

Education Committee
 Duluth Public Schools, ISD 709
 Agenda
 Monday, January 14, 2019
 District Services Center
 709 Portia Johnson Dr.
 Duluth, MN 55811
 4:15 PM

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

A. Assistant Superintendent's Report 5

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

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

B. Curriculum and Instruction Report 6

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

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

C. Grant Applications

1) Century Link Grant Application

Angela Gauvin, Lincoln Park Middle School, has submitted a grant application to Century Link in the amount of \$5,000. If awarded, funds will be used to purchase Chromebooks for the Special Education Department at Lincoln Park.

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

2) Rotary Duluth Grant Application

Timothy Churchill, Ordean East Middle School, has submitted a grant application to Rotary Duluth in the amount of \$5,000. If awarded, funds will be used to purchase materials to continue building and maintaining the OEMS FTC Robotics Club, including hardware and electronic supplies. If successful as a recipient,

OEMS FTC will provide outreach and demonstrations to schools and businesses showcasing the club, STEM education, and OEMS.

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

3) The Northwoods Women in Science (NWIS) Grant Application

Timothy Churchill, Ordean East Middle School, has submitted a grant application to the Northwoods Women in Science (NWIS) in the amount of \$500. If awarded, funds will be used to help purchase up to 3 kits of Sphero programmable devices. The Sphero's will be used to teach Computer Science principles by learning to code. This grant is being sought as an additional amount to supplement grants received and grants pending.

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

D. Externally Sponsored Trip Notification 7

Lee Kruger, Duluth East High School Travel Club Adviser, will travel to England and France from April 5-13, 2019 with a group of Duluth East High School students as an externally sponsored event. Travel Club is an opportunity for students to travel abroad as an educational opportunity every other year over Spring Break. Externally sponsored trips involve travel to a foreign country, are voluntary in nature, and are not sponsored or approved by Duluth Public Schools ISD 709.

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

E. Informational Presentations - PLACEHOLDER

F. Regulations - PLACEHOLDER

2. **Action Items**

A. Presentation Items Requiring Approval

1) ISD 709 Calendar 2019-20 School Year - REVISED 8

Assistant Superintendent Jeff Horton will present the revised ISD 709 Calendar 2019-20 School Year for review and approval. The ISD 709 Calendar 2019-20 School Year was accepted and approved at the December 18, 2018 Duluth School Board meeting, however there was an error in placement of the Thanksgiving Holiday Recess.

Recommendation: It is recommended that the Duluth School Board accept and approve the revised ISD 709 Calendar 2019-20 School Year.

B. Resolutions

1) Resolution E-1-19-3619 - Acceptance of Grant Awards to Duluth Public Schools 9

Attached is Resolution E-1-19-3619 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards from the following organizations:

Lloyd K. Johnson Foundation
Lester Park Foundation

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-1-19-3619 - Acceptance of Grant Awards to Duluth Public Schools.

2) Resolution E-1-19-3620 - Resolution of School Board Supporting Form B Application to Minnesota State High School League Foundation 14

Attached is Resolution E-1-19-3620 - Resolution of School Board Supporting Form B Application to Minnesota State High School League Foundation to support the District's application to the Minnesota State High School League Foundation for a Form B grant to assist school districts in providing seminars/training opportunities or support for specific schools functions for students/faculty members/officials and others who are involved in athletic and fine art programs.

Recommendation: It is recommended that the Duluth School Board approve Resolution E-1-19-3620 - Resolution of School Board Supporting Form B Application to Minnesota State High School League Foundation.

C. Policies

1) 5123 - Crisis Management Policy - DELETION 15

Administration is recommending the deletion of Policy 5123, which will be replaced with Policy 806 - Crisis Management Policy.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 5123 for the first reading.

2) NEW Policy 806 - Crisis Management Policy 16

Attached is Policy 806 - Crisis Management Policy for the first reading. This policy would replace Policy 8123.

Recommendation: It is recommended that the Duluth School Board approve Policy 806 for the first reading.

3) NEW Policy 535 - Disproportionate Enrollment 28

Attached is Policy 535 - Disproportionate Enrollment for the first reading.

Recommendation: It is recommended that the Duluth School Board approve Policy 535 for the first reading.

D. Extended Trip Requests

1) Extended Trip Request - Denfeld High School Orchestra 30

Orchestra students from Denfeld High School will travel to New York, NY from April 8-14,2019. Students will engage in a multitude of sightseeing and artistic, cultural and educational opportunities including but not limited to Niagara Falls State Park, a Broadway show, New York Philharmonic concert and the Metropolitan Museum of Art. This trip will be funded by fundraising opportunities throughout the school year and Music Boosters.

Recommendation: It is recommended that the Duluth School Board accept and approve this Extended Trip Request.

