge
- Holiday Program
- Peacemaker Assemblies
- Floor Hockey
- Flag Football
- Grant for extra fruits and vegetables each week
- Backpack food program
- Community evening events that promote literacy
- Morning walk/run club



CIT Members

Name	Role
Susie Bergman	Title 1
Richelle Peterson	KG
Lorraine Mitchell/Lisa Heehn	1/2 Split
Brian Gunderson	3rd
Megan Johnson	4th
Paul Davis	5th
Angela Watters	Special Education



COMPREHENSIVE NEEDS ASSESSMENT

Data Review

2016-2017 School Goals	Met/Not Met
<p>1. By Spring 2017 all student groups will increase reading proficiency by the target rate increase necessary to be on track to meet the state's goal of 85% proficiency by 2025. This goal will be measured using all accountability tests (MCA and MTAS), October 1 enrollments. Targets will be calculated annually by the Director of Assessment and Evaluation.</p>	Not met
<p>2. By Spring 2017 all student groups will increase math proficiency by the target rate increase necessary to be on track to meet the state's goal of 85% proficiency by 2025. This goal will be measured using all accountability tests (MCA and MTAS), October 1 enrollments. Targets will be calculated annually by the Director of Assessment and Evaluation.</p>	Not met

Data Review

Non-Academic

Enrollment / Demographics				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	359	364	314	284
American Indian	17	26	14	11
Asian	1	0	0	0
Hispanic	6	6	5	7
Black	11	9	9	9
White	288	288	259	226
More than one race	36	35	27	31
English Learner	N/A	N/A	N/A	N/A
Special Education	20%	21.5%	22%	21.1%
Free or Reduced Lunch	68%	65%	63%	63.7%

Data Review

Academic

Reading Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	46.8% M or E	52.1% M or E	61.3% M or E	44% M or E
American Indian	27.3% M or E	37.5% M or E	20% M or E	20% M or E
Asian	50% M or E	N/A	N/A	N/A
Hispanic	100% M or E	100% M or E	N/A	33% M or E
Black	16.7% M or E	66.7% M or E	40% M or E	N/A
White	49.2% M or E	56.1% M or E	66.4% M or E	50.9% M or E
Two or more races	41.2% M or E	13.3% M or E	38.5% M or E	7.7% M or E
Special Education	19% M or E	35.3% M or E	25% M or E	16.7% M or E
Free or Reduced Lunch	37.6% M or E	47.4% M or E	54.1% M or E	36.8% M or E

Data Review

Academic

Math Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	58.7% M or E	56.8% M or E	54.5% M or E	48.6% M or E
American Indian	54.5% M or E	37.5% M or E	16.7% M or E	50% M or E
Asian	N/A	N/A	N/A	N/A
Hispanic	66.7% M or E	100% M or E	100% M or E	66.7% M or E
Black	50% M or E	66.7% M or E	40% M or E	25% M or E
White	59.4% M or E	59.6% M or E	59.5% M or E	51.7% M or E
Two or more races	58.8% M or E	33.3% M or E	23.1% M or E	23.1% M or E
Special Education	45% M or E	50% M or E	16.7% M or E	10.7% M or E
Free or Reduced Lunch	44.3% M or E	49.6% M or E	49% M or E	44.3% M or E

Data Review

Academic

Reading Proficiency By Grade				
	2013-2014	2014-2015	2015-2016	2016-2017
3	53.4% M or E	53.6% M or E	65.3% M or E	46.2% M or E
4	41% M or E	50% M or E	52.7% M or E	47.1% M or E
5	46.2% M or E	52.5% M or E	66.7% M or E	39.2% M or E
Math Proficiency By Grade				
Grade	2013-2014	2014-2015	2015-2016	2016-2017
3	61.4% M or E	63.2% M or E	68.6% Mo E	58.5% M or E
4	71% M or E	60% M or E	51.9% M or E	52.8% M or E
5	41.5% M or E	48.4% M or E	43.1% M or E	36% M or E

Data Review

Academic

Reading Growth 2016-2017	Low	Medium	High
Proficient	X		
Not Proficient	X		

Math Growth 2016-2017	Low	Medium	High
Proficient	X		
Not Proficient	X		

Data Review

Perception, Program, Fidelity

We are currently collecting data.

