

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, November 15, 2016

District Services Center

709 Portia Johnson Dr.

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 5

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

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

B. Informational Presentations

1) Youth in Action Presentation 6

Representatives from St. Louis County's Youth in Action Program presented information regarding the program's activities, events and leadership opportunities offered to local area students.

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

2) Full Service Community Schools Presentation 10

Rachel Thapa and Jen Eddy, Full Service Community Schools Program Coordinators, presented information regarding the work that they've done to implement Full Service Community Schools programming and services at Myers-Wilkins Elementary and Lincoln Park Middle School. They also provided an update regarding grant funding to expand this work at these schools and other schools throughout the District.

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

3) Course Guides and Program Changes for 2017-18 25

Dr. Michael Cary, Director of Curriculum and Instruction, presented information regarding course guides and program changes for the 2017-

18 school year. Dr. Cary also reviewed upcoming changes to college and university accreditation rules that impact College in the Schools (CITS) programming.

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

C. Grant Applications - NONE

D. Regulations - NONE

2. **Action Items**

A. Presentation Items Requiring Approval - NONE

B. Grant Awards

1) Resolution E-11-16-3404 - Acceptance of Grant Awards to Duluth Public Schools 35

Attached is Resolution E-11-16-3404 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve the grant awards from the following organizations:

Northland Foundation

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-11-16-3404 - Acceptance of Grant Awards to Duluth Public Schools.

C. Extended Field Trip Requests 37

Eleventh and twelfth grade Health Occupation Students of America (HOSA) from Denfeld and East High Schools will be traveling to the Hilton in Bloomington, Minnesota from November 10-11, 2016 to participate in the Minnesota HOSA Fall Conference. During the conference they will run for state officer positions. They will also take part in lessons in leadership, parliamentary procedures, and career development. The total cost of the trip is \$4,835 and will be funded with student fees and grant dollars.

Eleventh and twelfth grade Health Occupation Students of America (HOSA) from Denfeld and East High Schools will be traveling to the Hilton in Bloomington, Minnesota from November 18-19, 2016 to participate in state officer training and Spring Leadership Conference planning. The total cost of the trip is \$1,084 and will be funded with student fees and grant dollars.

Eleventh and twelfth grade Health Occupation Students of America (HOSA) from Denfeld and East High Schools will be traveling to Camp Ripley in Little Falls, Minnesota to participate in the Minnesota HOSA MRC Camp/Workshop from December 1-3, 2016. They will take part in emergency preparedness lessons in authentic settings in the areas of CPR

and First-Aid. The total cost of the trip is \$5,584 and will be funded with grant dollars and student fees.

Fifth grade students from Lester Park Elementary School will be traveling to the Wolf Ridge Environmental Learning Center in Finland, Minnesota from March 10-12, 2017. This trip will provide students with an experiential learning opportunity, which will help them develop teamwork skills and provide a chance for personal growth. The trip is organized by parents, financed through fund raising activities and student/chaperon fees and will take place outside of the regular school schedule.

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

D. Policies

1) 5154 - Student Disability Nondiscrimination - DELETION 55

In moving to the MSBA Model Policies, administration is recommending the deletion of Policy 5154 which will be replaced with MSBA Policy 521.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 5154- First Reading.

2) NEW Policy 521 - Student Disability Nondiscrimination 56

Attached is revised MSBA Policy 521 for first reading, This policy would replace the current Policy 5154.

Recommendation: It is recommended that the Duluth School Board approve Policy 521 for the first reading.

3) 5155 - Special Education Services For Students With Disabilities - DELETION 60

In moving to the MSBA Model Policies, administration is recommending the deletion of Policy 5155 which will be replaced with MSBA Policy 608.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 5155 - First Reading.

4) NEW Policy 608 - Instructional Services - Special Education 62

Attached is revised MSBA Policy 608 for first reading, This policy would replace the current Policy 5155.

Recommendation: It is recommended that the Duluth School Board approve Policy 608 for the first reading.

E. Diploma Requests

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

Kaylee Ann Broman - October 11, 2016
Savannah M. Forrer - October 12, 2016
Harold Walker III - October 19, 2016
Morgan Rose Chiodi - November 7, 2016

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

F. Data Sharing Agreements - NONE

3. **Future Items**

**2017-18 Calendar - December
Wellness Policy Updates**

Assistant Superintendent Report to the Board

November 2016

Site Visits

Myers-Wilkins
Piedmont

Principal Development

In addition to ongoing individual goal setting conferences with each principal, I have been working with small groups of principals as part of a PLC. The purpose of the principal PLC is to develop their own instructional leadership capacities. This process allows teams with common needs to collaborate to support school improvement based upon differentiated needs of each school. Principal PLC is an ongoing process where principals work collaboratively through collective inquiry and action research to improve student achievement. We have four teams that meet monthly at school sites. I participate as well.

Multi Tiered Systems of Support (MTSS)

This has been a significant part of my work this fall. Our ISD 709 MTSS Leadership Team meets throughout the year to guide the district work. Members of this team and I meet with the individual school teams to building MTSS understanding across all staff and discuss systems changes needed to improve the current MTSS structures in each school.

Early Childhood

Our ISD 709 PK-3 Leadership Teams meets in November. The team consists of early childhood teachers and administrator, curriculum leaders, and district administrators. The purpose of this team is to guide the expansion and enhancement of our current early childhood programs and ensure the programs are integrated horizontally and vertically within the district. The work of this team is grounded in research from the University of Washington. We are using their tool, 'Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches,' to drive our actions. This tool provides the "big picture" of comprehensive and systemic PreK-3rd grade work. The tool helps monitor of progress and also suggests strategies and methods for how to evaluate PreK-3rd grade implementation efforts.





IRYA Staff

Taryn Burnett, Program Coordinator
BurnettT2@stlouiscoutymn.gov

Tyler Erickson, Program Coordinator
EricksonT@stlouiscountymn.gov

Patty Swedberg, Program Administrator
SwedbergP@stlouiscountymn.gov

Food Drive 2015

IRYA food drives are sponsored in several schools including those in Cherry, Chisholm, Eveleth, Hibbing, Mt. Iron/Buhl, Virginia, and the Northeast Range High School and Elementary School. Hundreds of pounds of food was collected and donated to local food shelves.

Learning Day at the Capitol

On April 12, 32 students from six area schools traveled to the State Capitol to meet with politicians including Governor Mark Dayton, Representatives Jason Metsa and Rob Eklund, and Senator Tom Bakk. The students prepared questions relating to topics that are important to them and also had the opportunity to ask questions related to the political process and what it means to work in politics.



Holiday Food Drive

15 Most Wanted

Soup Beans Fruit Tuna Vegetables
Crackers Tortillas Oatmeal Cereal
Pasta Rice Flour
Tomato Sauce Peanut Butter Fruit Juice

Choose healthy options like whole grains, low-fat & light syrup.

December 7-11

Bring a canned or boxed food item in to the drop off site.

The grade bringing in the most donated food items will be rewarded with a special fun event.

ALL FOOD IS DONATED TO OUR LOCAL FOOD SHELF FOR FAMILIES IN NEED.



Sponsored by Virginia Iron Range Youth in Action



S A I N T
LOUIS COUNTY
MINNESOTA

IRYA maintains and supports quality programs for students in grades 9-12. We promote positive youth development and public service values, and encourage Iron Range youth to become young leaders who are better engaged with their communities. At the same time, we work to bring positive changes to Northern Minnesota through partnerships with area businesses, organizations and elected officials.

IRYA.org



Make a Difference Conference

Members held their 21st Annual Young Leaders Conference, Make a Difference 2016, on February 22, hosting nearly 350 Iron Range teens from Hibbing, Chisholm, Cherry, Ely, Eveleth/Gilbert, Mesabi East, Northwoods, South Ridge, Northeast Range, Mountain Iron/Buhl and Virginia High Schools at Fortune Bay Resort. The focus of the conference was to provide education through a variety of workshop offerings and presentations delivered by professional keynote speakers, Jamie Nebozny and Steve Mead. Our goal for student participants is to bring awareness that everyone can make a positive difference in their lives by becoming active in community service projects and civic events.

Service Learning Trip

Fourteen IRYA students from five Iron Range Schools joined together to help children and families served by two Twin Cities agencies. The two-day trip in late July brought Iron Range Youth in Action (IRYA) students to the Ronald McDonald House and a Salvation Army kids camp in St. Paul. The students chose the organizations where they wanted to serve and worked to raise funds to cover the costs. The students were responsible for planning a meal, shopping for necessary groceries, and preparing and serving the food to 70 people at the Ronald McDonald House. The following day they visited the Salvation Army kids camp, playing games and spending time with the children there.



Bonding and getting to know each other by grocery shopping or having a pool party was all a great time. But, what was even better, was helping out and making a dinner for the families who appreciate it more than we know. Meeting new kids and learning their story gives you a new look at life, and what we take for granted.

