

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, May 18, 2010

UnitedHealth Group Building

4316 Rice Lake Road

Suite 108

Duluth, MN 55811

6:30 PM

1. Presentations

A. Are You As Healthy As a Third Grader Service-Learning Presentation

Nancy Stubenvoll provided a brief service-learning update and introduced Nancy Shega, third grade teacher at Laura MacArthur Elementary School. Nancy and some of her students presented information about their year-long service-learning work titled, "All for One, One for All - Third Graders Take on Childhood Obesity." Their project has been woven into nearly every curricular area - health, social studies, math, language arts, science, and reading. Students have counted their steps with pedometers, graphed their steps, and have charted their walk on a map. They have analyzed nutritional information and evaluated different foods. They visited City Hall, walked the skywalk to HOCHS, and walked in and out of offices carrying signs "Are you as healthy as a third grader?", chanting "Don't be obese, eat junk food the least." They organized and conducted a health fair at Laura MacArthur.

Recommendation: It is recommended that this item be received as informational.

B. Update on Woodland Middle School's Response to Recent Crisis Management Incidents

Administration from Woodland Middle School shared response updates from recent crisis management incidents as well as developments in the investigation process.

Recommendation: It is recommended that this item be received as informational.

C. Statewide Health Program (SHIP) School Health Initiative Presentation

Mimi Stender, Amy Kaiser, and Nancy Anderson presented the SHIP School Health Initiative occurring in three Duluth Public Schools. Three School Health Teams (Lincoln/Piedmont, Morgan Park, and Denfeld) made up of a broad representation of school personnel and community members have worked for five months on an extensive work plan focusing on ways to improve the nutritional environment within the school setting. The ultimate goal of the SHIP initiative is to refine our current wellness policy and other related policies and facilitate systemic changes.

Recommendation: It is recommended that this item be received as informational.

D. Duluth Dare Devils Robotics Team Demonstration

Duluth Dare Devils Robotics Team Coach Tim Velner and team members who recently returned from a very successful run at the Regional Robotics Competition held at the University of Minnesota Campus/Mariucci, demonstrated their robot "Ctrl-Z" and shared information on their successes at the Regionals.

Recommendation: It is recommended that this item be received as informational.

E. Presentation on Duluth Internet Safety and Duluth Public Schools

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Compliance with Children's Internet Protection Act (CIPA)

Keith Anderson, Supervisor of Technology, presented information on the Duluth Public Schools Compliance with CIPA.

Recommendation: It is recommended that this item be received as informational.

F. Proposed Enweyang Ojibwe Language Nest Immersion Program at UMD

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Brian Mcinnis presented information on a proposed partnership between UMD and ISD 709 where ISD 709 students would attend an Enweyang Ojibwe Language Nest Immersion Program at UMD beginning September 9, 2010.

Recommendation: It is recommended that this item be received as informational.

2. **Informational Items**

The following items are for informational purposes only and do not require School Board approval.

A. Grant Applications

1) Edwin H. Eddy Family Foundation Grant: Educational Therapy Materials, Updated Tests, Supplies, and Technology

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The Special Services Department of Duluth Public Schools, on behalf of district Speech/Language Pathologists, has submitted a grant proposal to the Edwin H. Eddy Family Foundation in the amount of \$19,261.06. If awarded, this grant will be used for the purchase of new materials, tests, supplies, and technology for children in this school district who have been identified as having very significant communication disorders. These children range in age from birth to age 21. Speech/Language Pathologists need to teach children in ways that the brain can learn language using different pathways. With updated materials, tests, supplies and technology, more can be accomplished with the students.

Recommendation: It is recommended that this item be received as informational.

3. Action Items

A. Presentation Items Requiring Approval

1) 2010-11 Duluth Public Schools State Head Start Application

Pam Rees, Director of Head Start, will present the 2010-11 Duluth Public Schools State Head Start Grant application for review and approval.