Share key data from these categories

Summary of CNA

Successes:

- We are currently conducting our needs assessments.

Prioritized Concerns:

- We are starting with a balanced literacy framework assessment, enrollment, math, and behavior.

School Goals 2017-2018



1. By Spring 2018, all student groups will increase reading proficiency by the target rate increase necessary to be on track to meet the state's goal of 85% proficiency by 2025. This goal will be measured using all accountability tests (MCA and MTAS), October 1 enrollments. Targets will be calculated annually by the Director of Assessment and Evaluation.

2. By Spring 2018, all student groups will increase math proficiency by the target rate increase necessary to be on track to meet the state's goal of 85% proficiency by 2025. This goal will be measured using all accountability tests (MCA and MTAS), October 1 enrollments. Targets will be calculated annually by the Director of Assessment and Evaluation.

School Action Plan

Initiatives

- Conducts a needs analysis. What is possible given our current resource allocation?

Instructional Practices (Practice Profile Focus)

- TBD
- Most importantly, the structure must be in place before the strategy is implemented.

Any questions?



Ordean East Middle School

Gina Kleive, Principal

Rachel Jackson, Assistant Principal

CIT Teachers- Stephanie Aagenes, Mike Emerson,
Julie Erickson, Lisa Fuller, Doug Hughes, Tanya Jackson,
Pamela Nelson, Polly Tracey, Doug Trentor

Celebrations

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

- Proficiency of “All Students” has increased in all 3 tested areas- Reading, Math, & Science
- Achievement Gap has narrowed significantly since 2012
 - Reading: American Indian, Hispanic & Black
 - Math: American Indian & Hispanic
- The percent of students in grades 6-8 at OEMS, who stated they feel connected to their school increased from 61% in 2015-16 to 87.4% in 2016-17.



CIT Members

Name	Role
Stephanie Aagenes	Teacher- Special Education
Mike Emerson	Dean of Students
Julie Erickson	Teacher- Health
Lisa Fuller	Teacher- US Studies
Doug Hughes	Teacher- Computers
Rachel Jackson	Assistant Principal
Tanya Jackson	Teacher- Math & Science
Gina Kleive	Principal
Pamela Nelson	Teacher- Math
Polly Tracey	Teacher- English & Reading
Doug Trentor	School Psychologist



COMPREHENSIVE NEEDS ASSESSMENT

Data Review

2016-2017 School Goals	Met/Not Met
<p>1. The percentage of all students in grades 6–8 at OEMS, enrolled by October 1, who are proficient in Reading (all accountability tests) will increase from 71.4% in 2016 to 74.4%–77.4% in 2017, on MCA.</p>	<p>(MET 74.6%)</p>
<p>2. The percentage of all students in grades 6–8 at OEMS, enrolled by October 1, who are proficient in Math (all accountability tests) will increase from 66.2% in 2016 to 69.2–71.2% in 2017, on MCA.</p>	<p>(MET 69.2%)</p>
<p>3. The percentage of all students in grades 6–8 at OEMS, enrolled by October 1, who state they feel connected to their school will increase from 61% in 2015–16 student survey to 71% or greater in 2016–17 survey.</p>	<p>(MET 87.4% of 915 surveyed)</p>
<p>4. Reduce class size from an average of 34.5 in 2015–16, while prioritizing general fund spending to instruction and support of students.</p>	<p>(MET Average 32.9)</p>

Data Review

Non-Academic

Enrollment / Demographics				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	972	996	966	1009
American Indian	23	15	23	16
Asian	19	17	17	18
Hispanic	13	19	21	32
Black	40	30	36	26
White	831	864	828	865
More than one race	44	49	39	52
English Learner	0	3	5	3
Special Education	96	95	86	95
Free or Reduced Lunch	25% of 877	21.8% of 833	25.3% of 962	21.9% of 933
Homeless	n/a	31	34	n/a

Data Review

Academic

Reading Proficiency By Student Group					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All Students	63	65.3	70.7	72.3	74.3
American Indian	44.8	38.9	40	50	62.5
Asian	81.8	75	77.8	64.7	--
Hispanic	40	41.7	37.5	56.5	55.2
Black	19	21.4	34.8	37.5	42.9
White	65.7	67.9	73.3	74.8	75.7
Special Education	29.6	33.8	32.4	32.4	22.9
Free or Reduced Lunch	44.8	44.9	53.1	55.5	57.9