Marissa Peterson, 2016 Service Learning Trip participant

We would like to recognize these PARTNERS Board Members who serve as our mentors & advocates in building healthy communities for kids.

Keith Nelson SLC Commissioner 6 th District	Tom Rukavina SLC Commissioner 4 th District	Steve Raukar SLC Commissioner 7 th District
Kevin Scaia Chisholm Council	Ray Marsnik ISD 696-Ely	Gary Skalko Mt. Iron – Mayor
Mary Hess Aurora – Mayor	Scott Smolich Aurora Council	Nevada Littlewolf Virginia Council
Greg Manninen ISD 706-Virginia	Rob Kutsi Gilbert – Mayor	Larry Sokoloski ISD 712-Mt.Iron/Buhl
Heidi Omerza Ely Council	Walt Hautala ISD 2711-Mesabi East	Mona Putzel ISD 2154-Eveleth/Gilbert
Jeff Polcher ISD 701-Hibbing	Chet Larson ISD 2142-St. Louis County	Leanne Johnson ISD 695-Chisholm
Chip Holter Hoyt Lakes Council	Tom Beaudry City of Cook	Bernard Collins ERATS
Babbitt City Council	Tower City Council	Biwabik Twp Board

This conference is sponsored by: St. Louis County, Partners Board, and many local businesses, agencies and community supporters

St. Louis County IRYA Staff:

Taryn Burnett and Tyler Erickson,
Youth Program Coordinators
Shelly Jamnick, Support Staff



IRYA Youth Conference ⁸

Fortune Bay Resort – Lake Vermilion

8:30–9:00	Registration T-shirt pick up	February 22, 2016
9:15–10:30	Welcome Keynote speaker, Jamie Nabozny “Bullied: The Jamie Nabozny Story”	
10:35–11:05	Workshop 1 Look on your nametag... It has your room assignments!	
11:10–11:40	Workshop 2	
11:45–1:10	Lunch and entertainment Keynote speaker, Steve Meade “Virtual Reality Tour” Visit Information Booths	
1:15–1:45	Workshop 3 Attend your workshop selection!	
1:45	Release students back to BUSES	

Please remember to fill out your evaluation form.



Thanks for attending ... We hope you enjoyed the conference ...
Go Out & Make a Difference!

Workshops

One: 10:35 - 11:05 #Two: 11:10 - 11:40 #Three: 1:15 - 1:45

Success: The Right Answers (Executive Boardroom)

by Ely IRYA

Learn job interview skills.

Got Money? (Woodland Ballroom)

by Cherry IRYA

Teen job searching skills that pay the bills.

Let's Talk About Sex (Tamarack)

by Chisholm IRYA

Consequences and realities of teen sex.

Drop and Give Me Zen (Sumac)

by Ely IRYA

Physical & mental benefits of Zumba & healthy eating.

Keep Calm & Don't Stress On (Balcony)

by Southridge IRYA

Are you stretching yourself too thin?

Learn time management for stress relief.

The Situation Room (Poolside)

by Northeast Range IRYA

Responding in controversial moments.

Danger of Dieting (Lobby Stairwell)

by Eveleth/Gilbert IRYA

Impacts of malnutrition and fad dieting

Life Inside a Box (Spruce)

by Mesabi East IRYA

The truth about poverty.

What Does Your Cell Phone Mean to You?

(Hospitality Suite)

by Virginia IRYA

How much is too much? Impacts of cell phones on physical health.

We would like to give a warm welcome to this year's "Make A Difference 2016" speakers

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Jamie Nabozny grew up in Ashland, Wisconsin. His life changed drastically when he was targeted in middle school for being gay. His years of harassment ended with a beating that put him in hospital and required abdominal surgery. After realizing that many other young people endured similar fates, he decided to fight back. He won a Landmark Lawsuit in Federal court that establishes that all young people, including gay, lesbian, bisexual or transgendered, deserve a safe educational experience. "Bullied", a documentary, chronicles his life. Jamie now speaks out for the millions of kids bullied in our schools every day. He travels the country and shares his story so that no child has to endure what he endured.



Today's program is presented by St. Louis County - Iron Range Youth In Action Program and students from Iron Range High Schools.

Steve Meade first started his exploration into the world of hypnosis, back in 1990 while preparing for his final semester of college at Iowa State University. During the fall before his final semester, he got a hold of a self-hypnosis training audiocassette that was designed to teach him how to hypnotize himself to achieve his goals.



He used the knowledge he gained from that training audio, to hypnotize himself to get better grades - and boy did it ever work. That semester he got straight A's. As a direct result of that experience, several years after graduating from college, he apprenticed with one of the top hypnotists in the world. He learned how to hypnotize people for greater success in their life. This training was even more powerful than the original training from the audiocassette, and has helped him to now become one of the country's top performing hypnotists and a powerful Hypnotherapist.

Community Schools in Duluth

Jen Eddy, Executive Director
Myers-Wilkins Community School Collaborative

Rachel Thapa, Full Service Community School Coordinator
Lincoln Park Middle School

A Community School is a smart school⁰

What is a Community School?

- Schools and communities **connect**, **collaborate**, and **create**. Children and families have an array of supports from community partners right at their school.
- Community schools contain a host of opportunities and supports built-in that give students and parents all the tools they need to learn and grow.

[Community Schools Animation Video](#)



Community Schools Help Children Learn

Schools, together with their communities, must work to fulfill **six conditions for learning** identified as necessary for every child to succeed, based on an analysis of research.

Conditions for Learning:

1. **Early childhood development** is fostered through high-quality, comprehensive programs that nurture learning and development.
2. The school has a **core instructional program** with qualified teachers, a challenging curriculum, and high standards and expectations for students.
3. Students are **motivated and engaged in learning** -- both in school and in community settings, during and after school.
4. The **basic physical, mental and emotional health** needs of young people and their families are recognized and addressed.
5. There is **mutual respect and effective collaboration** among parents, families and school staff.
6. Community engagement, together with school efforts, promotes a **school climate that is safe, supportive, and respectful** and connects students to a broader learning community.

What is a Community School?



Career
College,
Citizenship



Community
Engagement



Early
Childhood
Development



Engaging
Instruction



Family
Engagement



Health and
Social Supports



Expanded
Learning
Opportunities



Youth
Development

Shared Leadership

Principal with clear instructional vision and high expectations for all students

Shared school decision making with communities of families, community organizations, teachers/school staff, and students

A **Community School Coordinator** who works closely with principal and school leadership team



Strategic Alignment

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A Key component for community schools is having a structure to align components to work together.

A **school-site leadership team**, often comprised of educators, parents, community partners, and others, is responsible for

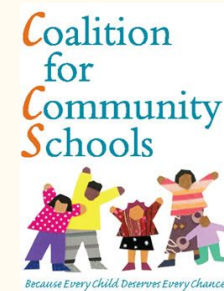
- creating a shared vision for the school,
- identifying desired results
- helping align and integrate the work of partners with the school.

A **community school coordinator** works hand-in-hand with the principal, and is a member of the school leadership team. The coordinator is responsible for

- building relationships with school staff and community partners,
- engaging families and community residents,
- coordinating supports to students both inside and outside of the classroom

Coalition for Community Schools

The Coalition for Community Schools, housed at the Institute for Educational Leadership, is an alliance of national, state and local organizations in education K-16, youth development, community planning and development, family support, health and human services, government and philanthropy as well as national, state and local community school networks.



www.communityschools.org

Vision, Mission Principles and Strategies

Vision: Schools are centers of flourishing communities where everyone belongs, works together, and thrives.

Mission: To unite school, community and family for young people's success.

Principles: Partners in the Coalition for Community Schools believe that public education is essential for strong communities and a flourishing economy and democracy. We pledge to lead across organizational and institutional boundaries to ensure that all young people are prepared for college, careers, and citizenship.

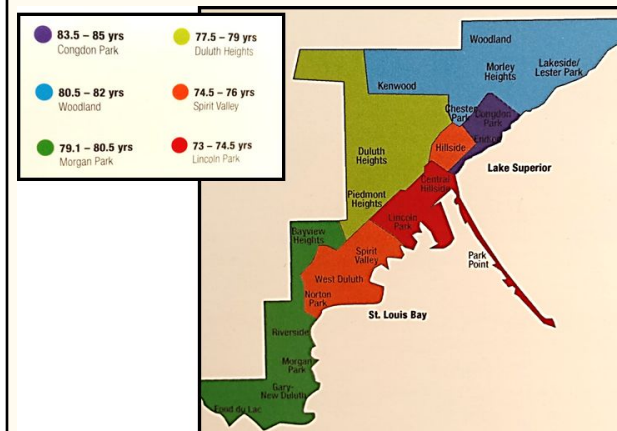
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These principles guide our work together as we seek to develop effective and sustainable community schools:

- Equity
- Learning & Development
- Community
- Family
- Youth Leadership & Engagement
- Results-Driven Partnership

Community schools are an essential equity strategy

Community schools pay attention to both academic and out-of-school factors that influence student learning and development.

