

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, May 21, 2019

UnitedHealth Group Building

4316 Rice Lake Road

Suite 108

Duluth, MN 55811

6:30 PM

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

A. Assistant Superintendent's Report 6

The purpose of this report is to provide regular updates to the Education Committee regarding teaching and learning. Assistant Superintendent Jeff Horton shared 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 7

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 Froyd shared 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. 8th Grade Math Pilot Update 8

Curriculum Director Gail Netland Froyd and Math Specialist Patti Bambenek shared an update on the 8th grade math pilot of College Preparatory Math (CPM).

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

D. 2017-18 Graduation Rates and Strategies Presentation 14

Director of Assessment, Evaluation and Performance Dr. Tawnyea Lake, Assistant Superintendent Jeff Horton and members of the District Advisory Committee presented information on the 2017-18 graduation rates for the

Duluth Public Schools, as well as district led initiatives to support student achievement and increase graduation rates.

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

E. Grant Applications

1) Minnesota Department of Education - Nutrition Division Grant Application

Child Nutrition Director Pam Bowe has submitted a grant application, on behalf of Stowe Elementary School, to the Minnesota Department of Education's Nutrition Division in the amount of \$13,500. If awarded, funds will be used to purchase fresh fruits & vegetables to be served in the classrooms as a snack.

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

2) Perpich Center for Arts Education - Comprehensive Arts Planning Program (CAPP) Grant Application

Director of Curriculum and Instruction Gail Netland Froyd has submitted a grant application to the Perpich Center for Arts Education Comprehensive Arts Planning Program (CAPP) in the amount of \$2,500. If awarded, funds will be used to establish an ISD 709 Arts Leadership Team and provide leaders with professional development.

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

3) National Association for College Admission Counseling (NACAC) Grant Application

Denfeld High School Guidance Counselor Geri Saari has submitted a grant application to the National Association for College Admission Counseling in the amount of \$750. If awarded, funds will be used to fund round trip transportation for Denfeld High School students to attend the National College Fair in Minneapolis, MN on October 2, 2019.

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

4) Minnesota Department Agriculture - Agricultural Growth, Research and Innovation Program (AGRI) Dairy Cooler Grant Application

Child Nutrition Director Pam Bowe has submitted for and received a grant, on behalf of Lakewood, Lowell and Stowe Elementary Schools, from the Minnesota Department of Agriculture - Agricultural Growth, Research and Innovation Program (AGRI) in the amount of \$4,500. Funds will be used to purchase dairy coolers for each school.

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

5) Jeffers Foundation Grant Application

Stowe Elementary School Principal Nathan Glockle has submitted for and received a grant from the Jeffers Foundation in the amount of \$500. Funds will be used to implement a school garden project at Stowe.

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

F. Grant Partnerships with Duluth Public Schools

1) Lake Superior College and Duluth Schools Algebra II Alignment and Collaboration

Lake Superior College in partnership with Duluth Public Schools has received funding from Minnesota State in the amount of \$10,000 for a “Duluth Schools Algebra II Alignment and Collaboration.” Funds will be used to support a secondary-to-postsecondary partnership and curriculum alignment.

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

2. Action Items

A. Policies

1) REVISED Policy 6120 - Musical Instruments (Renumbered to Policy 625) 28

Administration is recommending the revision of Policy 6120 - Musical Instruments and renumbering to the 600 Series: Education Programs. Attached is Policy 625 - Musical Instruments for first reading.

Recommendation: It is recommended that the Duluth School Board accept and approve Policy 625 - Musical Instruments for first reading.

B. Resolutions

1) Resolution E-5-19-3645 - Acceptance of Grant Awards to Duluth Public Schools 30

Attached is Resolution E-5-19-3645 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards from the following organizations:

Duluth Superior Area Community Foundation - Esperanza Fund
Minnesota Department of Agriculture
Jeffers Foundation

Recommendation: It is recommended that the Duluth School Board accept and

approve Resolution E-5-19-3645 - Acceptance of Grant Awards to Duluth Public Schools.

2) Resolution E-05-19-3646 - Response to American Indian Education Resolution of Concurrence and Non-concurrence 2018 35

Attached is Resolution E-05-19-3646 - Response to AIE Resolution of Concurrence and Non-concurrence 2018, in response to recommendations made by the AIE Parent Committee.

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-05-19-3646 - Response to American Indian Education Resolution of Concurrence and Non-concurrence 2018.

C. Extended Trip Requests

1) Extended Trip Request - Denfeld High School Jazz Band 39

Denfeld High School Jazz Band student traveled to Eau Claire, WI from April 26 - 27, 2019 to participate in the Eau Claire Jazz Festival. The cost of this trip was \$2,315 and was funded by Music Boosters and student fees.

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

2) Extended Trip Request - Health Occupations Student Association National Competition 42

Health Occupations Student Association (HOSA) students from Duluth Public Schools will travel to the HOSA National Competition in Orlando, FL from June 18 - 22, 2019. The cost of this trip will be \$14,326 and funded by the Perkins grant and student fees.

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

D. Diploma Requests 46

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

- Valerie Dodge - April 22, 2019
- Caleb Edward Davis - April 23, 2019
- Travis John LaPlante - April 23, 2019
- Carly A. Gelineau - April 24, 2019
- Payton Rose Kaarbo - April 25, 2019
- Hailey M. Smith - May 1, 2019
- Joseph A. Northrup Jr. - May 7, 2019
- Alyssa Grace Prudhomme - May 30, 2019
- Austin Mehling - May 30, 2019

Margaret Rose Nelson - May 30, 2019
Madison Marie Dosan - May 30, 2019
Estonia Maria Rodriguez-Hernandez - June 4, 2019
Steven E. Koop - June 4, 2019
Liam Idso - June 4, 2019

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

E. Data Sharing Agreements 60

It is requested that the following organizations be granted access to the Student Information System to support District functions from July 1, 2019 to June 30, 2020:

The Regents of the University of Minnesota through its Duluth Campus
Upward Bound

Recommendation: It is recommended that the Duluth School Board accept and approve the Data Sharing Agreement.

3. **Future Items**

Policy Updates

Assistant Superintendent Monthly Report

May 2019

Purpose

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

Site Celebrations

- All Sites!

Walk-Throughs

- Stowe Elementary School
- Chester Creek

Highlights

- Front Office Safety and Security Training
- Grant Process
- Supportive Discipline and Community of Practice
- Navy Week
- Community Schools

Shout Out!

- Anonymous Gift

Director of Curriculum and Instruction Monthly Report

May 2019

Purpose

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

Updates

Professional Development

- Planning underway for August Staff Development
- Curriculum Department Retreat
- Immersion Leadership Retreat

Curriculum

- 8th Grade Math Pilot Update
- Music Instrument Rental

Mathematics Pilot Update

- CPM
- Pilot Feedback
 - Teacher
 - Student
- Preliminary Data
- Pilot FAQs
- Next Steps


Math Best Practices

The following provides a summary of the five critical features of highly effective mathematics lessons you should expect to be part of your child's daily learning experiences in school.


In an effective K–12 mathematics program:

1. Students develop **conceptual understanding** and **procedural skills**.
2. Students **communicate** with peers about mathematics.
3. Students develop **perseverance** and practice mathematics.
4. Students use teacher and peer **feedback** to learn from mistakes.
5. Students use **technology** to support learning.

If your child experiences these five elements in his or her classroom throughout the year, it is likely that he or she is learning and practicing mathematics at a deep level with understanding, which ultimately leads to successful content mastery and college and career readiness by the time he or she graduates from high school.



To impact student learning what should students/teachers be doing?