Recommendation: It is recommended that this item be tabled until the June Education Committee Meeting.

B. Resolution E-5-10-2754 - Acceptance of Grant Awards to Duluth Public Schools 30

Attached is Resolution E-5-10-2754 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards for the following organizations:

National Science Teachers Association - Toyota Tapestry Grants
Duluth Superior Community Foundation - Duluth Public Schools
Endowment Fund

Recommendation: It is recommended that the Duluth School Board approve Resolution E-5-10-2754 - Acceptance of Grant Awards to Duluth Public Schools.

C. Extended Trip Requests 35

The following extended trip requests are submitted for approval:

Central High School's Honors American Government Class attended the National "We the People" Competition in Washington, DC from April 23-27, 2010. The cost of the trip was \$1,074 per student and all expenses were covered from donations.

Fifth grade students at Grant Elementary went to the Como Zoo and Science Museum in St. Paul, Minnesota from April 29-30, 2010. The total cost of the trip was \$1,826 and all expenses were covered through fund raising activities.

Recommendation: It is recommended that the Duluth School Board approve the above extended field trip requests.

D. Suspension of Policy 6160 - Field Trips 41

Administration is requesting that Policy 6160 - Field Trips be suspended to allow seventh grade Morgan Park students to travel to Thunder Bay, Canada from May 26-29, 2010 under the supervision of Bruce Holm, Morgan Park Geography teacher. The trip was planned without knowledge of newly implemented district stipulations related to international travel as stated in revised Policy 6160 - Field Trips.

Recommendation: It is recommended that the Duluth School Board suspend Policy 6160 - Field Trips to allow Morgan Park's seventh grade students to travel to Thunder Bay, Canada under the supervision of Bruce Holm, Morgan Park Geography teacher.
E. Educational Agency (LEA)

Mary Ann Rotondi, Federal Programs Supervisor, is recommended for authorization to act as the LEA Representative in filing an application for funds as provided under Public Law 103-382 for the 2010-11 school year. This includes the NCLB Consolidated Application for Elementary and Secondary Education Act (ESEA) - Title I, II, IV, and V, and the American Recovery and Reinvestment Act (ARRA).

Recommendation: It is recommended that this item be accepted and approved.
F. 2010-2011 Continuation of Change in Contractual Day – Educational Audiologist

According to Article X, Section VII, of the Collective Bargaining Agreement between ISD 709 and DFT, deviation from the contractual workday or school day may take place if certain conditions are met.

For each of the past four school years, the School Board approved a change in contractual day for Educational Audiologist Linda Kalweit. It is requested that approval be given for a change in contractual day for Linda Kalweit, with a workweek defined as up to forty hours and to include up to ten-hour days, as mutually agreed upon with the Director of Special Services, for the 2010-2011 school year.

This will allow Ms. Kalweit to accommodate the changing needs of the students and families that audiology serves, including evening hearing clinics, evening home visits for early childhood (deaf and hard of hearing) students, and for programming deaf and hard of hearing student amplification systems (personal FMs) after school hours so that students do not miss out on teacher instruction during the school day.

Recommendation: It is recommended that this item be accepted and approved.
G. Diplomas

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The following students have completed all high school requirements and should be awarded a diploma:

| | |
|--------------------------|-------------------|
| Harry Andrew Kapinos III | January 31, 2010 |
| Zachary R. Taylor | February 18, 2010 |

Recommendation: It is recommended that the Duluth School Board approve the above diploma awards.

H. Certificates of Attendance

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Certificates of Attendance will be awarded to the following Denfeld High School foreign exchange students in lieu of a high school diploma at

Commencement in June 2010:

Ayaka Doi
Niclas Henningsson
Dmitry Yurevich Kuznetsov

Recommendation: It is recommended that the above Certificate of Attendance awards be approved.