E. Diploma Requests

34

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

Adam Jagello - December 12, 2018

Takia B. Harper - December 14, 2018

Gavin Michael Benoit - December 20, 2018

Da'Montae Tremone Simmons - January 17, 2019

Christopher Delbert Johnson - January 17, 2019

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

F. Data Sharing Agreements - PLACEHOLDER

3. **Future Items**

Policy Updates

Assistant Superintendent Monthly Report

January 2019

Purpose

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

Site Celebrations

- Holiday programs at all sites

Walk-Throughs

- Lowell Elementary, Merritt Creek Academy, ALC/AEO

Safety Updates

- Grant Updates
- ALICE Updates

Shout Out!

- Duluth Community School Collaborative

Director of Curriculum and Instruction Monthly Report

January 2019

Purpose

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

Updates

Staff Development

- Minnesota Department of Education Regional [PreK-3 Leadership Workshop](#)
 - District team learning/planning time
 - Next date January 24th, 2019 (Day 2 of 3)
 - Topic: Teaching and Instructional Quality in Your PreK-3 System: Aligning Curriculum, Assessments and Instruction, and Ensuring High-Quality Learning Environments for ALL Students

Immersion

- Family Night January 9th
- Highlighted both Misaabekong and Nueva Vision programs
- Over 50 attendees



Curriculum

- Secondary ELA Text Adoption Update
 - Text Recommendation for 9th Grade
 - [Spirit Car: Journey to a Dakota Past](#) by Diane Wilson
 - Next Steps
 - Unit design--focus on text read alongside additional supplemental readings
 - PD time to develop and support initial teaching
 - Unit reflection and revision summer 2019

EXTERNALLY SPONSORED TRIP

Externally sponsored trips involve travel to a foreign country, are voluntary in nature, and are not sponsored or approved by Independent School district No. 709. In addition, all staff who accompany students on such foreign travel trips must obtain a liability release and waiver from the students' parents/guardians and submit them to the Office of the Superintendent prior to the trip. All externally sponsored trip proposals must be sent to the Assistant Superintendent's Office to be placed on the Education Committee Agenda for informational purposes.

Externally Sponsored Trip Information

Date of Submission: 11/23/18 Destination: ENGLAND / FRANCE

Organization/Group Planning Trip: WORLDSTRIDES Contact Person: LEE KRUGER (EHS)

Overview of Trip: TRAVEL CLUB IS AN OPPORTUNITY FOR STUDENTS TO TRAVEL ABROAD EVERY OTHER YEAR THROUGH A STUDENT TRAVEL OVER SPRING BREAK 2019 FOR EDUCATIONAL OPPORTUNITY. Trip Dates: APRIL 5 - APRIL 13, 2019

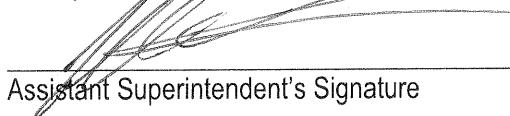
Externally Sponsored Trip Action

- Participant List/Signed Waiver Release Forms Attached


Principal's Signature

12/21/18
Date

- Participant List/Signed Waiver Release Forms Received


Assistant Superintendent's Signature

12/21/18
Date

ISD 709 Calendar 2019-20 School Year

JULY							AUGUST							SEPTEMBER							OCTOBER							
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					1	2	3	1	Labor Day HOLIDAY 2	Gr. 1-12 First Day 3	4	Grade K First Day 5	6	7				1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	MEA Weekend 17	18	19	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	
28	29	30	31				25	26	Staff Develop. 27	Teacher Work Day Staff Dev. 28	Teacher Work Day 29	30	31	29	30						27	Staff Develop. 28	29	30	31			
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	
					HM 1	2	1	2	3	4	5	6	7				New Years HOLIDAY 1	2	3	4							1	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	EHM 16	Semester Break 17	18	9	10	11	12	13	14	15	
17	18	19	20	21	22	23	Winter Recess 23	Winter Recess 24	Winter Recess 25	Winter Recess 26	Winter Recess 27	28	19	M.L.K. Win. Rec. 20	21	22	23	24	25	Pres. Day HOLIDAY 17	Confer. Makeup 18	Confer. Makeup 19	Winter Recess 20	Winter Recess 21	22			
24	25	26	27	Thanksgiving HOLIDAY/ Recess 28	29	30	Winter Recess 30	Winter Recess 31					26	27	28	29	30	31	23	24	25	26	27	28	29			
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	3	4	5	6	7				1	2	3	4						1	2						Students Last Day EHM 5	6	
8	9	10	11	12	13	14	Confer. Makeup 6	Confer. Makeup 7	Spring Recess 8	Spring Recess 9	Spring Recess 10	11	3	4	5	6	7	8	9	7	Teacher Work Day 8	9	10	11	12	13		
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
22	23	24	25	26	HM 27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
29	30	31					26	27	28	29	30			24	Mem. Day HOLIDAY 25	26	27	28	29	30	28	29	30					