Each Community School is unique to meet the needs of children, families and the surrounding community.



“Disparities in life expectancy in Duluth reflect differences in wealth, education, and neighborhood environment across all city residents.”

National Community Schools Models

Cincinnati
Baltimore
Albuquerque
Oakland
New York

Cincinnati, OH

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The 2002 Cincinnati [Board Policy 7500: Community Learning Centers](#) was critical to the launch of a **district-wide adoption of community schools** (known as Community Learning Centers) in Cincinnati, Ohio. The school board saw the opportunity of a \$1 billion bond for school construction and modernization to radically transform its schools, and with demand from the community, seized on the concept of community learning centers that would open schools up to the community as thriving hubs. The board policy states that all district school buildings will serve as Community Learning Centers and provides written guidelines for the establishment of partnerships.

Cincinnati, OH

Cincinnati Public Schools continues to garner **national recognition** for its success in *turning around the district from an academic state of emergency in 2002 to now the highest-rated urban school district in the state of Ohio*, due to their fidelity in implementing community learning centers districtwide.



Baltimore, MD

The Baltimore city school board approved a policy that will formally add "community schools" - which for years have been providing intensive wraparound services to city students - to the district's portfolio.

The policy...creates a definition of the model and a framework for how they should run in the city. The policy also codifies the formal application process to operate under the designation, and sets up a citywide steering committee that would oversee them...

Currently there are 53 community schools, and four more in the pipeline; 30 organizations are providing community-school and out-of-school time services.

Last year, the Family League and three city schools received an Award for Excellence from the Coalition for Community Schools, a national organization representing the community schools initiative in nearly 50 cities across the country. Erica L. Green, The Baltimore Sun

Albuquerque, NM

The Albuquerque/Bernalillo County Community School Partnership

Joint Powers Agreement

Systems-level partners:

Bernalillo County,

the City of Albuquerque

Albuquerque Public Schools

United Way of Central New Mexico

Albuquerque Business Education
Compact.

Elected officials --[including the mayor and county commissioners](#)-- nonprofit and business leaders sit on a board that oversees policy and direction for the



New York, NY

Children's Aid Society

Currently operates **22 community schools in New York City**. These community schools are the result of **long-term partnerships between CAS, the New York City Department of Education, and other community resources**.

Offers **training, consultation, planning tools and guidance** on all aspects of designing and implementing the community school strategy, tailored to the unique needs and strengths of individual communities.

Children's Aid Society, New York, NY

Several third-party evaluations have documented a variety of **positive results including academic gains, better student and teacher attendance, school readiness and very high rates of parent engagement**.

Social Return on Investment: \$10.30 for every \$1.00 invested at the elementary level

\$14.80 for every \$1.00 invested at the middle school level

Children's Aid Society publications: *Community Schools in Action: Lessons from a Decade of Practice*, 2005

[Building Community Schools: A Guide for Action](#), (2011) which is available online through: nationalcenterforcommunityschools.org

Oakland, CA

"On the narrow measure of test scores, we have failed to close the achievement gap. This progress also sits in a city where too many young people are dying violent deaths and too many families are crushed by poverty. To stop the hemorrhaging of human capital we must take bold and immediate action to change a system that cannot in its current form meet the needs of children. To reach our vision of engaging every child in joyful, productive learning, we have to move from a few full-service community schools to become a full-service community district. The full service community school, of which we now have many thriving examples in Oakland, is a place where the school has broadened its mission and vision to meet the needs of all of its students."

-Tony Smith, Superintendent of Oakland Unified School District

OAKLAND COMMUNITY SCHOOLS
WHERE ALL STUDENTS GRADUATE COLLEGE, CAREER, AND COMMUNITY READY

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Oakland, CA

Community Schools in MN

Education Minnesota supports Full Service Community Schools as strategy to meet the needs of students and families. In 2015, staff and parents from Duluth and Brooklyn Center advocated at the capital for support of FSCS.

The MN Legislature approved \$1 million to create FSCS in MN

MDE Grant Funding

- in 2015 Lincoln Park received funding
- This Fall, Myers-Wilkins and Denfeld were notified they would be awarded an implementation and planning grants.

Duluth

FSCS

Leadership

Team

Brings together representatives from district, school sites and MWCSC leadership.

Our hope is this team will provide guidance as we plan for the expansion of the community school model in Duluth.

Examples of specific partners/programs



AmeriCorps
Hillside Youth Theater
Community Garden program
SNAP Education
Girl Power!

Youth Development: YMCA



Expanded Learning Opportunities

Men as Peacemakers
Girl Scouts
Boy's and Girls Club
Arrowhead Youth Soccer Association



Family Engagement

Family Nights/Events
Family Classes - ex. Yoga, Healthy 16 cooking, Circle of Security
Parent Advisory and Leadership team
Parent Teacher Home Visit Project
Parent Leadership Opportunities ex. "parent camp, trainings, events"



Career, College, Citizenship

UMD Science/Engineering Partnership
CSS Science Partnership - "Shoot for the Stars"
Youth Career Exploration programs
Student Council / WEB -peer mentoring
4 Hope - Connecting families to career and college resources/support



Health and Social Supports

Together for Health
Northwoods
Nystrom - mental health counseling
Amber Wing
SOAR Career Solutions
Community Action Duluth financial counseling
St. Louis County / SHIP



Strategic Alignment

A Key component for community schools is having a structure to align components to work together.

A **school-site leadership team**, often comprised of educators, parents, community partners, and others, is responsible for

- creating a shared vision for the school,
- identifying desired results
- helping align and integrate the work of partners with the school.

A **community school coordinator** works hand-in-hand with the principal, and is a member of the school leadership team. The coordinator is responsible for

- building relationships with school staff and community partners,
- engaging families and community residents,
- coordinating supports to students both inside and outside of the classroom

Building Our Duluth Community Schools

Goal:

Access to a coordinated delivery of social, health, economic and educational services offered through school/community partnerships will improve outcomes for students and their families as well as other neighborhood residents.

Objectives: Full Service Community Schools

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1. Develop a strong and effective leadership team that is representative of school and community. (MW, LP, DENFELD)
 - 30% school staff
 - 30% parents/family members
 - Includes community partners
2. Increase student achievement and decrease the achievement gap.(MW, LP)
3. Increase access to knowledge, experiences, and services that address social determinants of health (LPMS)
4. Align efforts of school day, after-school, summer, and family programs, emphasizing Positive Behavioral Intervention and Supports that lead to social-emotional growth for students. (MW)

Myers-Wilkins

Key focus areas:

- Out of school time programming
- Improved health and wellness of children and families
- Social Emotional Support - implementing PBIS
- Family Engagement
- Community Partnerships

After-School and Summer Programming

COMPASS

Girl Power!

Key Zone

Hillside Youth Theater

Imagination Station

Enrichment classes: art, cooking, Lego Robotics, creative writing, science, AYSA soccer, basketball, outdoor adventure, Spanish, Girl Scouts, Men as Peacemakers, Kako's choir, World Beat Drumming

last year, we provided academic and enrichment programming to 347 students!

Goal: Improved academic achievement

COMPASS focuses on academics and social emotional support, providing interventions for children performing below grade level.

Evaluation Results Showed:

- 81% met their individual math goal, 79 % met their individual literacy goal, and 83.5% met their STEM vocabulary goals
- 90% of children felt being involved in this program helped them become a better student.
- 92% of parents agreed their child had a better attitude towards school.
- 88% of parents agreed it helped their children with academics.
- 81% of children felt they had new opportunities.
- 80% of students felt they learned things that would help them in life.

Goal: Growth in socio-emotional skills

18 lessons focused around socio-emotional concepts; conflict resolution, understanding and expressing emotions, impulse control, building positive relationships and making friends.

Responsive Classroom / PBIS strategies - integrating coaching and activities focused on relationship building, team-work, self-discipline and conflict resolution.

Evaluation Results Showed:

- 84.8% of 1st -2nd grade students improved on the social-emotional rubric, demonstrating impulse control and identifying and demonstrating ways to work well and play with others.
- 93% of 3rd-5th grade students improved when it came to expressing their emotions in socially acceptable ways and when describing approaches for making and keeping friends.
- 80% of students felt it helped me learn how to get along better with others.
- 85% of students agreed it helped me to understand myself and express my feelings
- 100% of parents agreed the staff encouraged positive interactions among children.
- 92% of parents agreed their child had a better attitude towards school.