Data Review

Academic

Math Proficiency By Student Group					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All Students	55.1	57.2	61	67	68.7
American Indian	25.9	29.4	35.7	38.9	57.1
Asian	78.3	65	77.8	88.2	88.2
Hispanic	10	25	29.4	40.9	38.7
Black	11.6	17.2	16.7	32.3	28.6
White	58.2	60.6	63.6	69.7	70.6
Special Education	25	17.9	18.7	20.3	15
Free or Reduced Lunch	30.8	36.2	42.9	42.5	47.8

Data Review

Academic

Reading Proficiency By Grade					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
6	67.7	69	75.5	76	75.1
7	56	64.4	64.9	74.1	70.9
8	64.9	63.4	71.2	66.4	77.1
Math Proficiency By Grade					
Grade	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
6	56.4	68.1	68.9	65	69.9
7	50.0	51.7	55.5	69.8	65.2
8	58.9	54.5	58.5	66.1	71.2

Data Review

Academic- MCA 2017

Reading Growth (All Students)	Low	Medium	High
Proficient	18.2%	33.8%	25.4%
Not Proficient	4.8%	10.2%	7.6%

Math Growth (All Students)	Low	Medium	High
Proficient	18.1%	35.8%	16.6%
Not Proficient	8.9%	14.2%	6.4%

Data Review

Examples of Perception, Program, Fidelity at OEMS:

Student Surveys, Staff Surveys, Principal Stakeholder Surveys, Cassie Erken's Elements of a Unit Survey, My Learning Plan, Peer Review, Walk-Through, Professional Development Staff Survey

- Some of the data was current and others were a few years old
 - Make sure we are measuring what we want to know
 - Be aware of when data is collected
- Use the data to support future planning, but in isolation the information may not be as relevant

Summary of CNA

Successes:

- Collaborative Teams have made significant progress with their Focus on Learning & Collaborative Culture
- Most students at OEMS made medium to high growth on 2017 Reading & Math MCA IIIs

Prioritized Concerns:

- Rate of growth for our students that are not proficient in reading, math & science
- Focus on Results: Increasing engagement and achievement through embedded formative assessment processes
- Embedding content area literacy into curriculum

School Goals 2017-2018



1. The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in **Reading** (all accountability tests) will increase from 74.6% in 2017 to 77.6%-80.6% in 2018, on MCA.
2. The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in **Math** (all accountability tests) will increase from 69.2% in 2017 to 72.2-74.2% in 2018, on MCA.

School Action Plan

Initiatives

- OEMS is a Professional Learning Community (2014)

“A PLC is not a program, it’s a process to perfect.” ~ Rick DuFour

- Collaborative Teams
 - Focus on Learning
 - Cultivate a Collaborative Culture
 - Focus on Results

Instructional Practices (Practice Profile Focus)

- Embedded Formative Assessment Processes
 - Link to DRAFT- <https://goo.gl/Q3vZpQ>

At Ordean East Middle School ...

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We are focused on and committed to our students' learning.

Students will grow by:

- Experiencing a curriculum that builds academic skill and encourages personal growth.
- Developing skills and habits to become lifelong learners and critical thinkers.
- Considering how their decisions impact themselves, their community, and the world.

Staff will support students by:

- Providing a safe, responsive, and challenging learning environment.
- Recognizing and valuing diversity.

Educators will focus on students' needs by:

- Ensuring equal opportunities for learning.
- Preparing challenging and purposeful learning opportunities.
- Creating civic engagement opportunities.

School leadership will support students by:

- Taking a collaborative approach to decision making.
- Aligning site initiatives with the Duluth Public School District's vision and goals.

Any questions?