KEY DATES

- First day for Grade 1-12 students - September 3, 2019
- First day for Kindergarten students - September 5, 2019
- Schools will schedule open houses and conferences
- No school for students:
- Last day for students - June 5, 2020

GRADING TERMS

Elementary Schools:

- Term 1: September 3 to January 16
- Term 2: January 21 to June 5

High Schools and Middle Schools:

- Term 1: September 5 to November 1
- Term 2: November 4 to January 16
- Term 3: January 21 to March 27
- Term 4: March 30 to June 5

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
Lloyd K. Johnson Foundation	Sumair Sheikh	Pathways2Teaching Program	\$15,000	Funds will be used to support Pathways2Teaching Program staffing and curriculum development at Duluth East and Denfeld High Schools.
Lester Park Foundation	Nicki Seibert	Lester Park Foundation– Winter Cycle	\$6,260.12	Funds will be used to purchase misc. classroom/school supplies for Lester Park Elementary School.

Lloyd K. Johnson

F O U N D A T I O N

December 18, 2018

Duluth Public Schools ISD 709
Bill Gronseth, Superintendent
215 North 1st Avenue East, Room 213
Duluth, MN 55802

Dear Bill:

The Board of the Lloyd K. Johnson Foundation is pleased to inform you that a grant to Duluth Public Schools ISD 709 in the amount of \$15,000 has been approved to support the Pathways2Teaching Program.

In order to receive the grant funding, please review and sign the attached agreement and return the signed agreement to the: Lloyd K Johnson Foundation 130 West Superior Street, Suite 710 Duluth, Minnesota 55802. A check will be mailed to your organization shortly after we receive the signed grant agreement.

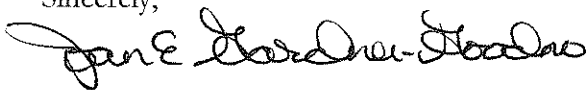
Please note that these grant funds must be used substantially in accordance with the budget included with your grant application and that no substantial changes in the budget or the grant period may be made without prior written approval from the Foundation. Any funds not used for the purposes stated in the approved grant application or any unspent funds must be returned to the Foundation.

A condition of the grant agreement is that you submit a Final Report to the Foundation which includes a narrative of the progress made towards the goals described in the grant application as well as a final report of expenditures made from grant funds. A reminder e-mail that your Final Report is due will be sent to you one month prior to the due date, and a blue hyperlink will appear on your grant application online homepage under the "requirements" tab for you to complete and submit.

We request that in any publicity given this grant, acknowledgement be made that the funds were received from the Lloyd K. Johnson Foundation. Please enclose copies of any publicity with your Final Report as an attachment.

Congratulations on receiving funding from the Lloyd K. Johnson Foundation! If you have any additional questions, please feel free to contact me at 218.726.9000.

Sincerely,



Joan Gardner-Goodno
Executive Director
Lloyd K. Johnson Foundation
jgardner@lloydjohnsonfoundation.org

cc: Sumair Sheikh, Career & College Readiness Specialist

EXECUTIVE DIRECTOR
Joan E. Gardner-Goodno 10

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Lloyd K. Johnson Foundation
~Grant Agreement~

ORGANIZATION: Duluth Public Schools ISD 709

AMOUNT: \$15,000

PURPOSE: Pathways2Teaching Program

GRANT PERIOD: 1/1/2019 - 12/31/2019

1. Use of Grant Funds: You may use grants funds only as described in the approved grant application. Any significant deviation from the approved itemized budget must be approved by the Foundation prior to expenditure. Any unspent funds must be returned to the Foundation.
2. Payment of Grant Funds: The grant funds will be paid by the Foundation after receipt of the signed grant agreement according to the following schedule of payment(s): **One payment of \$15,000.**
3. Certification and Maintenance of Exempt Organization Status: You certify that you have been determined by the Internal Revenue Service to be a tax-exempt organization under Section 501 (c)(3) of the Code, and “not a private foundation”, within the meaning of Code Section 509 (a), or in the absence of such a determination, that you are a state or any political subdivision thereof within the meaning of Code Section 170 (c)(1) (referred to hereafter as a “Public Charity”). You will immediately inform the Foundation of any change in or challenge to your status as a Public Charity. Furthermore, you hereby affirm that this grant will not cause you to fail to qualify as a Public Charity. You will comply with the provisions of the Code and the regulation applicable to you where such violation materially affects your ability to carry out the goals of the grant.
4. Interim Reports: In addition to a Final Report, the Foundation may require an Interim Report(s) regarding expenditures, records and progress of the grant project. Failure to provide an Interim Report indicating satisfactory progress towards defined grant outcomes may result in the Foundation withholding payment(s) until interim goals have been achieved.
5. Final Report: On or before **02/28/2020** you will make a final report to the Foundation with respect to all expenditures made from such grant funds (including salaries, travel and supplies) and indicate the progress made towards the goals of the grant.
6. Records: You will maintain your books and records in such a manner that the receipts and expenditures of the grant funds will be shown separately on such books and records in an easily checked form. You will keep records of receipts and expenditures of grant funds as well as copies of the reports submitted to the Foundation and supporting documentation for at least four (4) years after the completion of the use of the grant funds, and will make such books, records and supporting documentation available to the Foundation for inspection at reasonable times from the time of your acceptance of this grant through such period.