Teaching Practices

1. Establish mathematics **goals** to focus learning
2. Implement tasks that promote reasoning & **problem solving**
3. Use & connect mathematical **representations**
4. Facilitate meaningful mathematics **discourse**
5. Pose purposeful **questions**
6. Build procedural fluency from **conceptual understanding**
7. Support **productive struggle** in learning mathematics
8. Elicit & use evidence of **student thinking**

Mathematical Practices*

1. Make sense of problems/**persevere** in solving them
2. **Reason** abstractly & quantitatively
3. Construct viable **arguments & critique** reasoning of others
4. **Model** with mathematics
5. Use appropriate **tools** strategically
6. Attend to **precision**
7. Look for & make use of **structure**
8. Look for and express regularity in repeated reasoning

*What mathematical proficient students do



Why Change?

1. Improve MCA Scores

High School scores flat - 8th grade Algebra key to HS success

2. Increase student learning and engagement

Problem solving tasks - low floor - high ceiling

Collaborative teams - responsible for all learning


Spaced practice - moves learning to long term memory

3. PD required to support shifts in teaching

- a. 8 days of Professional Development (math teachers have asked for PD)
- b. 2 days of site visits (observation) with debriefing




Background - From Intervention to Core

1. Intermediate Algebra - taught over 2 years or 2 periods a day with labs - switch to 6 period day, student loss of elective.
 2. Plan: use CC3 for the HS Algebra 1 course
 3. 2017: Summer training: 3 math teachers, HS principal, 1 sped teacher
 4. 17-18 - CC3 used as intervention in Algebra 1 course
 - a. HS - 8th grade students that failed Algebra 1
 - b. MS - used as an intervention for at risk 8th graders
 5. 2018 Summer training: 11 teachers trained in CPM; CC3 and CCA
 6. 18-19 HS Interventions (CC3 and CCA)
Expanded Pilot in **MS - all Algebra 1 courses (CC3) no longer as soley intervention**
- 



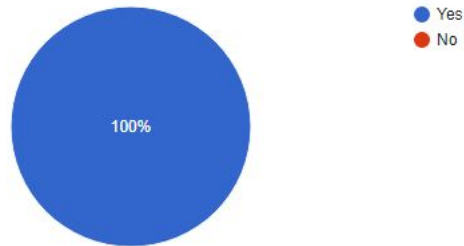
MS Feedback on Pilot

1. Asked teachers/principals if they recommend continuing with CPM next year.
- 

Middle School Survey

1. I recommend continuing CPM CC3 in Algebra 1 for the school year 2019-2020. (If no, continue to question 2 and if yes continue to question 3)

5 responses



Statements

I have found students to be more engaged, willing to take risks, and learning skills at a deeper level. I attribute this to the fact that students are making meaning of the math from working in teams and talking about math with each other. The homework includes spaced practice, which means that students see skills from the beginning of the year through out the year.

I love the curriculum. My students are engaged and teaching each other. They are talking math. They are doing the mixed practice HW and tests so they remember everything we are doing vs just the chapter we are on. My students have told me how much they like it and would like it to continue into high school.

I think it is a good curriculum. However, I do think it is important to develop a plan for implementation.

*There is additional information I would like to see related to this year.
(principal)*



Student Feedback

Student Feedback on CC3



Possible FAQ

FYI

21-22 **Review**

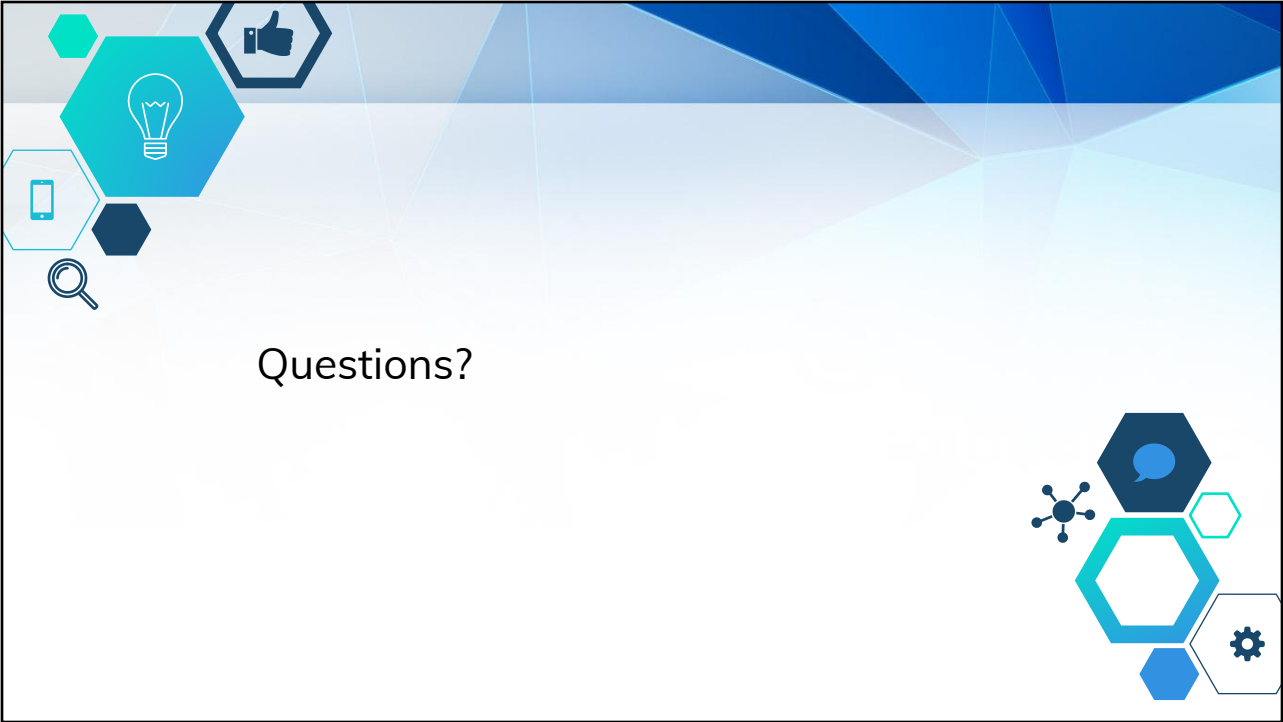
22-23 **Assess; Adapt; Adopt**

23-24 **Implement; Evaluate**

1. Would this eliminate piloting other materials when mathematics is up for review?

A: No - this will not usurp the review cycle





Questions?



Update: Graduation Rates



Duluth Public Schools
Graduating Class of 2018

Tannyea Lake, PhD, NCSP
Director of Assessment and Evaluation

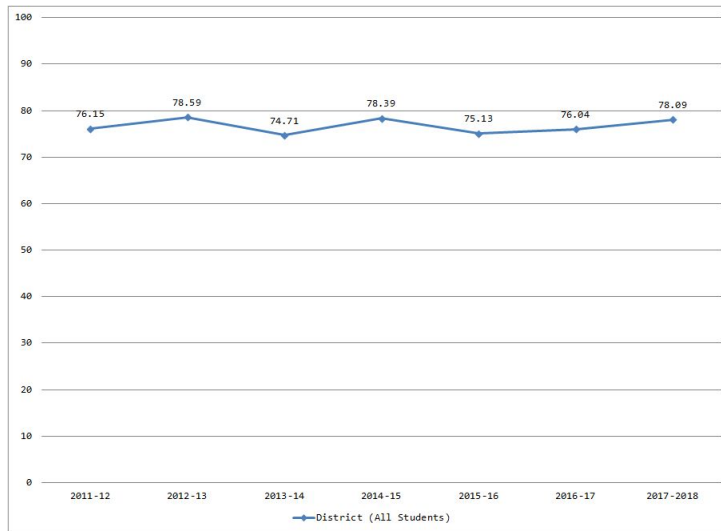
Definition

Graduation rates are based on a cohort of first time 9th grade students plus transfers in minus transfers out of the cohort within the four year period