ISD 709 Calendar 2018-19 School Year

JULY							AUGUST							SEPTEMBER							OCTOBER ³⁷							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	Indep. Day HOLIDAY 4	5	6	7				1	2	3	4								1		1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	Labor Day HOLIDAY 3	Gr. 1-12 First Day 4	5	Grade K First Day 6	7	8	7	8	9	10	11	12	13	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	MEA Weekend 18	19	20	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	
29	30	31					26	27	Staff Develop. 28	Teacher Work Day Staff Dev. 29	Teacher Work Day 30	31	23	24	25	26	27	28	29	28	Staff Develop. 29	30	31					
30													30															

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

MARCH							APRIL							MAY							JUNE									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
						1	2			1	2	3	4	5	6					1	2	3	4							1
3	4	5	6	7	8	9	7	Confer. Makeup 8	Confer. Makeup 9	Spring Recess 10	Spring Recess 11	Spring Recess 12	13	5	6	7	8	9	10	11	2	3	4	5	Students Last Day EHM 6	Teacher Work Day 7	8			
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15			
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22			
24													Mem. Day HOLIDAY 27						23											
31	25	26	27	28 HM	29	30	28	29	30				26	27	28	29	30	31	30	24	25	26	27	28	29					

KEY DATES

- First day for Grade 1-12 students - September 4, 2018
- First day for Kindergarten students - September 6, 2018
- Schools will schedule open houses and conferences
- No school for students:
- Last day for students - June 6, 2019

GRADING TERMS

- Elementary Schools:**
- Term 1: September 4 to January 18
 - Term 2: January 22 to June 6
- High Schools and Middle Schools:**
- Term 1: September 4 to November 2
 - Term 2: November 5 to January 18
 - Term 3: January 22 to March 29
 - Term 4: April 1 to June 6

State Requirements

Routes to Meeting State Graduation Assessment Requirements

The graduation testing requirements for Minnesota students changed as a result of recent legislation. This table outlines the different routes for meeting graduation assessment requirements that are dependent on when students first enrolled in grade 8.

<p align="center">Student first enrolled in Grade 8 in 2011-12 Grade 11 Student in 2014-2015</p>	<p align="center">Student first enrolled in Grade 8 in 2012-13 and later Grade 10 Student and Younger in School Year 2014-2015</p>
<p>These students will take the grade 11 ACT plus Writing (college entrance exam) during the statewide administration in 2014-2015 in writing, reading, and mathematics, to meet graduation assessment requirements.</p> <p>However, if a student is unable to participate in the grade 11 ACT plus Writing in 2014-2015, students can meet the graduation assessment requirements in reading, mathematics, and writing through any combination of the three options outlined below:</p> <p>Meet or have met GRAD testing requirements in writing, reading, and mathematics by: Achieving proficiency on high school Title I assessments administered in the spring (MCA or MTAS); pass GRAD retests; and/or meet GRAD alternate routes^{1,2}</p> <p align="center">OR</p> <p>Take or have taken ACT/WorkKeys/Compass/ASVAB to meet requirements in writing, reading, and/or mathematics</p> <p align="center">OR</p> <p>Receive a score on equivalent assessment (district determined) to meet requirements in writing, reading, and/or mathematics</p>	<p>These students will meet graduation assessment requirements through participating in the series of career and college assessments, which will first be administered in school year 2014-2015:</p> <ul style="list-style-type: none"> • Take Grade 8 ACT Explore career and college assessment <p align="center">AND</p> <ul style="list-style-type: none"> • Take Grade 10 ACT Plan career and college assessment³ <p align="center">AND</p> <ul style="list-style-type: none"> • Take Grade 11 ACT plus Writing statewide administration (college entrance exam) <p>Note: Additional information about the participation of students with an Individualized Education Program (IEP), as well as students in special circumstances (for example, students who move in after the administration of a career and college assessment) will be provided on the MDE website once they are available.</p>

1 GRAD alternate routes refer to individual passing score, ELL exemption, and pass other state (reciprocity).

2 Alternate assessment options are available for a select group of students who receive special education services, and are based on specific eligibility criteria.

3 Students not yet academically ready for a career or college based on their growth in academic achievement between grades 8 and 10 (as determined by performance on the grade 8 and 10 assessments) must take the COMPASS, a college placement diagnostic exam, before taking the college entrance exam in the spring of their 11th grade year.