- 7. Acknowledgement of Support: All publicity- publications, press releases, brochures, videotapes, and other public relations materials or communication dealing with the activities and achievement of the work of the grant shall acknowledge the Foundation's support.
- 8. Violation of Terms; Change of Status: In the case of any violations by you of the terms and conditions of the grant, including but not limited to not executing the work of the grant in substantial compliance with the proposal, or in the event of any change in or challenge by the Internal Revenue Service of your status as a Public Charity, the Foundation reserves the right in its absolute discretion to terminate the grant. The Foundation's determination will be final and will be binding and conclusive upon you. If an Interim Report has been requested and the report is not received in a timely manner, the Foundation may withhold payment until the outstanding report is received, and may terminate the grant if any such report is not received within a reasonable time (no more than sixty [60] days) following the date on which it was due.
- 9. Termination: Upon termination of this grant for any reason, the Foundation will withhold any further payments of grant funds and you will repay to the Foundation any portion of the grant funds that were not spent for the grant period.
- 10. Future Funding: You acknowledge that the Foundation and its representatives have made no actual or implied promise of funding except for the amounts specified by this agreement. If any of the grant funds are returned or if the grant is rescinded, you acknowledge that the Foundation will have no further obligation to you in connection with this grant as a result of return or rescission. However, the foregoing is not intended to prohibit the Foundation from providing you an additional grant at the termination of the grant described in this agreement upon the submission of a new proposal, if the Foundation in its sole discretion determines that an additional grant is appropriate.
- 11. Modification: This agreement sets forth all terms of the grant and replaces all prior understandings and agreements. Any modification or amendment will be made only in writing signed by an authorized officer of your organization and of the Foundation.
- 12. Applicable Law: This agreement will be construed in accordance with the laws of the State of Minnesota.

Lloyd K. Johnson Foundation

Jane E. Johnson Goodno

Date: 12/18/18

Accepted by:

Name: *Whit Dronseth*

Title: *Supt*

Date: 01/02/19



Nichele Canavan <nichele.canavan@isd709.org>

Lester Park Foundation January Grants--Agenda Items

Nicki Seibert <nicki_seibert@yahoo.com>

Tue, Jan 8, 2019 at 10:01 AM

To: "nichele.canavan@isd709.org" <nichele.canavan@isd709.org>

Hello,

Please include these items on the appropriate Agenda for the next meeting . These are the staff/teacher grants that the Lester Park Foundation has approved for the January cycle. Teachers and staff are waiting to make purchases until they are approved on your end.

Diana Lawrey	2nd Grade Teacher	36 Pocket Chart Chair Storage	\$200.00
Stefanie Wolff	1st Grade Teacher	Flexible seating for classroom	\$200.00
Ann Anderson	1st Grade Teacher	Flexible seating for classroom	\$415.97
Kellie Mulliner \$1000.00	5th grade teacher	10 ENO Double Nest Hammocks and suspension systems for School Forest	
Kelsey Bryant, \$1800.00	PE Teacher	Drums Alive DRUMTASTIC program,	
Leigh Anne Viche, and Kristin Paschen	DAPE teacher Music teacher	curriculum, and storage net	
Kristin Paschen 984.15	Music K-5	15 Hilo baritone ukuleles	\$
Annette Loiselle and Tami Lukovsky \$1000.00	2nd Grade teachers	Flexible seating for 2 classrooms	
Mary Davidson \$360.00	3rd grade teacher	36 Deluxe Chair Organizers	
Susan Mikel \$300.00	1st grade teacher	Pre-engineering building kits and corresponding books	

Let me know if you have any questions on the Foundation grants.

Thanks!