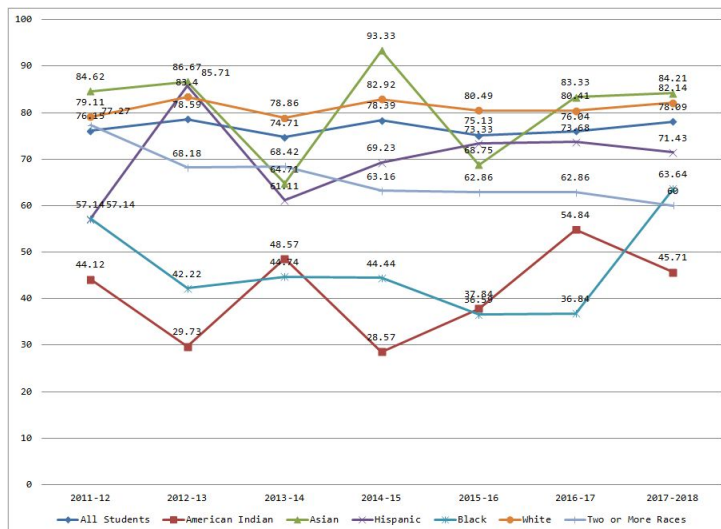
Care/treatment/correctional facilities are not included in the district rate

All rates are reported as four-year on-time rates unless indicated otherwise

Graduation Rates - All Students

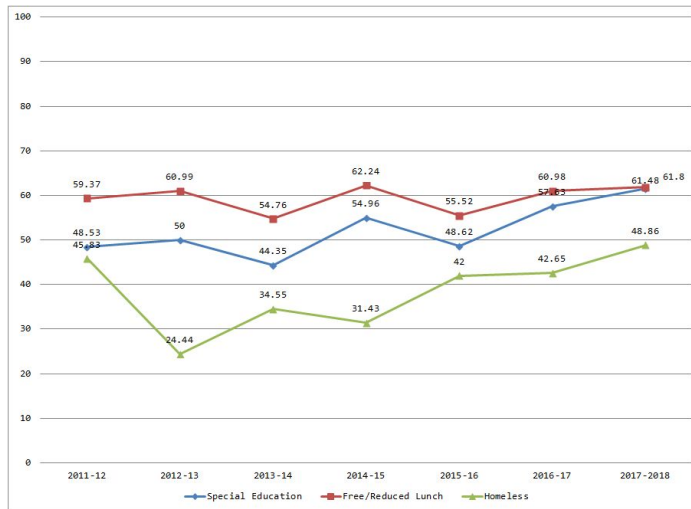


Graduation Rates - Ethnicity



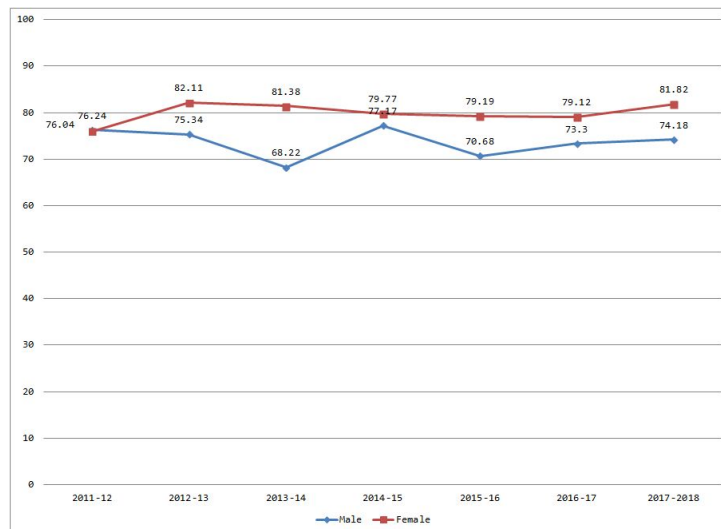
90% = goal for All Students
85% = goal for each student group

Graduation Rates - Special Populations



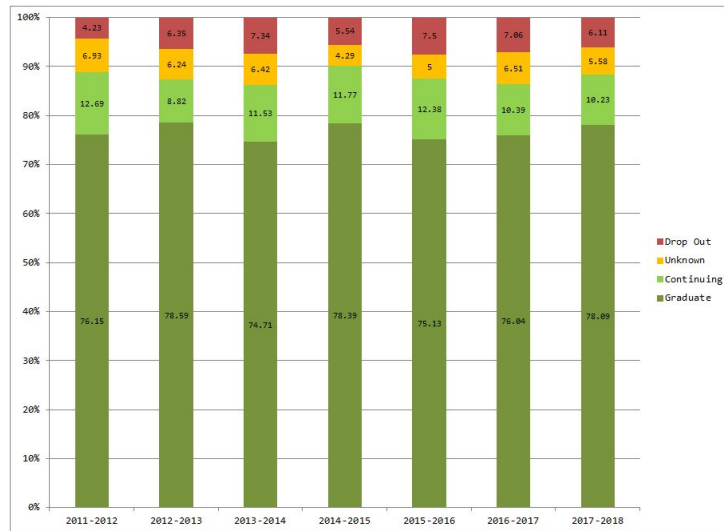
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Graduation Rates - Gender



6

History by End Code



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Cohorts Tracked Over Time - District

Cohort Year	Graduated in Four Years	Graduated in Five Years	Graduated in Six Years	Graduated in Seven Years
2011-2012	76.15	77.87	80.18	82.10
2012-2013	78.59	80.07	82.1	82.72
2013-2014	74.71	78.5	80.41	80.67
2014-2015	78.39	82.09	82.95	84.15
2015-2016	75.13	78.43	79.90	TBD
2016-2017	76.04	80.16	TBD	TBD
2017-2018	78.09	TBD	TBD	TBD

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Appendices

Note: Numbers reported as percents unless indicated otherwise
 Cells with fewer than 10 students are suppressed to maintain data privacy

All Students	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
State	78.42	80.43	81.36	82.08	82.52	82.68	83.20
District	76.15	78.59	74.71	78.39	75.13	76.04	78.09
Denfeld	84.16	82.37	76.05	73.42	73.86	80.36	73.73
East	90.86	90.85	89.77	93.16	93.61	92.94	93.72
ALC	28.79	24	18.27	35.58	34.15	26.28	43.17
Rockridge Academy	11.54	35.00	17.65	20.69	41.38	28.57	39.29

District	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	76.15	78.59	74.71	78.39	75.13	76.04	78.09
American Indian	44.12	29.73	48.57	28.57	37.84	54.84	45.71
Asian	84.62	86.67	64.71	93.33	68.75	83.33	84.21
Hispanic	57.14	85.71	61.11	69.23	73.33	73.68	71.43
Black	57.14	42.22	44.74	44.44	36.59	36.84	63.64
White	79.11	83.4	78.86	82.92	80.49	80.41	82.14
Two or More Races	77.27	68.18	68.42	63.16	62.86	62.86	60.00
Special Education	48.53	50	44.35	54.96	48.62	57.63	61.48
Free/Reduced Lunch	59.37	60.99	54.76	62.24	55.52	60.98	61.80
Male	76.24	75.34	68.22	77.17	70.68	73.3	74.18
Female	76.04	82.11	81.38	79.77	79.19	79.12	81.82
Homeless	45.83	24.44	34.55	31.43	42.00	42.65	48.86