Improved health and wellness of children & families

Together for Health -
Community Health Worker and
Public Health Nurse on-site

Parenting classes

Mental Health Trainings

Health and Wellness classes
and events

Northwoods

Family Engagement:

Family Nights and Events

Cultural Classes/Events

Parent Staff Advisory Council

Leadership Opportunities

Focus Groups

Reducing Barriers

Lincoln Park

Key focus areas:

Family engagement and leadership

Community partnerships

Increase access to services (transportation and programming)

Support health and wellness of children and families

Increase student achievement and reduce achievement gap
(Math, Reading, and Attendance goals aligned with school improvement plan)

Family and Community Engagement

Leadership Team Development:

Parents/family members, school staff, & community members work together to identify shared goals.

We hope to continue to engage family members and to ensure we are reflective of our student population.

Asset and Needs Assessment:

Focus groups with students, families, and staff;

School health index

Community school conversation

Access to Services

Transportation/Access:

22% of Lincoln Park residents with no access to personal vehicle

LPMS not on a DTA bus line

Met with stakeholders

Identified creative solutions-district van

Hoping for a sign

Communication:

Parent Teacher Home Visit Project

Subcommittee to focus on family engagement/ effective communication

Out of School Time Opportunities:

After-school clubs in partnership with YMCA

Youth Corps

CSS Shoot for the Stars STEM programming

Summer Theatre Camp (HYT/MWCSC)

College/Career/Citizenship:

CSS Shoot for the Stars STEM programming

Boys and Girls Club Career Launch during WIN

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Wellness

Physical Wellness

Wellness Subcommittee established

Work in close collaboration with St. Louis County Public Health/SHIP Coordinator (shared outcomes)

Safe Routes to School

Walk to School Days

School Breakfast grant

Active Classroom/Active Recess Resources

School Garden/Farm to School

Socio-Emotional/Mental Wellness

PBIS

Nystrom

Northwoods

Trauma-informed schools training

Lincoln Park School Goals

Math SMART Goal

Reading SMART Goal

Attendance SMART Goal

Communication Focus

Family Partnership Focus

Questions?

Exhibit 1. Community Schools Logic Model

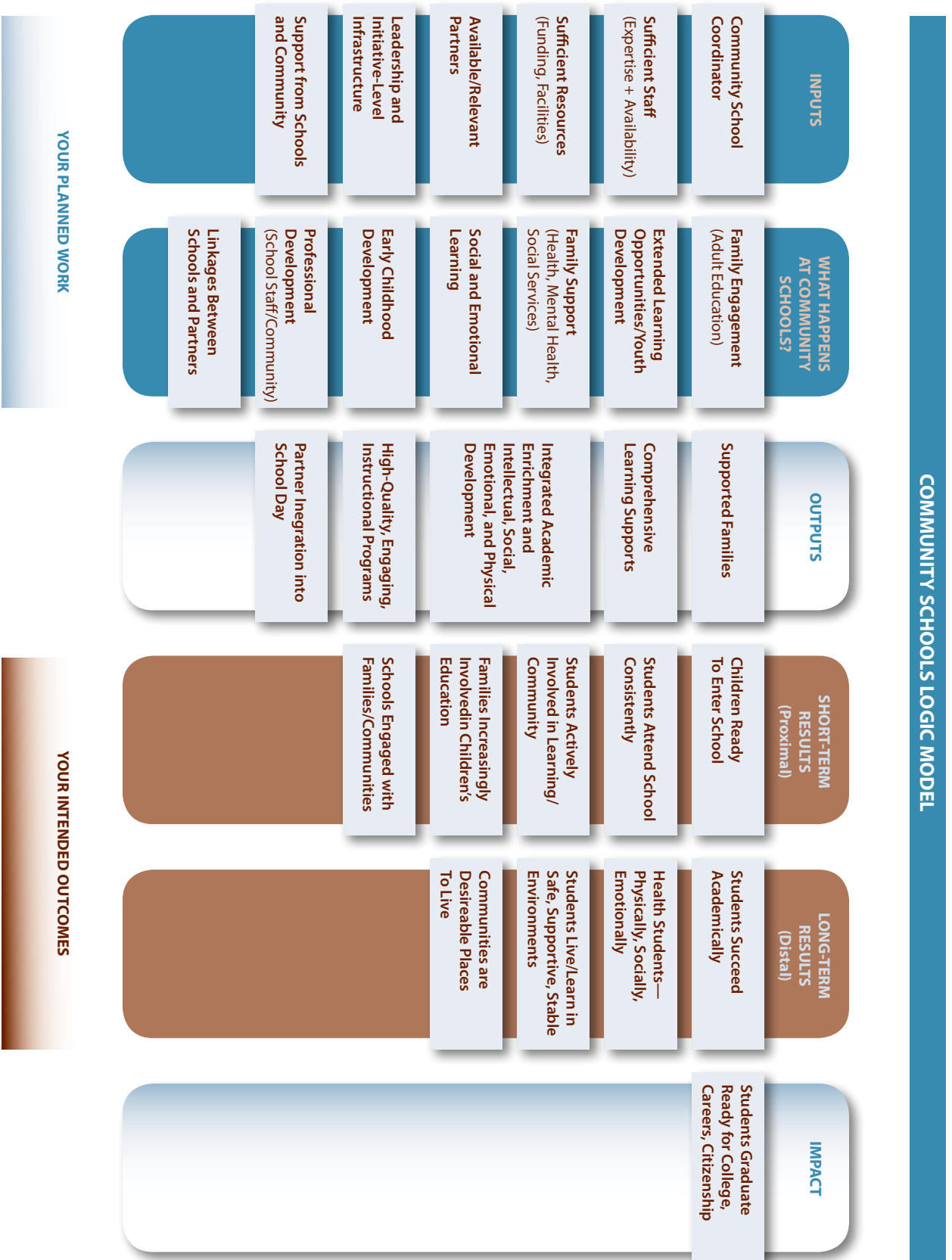


Exhibit 2. Community Schools Framework for Student Success
“Students Succeeding at School and in Life”

CONDITIONS FOR LEARNING	RESULTS	INDICATORS
	SHORT TERM	
<p>Early childhood development is fostered through high-quality, comprehensive programs that nurture learning and development.</p> <p>The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.</p> <p>Students are motivated and engaged in learning—both in school and in community settings, during and after school.</p>	<p>Children Are Ready To Enter School</p>	<ul style="list-style-type: none"> ◆ Immunization rates ◆ Blood lead levels ◆ Parents read to children ◆ Children attend early childhood programs ◆ Receptive vocabulary level ◆ Families connected to support networks/services ◆ Vision, hearing, and dental status
	<p>Students Attend School Consistently</p>	<ul style="list-style-type: none"> ◆ Daily attendance ◆ Early Chronic Absenteeism ◆ Tardiness ◆ Truancy
	<p>Students Are Actively Involved in Learning and the Community</p>	<ul style="list-style-type: none"> ◆ Students feel they belong in school ◆ Availability of in-school and after-school programs ◆ Students feel competent ◆ Schools are open to community ◆ Attendance at before- and after-school programs ◆ Partnerships for service learning in the school/community ◆ Post-secondary plans
	<p>Schools Are Engaged with Families and Communities</p>	<ul style="list-style-type: none"> ◆ Trust between faculty and families ◆ Teacher attendance and turnover ◆ Faculty believe they are an effective and competent team ◆ Community–school partnerships
	<p>Families Are Actively Involved in Children’s Education</p>	<ul style="list-style-type: none"> ◆ Families support students’ education at home ◆ Family attendance at school-wide events and parent-teacher conferences ◆ Family experiences with school-wide events and classes ◆ Family participation in school decisionmaking
	LONG TERM	
<p>The basic physical, social, emotional, and economic needs of young people and their families are met.</p> <p>There is mutual respect and effective collaboration among parents, families, and school staff.</p> <p>The community is engaged in the school and promotes a school climate that is safe, supportive, and respectful and that connects students to a broader learning community.</p>	<p>Students Succeed Academically</p>	<ul style="list-style-type: none"> ◆ Standardized test scores ◆ Teachers support students ◆ Grades ◆ Teachers take positive approach to teaching and learning ◆ Graduation rates ◆ Dropout rates ◆ Reading by 3rd grade
	<p>Students Are Healthy Physically, Socially, and Emotionally</p>	<ul style="list-style-type: none"> ◆ Asthma control ◆ Vision, hearing, and dental status ◆ Physical fitness ◆ Nutritional habits ◆ Positive adult relationships ◆ Positive peer relationships
	<p>Students Live and Learn In Stable and Supportive Environments</p>	<ul style="list-style-type: none"> ◆ Students, staff, and families feel safe ◆ Schools are clean ◆ Families provide for basic needs ◆ Incidents of bullying ◆ Reports of violence or weapons
	<p>Communities Are Desirable Places to Live</p>	<ul style="list-style-type: none"> ◆ Employment and employability of residents and families served by the school ◆ Student and families with health insurance ◆ Community mobility and stability ◆ Juvenile crime

STRONG ACADEMICS

*Rigorous, Engaging Academic Instruction and Support
After School and Summer Learning
Early Childhood Education
Activities to Prepare Students
for College, Career and Citizenship*