Nicki Seibert

LP Foundation Chair

RESOLUTION OF SCHOOL BOARD SUPPORTING
FORM B APPLICATION TO MINNESOTA
STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the District ISO 709 School Board recognizes the value of students participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist school districts to providing seminars/training opportunities or support for specific school functions for students/faculty members/officials and others who are involved in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Duluth School Board supports the District's application to the Minnesota State High School League Foundation for a **FORM B** grant.

Date

Board Chair

Date

Board Clerk - Treasurer

A RESOLUTION submitted by an Activity Conference or Region Committee must adhere to the same form and context of the School Board Resolution above.

CHECK LIST

Have you:

- | | | |
|--|---|-----------------------------|
| 1. Described your request | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Attached a line item budget (see Appendix B) | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Signed the application | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Attached a Resolution of School Board Support | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Attached all required information | | |
| • Schools (see page 4, #5) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Region Committee and Athletic/Activity Conferences (see page 4 #6) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

~~5123—CRISIS MANAGEMENT POLICY~~

~~The Duluth Public Schools is committed to providing safe and effective learning environments for students, staff, and visitors. In the event of unexpected emergencies, the likelihood of effectively managing an emergency is increased with an established emergency plan. The purpose of the Emergency Response Crisis Management (ERCM) Manual is to maximize the safety and welfare of all students, staff, and visitors by promoting emergency preparedness district wide.~~

~~This authoritative ERCM Manual identifies responsibilities and procedures to guide emergency response in the Duluth Public Schools. When an emergency occurs, school district officials, their designees, and staff are authorized and directed to implement all necessary actions.~~

~~The ERCM Manual outlines the DPS infrastructure of the Incident Command System to be used at the district and school level in response to an emergency. It also includes:~~

- ~~• Written procedures for taking action in the event of a crisis~~
- ~~• Written procedures for communicating with the local law enforcement agencies, community emergency services, parents, students and the media in the event of a crisis~~
- ~~• A plan for crisis management training of all staff~~
- ~~• A process for developing Annual Site Specific Emergency Response Crisis Management Plans~~

~~The ERCM Manual can be found in every School's Main Office, Nurses Office and in the School's E-Kit (Emergency Response Kit).~~

~~Adopted: 07-18-2000 ISD 709~~

~~Revised: 12-20-2006 ISD 709~~

Deletion: 1/22/2019 First Reading
Replaced by: Policy 806

~~Adopted:~~

~~MSBA/MASA Model Policy 806~~

~~Orig. 1999~~

~~Revised:~~

~~Rev. 2014~~

806 CRISIS MANAGEMENT POLICY

~~[Note: The Commissioner of Education is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minn. Stat. § 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort between the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]~~

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. For purposes of this Policy, the term, "school districts," shall include charter schools. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that **building's site's** specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans

will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

~~1. **General Crisis Procedures.** The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district wide procedures may be modified by building administrators when creating their building specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building specific crisis management plans.~~

~~All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.~~

~~**[Note: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]**~~

~~a. **Lock Down Procedures.** Lock down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock down. Each building administrator will submit lock down procedures for their building as part of the building specific crisis management plan.~~

~~**[Note: State law requires a minimum of five school lock-down drills each school year. See Minn. Stat. § 121A.035.]**~~

~~b. **Evacuation Procedures.** Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.~~

~~**[Note: State law requires a minimum of five school fire drills, consistent with Minn. Stat. § 299F.30, and one school tornado drill each school year. See Minn. Stat. § 121A.035.]**~~

~~c. **Sheltering Procedures.** Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.~~

~~**[Note: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]**~~

1. Stay Safe or Leave Safe
 - a. Duck and Cover
 - b. Lockdown
 - c. Shelter-In-Place
 - d. Evacuate the Building
 - e. Evacuate Off-Site
 - f. All Clear
2. Emergency Procedures
 - a. Accidents at School
 - b. Aircraft Crash
 - c. Allergic Reaction
 - d. Animal Disturbance
 - e. Assault and/or Battery
 - f. Armed Assault on Campus

- g. Biological or Chemical Release
- h. Bomb Threat
- i. Bus Disaster
- j. Death/Serious Injury
- k. Disorderly Conduct
- l. Explosion/Risk of Explosion

3. Procedures for Reuniting Students and Parents/Guardian(s) in the Event of an Emergency

- a. Fire in Surrounding Area
- b. Fire on School Grounds
- c. Flooding
- d. Gun or Weapon on Campus
- e. Loss or Failure of Utilities
- f. Medical Emergencies
- g. Missing or Lost Child/Child Abduction
- h. Motor Vehicle Crash
- i. Psychological Trauma
- j. Searches
- k. Severe Weather
- l. Sexual Assault/Harassment
- m. Suicide/Mental Health Emergency
- n. Suspected Contamination of Food or Water
- o. Suspicious Behavior/Packages
- p. Threat of Violence
- q. Unlawful Demonstration/Walkout