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Denfeld High School	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	84.16	82.37	76.05	73.42	73.86	80.36	73.73
American Indian	75	53.85	80	30	35	73.33	46.67
Asian							
Hispanic				72.73			
Black	62.5	50	57.14	57.14	42.86	55.56	78.57
White	86.55	85.6	77.78	77.37	80.66	84.66	77.71
Two or More Races		84.62			71.43	71.43	66.67
Special Education	54.72	56.67	50.82	45	33.33	61.82	56.90
Free/Reduced Lunch	73.49	72.96	64.38	62.42	62.07	72.55	64.47
Male	84.02	75.76	67.97	69.85	65	74.8	72.95
Female	84.31	89.8	83.7	78.22	82.64	87.63	74.74
Homeless	63.16	38.46	53.33	25	45	60.71	53.13

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East High School	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	90.86	90.85	89.77	93.16	93.61	92.94	93.72
American Indian							
Asian							90.00
Hispanic							
Black	83.33	81.82	69.23	62.5	66.67		83.33
White	91.38	91.14	91.09	95.06	95.43	95	94.36
Two or More Races					90.91	76.92	
Special Education	70.27	61.29	54.76	74.36	68.75	65.79	75.61
Free/Reduced Lunch	79.57	78.07	71.82	83.64	80.65	80.95	82.42
Male	89.39	88.64	85.64	94.21	90.23	92.82	89.94
Female	92.53	93.2	93.88	92.11	96.31	93.06	96.71
Homeless				50			77.78

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Area Learning Center	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	28.79	24	18.27	35.58	34.15	26.28	43.17
American Indian	9.09	5.56			20	18.18	18.18
Asian							
Hispanic							
Black	27.27	12.5		13.33	6.67	13.13	38.89
White	31.37	32.14	22.73	40.54	38.84	27.33	46.67
Two or More Races					20		27.27
Special Education	26.32	6.25	5.26	41.67	56.52	36	50.00
Free/Reduced Lunch	28.43	20.99	19.32	32.5	27.43	25.23	40.74
Male	26.15	26	16.13	35.19	40.23	19.72	40.00
Female	31.34	22	21.43	36	27.27	33.33	46.38
Homeless	29.41	9.52	12.5	25	36.36	23.33	27.78

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Rockridge Academy	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	11.54	35.00	17.65	20.69	41.38	28.57	39.29
American Indian							
Asian							
Hispanic							
Black	14.29	33.33		36.36	50	23.08	20.00
White				15.38	38.46		60.00
Two or More Races							
Special Education	7.14	27.27		23.53	41.67	25	33.33
Free/Reduced Lunch	11.54	35	17.65	20.69	41.38	28.57	39.29
Male	9.09	31.25	20	21.74	41.67	25	40.00
Female							
Homeless							

Academic Excellence Online	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All Students							71.43
American Indian							
Asian							
Hispanic							
Black							
White							71.43
Two or More Races							
Special Education							
Free/Reduced Lunch							
Male							
Female							
Homeless							

Arrowhead Academy	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All Students		10.53		9.52	7.41		5.26
American Indian				10.00			
Asian							
Hispanic							
Black							
White					4.76		
Two or More Races							
Special Education					6.67		
Free/Reduced Lunch		11.11		9.52	7.69		5.56
Male		11.11		10.53	7.69		6.25
Female							
Homeless							

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Cohorts Tracked Over Time - Denfeld

Cohort Year	Graduated in Four Years	Graduated in Five Years	Graduated in Six Years	Graduated in Seven Years
2011-2012	84.16	87.54	88.18	88.82
2012-2013	82.37	84.92	86.05	85.76*
2013-2014	76.05	80.8	81.93	81.93
2014-2015	73.42	82.03	82.79	82.41
2015-2016	73.86	79.04	80.18	TBD
2016-2017	80.36	86.85	TBD	TBD
2017-2018	73.73	TBD	TBD	TBD

*Additional student added to cohort in 2014-2015, but did not graduate in 7 year timeframe.

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Cohorts Tracked Over Time - East

Cohort Year	Graduated in Four Years	Graduated in Five Years	Graduated in Six Years	Graduated in Seven Years
2011-2012	90.86	93.91	94.71	94.71
2012-2013	90.85	94.87	95.10	95.10
2013-2014	89.77	92.63	93.92	93.92
2014-2015	93.16	94.65	94.65	94.65
2015-2016	93.61	95.12	95.37	TBD
2016-2017	92.94	93.79	TBD	TBD
2017-2018	93.72	TBD	TBD	TBD

Number of On-Time Graduates Out of Total in 2017-2018, By School, By Student Group

	Academic Excellence Online	Area Learning Center	Arrowhead Academy	Denfeld	East	Rockridge Academy
All Students	10/14	60/139	1/19	160/217	358/382	11/28
American Indian		2/11		7/15		
Asian					9/10	
Hispanic						
Black		7/18		11/14	10/12	
White	10/14	42/90		122/157	318/337	6/10
Two or More Races		3/11		12/18		
Special Education			10/20	33/58	31/41	4/12
Free/Reduced Lunch		44/108	1/18	98/152	75/91	11/28
Male		28/70	1/16	89/122	152/169	10/25
Female		32/69		71/95	206/213	
Homeless		10/36		17/32	14/18	

Contact Information

Tawnyea Lake - PhD, NCSP
Director of Assessment and Evaluation

218.336.8713

tawnyea.lake@isd709.org

Additional data (including raw numbers) available on Minnesota Report Card:

<http://rc.education.state.mn.us/>

MDE Website: Data Center > Data and Analytics > Students > Graduation Rates

Graduation Rates and Supportive Programming

May 13, 2019

North Star and WBWF

North Star Accountability System (ESSA)

World's Best Workforce (WBWF)

Programs & Initiatives

School within a School

Check and Connect

Community Schools

Building Assets, Reducing Risks (BARR)

ALC/AEO

Special Education Programming

PLCs

MTSS

Families in Transition



Programs & Initiatives

Public Health Partnership for Mental Health

PBIS Strategies

Dream Catchers Program

American Indian Education

Misaabekong Ojibwe Immersion Program

Culture. Abilities. Resilience. Engagement. (CARE)

Office of Education Equity



CTE

Overall Concentrators*: -40 (124 ttl)

Graduation rate: -2% (3 year average 88.16%)

special populations

- up with this cohort
- Graduation rate up 4%(SPED)
- Improved enrollment but not concentrator

Struggle with Placement in higher education 31%

6120 625 MUSICAL INSTRUMENTS

Class room instruments will be furnished by the School Board. These include instruments such as rhythm instruments, bells, pianos, autoharps, cellos, flutophones, as well as other special items.

Large instruments, such as tympani, chimes, tubas, etc., will be furnished by the School Board District to the bands and orchestras. In some cases instruments will be furnished to students on a rental basis for the school year or during the summer months. ~~Effective July 15, 2003 rental fees will be charged as follows:~~

Type	Duration	Cost
-	-	-
One Instrument (other than percussion)	School Year	\$80.00
Two Instruments (large instruments that cannot be transported)	School Year	\$100.00
Percussion	School Year	\$80.00
One Instrument	Summer	\$20.00

~~The current rental fee schedule can be found in regulation 5085R Family and Student Handbook. The rental fee is reduced to one-half of the designated the amount that is listed above for students who qualify for reduced lunch and is waived for students who qualify for free lunch.~~

Rental fees must be paid in full and the completed Independent School District # 709 Duluth, Minnesota Instrument Rental Agreement must be turned in at the time the student receives his/her instrument unless other arrangements have been approved by the Director of Curriculum.