SHARED LEADERSHIP

*Principal with clear instructional vision and
high expectations for all students
Shared school decision making with
communities of families, community organizations,
teachers, and students
A Community School Coordinator who works
hand in hand with the principal
and school leadership team*

COMMUNITY HUB

*Partnerships and Programs
Welcoming Environment
Programs to Increase Student Attendance
Family and Community Nights*

**TRANSFORMATIVE
FAMILY ENGAGEMENT**

*Families are included as decision makers
Active engagement of all families
Continuing education for community*

**HEALTH AND SOCIAL
SUPPORTS**

*Mental Health and Social Services
Community Gardening Programs
Health and wellness classes and
activities for families and community
Connections to additional resources when needed*

YOUTH DEVELOPMENT

*Opportunities to explore different
interests and enhance skills.
Fostering positive relationships and building social skills.
Opportunities to practice critical
thinking and problem solving
Engaging in the community and
developing leadership skills.*

**Full Service
Community
Schools
in Duluth**

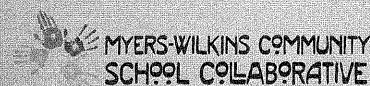


**Uniting
Communities
and
Expanding
Opportunities**

CALL TO ACTION!
PARTICIPATE, VOLUNTEER, or JOIN

218-336-8860 x8
Myers-Wilkins Community School Collaborative

218-336-8880 x3363
Lincoln Park Middle School



"Education is all a matter of building bridges" ~Ralph Ellison

Full Service Community Schools

Myers-Wilkins and Lincoln Park



**HEALTH
AND SOCIAL
SUPPORTS**



**YOUTH
DEVELOPMENT**

CAREER

COLLEGE

**SHARED
LEADERSHIP**

**STRONG
ACADEMICS**

**TRANSFORMATIVE
FAMILY
ENGAGEMENT**

Full Service Community Schools eliminate barriers and lead to life long learning, community engagement and an appreciation of diversity. They are the place where partnerships lead to purpose.

Suggested 17-18 Course Changes

Legend: Red = Delete Courses. Blue = Change name, Green = Add Course, Black = Change in course structure 25

High School		
Art	Graphic Arts Communication Technology	Business/Marketing Computers
<p>Advanced Drawing and Painting Action: two courses will be combined Drawing and Painting 2 Drawing and Painting 3 Note: repeatable course</p>	<p>Graphic Arts/Digital Design Lab 1, 2 or 3 Action: delete the course</p>	<p>Computer Applications Action: delete course</p>
	<p>Graphic Arts/Digital Design (Sound and Motion) Action: delete the course</p>	<p>Computer Science Principles Action: delete course</p>
<p>Advanced Art of Photography and Cinematography Action: two courses will be combined Art of Photography and Cinematography 2 Art of Photography and Cinematography 3 Note: repeatable course</p>		<p>Computer Graphics Action: delete course</p>
		<p>Advanced Computer Graphics Action: delete course</p>
		<p>Advanced Computers Action: delete course</p>
<p>Advanced Stained Glass, Metals, and Fibers Action: two courses will be combined Stained Glass, Metals, and Fibers 2 Stained Glass, Metals, and Fibers 3 Note: repeatable course</p>		<p>Introduction to Marketing and Business Action: add course Note: semester course, will replace Marketing 1 and (CITS) Marketing 2 Action: delete courses</p>
<p>Advanced Ceramics and Sculpture Action: two courses will be combined Ceramics and Sculpture 2 Ceramics and Sculpture 3 Note: repeatable course</p>		<p>Sports and Entertainment Marketing Action: add course Note: semester course, will replace Marketing 1 and (CITS) Marketing 2 Action: delete courses</p>
		<p>Business Management, Leadership, Coaching Action: add course Note: semester course, will replace Marketing 1 and (CITS) Marketing 2 Action: delete courses</p>
		<p>Starting Your Own Business Action: add course Note: semester course, will replace Marketing 1 and (CITS) Marketing 2 Action: delete courses</p>

Engineering and Industrial Technology (will be offered at both Denfeld High School and East High School)	English	Health 26
Introduction to Engineering Principles Action: delete course	Honors English 11 Action: delete course	First Aid Action: move to Health/Science/Medical Category
Civil Engineering and Architecture Action: change to semester course	Trans English Action: delete course	
Principles of Engineering Action: change to semester course	Alternative English Action: delete course	
Introduction to Engineering and Design (FAB Lab 1) Action: change to semester course	Life Skills English Action: delete course	
Engineering Research and Design (FAB Lab 2) Action: change to semester course		
Advanced Independent Engineering Research and Design Action: add course, will replace Note: repeatable course Engineering Independent Research and Design (FAB Lab 3) Action: delete course		
CAD for Engineering Action: change to semester, name change from CAD for Engineering and Industry 1		
CAD for Engineering and Industry 2 Action: delete course		
CAD for Architecture Action: change to semester, name change from CAD for Architecture 1		
CAD for Architecture 2 Action: delete course		
Manufacturing Technologies Action: add course Note: semester course, will replace Manufacturing Technology Metals 1 Woodworking Technology and Manufacturing 1 Action: delete courses		

Engineering and Industrial Technology (will be offered at both Denfeld High School and East High School) - Continued	English-Continued	Health-Continued <div style="text-align: right;">27</div>
<p>Advanced Manufacturing Technologies Action: add course Note: semester course, will replace Manufacturing Technology Metals 2 Woodworking Technology and Manufacturing 2 Action: delete courses</p>		
<p>Woodworking Technology and Manufacturing 3 Action: delete course</p>		
<p>Industrial Robotics and Automation Action: add grade 9 Note: repeatable course</p>		

Health Science/Medical	Hospitality and Tourism	Mathematics 28
No recommended course changes	Introduction to Cooking Action: add course	Algebra 1 Action: add the words “ elective credit only”
		Trans Math 3 Action: delete course
		Life Skills Math Action: delete course

Music	Family and Consumer Science/Early Childhood Ed	Physical Education <small>29</small>
No recommended course changes	Global Cuisine/Cultural Appreciation Action: delete course	No recommended course changes

Science	Social Studies	World Languages 30
<p>Earth and Space Science Action: delete course</p>	<p>Life Skills Social Studies Action: delete course</p>	<p>Mandarin Chinese 4 Action: add course</p>
<p>Life Skills Science Action: delete course</p>		<p>Ojibwemowin 3 Action: add course</p>

General Electives
Youth Apprenticeship 800 Action: delete course
Youth Apprenticeship 2000 Action: delete course
Service-Learning Action: delete course
Work-Based Learning Seminar Action: delete course
Work-Based Learning Internship Action: delete course
Functional School/Community Program Action: delete course
Directed Resources Study Action: delete course
Life Skills Transition Action: delete course

Suggested 17-18 Course Changes

Middle School		
Art	Business & Technology	English
No recommended course changes	No recommended course changes	No recommended course changes

Family & Consumer Services	Health and Wellness	Industrial Technology
No recommended course changes	No recommended course changes	No recommended course changes

Math	Physical Education	Science
Advanced Math 7 Action: delete course	No recommended course changes	No recommended course changes

Social Studies	World Language	General Electives
No recommended course changes	Ojibwemowin 1 Action: add course Note: full year course, high school credit will be available	No recommended course changes

CITS Courses Offered in the Duluth Public Schools

Category	College	College Course Number	College Course Title	Credit
Business/Marketing Computers				
Marketing 2	LSC	MKGT 1421	Principles of Marketing	3
English				
AP (CITS) Literature and Composition Eng.12	UMD	ENGL 1907	Introduction to Literature	3
CITS College Composition	UMD	WRIT 1120	College Writing	3
Health Science/Medical				
Human Anatomy and Physiology	LSC	BIOL 1005	Intro to Cell Biology	1
		BIOL 1150	Human Anatomy	4
CITS Medical Occupations/Terminology	LSC	NUNA 1400/1410	Intro to Nursing/Long Term Care/Home Health	3
Intro to Nursing	LSC	ALTH 1400/1410	Intro to Allied Health/Medical	3
Mathematics				
CITS Precalculus	LSC	Math 1150	Precalculus	4
AP (CITS) Calculus	UMD	MATH 1296	Calculus	5
Physical Education				
CITS Strength Training	UMD	PE 1616	Weight Training	1

Science				
CITS Chemistry	FDLTCC	CHEM 1010	General Chemistry	5
CITS Physics	FDLTCC	PHYSICS 1001	Intro to Physics 1	4
Social Studies				
CITS American Government and Politics	FDLTCC	POLYSCI 1010	American Government	3
CITS General Psychology	FDLTCC	PSYCH 2001	General Psychology	4
CITS Civil and Criminal Law/Intro to the Criminal Justice System and Related Careers	FDLTCC	LAWE 1005	Seeking Careers in the Criminal Justice System	3
CITS Economics	UMD	ECON 1003	Economics & Society	3
CITS Sociology	UMD	SOC 1101	Introduction to Sociology	4
World Language				
CITS Spanish 5	UMD	SPAN 1201/1202	Intermediate Spanish 1/2	4/4
CITS German 5	UMD	GERM 1201/1202	Intermediate German 1/2	4/4

Lake Superior College - LSC
 FDLTCC - Fond du Lac Tribal and Community College
 UMD - University of Minnesota Duluth

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
Northland Foundation	Tom Albright	AmeriCorps Support and Training	\$15,000	Funds from this grant award will be used to support operating costs for True North AmeriCorps programming in all nine elementary schools in ISD 709.