A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of the designee when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. Each building in the school district will have access to a copy of the district's Emergency Response Crisis Management Manual to assist in the development of site-specific crisis management plans. Finally, all site-specific procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- ~~2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.~~

~~***[Note: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]***~~

~~3. 4. School Emergency Response Crisis Management Teams~~

- a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response **crisis management** team members will receive on-going training to carry out the **building's sites emergency response** crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response **crisis management** team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each **building site** will maintain a current list of school emergency response **crisis management** team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

~~***[Note: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]***~~

- b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response **crisis management** team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own **building's site's** crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of

the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. ~~Planning and Preparing for Fire Training and Preparation for Emergencies~~

1. The district administration will ensure proper training and response preparation for emergencies on an annual basis. Administration is responsible for training employees and students on emergency procedures at each site.
2. Required safety drills will be coordinated and documented at each site by the school administrator.
3. The school district has prearranged sites for emergency sheltering and transportation as needed. The emergency sheltering locations are identified in the school's emergency response crisis management classroom guide.

~~— Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)~~

~~**[Note: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]**~~

- ~~2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.~~
- ~~3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.~~
- ~~4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.~~

- ~~5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.~~

~~**[Note: The State Fire Marshal advises schools to defer fire drills during the winter months.]**~~

- ~~6. A record of fire drills conducted at the building will be maintained in the building administrator's office.~~

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]**~~

- ~~7. The school district will have prearranged sites for emergency sheltering and transportation as needed.~~

- ~~8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.~~

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]**~~

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

~~**[Note: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans on a CD-Rom and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]**~~

~~**[Note: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minn. Stat. § 13.37,**~~

~~***school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.***~~

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

~~***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]***~~

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent **or designee** will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures

will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]**~~

G. Media Procedures

The superintendent **or designee** has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent **or designee** will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]**~~

H. Behavioral Health Crisis Intervention Procedures District and School Crisis Recovery Teams

~~Short-term behavioral health crisis intervention~~ The District and/or School Crisis Recovery Team procedures will set forth the procedure for initiating ~~behavioral health crisis intervention~~ crisis recovery plans. The procedures will utilize available resources including the ~~school psychologist social workers,~~ counselor, community ~~behavioral health crisis intervention~~ crisis recovery teams, or others in the community. ~~Counseling~~ The District and/or School Crisis Recovery Team procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. ~~The behavioral health crisis intervention procedures shall include the following steps:~~

- ~~1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.~~
- ~~2. Designate specific rooms as private counseling areas.~~
- ~~3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.~~
- ~~4. Prohibit media from interviewing or questioning students or staff.~~

~~5. Provide follow-up services to students and staff who receive counseling.~~

~~6. Resume normal school routines as soon as possible.~~

~~I. Long-Term Recovery Intervention Procedures~~

~~Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:~~

~~1. Physical/structural recovery.~~

~~2. Fiscal recovery.~~

~~3. Academic recovery.~~

~~4. Social/emotional recovery.~~

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]**~~

~~**IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY**~~

~~Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the Comprehensive School Safety Guide (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.~~

~~A. Fire~~

~~B. Hazardous Materials~~

~~C. Severe Weather: Tornado/Severe Thunderstorm/Flooding~~

~~D. Medical Emergency~~

~~E. Fight/Disturbance~~

~~F. Assault~~

~~G. Intruder~~

~~H. Weapons~~

~~I. Shooting~~

~~J. Hostage~~

~~K. Bomb Threat~~

~~L. Chemical or Biological Threat~~

~~M. Checklist for Telephone Threats~~

~~N. Demonstration~~

~~O. Suicide~~

~~P. Lock-down Procedures~~

~~Q. Shelter In-Place Procedures~~

~~R. Evacuation/Relocation~~

~~S. Media Procedures~~

~~T. Post-Crisis Procedures~~

~~U. School Emergency Response Team~~

~~V. Emergency Phone Numbers~~

~~W. Highly Contagious Serious Illness or Pandemic Flu~~

V. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

~~[Note: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]~~

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

~~[Note: The Every Student Succeeds Act, 20 U.S.C. § 6301, et seq.;~~

~~**Title IX, 20 U.S.C. § 1681, et seq., and the Unsafe School Choice Option, 20 U.S.C. § 7912, require school districts to establish such transfer procedures.**~~