Cross References: ISD 709 Regulation 5085R - Family and Student Handbook

Adopted: 06-09-1970 ISD 709

Revised: 06-20-1995
07-15-2003
10-19-2004 ISD 709

First Reading: 5-21-2019

To: Gail Netland, director of Curriculum
From: Teri L. Akervik, Music Curriculum
Re: Instrument Rental Fees
Date: 4/2/19

The Music Department is recommending a change in the current fee structure of rental fees for the Duluth Public Schools instrumental programs beginning next school year, 2019-20. The recommended increase better aligns the district rental fee with repair/replacement costs and instrument rental fees of comparable districts. This rental fee increase applies to any student renting from the Duluth Public Schools, grades K-12, at all school sites in a general music or instrumental music course. Fees for students qualifying for Free/Reduced Lunch remain at the same percentage.

Rationale:

- The last revision for rental fees was Oct 2004 per policy #6120.
- Repair & equipment purchase costs have increased over the years.
- The age and condition of instruments has increased the amount of repairs.
- No budget for a long-term music inventory repair/replacement plan.

Recommendation to increase at the beginning in FY 2019-20 and subsequent years:

\$100.00 = One Instrument & Percussion

\$125.00 = Two Instruments

\$30.00 = One Instrument

The Form #6120 (#35-05-006020) will need to be updated for the fee changes including elimination of the “Secondary” heading, the “Percussion” line and the “Elementary” section.

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
DSACF – Esperanza Fund	Phillip Thouin, Area Learning Center	Duluth Area Learning Center Environmental Program	\$2,525	Funds will be used to support experiential, place-based learning to under-served, at-risk students through field experiences to local nature reserves, parks, and organizations.
Minnesota Department of Agriculture	Pam Bowe, Child Nutrition	FY 2019 AGRI Program Dairy Cooler Grant	\$4,500	Funds will be used to purchase dairy coolers at Lakewood, Lowell and Stowe Elementary Schools.
Jeffers Foundation	Nathan Glockle, Stowe Elementary School	School Garden Grant	\$500	Funds will be used to implement a school garden project at Stowe Elementary School.



April 30, 2019

Mr. William Gronseth
Superintendent
ISD#709 - Duluth Public Schools
215 North First Avenue East
Duluth, MN 55802

Dear Mr. Gronseth:

I am pleased to inform you that a grant of \$2,525 from the Esperanza Fund has been approved for the ISD#709 - Duluth Public Schools for *Duluth Area Learning Center Environmental Program*.

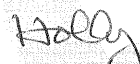
This grant was recommended from the Esperanza Fund, a donor advised fund of the Duluth Superior Area Community Foundation. By cashing this check, the ISD#709 - Duluth Public Schools certifies that the Duluth Superior Area Community Foundation's check for \$2,525 has been received and that the terms and conditions as set forth in the enclosed Grant Agreement have been and will be complied with.

Also, would you please acknowledge this grant in a short letter addressed to:

Esperanza Fund
c/o Duluth Superior Area Community Foundation
Zeitgeist Center for Arts and Community
222 East Superior Street, Suite 302
Duluth, MN 55802

On behalf of the Duluth Superior Area Community Foundation, we are very pleased to be able to help you with your program and wish you continued success.

Sincerely,


Holly C. Sampson
President and CEO

Enclosure
CC: Phillip Thouin, Duluth Area Learning Center
Dr. Anne Schepers

RECEIVED
APR 05 2019
Office of the Superintendent

BOARD OF TRUSTEES

- David A. Kropid, *Chair*
- Bethany M. Owen, *Vice Chair*
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Holly C. Sampson,
President and CEO

Private giving for the public good

"Fostering generosity, civic engagement, and inclusiveness"

Zeitgeist Center for Arts and Community • 222 East Superior Street, Suite 302 • Duluth, MN 55802

P: 218.726.0232 • F: 218.726.0257

info@dsacommunityfoundation.com • www.dsacommunityfoundation.com



**DULUTH SUPERIOR AREA COMMUNITY FOUNDATION
GRANT AGREEMENT**

The recipient hereby agrees to the following grant conditions:

1. To use the funds only for the designated purpose as described in the project title below and subsequent grant notification letter; to notify the Duluth Superior Area Community Foundation of and obtain its consent to any substantial deviation from said grant application, to use the grant in accordance with current and applicable laws and pursuant to the Internal Revenue Code, as amended, and the regulations issued there under; and to not use the funds for any purpose prohibited by law.
2. To maintain its books and records to show, and separately account for, the funds received under this grant, and to maintain records of expenditures adequate to identify the purposes for which, and manner in which, grant funds have been expended. Expenses charged against this grant may not be incurred prior to the date the grant period begins or subsequent to its termination date. The grantee will return any unexpended funds to the Foundation at the close of the grant period.
3. To ensure the grant funds are not used to commit, advocate, facilitate or participate in terrorist acts, to influence legislation, to influence the outcome of any public election, or to carry on a voter registration drive.
4. To permit the Duluth Superior Area Community Foundation, at its request, to have reasonable access to the grantee's files and records for the purpose of making such financial audits, verifications, and investigations as it deems necessary concerning the grant, and to maintain such files and records for a period of at least four years after completion or termination of the project.
5. To return to the Duluth Superior Area Community Foundation any unexpended funds or any portion of the grant which is not used for the purposes specified herein.
6. To recognize the Duluth Superior Area Community Foundation in all publicity materials related to the funded project or program, as specified in the grant notification letter.
7. To permit the Duluth Superior Area Community Foundation to use photographs, news clippings, social media, and interview content resulting from the grant to promote the grant, the work of the Foundation, or to facilitate related philanthropic fundraising efforts.
8. The recipient certifies that that there has been no change in exempt status or classification and no notice of any adverse action by the Internal Revenue Service with respect to exempt status or classification under the Internal Revenue Laws.
9. The recipient further certifies compliance with the following donor advised fund legal requirements:
 - donors, advisors, and related parties are prohibited from using donor advised funds to fulfill pledges;
 - donors, advisors, and related parties are prohibited from using advised funds to secure benefits from the distribution recipient;
 - donor advised funds may not make grants to individuals or grants to an entity for the benefit of a specified individual;
 - donors, advisors, and related parties are prohibited from receiving grants, loans, compensation or similar payments from donor advised funds.

Name of Organization: ISD#709 - Duluth Public Schools
215 North First Avenue East
Duluth, MN 55802

Project Title: Duluth Area Learning Center Environmental Program

Grant Amount: \$2,525 **Fund:** Esperanza Fund

RECEIVED

APR 05 2019

Office of the Superintendent

April 29, 2019

William Gronseth
Duluth Public Schools
215 North 1st Avenue East
Duluth, MN 55802

Dear William Gronseth,

Congratulations on being a recipient of a Fiscal Year (FY) 2019 Agricultural Growth, Research, and Innovation Program (AGRI) Dairy Cooler grant. The award amount is \$4,500.00 for the expenses outlined in your proposal budget:

Lakewood Elementary	\$1,500.00
Lowell Elementary	\$1,500.00
Store Elementary	\$1,500.00

Prior to beginning work on your FY 2019 AGRI Dairy Cooler, you must submit the following:

- The name and the email address of the person who can enter your organization into a contract with The Minnesota Department of Agriculture.

Upon receiving of your information, a FY 2019 AGRI Dairy Cooler contract will be drafted. Grant payments will be reported to the organization for income tax purposes. Approximately two weeks after you submit the above information, you will receive an email with a link to the contract via DocuSign. You must electronically sign the contract within 60 days of receipt or the contract may be forfeited. Please contact me at 651-201-6277 if you need help signing the contract.