September 28, 2016

Project # 16-17104

Tom Albright
Duluth Public Schools - ISD #709
215 N 1st Avenue East
Duluth MN 55802

Dear Mr. Tom Albright:

I am pleased to inform you that the Northland Foundation has reviewed your proposal for the **AmeriCorps Support and Training** and voted to approve a grant for **\$15,000.00** for the period (09/01/2016 to 08/31/2017) to **Duluth Public Schools - ISD #709**.

The Agreement of Grantee is attached for your review. If you agree with the conditions presented, please have it signed by the authorized official.

The Northland Foundation has implemented an Electronic Funds Transfer process (electronic checks) for grant payments. Enclosed is an ACH Credit Authorization Agreement form to be completed with the grantee organization or fiscal agent organization bank account information.

Please return the signed Agreement of Grantee and ACH Credit Authorization forms immediately to the Northland Foundation via email (scanned copies), fax (218-723-4048), or USPS (hard copies) in order for our accounting department to release your payment from Republic Bank.

The Northland Foundation will implement a multiple payment schedule for this grant. If all of the grant conditions are met, these payments will be distributed in sums of **\$7,500.00 on 11/01/2016 and \$7,500.00 on 04/01/2017**.

The Northland Foundation will be making public news releases through the regional media regarding all of the grants awarded. Please utilize your community media resources to announce receipt of these funds to your project. The Northland Foundation would appreciate being acknowledged as a source of support in all news releases initiated by you. Please provide us with copies of any press coverage and photographs received by your project, as well as any media releases and program materials you produce. These will be added to your file and may be utilized by the Northland Foundation in our public information efforts.

As you will note, one of the conditions of the Agreement of Grantee is the submission of reports on the progress, outcomes, and financial activity of your project. These project reports are scheduled as indicated: **03/01/2017 for the Progress Report, and 09/30/2017 for the Final Report**. Please provide us sufficient narrative to describe the progress and impact of your project. For your convenience, the reporting forms are available on the grantee portal.

On behalf of the Northland Foundation, I would like to extend sincere congratulations to you and your organization. Please call Carol Chipman, Grants Manager if you have any questions. I look forward to learning about the progress and success of your project.

Sincerely,



Tony Sertich
President

Attachments
cc: Carol Chipman



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, the Continental United States, or a Foreign Country - Trips that involve one or more overnight stops within Minnesota, the Continental United States, or a Foreign Country (externally sponsored) 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/EXTERNALLY SPONSORED TRIP ACTION

Principal: Recommended Name: Deboe
 Not Recommended Date: 10/11/16

Assistant Superintendent: Recommended Name: [Signature]
 Not Recommended Date: _____

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

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

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: HOSA 11 th and 12 th Grade

2. Contact Person (Responsible for Checklist Completion): Kimberly S. Olson

3. Field Trip Date(s): November 10th and 11th Destination: Leadership Training Conference Hilton, Minneapolis/St. Paul, 3800 American Boulevard East, Bloomington, MN

Thursday: Hospital tours, State Officer Candidate Interviews/Speeches/Educational/Leadership Activities

Friday: Career and Healthcare Professional Education sessions and exhibits, guest speakers.

4. Field Trip Overview (Include events, establishments and locations)
Run students for state officer positions and to bring along voting delegates. Lessons in leadership, parliamentary procedures and career development.

5. Field Trip Departure from School (Date and Time): November 10th at 7:00 am

Field Trip Return to School (Date and Time): November 11th at 7:00 p.m.

6. Objectives of Field Trip: This will give students the opportunity to run for state office and to attend as young delegates. At this time the expected number of students participating will be 20.

7. Relationship to Curriculum or Student Learning: Leadership, teamwork, Program of Study and Career Pathways, Partnership for CTE. Implementing of Health Science Programs, Increase effectiveness of teaching, legislative training, confident speaking and writing skills. Reinforcement of skills taught and application of skills.

8. Planned Follow-up Field Trip Activities:
Midwinter, State and National Conferences for HOSA.

9. Field Trip Budget Request

<input type="checkbox"/> Estimated Expenses	
Total Admission/Fees (\$55.00 each)	\$ 1155
Total Meals	\$ 1520
Total Lodging	\$ 816
Total Transportation	\$1200
<input type="checkbox"/> School District Vehicle(s) <input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____ Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$0
Other:	\$144
Total	\$4835

Revenues		
District Budget	Code:01-380-005-428-000	\$411
HOSA Group		\$4424
Donations		\$
Student Fees		\$
Total Additional Stipends:		\$
Total		\$4835

11. Reviewed/Completed Request Checklist: xYes No


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
- Planned Itinerary WAITING FOR.....FROM STATE

TIME	LOCATION
_____	_____
_____	_____
_____	_____
_____	_____

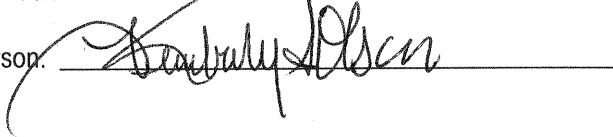
- X Maintain Student Roster and Check-in/Check-out Procedure
- X Arrangement for Safety Needs (i.e. crossing guards)

Signature of Contact Person: 

FIELD TRIP REQUEST CHECKLIST – Extended/Externally Sponsored 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: 

*The Assistant Superintendent's office must receive a signed waiver form for each student participating in an externally sponsored trip prior to the departure date.

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

MN HOSA 2016

Fall Leadership Conference
Thursday & Friday- November 10th & 11th
Hilton- Minneapolis/St. Paul Airport-MOA

Thursday

1:00 pm – 6:00 pm

Tours

State Officer Candidate Interviews/Speeches
Educational/Leadership Activities

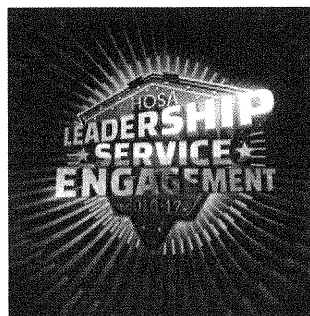
Friday

8:30 am- 1:30 pm

Guest Speakers

Tentative Educational Sessions
Exhibits

Installation of 2015-2016 State Officer Team



2016

November 10th & 11th

MN HOSA Fall Delegate Assembly
Hilton- Minneapolis/ St. Paul Airport- MOA

On Line Registration Information

Please read all registration information very carefully to avoid any difficulty in registering your delegation for this conference. Registration information can be found online at www.hosa.org. For technical support, please call 800.321.4672 or 972.874.0062 and National HOSA will be glad to assist you.

Registration Fees for the Fall Delegate Assembly: \$55.00/participant
Registrations Due on October 27, 2016

No refunds will be paid. Substitutions by advisors are allowable until the Fall Conference official registration closes at 12:00 AM on Thursday, October 27, 2016.

The registration fee includes:

General Session ▪ Speakers ▪ Educational Symposiums ▪ Media Productions ▪ Rentals
 ▪ Conference Program ▪ Meeting Room Rental ▪ Other General Conference Operating Expenses ▪ Breakfast / Lunch

ONLINE CONFERENCE REGISTRATION INSTRUCTIONS

1. Go to the HOSA web site at www.hosa.org.
2. Select advisor services from the menu on the left.
3. Click the Chapter Advisor link listed under National Affiliation in the middle of the screen
4. Find the link that says Click Here to proceed on the page and click.
5. Enter your Charter Number and Password and login.
6. Select Conference Registration from the menu.
7. You will be prompted to enter your Charter Number and Password again.
8. The screen will have a set of instructions for you to read. On the upper right-hand corner, there is a drop down box where you can select the conference "2016 Fall Delegate Assembly" and then click "Begin Registration".
9. A complete list of your student **members** will appear. Beside each student's name, there is a link to register that student for the conference. Click register for the person/student you want to enter and a screen with all of the options will come up. **(Participants must be members to register.)** Please submit your voting delegates and state officer candidates on line as well.

Call Candy at 612-590-4808 with questions.