~~**D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]**~~

~~School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.~~

~~Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.~~

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
 Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
 Minn. Stat. § 121A.035 (Crisis Management Policy)
 Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
 Minn. Stat. § 299F.30 (Fire Drill in School)
 Minn. Stat. § 326B.02, Subd. 6 (Powers)
 Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
 Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
 Minn. Rules Ch. 7511 (Fire Safety)
 20 U.S.C. § 1681, et seq. (Title IX)
 20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)
 20 U.S.C. § 7912 (Unsafe School Choice Option)
 42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
 MSBA/MASA Model Policy 413 (Harassment and Violence)
 MSBA/MASA Model Policy 501 (School Weapons Policy)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
 MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>
 ISD 709 Emergency Response Crisis Management Manual
 ISD 709 Emergency Response Crisis Management School Guide

First Reading: 1/22/2019
Replacing: Policy 5123

~~Adopted:~~

~~Revised:~~

~~COUNSELING AND PRE-CAREER AND TECHNICAL PROGRAMS~~

535 DISPROPORTIONATE ENROLLMENT

I. PURPOSE

1. **Counseling Materials:** The purpose of this policy is to identify a procedure, tools and staff responsible to regularly evaluate whether District, counselor, or teacher-developed promotional materials create or perpetuate stereotypes or limitations based on race, color, national origin, sex or disability.
2. **Disproportionate Enrollment:** The District shall evaluate whether the disproportionate enrollment is the result of discrimination, address instances of disproportionate enrollment and take steps to encourage nontraditional participation and equity with respect to race, sex and disability.

II. COUNSELING MATERIALS

Establishing Bias-Free Materials

- A. District staff shall ensure that counseling and counseling materials are free from bias and stereotypes on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or English Learner status. District staff will encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills rather than race, color, sex, gender identity, religion, national origin, disability, homelessness, or English Learner status. **The superintendent or designee** shall yearly examine counseling and testing materials for bias and address any bias found therein.
- B. **The superintendent or designee** will ensure compliance with our counseling practices via interviews with staff, a review of counseling materials, and discussions with students and parents/guardians on a yearly basis.
- C. If a particular class is disproportionately male or female, the District must make sure this situation did not result because of a sex-biased counseling, a hostile environment, or the use of discriminatory counseling and/or testing methods.

III. DISPROPORTIONATE ENROLLMENT

- A. After classes are set and students have registered, **the superintendent or designee** will review enrollment numbers, determine if there is disproportionate enrollment, and consider what can be changed to increase enrollment in classes. When

disproportionate enrollment occurs, the District must assess counseling materials and activities and make appropriate revisions, address any instances of discrimination or bias, or identify a legitimate, nondiscriminatory rationale.

- B. The district needs to demonstrate valid and nondiscriminatory reasons for disproportionate enrollment and ensure that all students are provided nondiscriminatory counseling services. If a disparity is identified, the school district must take action to ensure that the disproportionate enrollment is not the result of discrimination. Such actions may include staff training, reviewing master schedule conflicts, assignments of students to courses, recruitment efforts, and counseling information provided to students.

Examples of what can be done;

1. Analyze course enrollment data to identify disproportionate enrollment of minority, female and students with disabilities
2. Identify discriminatory practices in existing programs, policies and procedures.
3. Review guidance materials for stereotypes.
4. Improve the process to ensure all students and parents are informed of all course and program offerings.
5. Make sure course catalogs and brochures are periodically reviewed for bias.
6. Is the process for developing student schedules reviewed to ensure that counselors and advisors are not discouraging any student from enrolling in a particular program or course based on factors not related to program criteria?
8. Consider taking specific steps to encourage students to enroll in courses that are non-traditional.
7. Consider approaches to reduce disproportionate enrollment in future years. Examples: bring in speakers to discuss non-traditional careers with students, holding open-houses, displaying student work, offering college credit for courses, conducting survey of parent/student interest, after-school clubs, renaming courses or rewriting course descriptions.
8. Support training of staff members or administration on non-traditional enrollment, particularly on strategies to engage female students in STEM courses.

First Reading: 1/22/2019

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: Wendy A. Powers
 Not Recommended Date: 12/4/18

Assistant Superintendent: Recommended Name: _____
 Not Recommended Date: 12/4/18

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: October 17, 2018

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Denfeld Orchestra

2. Contact Person (Responsible for Checklist Completion): Clare Chapp

3. Field Trip Date(s): April 8 - 14, 2019 Destination: ^{Niagara Falls} New York City - Manhattan Island

4. Field Trip Overview (Include events, establishments and locations): Niagara Falls, Broadway show, New York Philharmonic performance, Empire State Bldg., Ellis Island, Statue of Liberty, Metrop. Mu. of Art, 9/11 memorial

5. Field Trip Departure from School (Date and Time): 4/8/19 - mon late afternoon / ^{during} spring break

Field Trip Return to School (Date and Time): 4/14/19 - Sun late afternoon / ^{during} spring break

6. Objectives of Field Trip: * orchestra performance of one of best in country, real Broadway show, historical & artistic/cultural value of NY City.