Reporting instructions and reimbursements procedures will be sent following the execution of the contract.

If you have additional questions or concerns feel free to contact me at Lisa.Sawyer@state.mn.us.

Sincerely,



Lisa Sawyer, Grant Specialist



Directors:
Paul W. Oberg - CEO, CFO
Fergus R. Woolley - Asst. CEO
Michael D. Fairbourne - VP, Asst. Secretary
Kelly M. Johnson - Asst. CFO
Galen B. Erickson - Director of Communications
Thomas M. Westerhaus, EdD. - Director of Education

2605 Fernbrook Lane - Suite B-1
Plymouth, Minnesota 55447 Ph: 952-475-9914
www.JeffersFoundation.org Info@jeffersfoundation.org

April 24, 2019

Nathan Glockle
Stowe Elementary School
715 101st Avenue W
Duluth, MN 55808

Dear Nathan:

On behalf of Jeffers Foundation, it is my pleasure to congratulate you on being selected to receive this \$500.00 school garden grant to help you as you implement your school garden project. We look forward to visiting your garden and collecting video footage to share the experiences of your program with others.

Yours truly,

Paul W Oberg, CEO

Jeffers Foundation

Enclosed Check #13029

RESOLUTION

Response to American Indian Education Resolution of Concurrence and Non-concurrence 2018

WHEREAS, Minnesota Statute 124D.78 requires a school board to respond in writing within 60 days, in cases of non-concurrence, to each recommendation made by the American Indian Education Parent Committee and state its reasons for not implementing the recommendations.

NOW, THEREFORE, BE IT RESOLVED that the Duluth School Board submits the response to the American Indian Education Resolution of Concurrence and Non-concurrence 2018 report as attached.

RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE 2017					
AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS	RESPONSE
KINDERGARTEN READINESS	Increase the number of American Indian families in Headstart programs and ready for K	No one in place at Headstart level to provide ongoing culturally relevant support to families and students.		Train the "float" staff on culturally inclusive strategies to ensure Early Childhood programs are providing culturally relevant programming.	Work with Early Education staff to incorporate appropriate training into their regularly scheduled professional development opportunities.
READ WELL BY GRADE THREE	Increase the number of American Indian students to reading at grade level by third grade.		N/A	Utilize funding from Title programs that are for ELL	This may be applicable with students who are learning English as an additional language. However, the district expends far more resources on the ELL program than funded by Title. American Indian students who are not reading at grade level should receive specific interventions through the MTSS structure.
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	2012-13 baseline math proficiency is 36.1% for AI students. 2017-18 math proficiency for AI students is 39.2% which is a 3.1 % increase but also a 1.9% decrease from last year. Numbers are still unacceptable when looking at their peers.	Rates have increased since 2012-13 (Increased 6.4%) 41.1 % proficiency in Math is still unacceptable for American Indian students.	Include AIHSL in the MTSS model district wide not just at sites that are willing.	The Coordinator of American Indian Education has connected with curriculum content specialists for collaboration and support. AIHSL could attend MTSS trainings and be included in the process at the district and site level.
	Increase American Indian Student Achievement	2012-13 baseline reading proficiency is 35.3% for American Indian Students 2016-17 proficiency is 44.2% which is a 9.0 % increase, still unacceptable	Rates have increased since 2012-13 (increased 7.8 %). 43.1 % (2016-17) proficiency in Reading is still unacceptable for American Indian students	Continue using Reading Americorps. Continue to address class size. Provide access to literary content relatable to students in a variety of mediums (including culturally relevant materials for American Indian students)	Reading Corps will continue and class size continues to be a priority as well. There has been collaboration with curriculum content specialists to provide American Indian specific materials, review American Indian Standards, and funding provided through the curriculum department for ELA materials and development.
	Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	Some teachers are in compliance with state standards because they utilize American Indian Home School Liaisons or Coordinator to help meet these standards.	District monitor and enforce compliance with American Indian State standards. Provide/hire American Indian specific content specialist.	We have made reductions to curriculum staff and are not able to hire another content specialist at this time. As listed above, there has been collaboration between American Indian Education staff and curriculum content specialists to incorporate standards into the curriculum, and ensure materials are culturally inclusive.
GRADUATION	Raise Graduation rates for American Indian students	2012-13 District Wide graduation rate (4 year) for American Indian Students was 32.5 and has increased to 36.5% in 2015-16	Academic and Achievement Centers are available for all students at 2 High Schools. Denfeld has a SOAR Academy going for students. Peer Tutors are also available. WIN class supplement. Saturday School.	Increase access to peer tutors. Continue Saturday School requirement/option. Continue WIN and WIN utilization by teacher and student request for academics.	Saturday School is available at East High School and DASH has started at Denfeld. WIN times will continue in both the middle school and high school levels. Check and Connect at Denfeld has supported American Indian students who receive special education services. Integration specialists can also support students.

COLLEGE AND CAREER READINESS	Increase the number of American Indian students who are college or career ready	Special Education students are not consistently being exposed to College and Career readiness options	NA	Provide all American Indian students, including those receiving Special Services with Career and College readiness guidance through school guidance counselors.	All students should have access to school counselors and college and career readiness guidance. We will confirm with staff that this is in place. Students involved with Check and Connect could also receive support in this area. Collaboration should continue with CTE to provide information about CCR opportunities.
OTHER ITEMS	Increase staff and student knowledge of American Indians original to the area.	Lack of cultural awareness and history on local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.	N/A	Professional development training days or online training opportunities for staff related to American Indian (Ojibwe) language, culture and history.	There have been collaborative efforts to provide specific trainings. American Indian specific training was made available through the "Absent Narratives" training through the Humanities Center. This year we again had a team attend the MIEA conference. We would like this to continue as we believe it is a valuable opportunity. We will look to American Indian Education staff to provide ongoing supports and opportunities through consultations and regularly scheduled district-wide professional development days as available. There is also a new cultural competency requirement for teacher licensure starting in 2020.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to American Indian education	Funding dropped from the district to help with American Indian student success from 50k to 10k	Some funds are delegated for American Indian Education	Increase current funding from \$10,000 back to \$50,000 to help cover costs to increase amount of AIHSL and programming for AI students	While we are increasing access to interventionists for all students, we are unable to provide additional funds at this time. We will work with AIE staff to ensure all Federal funds are being used.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to Immersion programming	Resources allocated for American Indian Education and Misaabekong are not evenly balanced and roles are not well defined.	60 FTE was allocated last year but noticed that is still not sufficient for Misaabekong needs.	Staff Misaabekong with Ojibwe specific coordinator, assistant, and curriculum writer(s)	A .6 Coordinator position was planned for the 2018-2019 school year but was used for other positions as requested. The curriculum department also funds some curriculum development activities for the immersion program.
	Increase American Indian student achievement through services provided to them.	Lack of private adequate space for AIHSL to meet with students	NA	Provide consistent adequate space at buildings our AIHSL serve for students to receive academic and cultural services	We will ask Principals to identify dedicated spaces where available. Dedicated space is a challenge for buildings served by many itinerant staff (special education, mental health partners, etc.)

	Prioritize General Fund or Title Fund spending to instruction and support of American Indian students.	Not enough staff support to serve the approximately 600 American Indian students in DPS. Currently only have 4 staff and a part time OSS.	NA	Dedicate some resources/funding from General Fund or Title programs to increase the amount of staff serving AI students. Approval for AIE department to hire a Full time OSS, funding does not come from General fund.	There were positions that went unfilled this year due to not being able to hire a qualified candidate. Regarding Office Support Specialist, work with HR to determine the appropriate number of hours and weeks based on the job description and job duties.