Internet Safety Policies and CIPA: An E-Rate Primer for Schools and Libraries

Prepared by E-Rate Central

The Children's Internet Protection Act ("CIPA"), enacted December 21, 2000, requires recipients of federal technology funds to comply with certain Internet filtering and policy requirements. Schools and libraries receiving funds for Internet access and/or internal connection services must also meet the Internet safety policies of the Neighborhood Children's Internet Protection Act ("NCIPA") that addresses the broader issues of electronic messaging, disclosure of personal information of minors, and unlawful online activities.

Introduction to CIPA Compliance

CIPA (and the associated NCIPA) requirements for E-rate purposes are governed by rules promulgated by the Federal Communications Commission ("FCC") and administered by the Schools and Libraries Division ("SLD"). The basic FCC rules are summarized below.

1. **Applicability:** CIPA compliance is required for any school or library receiving E-rate funds for two of the three eligible service categories – Internet Access and Internal Connections. Applicants for Telecommunications services only, are exempt.
2. **Timing:** Full compliance is required in an applicant's second year of funding after CIA's enactment. For most applicants, this will be the fifth E-rate program year ("PY5") beginning July 1, 2002. For the preceding year (PY4 for most), an applicant need only certify that it is "undertaking actions" to be in compliance for the second year.
3. **Filtering:** CIPA requires the implementation of a "technology protection measure" – generally referred to as an Internet filter – to block access to visual depictions deemed "obscene," "child pornography," or "harmful to minors."¹ Filtering is required for all of an E-rate recipient's Internet-enabled computers whether used by minors or adults. For E-rate funding purposes, filtering for adult Internet usage can be disabled for "bona fide research or other lawful purpose."²

¹ The terms "obscene," "child pornography," and "harmful to minors" are strictly and legally defined (see footnote to the sample Internet Safety Policy in Appendix B).

² Although the ESEA and LSTA sections of CIPA permit the disabling of filters for both adults and minors, no such provision for minors is included in the E-rate section (SEC. 1721). No provision, however,

The FCC has not established any standards with regard to the type or effectiveness of Internet filters required for CIPA compliance.

4. **Internet Safety Policy:** CIPA requires the adoption and enforcement of an "Internet safety policy" covering the filtering discussed above.³ For schools, the policy must also address "monitoring the online activities of minors."⁴

NCIPA provisions, applicable to E-rate recipients, also require a policy to address:

- "the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications" (including instant messaging);
- "unauthorized access, including so-called 'hacking,' and other unlawful activities by minors online;"
- "unauthorized disclosure, use, and dissemination of personal identification information regarding minors;" and
- "measures designed to restrict minors' access to materials harmful to minors."⁵

Prior to adoption, CIPA requires that "reasonable public notice" and "at least one public hearing or meeting" be held to address the proposed Internet safety policy.

The FCC has not established any specific criteria for evaluating an Internet safety policy, nor has it set any specific standards for what constitutes reasonable public notice or a public meeting.

5. **Certification:** The only specific compliance requirement established by the FCC is that an E-rate applicant must certify that it is in compliance with the CIPA provisions summarized above. Certification is required only after funding is awarded by filing a Form 486 indicating receipt of services.⁶ Certification is required annually.
6. **Enforcement:** No specific enforcement provisions, other than applicant certifications, have been established by the FCC. The only two principles of enforcement are:

prevents schools and libraries from setting different levels of filtering for minors on an age-determinant or individual use basis.

³ In addition to the three types of material that must be blocked, CIPA explicitly permits schools and libraries to block any content deemed inappropriate for minors by local standards.

⁴ "Monitoring" appears to require only supervision, not technical measures. Specifically, CIPA does not require "tracking of Internet usage by any identifiable minor or adult user."

⁵ Not just visual depictions.

⁶ Members of a consortium must certify status on Form 479s that must be submitted to the consortium leaders before the leader files a consortium-wide Form 486.