Hilton

**Minneapolis/St. Paul Airport
 Mall of America**

**Hilton- Minneapolis/ St. Paul Airport- MOA
 3800 American Boulevard East
 Bloomington, MN 55425
 952-854-2100**

Advisor: _____ School _____

School Address: _____ School Phone: _____

Arrival Date: _____ Departure Date: _____

Advisor Signature (or person responsible for members attending): _____

PRINT or TYPE the names of students, advisors, and chaperones as you want them housed together, up to four people per room. ** Room numbers will be assigned upon receiving reservation form. (**Reproduce this form as for additional rooms needed.)

	1.	2.
	3.	4.
	1.	2.
	3.	4.
	1.	2.
	3.	4.
	1.	2.
	3.	4.
	1.	2.
	3.	4.

Total # rooms required ____ x \$119.00/night (1-4 in room) + tax \$17.00/room/night = (\$136.00)

Total amount due: _____

Enclosed is a check in the amount of \$_____ Make checks payable to the **Hilton**

Credit Card # _____ Exp. Date: _____ (month & year)

Signature: _____ (If using Credit Card) Card Holder's name _____

Purchase Order Number: _____

A Block of Hotel rooms have been reserved at the Hilton Minneapolis/St. Paul Airport MOA Hotel arriving on the 10th of November for one night with departure on the November 11th. Ask for **HOSA Fall Conference Block**
Registration Deadline is Thursday, October 27th, 2016.

Copy

**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:

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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, the Continental United States, or a Foreign Country - Trips that involve one or more overnight stops within Minnesota, the Continental United States, or a Foreign Country (externally sponsored) 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/EXTERNALLY SPONSORED TRIP ACTION

Principal: Recommended Name: *DeBoe* *BL* 10/11/16
 Not Recommended Date: _____

Assistant Superintendent: Recommended Name: *A. Arzede*
 Not Recommended Date: _____

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

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

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: HOSA 11 th and 12 th Grade
2. Contact Person (Responsible for Checklist Completion): Kimberly S. Olson
3. Field Trip Date(s): November 18 and 19, 2016 Destination: Leadership Training Conference Hilton, Minneapolis/St. Paul, 3800 American Boulevard East, Bloomington, MN
4. Field Trip Overview (Include events, establishments and locations): Field Trip request for state officers training and Spring Leadership Conference planning to enhance the leadership qualities for confident speakers and writers for HOSA ad as representatives for ISD 709, Duluth team building, Roberts Rules, leadership training, etiquette.
At this time we are expecting 3-4 students from the leadership team to attend the conference.
5. Field Trip Departure from School (Date and Time): November 18, 2016
 Field Trip Return to School (Date and Time): November 19, 2016
6. Objectives of Field Trip: Please see the attached form
7. Relationship to Curriculum or Student Learning: Leadership, teamwork, Program of Study and Career Pathways, Partnership for CTE. Implementing of Health Science Programs, Increase effectiveness of teaching, legislative training, confident speaking and writing skills. Reinforcement of skills taught and application of skills.
8. Planned Follow-up Field Trip Activities: Midwinter, State and National Conferences for HOSA.

9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$ 0
Total Meals	\$ 190
Total Lodging	\$450
Total Transportation	\$ 300
<input type="checkbox"/> School District Vehicle(s) <input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____ Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$0
Other:	\$144
Total	1084

Revenues		
District Budget	Code:01-380-005-428-000	\$237
HOSA Group		\$847
Donations		\$
Student Fees		\$
Total Additional Stipends:		\$
Total		\$1084

11. Reviewed/Completed Request Checklist: xYes No

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

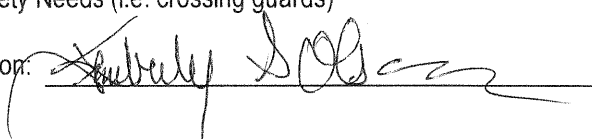
TIME

LOCATION

_____ Awaiting itinerary form the state department _____

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

Signature of Contact Person:

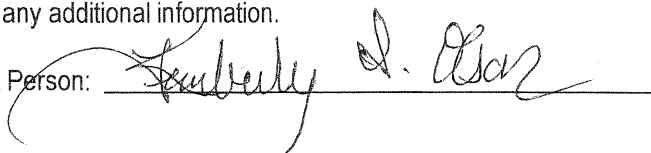


FIELD TRIP REQUEST CHECKLIST – Extended/Externally Sponsored Trip Only

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
- Additional Information
Note: Provide any additional information.

Signature of Contact Person:



10.03.16

*The Assistant Superintendent's office must receive a signed waiver form for each student participating in an externally sponsored trip prior to the departure date.

47

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

Mail

Delete forever

More

COMPOSE

officer training

Trash x

- Inbox (1,912)
- Starred
- Important
- Chats
- Sent Mail
- Drafts (124)
- Advisory Committee
- AL_CHEPELNIK
- Denfeld
- East
- Ehlert
- Follow up
- Grant 2007
- Grant 2008
- HOSA
- LSC
- Mantoux
- Misc
- news and views
- Priority
- Root Folder
- tech tip (1)
- Less
- All Mail
- Spam (45)
- Trash
- Categories
- Manage labels
- Create new label

Kimberly Olson Do you have the dates of officer training 7:55 PM (46 minutes ago)



Candy Leopold

8:13 PM (28 minutes ago)

to me

Teacher workshop is November 17-18 at Holiday Inn East in St. Paul
Officer training is November 18-19 at the Hilton Minneapolis/ St. Paul- airport MOA.

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Last account activity: 43 minutes ago
[Detail](#)

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, the Continental United States, or a Foreign Country - Trips that involve one or more overnight stops within Minnesota, the Continental United States, or a Foreign Country (externally sponsored) 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/EXTERNALLY SPONSORED TRIP ACTION

Principal: Recommended Name: Deboe BL 10/11/16

Not Recommended Date: _____

Assistant Superintendent: Recommended Name: AS

Not Recommended Date: _____

School Board: Approved Name: _____

Not Approved Date: _____

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

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: HOSA 11 th and 12 th Grade
2. Contact Person (Responsible for Checklist Completion): Kimberly S. Olson
3. Field Trip Date(s): December 1 – December 3, 2016 Destination: Camp Ripley
4. Field Trip Overview (Include events, establishments and locations)
Emergency Preparedness camp, lessons in an authentic setting on CPR, 1st Aid, Psychological 1st Aid and Medical Reserve Corps and training for the HOSA group.
5. Field Trip Departure from School (Date and Time): December 1, 2016 at 7:00 am
Field Trip Return to School (Date and Time): December 3, 2016 at 7:00 pm
6. Objectives of Field Trip: Give students the opportunity to train for emergency preparedness .
7. Relationship to Curriculum or Student Learning: Leadership, teamwork, Program of Study and Career Pathways, Partnership for CTE. Implementing of Health Science Programs, increase effectiveness of teaching, legislative training, confident speaking and writing skills. Reinforcement of skills taught and application of skills.
8. Planned Follow-up Field Trip Activities:
None

9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees (\$60.00 each)	\$1260
Total Meals	\$1596
Total Lodging	\$1260
Total Transportation	\$1200
<input checked="" type="checkbox"/> School District Vehicle(s)	
<input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____	
Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$0
Other: (sub pay)	\$288
Total	5584

Revenues		
District Budget	Code:01-380-005-428-000	\$544
HOSA Group		\$5040
Donations		\$
Student Fees		\$
Total Additional Stipends:		\$
Total		\$5584

11. Reviewed/Completed Request Checklist: xYes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

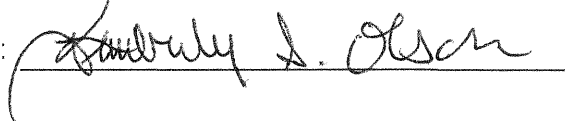
- Develop and Communicate Student Discipline Expectations
- Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.)
- 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

_____	Awaiting from HOSA State advisor
_____	_____
_____	_____
_____	_____

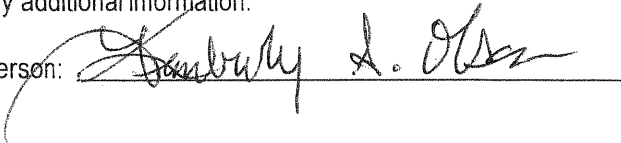
- Maintain Student Roster and Check-in/Check-out Procedure
- Arrangement for Safety Needs (i.e. crossing guards)

Signature of Contact Person: 

FIELD TRIP REQUEST CHECKLIST – Extended/Externally Sponsored 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: 

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, the Continental United States, or a Foreign Country - Trips that involve one or more overnight stops within Minnesota, the Continental United States, or a Foreign Country 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: Sue Lehna
 Not Recommended Date: _____

Assistant Superintendent: Recommended Name: OS Anderson
 Not Recommended Date: 10/10/16

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

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

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

- Develop and Communicate Student Discipline Expectations
- 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: Dani Westholm

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: Dani Westholm

FIELD TRIP REQUEST FORM

Date of Submission: 10/07/16

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Wolf Ridge Parent Group
2. Contact Person (Responsible for Checklist Completion): Dani Westholm
3. Field Trip Date(s): March 10-12, 2017 Destination: Wolf Ridge FLC
4. Field Trip Overview (Include events, establishments and locations):
Environmental Ed @ Wolf Ridge FLC

5. Field Trip Departure from School (Date and Time): March 10, 2017 @ 2:45 PM
Field Trip Return to School (Date and Time): March 12, 2017 @ 3 pm
6. Objectives of Field Trip: environmental ed and teamwork skills

7. Relationship to Curriculum or Student Learning: n/a

8. Planned Follow-up Field Trip Activities: n/a

9. Field Trip Budget Request n/a - parent funded

Estimated Expenses	
Total Admission/Fees	\$
Total Meals	\$
Total Lodging	\$
Total Transportation	\$
<input type="checkbox"/> School District Vehicle(s)	
<input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____	
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$
Other:	\$
Total	\$

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

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

5154 STUDENT DISABILITY NONDISCRIMINATION

I. Purpose

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. General Statement of Policy

A. Disabled students are protected from discrimination on the basis of a disability.

B. It is the responsibility of the school district to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

C. For this policy, a learner who is protected under Section 504 is one who:

1. has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
2. has a record of such impairment; or
3. is regarded as having such impairment.