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: [Signature]
 Not Recommended Date: 4/19/19

Assistant Superintendent: Recommended Name: [Signature]
 Not Recommended Date: 4/26/19

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: Denfeld Jazz Band 9-12
2. Contact Person (Responsible for Checklist Completion): Joshua Lehigh
3. Field Trip Date(s): 4/26-4/27 Destination: Eau Claire, WI
4. Field Trip Overview (Include events, establishments and locations): Eau Claire Jazz Festival. Friday evening Festival Concert and Saturday performance/masterclasses.
5. Field Trip Departure from School (Date and Time): Friday, 26th @ 4:30 PM
Field Trip Return to School (Date and Time): Saturday 27th @ 6 PM
6. Objectives of Field Trip: Perform at the festival, listen to other high school jazz groups, receive clinic with guest Clinicians, hear concert performed by "New York Voices" and Eau Claire's top jazz band.
7. Relationship to Curriculum or Student Learning: Performance, cultural experience, making aesthetic judgments,
8. Planned Follow-up Field Trip Activities: Listen to recordings, discuss the trip, view clinicians comments.
9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$ 555
Total Meals	\$
Total Lodging	\$560
Total Transportation	\$ 1,200
<input type="checkbox"/> School District Vehicle(s)	
<input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: <u>LGS Coaches</u>	
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$
Other:	\$
Total	\$ 2,315

Revenues	
District Budget	\$
Booster Group	\$ 1,190
Donations	\$
Student Fees	\$ 1,125
Total Additional Stipends:	\$
Total	\$2,315

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.

- X Develop and Communicate Student Discipline Expectations
- X Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- X Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.)
- X Gain Access to Cell Phone for Field Trip
- X 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.
- X Plan Meal Arrangements (if necessary)
Reminder: Notify food service of non-participation.
- X Plan Administration of Student Medication and First Aid Needs (if necessary)
Guide: Contact School Nurse.
- X Develop and Communicate Action Plan if Student Gets Lost on Trip
- X 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.
- X Develop and Communicate Teacher and Adult Chaperone Expectations
Example: Supervision duties, no smoking, no alcohol
- X Planned Itinerary

TIME	LOCATION
4:30 PM _____	Depart Denfeld _____
7:30 PM _____	Attend Festival Concert, feat. UEWC Jazz I and New York Voices _____
10 PM _____	Back to hotel _____
Sat.: _____	Perform. attend clinics and other performances. _____
3 PM _____	Depart Eau Claire for Denfeld _____

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

Signature of Contact Person: _____

FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: Paul A
 Not recommended Date: 4/25/19

Assistant Superintendent: Recommended Name: [Signature]
 Not recommended Date: 4/22/18

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: 04/25/19

Type of Trip:	Instructional	X Extended
Supplementary		
1. Organization/Grade/Course Planning Trip:	Health Occupations Student Association	
2. Contact Person (Responsible for Checklist Completion):	Kim Olson, Instructor	
3. Field Trip Date(s):	June 18th, 2019 - June 22, 2019 - Orlando, Florida	
4. Field Trip Overview (Include events, establishments and locations):	<p>Students will compete in the HOSA national event with these goals in mind:</p> <ul style="list-style-type: none"> ● To develop effective leadership qualities and skills. ● To develop the ability to communicate more effectively with people. ● To develop character. ● To develop responsible citizenship traits. ● To understand the importance of pleasing oneself as well as being of service to others. ● To build self-confidence and pride in one's work. ● To make realistic career choices and seek successful employment in the healthcare field. ● To develop an understanding of the importance in interacting and cooperating with other students and organizations. ● To encourage individual and group achievement. ● To develop an understanding of current healthcare issues, environmental concerns, and survival needs of the community, the nation and the world. ● To encourage involvement in local, state and national health care and education projects. ● To support Health Science Education instructional objectives. ● To promote career opportunities in health care. 	
5. Field Trip Departure from School (Date and Time): Field Trip Return to School (Date and Time):	June 18, 2019	
6. Objectives of Field Trip:	Compete in the National HOSA competition.	
7. Relationship to Curriculum or Student Learning:	<p>Health Occupations Student of America is a National Career and Technical Organization endorsed by the Department of Education and the Health Occupations Education Division of the Association of Career and Technical Education. The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health science education students, therefore, helping the student meet the needs of the health care community. The program encourage students to develop leadership and technical HOSA skill through a program of motivation, awareness and recognition. Students will compete using skills they have obtained in the classroom.</p>	
8. Planned Follow-up Field Trip Activities:	Promote higher education in the Health Field industry.	

Estimated Expenses (This is total budget for all participants)	
Total Admission/Fees; (90.00 per student and teacher - estimate 10 students and 2 teacher)	1080
Total Meals: these are estimates	3850
Total Lodging: Estimates	6096
Total Transportation	3300
School District Vehicle(s)	
Commercial Transportation Carrier	
Private Vehicle (requires certificate of insurance)	
Total Additional Stipends:	0 43
Other: HOSA Membership , subs	0
Total	14326

Revenues

District Budget	Perkins	\$1963
Booster Group		
Donations		
Student Fees		\$12363
Total Additional Stipends:		
Total		14326

Breakdown of expenses to be paid by Perkins

- Registration for teacher \$90.00
- Meals for 5 days (\$38 x 5) \$190
- Lodging 5 nights (200 x 5) \$1000
- Transportation (airfare and shuttle) \$ 683
- Total = \$1963

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 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

See attached email

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

Signature of Contact Person: _____

Signature of Contact Person: Kimberly Olson Instructor

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: Kimberly Olson Instructor



MEMORANDUM

TO: Curriculum Dept.
FROM: Patricia Fleege, Adult Diploma Program
SUBJECT: High School Diploma
DATE: 4/22/2019

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

Valerie Dodge

4/22/2019

April 23, 2019

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>
Caleb Edward Davis	Duluth Public Schools	4/23/2019

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

April 23, 2019

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>
Travis John LaPlante	Duluth Public Schools	4/23/2019

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

April 23, 2019

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>
Carly A. Gelineau	Duluth Public Schools	4/24/2019

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

April 24, 2019

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>
Payton Rose Kaarbo	Duluth Public Schools	4/25/2019

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

May 1, 2019

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

Dear Mr. Horton:

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<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Hailey M. Smith	Duluth Public Schools	5/1/2019

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

May 7, 2019

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

Dear Mr. Horton:

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<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Joseph A. Northrup Jr.	Duluth Public Schools	5/7/2019

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

February 28, 2019

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>
Alyssa Grace Prudhomme	East High School	5/30/2019

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

February 28, 2019

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>
Austin Mehling	Denfeld High School	5/30/2019

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

February 28, 2019

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>
Margaret Rose Nelson	Denfeld High School	5/30/2019

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

May 7, 2019

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>
Madison Marie Dosan	Denfeld High School	5/30/2019

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

March 6, 2019

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>
Estonia Maria Rodriguez-Hernandez	East High School	6/4/2019

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

March 6, 2019

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>
Steven E. Koop	East High School	6/4/2019

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

March 6, 2019

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>
Liam Idso	Denfeld High School	6/4/2019

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

**DATA SHARING AGREEMENT FOR RELEASE
OF DATA UNDER "SCHOOL OFFICIAL" EXCEPTION**

This Data Sharing Agreement ("Agreement") between Independent School District No. 709, Duluth Public Schools ("District") and THE REGENTS OF THE UNIVERSITY OF MINNESOTA THROUGH ITS DULUTH CAMPUS UPWARD BOUND, is entered into as of July 1, 2019 ("Effective Date"). The District and THE REGENTS OF THE UNIVERSITY OF MINNESOTA THROUGH ITS DULUTH CAMPUS UPWARD BOUND PROGRAM are referred to collectively as the "Parties."