- No Universal Service Fund payments will be made on behalf of any applicant that does not file the requisite certifications; and
- If certifications are found to be false – as determined by subsequent review or audit – applicants will have to reimburse the Fund for any funds and discounts received for the period covered.

Internet Safety Policy Guidelines

Although neither the FCC nor the SLD has established specific criteria for an Internet safety policy, certain practical guidelines can be suggested as a means of complying with the CIPA policy requirements.

Basic Components of a CIPA-compliant Internet Safety Policy:

At a minimum, to fully comply with the spirit of the Internet safety policy requirements for E-rate funding, four key guidelines should be met.

1. The policy should apply to both minors and adults. Although called the “Children’s Internet Protection Act,” and requiring specific protections for minors, CIPA clearly applies to certain aspects of adult usage as well. Therefore, the policy should deal with both staff and students (or library patrons). As discussed below, a student Acceptable Use Policy may not fully suffice.
2. The policy should specify use of an Internet filtering mechanism to, at a minimum, block access to the three categories of visual depictions specified by CIPA – obscene, child pornography, and harmful to minors. Conditions and procedures should be incorporated under which filtering can be disabled (for adults) or made less restrictive (for minors).
3. The policy should emphasize staff responsibilities in supervising online activities by minors. This provision is needed to meet the “monitoring” requirement imposed on schools (but also appropriate for libraries).
4. The policy should address the NCIPA issues for minors (but is also appropriate for adults). As discussed above, these issues concern the safe use of e-mail and other forms of electronic messaging, unauthorized disclosure of personal information, and unlawful online activities.

A sample Internet safety policy, minimally addressing these four CIPA-related guidelines, is provided in Appendix B.

Optional Internet and Network Policy components:

The sample Internet safety policy provided in Appendix B is designed solely to meet the basic E-rate requirements for CIPA compliance. Although not the primary purpose of this Primer, it should be noted that many schools and libraries may already have, or may wish to adopt, much broader policies addressing other Internet or network issues. A brief summary of other typical policy components is provided below. Several examples of broader policies are provided in the Internet links listed in Appendix A.

1. **Statement of objective.** Discussion as to the purpose and importance of the organization's computer network and Internet access. Access to these resources may be designated a privilege, not a right.
2. **Penalties for improper use.** Failure to adhere to network policies and rules may subject users to warnings, usage restrictions, disciplinary actions, or legal proceedings.
3. **Organizational responsibility and privacy.** Disclaimers indicating that:
 - The organization does not warrant network functionality or accuracy of information.
 - The organization does not warrant the effectiveness of Internet filtering.
 - The privacy of system users is limited.
4. **Acceptable use.** Provisions dealing with such issues as:
 - Network etiquette.
 - Vandalism and harassment.
 - Copyrights and plagiarism.
 - Downloading (e.g., music files)
5. **Web site.** Special provisions dealing with the use and modifications of an organization's own Web site.
6. **Personnel responsibilities.** Designation of an organization's personnel who are responsible for various aspects of network and user administration and use.

Review and Revision of Existing Policies:

Many schools and libraries may have existing policies in place that fully, or at least partially, meet the CIPA requirements for an Internet safety policy. If a review indicates the need for a revision, the following suggestions are offered for consideration:

1. **Title.** To indicate CIPA compliance, it would be useful to include the words "Internet safety policy" in the title or introductory text.
2. **Specific terms.** Terminology may be important to CIPA compliance.

- a. Prohibited activity should specifically include access to material deemed “obscene,” “child pornography,” or “harmful to minors.”
 - b. Reference should be made to supervision or “monitoring” of online activities by minors.
 - c. References to disabling of filtering should refer to “disabling or relaxing” for “bona fide research or other lawful purposes.”
3. **Specific problems.** Although not a CIPA issue, it may be appropriate to expand portions of earlier policies to deal more explicitly with problems recently faced by schools and libraries such as student and staff harassment, plagiarism, and copyright violations.
 4. **Adult usage.** The policy should address usage by adults, not simply students and/or minors. Adult-oriented policies are becoming commonplace in corporate and governmental organizations to establish standards of behavior for network usage.
 5. **Companion policies.** Schools, with an existing student-oriented acceptable use policy, may be able to adopt a broader, but simpler, Internet safety policy referencing the acceptable use policy.
 6. **Public hearing.** Revised, CIPA-compliant, Internet safety policies should be adopted in a pre-announced public meeting. A regular school or library board meeting, at which the policy adoption is listed in a pre-released agenda, should be sufficient.