7. Relationship to Curriculum or Student Learning: _____

to learn to get along in close quarters + traveling + expand horizons of the world

8. Planned Follow-up Field Trip Activities: _____ ^{around them, gain a better perspective of the world, art + history}

look @ other Broadway shows + symphony performance.

Attend an opera performance once back as they learned

9. Field Trip Budget Request

Estimated Expenses		per person
Total Admission/Fees	\$ 280	280
Total Meals	\$ 120	120
Total Lodging	\$ 200	200
Total Transportation	\$	\$
<input type="checkbox"/> School District Vehicle(s)		
<input type="checkbox"/> Commercial Transportation Carrier ~ Name: <u>LCS coaches or MW coaches</u>		
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____		
		400
Total Additional Stipends:	\$	
Other:	\$	
Total	total = \$ 1000	per student

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

Fundraising opportunities throughout the year through Music Boosters

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

_____	_____
_____	_____
_____	_____
_____	_____

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

Signature of Contact Person: *Clare A. Chapp*

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: *Clare A. Chapp*

Orchestra Trip

NEW YORK Itinerary

April 8- April 14, 2019

Trip Cost: \$1000

Trip to include: *Transportation by Motorcoach; Hotel accommodations for 4 nights in New York; 1-2 Broadway shows; one New York Philharmonic performance; Most Sightseeing entrance fees; Breakfast (at Hotel); One main meal per day, including Medieval times Dinner Show, Hard Rock café, Planet Hollywood. Students will be responsible for meals while in transit to and from New York. Students will need money for souvenirs and other miscellaneous spending.*

TENTATIVE: SUBJECT TO CHANGE

Monday April 8	2:00 PM 3:30 PM	<i>Meeting in Orchestra Room/ Luggage check</i> Depart from Denfeld HS/ Travel
Tuesday, April 9	9:00 AM 1:00 PM 8:00 PM 11:00 PM	Niagara Falls Sightseeing, Niagara Falls State Park Lunch: students are responsible for lunch Depart from Niagara Falls to New York. Check in at Hotel Lights out
Wednesday, April 10	6:00 AM 2:00 PM 6:00 PM 11:00 PM 11:30 PM	Depart for NY City, Rockefeller Plaza, Morning Show United Nations Bldg Tour Lunch/ students are responsible for lunch Broadway show Dinner - provided Group Picture at Times Square Empire State Bldg Observatory Return to Hotel Lights Out
Thursday, April 11	8:30 AM 7:00 PM 9:00 PM 11:00 PM	Statue of Liberty- Ellis Island/Ferry Sightseeing- Manhattan Island City Tours 911 Memorial Dinner/ provided Depart for Hotel Lights out
Friday, April 12	8:30 AM 11:00 AM 7:00 PM 9:30 PM 11:30 PM	Leave for Central Park New York Philharmonic Concert, Avery Fisher Hall Lunch (on own) Times Square, sightseeing Dinner/ Provided Return to Hotel Lights out
Saturday, April 14	7:00 am 9:00 am 2:00 pm 4:30 pm	Check out/Load Metropolitan Museum of Art Medieval Times Dinner show Depart for DULUTH, MN Student will be responsible for all meals
Sunday, April 13	2:00 pm	ETA Duluth, MN <i>School will NOT be open</i>

MEMORANDUM

TO: Curriculum Dept.

FROM: Patricia Fleege, Adult Diploma Program

SUBJECT: High School Diploma

DATE: 12/18/18

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

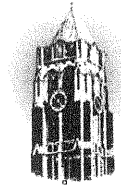
Adam Jagello

12/12/18



DENFELD SENIOR HIGH SCHOOL

401 N. 44th Ave. W.
Duluth, Minnesota 55807
(218) 336-8830 Main Office



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December 14, 2018

Gail Netland
Ind. School District 709
215 N. 1st Ave. E.
Duluth, MN 55802

Dear Ms. Netland,

I would like to request a diploma for Takia B. Harper. She is an early graduate from Denfeld High School graduating on December 14, 2018.

Thank you.

Sincerely,

Tonya M. Sconiers
Principal

TMS:cra

#28

December 19, 2018

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

Dear Mr. Horton:

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

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Gavin Michael Benoit	Duluth Public School	12/20/2018

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

January 8, 2019

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 diploma from the school listed.

Name of Graduate/School

Graduation Date

Da'Montae Tremone Simmons

Rockridge Academy

January 17, 2019



Thank you,
Denise Clairmont
Principal

January 8, 2019

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 diploma from the school listed.

Name of Graduate/School

Graduation Date

Christopher Delbert Johnson Rockridge Academy January 17, 2019



Thank you,
Denise Clairmont
Principal