CREDITS

In order to graduate from a Duluth public high school a student must earn the following credit totals:

Required Credits

Graduating Year	Total Credits	Required Credits	Elective Credits
—2015-2016	21.75	15.5	6.25
—2016-2017	22.0	15.5	6.5
—2017-2018	22.25	15.5	6.75
—2019 and Beyond	22.5	15.5	7.0

Subject	Credits	Grade-Nine	Grade-Ten	Grade-Eleven	Grade-Twelve
English	4.0	English-9 or Honors-English-9	English-10 or Honors-English-10	English-11 or Honors-English-11 or AP-Language-and-Composition	English Elective(s)
Mathematics	3.0	Intermediate-Algebra, Geometry-9-or-Geometry Algebra-II-or-Algebra-II-Concepts			
Physical Education	.5	Foundation-of-Fitness or Personal-Wellness-and-Strength-Training or CITS-Strength-Training			
Health	.5		Health		
Science	3.0	Physical-Science/ Earth-Science-9 Integrated	Biology or Honors-Biology	Introduction-to Chemistry or Chemistry or CITS-Chemistry or Physics or CITS-Physics	
Social Studies	3.5	Civics-and Geography-9 (1-semester)	American-History or AP-United-States History	International Studies or World-History or AP-World-History	Economics or CITS-Economics or American Government or CITS-American Government
Visual or Media Arts, or Music	1.0	Art, Music, Computer Graphics, Advanced-Computer Graphics, or-Graphic-Arts/Digital-Design			

Electives and Total Credits to Graduate				
Year	2015-2016	2016-2017	2017-2018	2019 and Beyond
Required Electives	6.25	6.5	6.75	7.0
Total Credits Required	21.75	22.0	22.25	22.5

Adopted: ~~07-16-2002 ISD 709~~
 Revised: ~~09-16-2003~~
~~03-21-2006~~
~~11-18-2014~~
~~04-21-2015 ISD 709~~

Deletion: 1/23/2018

~~6098 — CREDIT FOR LEARNING~~

~~It is the policy of the School District to develop and provide procedures by which students may meet graduation credits/standards, whether the credits/standards be offered in the school's curriculum or the student accomplishes the credit/standard in another learning environment. This policy will provide a process for transfer of credits/standards completed in other Minnesota school districts, for work completed in other schools in the country or in post-secondary institutions, and credit for standards achieved in extracurricular activities, activities outside the school, and community or work experiences.~~

~~Adopted: 07-21-1998 ISD 709~~

~~Revised: 08-17-2004 ISD 709~~

Deletion: First Reading 1/23/2018
Replaced by MSBA Policy 620

Adopted: _____

MSBA/MASA Model Policy 620

Orig. 1998

Revised: _____

Rev. 2017

620 CREDIT FOR LEARNING

~~*[Note: School districts statutorily are required to provide students with credit for approved post-secondary courses, as set forth in Section V.; online learning courses, as set forth in Section VI.; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]*~~

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. "Blended learning" is a form of digital learning that occurs when a student

learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

- C. "Commissioner" means the Commissioner of MDE.
- D. "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. "Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- F. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. "Online learning" is a form of digital learning delivered by an approved online learning provider.
- H. "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
 - 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
 - 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least **6** credits from the school district.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least **6** credits from the school district.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
 - d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is

commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

- c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
- d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
- e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
 - 3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for

graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

VI. CREDIT FROM ONLINE LEARNING COURSES

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as

a course credit applied toward graduation requirements.

- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

~~**[Note: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies.]**~~

- A. The school district does not offer weighted grades.

[or]

- ~~A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:~~

~~**[List the types of courses that will be awarded weighted grades and the multiplier, similar to the following examples.]**~~

- ~~1. A grade awarded in an Advanced Placement course will be multiplied by a factor of _____ (i.e., 1.07).~~
 - ~~2. A grade awarded in an Honors course will be multiplied by a factor of _____.~~
 - ~~3. A grade awarded in a College In the Schools course will be multiplied by a factor of _____.~~
 - ~~4. A grade awarded in a course taken through a Post-Secondary Enrollment Options program will be multiplied by a factor of _____.~~
 - ~~5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of _____.~~
- ~~B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.~~

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the ~~superintendent~~ **Director of Curriculum and Instruction** within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the ~~superintendent~~ **Director of Curriculum and Instruction** as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or ~~superintendent~~ **Director of Curriculum and Instruction** may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.11 (School District Process)
 Minn. Stat. § 120B.14 (Advanced Academic Credit)
 Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
 Minn. Stat. § 123B.445 (Nonpublic Education Council)
 Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
 Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
 Minn. Stat. § 124D.095 (Online Learning Option)
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for

Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
 MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 MSBA/MASA Model Policy 616 (School District System Accountability)
 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
 MSBA/MASA Model Policy 624 (Online Learning Options)

First Reading: 1/23/2018
Replacing Policy 6098

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
Lester Park Foundation	Nicki Seibert	Lester Park Foundation – Winter Cycle	\$1688.67	Funds will be used to purchase misc. classroom/school supplies for Lester Park Elementary School.