Appendices:

Appendix A – Internet links for further information

Appendix B – Sample, CIPA-compliant, Internet safety policy

3187 - Use Policy for Internet Access

A. Purpose

The purpose of this policy is to set forth policies and guidelines for access to the Duluth Public Schools' computer system and acceptable and safe use of the Internet, including electronic communications.

B. General Statement of Policy

In making decisions regarding student and employee access to the Duluth Public Schools' computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

C. Limited Forum for District's Educational Use

The Duluth Public Schools is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

D. Use of System is a Privilege

The use of the Duluth Public Schools' system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion,

exclusion or termination of employment; or civil or criminal liability under other applicable laws.

Guidelines for Internet Access use are contained in Regulation 3187R.

Internet Safety

A. Introduction

It is the policy of the Duluth Public Schools to:

- (1) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- (2) prevent unauthorized access and other unlawful online activity;
- (3) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- (4) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

B. Definitions

Key terms are as defined in the Children's Internet Protection Act.

C. Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

D. Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Duluth Public Schools online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:

- (1) unauthorized access, including so-called 'hacking,' and other unlawful activities; and
- (2) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

E. Supervision and Monitoring

It shall be the responsibility of all members of the Duluth Public Schools staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Technology Department or designated representatives.

F. CIPA definitions of terms:

TECHNOLOGY PROTECTION MEASURE. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

- (1) **OBSCENE**, as that term is defined in section 1460 of title 18, United States Code;
- (2) **CHILD PORNOGRAPHY**, as that term is defined in section 2256 of title 18, United States Code; or
- (3) **Harmful to minors.**

HARMFUL TO MINORS. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

- (a). Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- (b). Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

- (c). Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

(4) SEXUAL ACT; SEXUAL CONTACT. The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

REFERENCES:

E-rate Central sample CIPA Internet Safety Policy
Children’s Internet Protection Act

Legal References:

15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 6751 *et seq.* (Enhancing Education through Technology Act of 2001)
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
United States v. American Library Association, 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)
Layshock v. Hermitage Sch. Dist., 412 F.Supp. 2d 502 (2006)
J.S. v. Bethlehem Area Sch. Dist., 807 A.2d 847 (Pa. 2002)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Adopted: 12-16-97 ISD709
Revised: 7-17-2001
Revised: 6-12-2007
Adopted:
Revised: 5-13-2008

3187R – INTERNET USE REGULATIONS

A. Appropriate Use of Technology Resources for Students

These regulations pertain to the use of District and personal technology resources while on school property, in school vehicles and at school-sponsored activities, as well as the use of District technology resources via off-campus remote access.

(1) Introduction

The Duluth Public Schools is pleased to offer students access to District computers, communications systems¹, the Internet and an array of technology resources to promote educational excellence. Each student is responsible for his/her use of technology, whether personal or District-provided. While using District and personal technology resources on school property, in school vehicles and at school-sponsored activities, as well as using District technology resources via off-campus remote access, each student must act in an appropriate manner consistent with school, District, and legal guidelines in this limited forum. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about his/her responsibilities and to establish expectations when using technology.

(2) Using the Internet and Communications Systems¹

District technology resources are provided to students to conduct research, complete assignments, and communicate with others in furtherance of their education.