D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. Coordinator

Persons who have questions, comments, or complaints that are not resolved at the building level should contact the Principal of Unity/ALC regarding grievances or hearing requests regarding disability issues. This person is the school district's ADA/504 Coordinator.

Legal References: ~~29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504) 34 C.F.R. Part 104 (Implementing Regulations)~~

Adopted: ~~11-21-1995 ISD 709~~

Revised: ~~05-19-2009 ISD 709~~

**Deletion: First Reading 11/15/2016
Replaced by MSBA Policy 521**

Adopted: _____

MSBA/MASA Model Policy 521

Orig. 1995

Revised: _____

Rev. 2013

521 STUDENT DISABILITY NONDISCRIMINATION

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

I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Disabled students who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 2. has a record of such an impairment; or
 3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments should contact _____ (title, name, office address, and telephone number). This person **the Office of the Assistant Superintendent, 215 N. 1st Ave E, Duluth, MN 55802, (218)336-8739. The Assistant Superintendent** is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Replacing: 5154

First Reading: 11/15/2016

INDEPENDENT SCHOOL DISTRICT NO. 709
STUDENT DISABILITY DISCRIMINATION GRIEVANCE REPORT FORM

General Statement of Policy Prohibiting Disability Discrimination

Independent School District No. 709 maintains a firm policy prohibiting all forms of discrimination on the basis of a disability. All persons are to be treated with respect and dignity. Discrimination on the basis of a disability will not be tolerated under any circumstances.

Complainant: _____
Home Address: _____
Work Address: _____
Home Phone: _____ Work Phone: _____

I have been discriminated against based on (choose one or more):

[my disability] / [a record of my disability] / [being regarded as having a disability]

because _____

Date of alleged incident(s): _____

Name of person you believe discriminated against you or another person:

If the alleged discrimination was toward another person, identify that person:

Describe the incident(s) as clearly as possible, including such things as: any verbal statements; what, if any, physical contact was involved; etc. (attach additional pages if necessary):

Location of the incident(s):

List any witnesses that were present:

This complaint is filed based on my honest belief that _____ has discriminated against me or another person based on a disability. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

(Complainant Signature) (Date)

Received by: _____
(Date)

5155 SPECIAL EDUCATION SERVICES FOR STUDENTS WITH DISABILITIES

The School Board affirms the right of every disabled student to a free and appropriate education at public expense. Special education services shall focus on developing in each student skills and abilities that will assist him/her to perform to the extent possible as an independent adult.

1. Student with Disabilities -- School Ages

School Age means the ages from three (3) to twenty-one (21) years for persons who are handicapped as defined in Minnesota Statutes 1984 120.03 and shall not extend beyond secondary school or its equivalent. Students with disabilities are eligible for special education services provided they are three (3) years of age on or before September 1 of the current academic year. The School District may provide services for 0-2 year old severely to profoundly hearing impaired children if services from other community agencies are not available. Children with handicaps, ages 0-2, shall be identified, located, and evaluated by school district personnel. The School District may provide special instruction and services for children with disabilities who have not attained school age. A birth certificate or other satisfactory proof of age shall be required to substantiate age eligibility.

2. Rights of Students with Disabilities

- a. Parent/guardian or student (when appropriate) shall receive notification of all due process procedures.
- b. Parent/guardian or student (when appropriate) involvement in the determination of Special Services (Individual Educational Plan within the least restrictive environment).
- c. Physical accessibility to programs which meet each student's educational needs.

3. Formal Educational Assessment of Students with Disabilities

A formal educational assessment shall be conducted prior to the initiation of, or change, in Special Education services or programs, and at least once every two (2) years when a student is continued in a primary placement Special Services program for two (2) years or more, or at other times upon parental request. An educational assessment must be conducted when a person's performance in the present educational placement reflects a possible handicapping condition and/or the possible need of Special Services. The formal educational assessment procedures shall:

- a. Include written consent for assessment by parent/guardian.
- b. Be completed within a reasonable time (30 calendar days).
- c. Be appropriate to the presented need and represent the person's current level of performance.
- d. Be conducted at the student's home school, if possible.
- e. Be performed by a team of appropriate professionals, utilizing assessment instruments in a non-discriminatory manner and administered in the primary language of the student.
- f. Be reviewed by an appropriate team of professionals who may have the

responsibility of

~~—implementing the educational program.~~

~~g. Include informing parent/guardian before and after the assessment of all due process safeguards.~~

4. Conciliation Conference

~~If disagreement should occur between the parent/guardian and school personnel, the parent/guardian shall request, in writing, a conciliation conference which shall be held within ten (10) calendar days after receipt of the written request. The parent or guardian shall receive a statement of assurance that the child's educational program will not be changed as long as there is parent objection to the proposed plan; that they have the right to be represented by counsel or a person of their choice at the conference; but that if they refuse to attend the conference, the School District may proceed with the proposed action. There may be more than one such conference. Within seven (7) school days of the final conciliation conference, school personnel shall provide a written statement to the parent or guardian informing them of the School District's proposed action and the procedure for further conciliation or an informal due process hearing.~~

5. Informal Due Process Hearing

~~An informal due process hearing shall be held at the request of the parent/guardian if agreement is not reached through the conciliation process. The hearing shall take place before an impartial hearing officer mutually agreed to by the School Board and the parent/guardian. If the School Board and the parent/guardian are unable to agree on a hearing officer, the School Board shall request the State Commissioner to appoint a hearing officer. The hearing officer shall not be a School Board member or employee of the School District or any person involved in the education or care of the child.~~

~~The hearing shall be held if the parent/guardian continues to object to the proposed:~~

~~—a. Formal assessment~~

~~—b. Initial program placement~~

~~—c. Transfer to another program (not a locational consideration)~~

~~—d. Denial of placement in a program~~

~~—e. Denial of transfer to another Special Education program (not a locational consideration)~~

~~—f. Provision or denial of additional Special Education services~~

References: MSA 120.03
MSA 129.17
EDU 120
EDU 124-127
EDU 129

Adopted: 11-13-1979 ISD 709
Revised: 01-13-1987
06-20-1995 ISD 709

Deletion: First Reading 11/15/2016
Replaced by MSBA Policy 608

Adopted: _____

MSBA/MASA Model Policy 608

Orig. 1995

Revised: _____

Rev. 2009

608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

~~**[Note: The provisions of this policy substantially reflect statutory and regulatory requirements.]**~~

I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to some students in the school district.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. RESPONSIBILITIES

- A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all qualified disabled children are provided special education and related services which are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
 Minn. Stat. § 125A.02 (Definition of Child with a Disability)
 Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29
 (District Obligations)
 20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education
 Improvement Act of 2004)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
 MSBA/MASA Model Policy 508 (Extended School Year for Certain
 Students with Individualized Education Programs)
 MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
 MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Replacing: 5155

First Reading: 11/15/2016

10/18/2016

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

Dear Ms. Starzecki,

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

NAME OF GRADUATE

Kaylee Ann Broman

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

10/11/2016

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

Adrian Norman
 Principal

Kimberly LeDoux
 Administrative Assistant
 Area Learning Center

10/18/2016

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

Dear Ms. Starzecki,

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

NAME OF GRADUATE

Savannah M. Forrer

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

10/12/2016

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

10/20/2016

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

Dear Ms. Starzecki,

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

NAME OF GRADUATE

Harold Walker III

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

10/19/2016

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

11/8/2016

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

Dear Ms. Starzecki,

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

NAME OF GRADUATE

Morgan Rose Chiodi

SCHOOL ON DIPLOMA

GRADUATION DATE

Duluth Public Schools

11/7/2016

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center