Agenda Items from LP Foundation Staff Grants

Nicki Seibert <nicki_seibert@yahoo.com>
Reply-To: Nicki Seibert <nicki_seibert@yahoo.com>
To: Nichele Canavan <nichele.canavan@isd709.org>
Cc: "amy.starzecki@isd709.org" <amy.starzecki@isd709.org>

Mon, Jan 1, 2018 at 12:36 PM

Hello,

Please include these items on the appropriate Agenda for the January meeting. These are the staff/teacher grants that the Lester Park Foundation has approved for the winter cycle. Teachers and staff are waiting to make purchases until they are approved on your end. We are hoping to be included on the January agenda so the staff can get these items purchased ASAP.

Gayle Friday \$155	Lester Park KeyZone	2 sets of pinnies/pop-up soccer goals
Annette Loiselle and Tammy Lukovsky \$831.97	2nd grade teachers	Flexible seating options for 2 classrooms -4 wobble stools, 12 wobble cushions, 16 lap trays, 2 sets reading table stools, 10 pack fidget chair bands
Stefanie Wolff \$300	1st grade teacher	Flexible seating options for classroom -ball chair, wobble cushions, and chair bands
Susan Mikel \$318.51	1st grade teacher	Flexible seating and whisper phones for classroom library -12 whisper phones and 2 Hokki stools
Carrie Tessier \$83.19	Kindergarten teacher	Individual Book Bins for reading area

Please contact me with ANY questions!
Nicki Seibert
LP Foundation Chair

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: Darren Sheldon
 Not Recommended Date: 1/5/18

Assistant Superintendent: Recommended Name: A. Stovick
 Not Recommended Date: 1/5/18

School Board: Approved Name: _____
 Not Approved Date: _____

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

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Lakewood Elementary 5th grade

2. Contact Person (Responsible for Checklist Completion): Heather Kemp

3. Field Trip Date(s): Feb 5-7, 2018 Destination: Wolf Ridge ELC

4. Field Trip Overview (Include events, establishments and locations):
educational classes at Wolf Ridge

5. Field Trip Departure from School (Date and Time): 8 am 2/5/18

Field Trip Return to School (Date and Time): 2 pm 2/7/18

6. Objectives of Field Trip: Science learning

7. Relationship to Curriculum or Student Learning: fits in with science standards

8. Planned Follow-up Field Trip Activities: writing, presentations, talk about science learned

9. Field Trip Budget Request

Estimated Expenses		
Total Admission/Fees		\$
Total Meals		\$ 6400
Total Lodging		\$
Total Transportation		\$ 300
<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		\$ 6700

Revenues		
District Budget	Code:	\$
Booster Group		\$
Donations		\$
Student Fees	<u>160 per student</u>	\$ 6400
Total Additional Stipends:	<u>5th grade</u>	\$ 300
Total	<u>trip fund</u>	\$ 6700

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL



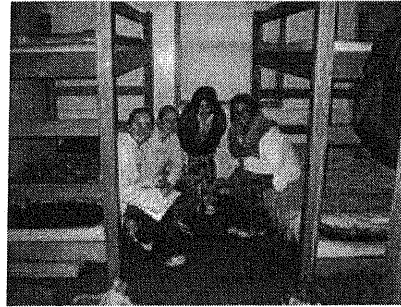
WOLF RIDGESM

ENVIRONMENTAL LEARNING CENTER

Parent Information

SAMPLE DAILY SCHEDULE

7:00-8:15 am	Breakfast KP
7:30-8:15 am	Breakfast
8:30-11:30 am	Morning Class
11:45-1:15 pm	Lunch KP
12:15-1:15 pm	Lunch
1:30-4:30 pm	Afternoon Class
4:45-6:15 pm	Dinner KP
5:15-6:15 pm	Dinner
6:30-7:15 pm	Evening Program
7:30-9:00 pm	Evening Activities
9:00-9:30 pm	Campfires, Astronomy, Journal time
9:30pm-6:30am	Quiet time in dorm



Dining

Meals are served cafeteria style at Wolf Ridge. Schools are assigned a dining hall and a meal time in our two dining halls. The dining hall is shared with other schools. Seconds are announced when all schools have been served. Everyone is required to bus their dishes.