WHEREAS, certain individuals affiliated with THE REGENTS OF THE UNIVERSITY OF MINNESOTA THROUGH ITS DULUTH CAMPUS UPWARD BOUND (hereinafter "Requesting Entity") will provide *EDUCATIONAL SUPPORT* to the District for the 2019-2020 school year; and

WHEREAS, the services to be provided by individuals affiliated with Requesting Entity are institutional services and functions for which the District would otherwise use its own employees; and

WHEREAS, the District anticipates individuals affiliated with Requesting Entity will be required to access personally identifiable information related to students and educational data in order to effectively provide services to the District; and

WHEREAS, both the Family Educational Rights and Privacy Act ("FERPA") and the Minnesota Government Data Practices Act ("MGDPA") allow certain contractors, consultants, volunteers, and other parties to access information that would otherwise be protected from disclosure under a "school official" exception; and

WHEREAS, individuals affiliated with Requesting Entity will be providing services in a manner that meets the relevant requirements to qualify as a "school official" under both FERPA and the MGDPA; and

WHEREAS, the Parties wish to enter into this Agreement in order to outline in greater detail the terms and conditions upon which individuals affiliated with Requesting Entity will be granted access to certain protected student data as a "school official."

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, the parties agree to the following:

1. **Services Provided to District.** Requesting Entity is a CONSTITUTIONAL CORPORATION whose TUTOR will provide *EDUCATIONAL SUPPORT* to the District. The services to be provided to the District are institutional services and functions for which the District would otherwise use its own employees.

2. **Protected Student Data Defined.** "Protected Student Data" means any data defined as "personally identifiable information" contained in educational records as the term is defined in FERPA and its implementing regulations, 20 U.S.C. § 1232g and 34 C.F.R. § 99.31, or "educational data" as defined in the MGDPA, Minn. Stat. § 13.32.
3. **Types of Data to be Accessed.** In the course of providing the services described in Paragraph 1, individuals affiliated with Requesting Entity will have a legitimate need to access Protected Student Data in the form of ATTENDANCE, GRADES, GRADEBOOK, TRANSCRIPTS, TEST SCORES AND SCHEDULES. The data described in this Paragraph is subject to disclosure restrictions imposed by FERPA and the MGDPA.
4. **District's Control over Use and Maintenance of Data.** The following terms and conditions will govern the manner in which individuals affiliated with Requesting Entity will have access to Protected Student Data:
 - a. *TUTOR* shall be the only representatives of Requesting Entity granted access to Protected Student Data in accordance with the terms of this Agreement. Protected Student Data shall not be shared with any employee, agent, volunteer, or other affiliate of Requesting Entity who is not within the group of individuals defined in this Paragraph. Prior to being granted access to Protected Student Data, each TUTOR must review and sign the acknowledgement and consent form attached hereto as Exhibit A.
 - b. Requesting Entity shall not attempt to use, access, or maintain Protected Student Data for any reason other than purposes legitimately necessary for its TUTOR to provide the services referenced in Paragraph 1. Requesting Entity shall not maintain its own files, documents, or any other form of records containing Protected Student Data or attempt to obtain access to Protected Student Data for anyone other than an individual described Paragraph 4(a).
 - c. The use and maintenance of Protected Student Data by TUTOR shall be at all times subject to the District's direct control.
 - d. Individuals providing services as TUTOR shall be granted access to Protected Student Data through the District's Infinite Campus system in a manner deemed appropriate by the District. Requesting Entity shall supply the District with a list of the names of the individuals providing services as TUTOR to the principal of the building in which each individual will be providing services. Upon receipt of the list of names, the District will determine using its sole discretion the extent to which each individual will be granted access to Protected Student Data through the Infinite Campus system. Under no circumstance will an individual be granted greater access

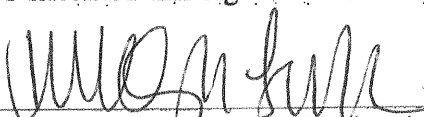
to Protected Student Data than what is legitimately necessary to effectively provide the services listed in Paragraph 1. The District retains the right to alter at any time and in its sole discretion the manner in which individuals providing services as TUTOR access Protected Student Data. No individual will be granted access to Protected Student Data unless the person has signed the form attached as Exhibit A and provided a copy to the principal of the building in which the individual will be providing services.

- e. The individuals providing services as TUTOR shall not copy, duplicate, alter, modify, or otherwise make changes to or reproductions of Protected Student Data unless legitimately necessary to perform the services described in Paragraph 1. If any individual who has been granted access to data in accordance with this agreement has maintained copies or other reproductions of Protected Student Data for legitimate purposes, such copies or other reproductions must be destroyed within 30 days of the expiration of this Agreement.
 - f. The District reserves the right to restrict, modify, or discontinue the use and maintenance of Protected Student Data authorized by this agreement for any reason. If the District exercises its sole discretion to restrict or cancel access to data, Requesting Entity and/or its affected representatives shall destroy any copies or reproductions of data which they no longer have access in accordance with the timeframe and requirements of Paragraph 4(f) of this Agreement.
5. **Redislosure of Protected Student Data.** In the course of performing the services described in Paragraph 1, the Parties agree that individuals providing services to the district as TUTOR shall not redisclose Protected Student Data to any representative of Requesting Entity not within the class of individuals identified in Paragraph 4(a) or any person or party other than a school official with a legitimate need to access the data unless disclosure is specifically authorized or required by law. In the event a parent or eligible student requests disclosure of Protected Student Data to a third party, Requesting Entity and its representatives shall direct the requesting parent or eligible student to the appropriate building principal, who will process each request to disclose Protected Student Data in accordance with applicable District policies and procedures.
6. **Data Related to TUTOR Evaluations.** The Parties agree that data maintained by the District with respect to individuals who perform services on a voluntary basis for the District is defined as personnel data by the MGDPA, Minn. Stat. § 13.43. In the event Requesting Entity requests information from the District that is not classified as public data pursuant to Minn. Stat. § 13.43, subd. 2, Requesting Entity shall obtain a written consent of the subject of the data prior to requesting the data from the District.

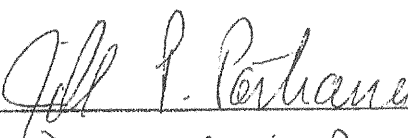
7. **Term.** This agreement shall be valid from the date duly approved by both Parties through June 30, 2020. On July 1, 2020, this agreement shall terminate and the District will terminate the ability of the individuals described in Paragraph 4(a) to access Protected Student Data.
8. **Successors and Assigns.** This Agreement will be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns. No Party may assign or transfer this Agreement or any of its rights, interests or obligations hereunder without the prior written consent of the other Party.
9. **Amendment/Modification.** This Agreement may be amended or modified only by a writing executed by the Parties. No custom or practice of the Parties at variance with the terms hereof will have any effect.
10. **Entire Agreement.** This Agreement constitutes the entire agreement and understanding of the parties relative to the subject matter hereof. The parties have not relied upon any promises, representations, warranties, agreements, covenants or undertakings, other than those expressly set forth or referred to herein. This Agreement replaces and supersedes any and all prior oral or written agreements, representations and discussions relating to such subject matter.

IN WITNESS HEREOF, the Parties have executed this Agreement as of the date first written above.

DATE: 4-30-19

By: 
 Director of Assessment / Evaluation / Performance

DATE: 4/22/19

By: 
 Title: Dean, CEH&P
 Phone: 218-726-6537

DATE: _____

By: _____
 School Board Chair, Duluth School District 709