Your child may participate in Kitchen Patrol during their visit. KP arrives early for the meal and after eating will assist with serving, washing dishes and cleanup.

Menus can be viewed on our website.

If your child has a special dietary needs or is a vegetarian, please read the Special Dietary Needs Information. Action by you is required, no later than 2 weeks before the scheduled trip.

Lodging

Our West dorm features a view of Sawmill Creek Valley and a large stone fireplace. The West dorm lobby is a shared space for all schools living there. The West dorm consists of nine sections, each section containing 3-5 rooms, which sleep 4-8 people. Each section shares a bathroom with private toilets and showers. Co-ed hallways link the sections.

Our East dorm offers two large dayrooms for group meetings and is divided into four sections, each section with 6 rooms. Each room sleeps 6-8 people and includes a private bathroom.

Personal storage is limited. Plan on living out of a pack, or a suitcase, which can be stored under your bed. Participants must bring their own sleeping bag, pillow and toiletries.

We suggest that you put your child's name in their belongings. We do our best to return items if informed of loss. You will be asked to pay for return postage.

Contact while at Wolf Ridge

Your child will be very busy at Wolf Ridge, learning and exploring outside and will not be accessible by calling our office. In case of an emergency, and the need to get hold of a participant at Wolf Ridge, you may call 218-353-7414 or 1-800-523-2733 (MN,WI). From 8am to 8pm your call will go directly to the office. After 8pm follow the voice messaging system to reach our on-site staff. Please do not use the emergency voice mail option to deliver a non-emergency message. Messages that are not emergencies will be delivered at the next meal.

Wolf Ridge cannot print and deliver emails sent to your child.

US Mail is delivered each evening at dinner. Please address to the student, including your **SCHOOL'S** name (Wolf Ridge may be hosting more than one school) at the below address. Mail should be sent a minimum of four days prior to your stay. Mail arriving after departure will be returned if return address is provided.

Dressing for classes

Wolf Ridge's climate typically is four weeks different than the Metro. Fall comes earlier and Spring comes later. With the exception of Indoor Rock Climbing and a few evening activities, all Wolf Ridge classes spend time outside.

Please see our packing list for suggested outdoor gear. Dressing for success in the northwoods means staying dry and comfortable.

Wolf Ridge Student "What to Bring (and not to bring)"

Students and adults are responsible for bringing personal items and clothing which is appropriate for the season. We want your stay at Wolf Ridge to be as pleasant and trouble free as possible. Please call if you have any questions or special requests. A suggested list follows:

Clothing:

Warm scarf (or gator – to cover neck)
Tennis shoes (Rock Wall)
2 Sweaters
2 extra shirts
2 extra pants
2 extra underwear
4-5 pair of socks (in case it's wet)
Hat (must cover ears)
gloves or mittens (mittens warmer)
1 snow pants
1 Winter jacket
1 Long underwear
1 Extra mittens or gloves

Do Not Bring

radios or music players
electric appliances (hair dryers, etc...)
electronic games
Chewing gum
Any type of food or snacks
Any liquids (pop, lemonade mix, etc...)
non-recyclable items
ANY medicines not prescribed by doctor
on the health forms, including cough
drops, aspirin,

Cell phone, including a phone to be used as
a camera.

Cell phones not allowed.

Personal Gear

Sleeping bag and pillow (in garbage bag marked with name on bag in permanent marker or duct tape)
a fitted sheet for the bed
towel, soap, and shampoo
toothbrush and toothpaste
pajamas
writing materials (journal, pencils, pencil sharpener)
Water bottle

Optional Personal Gear

Flashlight
Camera/film (NO cell phones as cameras)
Store money (10.00 will buy a souvenir) Wolf-ridge.org website has the store on-line; you can
take a look to see if there is anything your child would want that would cost more money.
A book to read on the bus ride or before bed.

January 4, 2018

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

Dear Ms. Stazecki,

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

NAME OF GRADUATE

Zachary Krupke

SCHOOL ON DIPLOMA

GRADUATION DATE

Duluth Public Schools

1/5/2018

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center