- (a) Access is a privilege not a right; as such, general rules of school behavior apply.
- (b) Access to these services is given to students who agree to act in a considerate and responsible manner. Just as students are responsible for good behavior in a classroom or a school hallway, they must also be responsible when using school computer networks or personal technologies.
- (c) Students must comply with District standards and honor this agreement to be permitted the use of technology.
- (d) All digital storage is District property, and as such, network administrators will review files and communications to maintain system integrity and ensure that students are using technology responsibly.
- (e) Students should not expect that files stored on District servers will be private.
- (f) The educational value of technology integration in curriculum is substantial. Access to the Internet will enable students to use extensive online libraries and databases.
- (g) Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, profane, sexually oriented or potentially offensive to some people. While the intent is to make Internet access available to further educational goals and objectives, students may find ways to access these other materials as well. The Duluth Public Schools does not condone or permit the use of this material and uses content filtering software to protect students to the extent possible.
- (h) Parents and guardians must be aware that content filtering tools are not completely fail-safe and while at school, direct supervision by school personnel of each student using a computer is desired but not always possible.
- (i) Students are expected to use technology resources in a manner consistent with the rules below and will be held responsible for their intentional misuse.

- (j) The Duluth Public Schools believes that the benefits of student access to the Internet in the form of information resources and opportunities for collaboration exceed any disadvantages.
- (k) Ultimately, parents and/or guardians are responsible for setting and conveying the standards that their children should follow when using technology. If a student accidentally accesses inappropriate material they should back out of that information at once and notify the supervising adult.

(3) Proper and Acceptable Use of All Technology Resources

All District technology resources, including but not limited to District computers, communications systems¹ and the Internet, must be used in support of education and academic research and must be used in a manner consistent with the educational mission and objectives of the Duluth Public Schools.

Activities that are permitted and encouraged include:

- (a) school work;
- (b) original creation and presentation of academic work;
- (c) research on topics being studied in school;
- (d) research for opportunities outside of school related to community service, employment or further education

Activities that are not permitted when using District or personal technologies include but are not limited to:

- (a) plagiarism or representing the work of others as one's own;
- (b) any activity that violates a school rule or a local, state, federal, or copyright law;
- (c) using obscene language; harassing, insulting, ostracizing, cyber bullying or intimidating others;
- (d) representing Copyright ©, Registered ®, and/or Trademark ™ materials as one's own work;
- (e) searching, viewing, communicating, publishing, downloading, storing, or retrieving materials that are not related to school work, community service, employment, or further education (thus, searching inappropriate materials is not permitted);
- (f) damaging or modifying computers, networks or District-installed software;
- (g) intentional or neglectful transmission of viruses or other destructive computer files; hacking into District or external technology systems; intentionally bypassing District filters;
- (h) use of USB, bootable CDs, or other devices to alter the function of a computer or a network;
- (i) subscription to any online services or ordering of any goods or services;
- (j) use of personal e-mail accounts, not District-provided e-mail accounts, on the District network;
- (k) online sharing of any student's or staff member's name, home address, phone number or other personal information;
- (l) non-educational uses such as games, role-playing multi-user environments, gambling, junk mail, chain mail, jokes or raffles;
- (m) participating in online chat rooms or using instant messaging, unless specifically assigned by a teacher;

- (n) use of District resources for commercial purposes, personal financial gain, or fraud, including but not limited to any activity that requires an exchange of money and/or credit card numbers, any activity that requires entry into an area of service for which the school will be charged a fee, any purchase or sale of any kind; and any use for product advertisement or political lobbying;
- (o) any activity that requires entry into an area of service for which the school will be charged a fee, any purchase or sale of any kind; and any use for product advertisement or political lobbying;
- (p) accessing or attempting to access instant messages, chat rooms, forums, e-mail, message boards, or hosting personal web pages during the instructional day. Teachers may authorize students to use Internet communication that includes filtered email for instructional purposes only.
- (q) pornographic, obscene, or vulgar images, sounds, music, video, language or materials, including screen savers, backdrops, and/or pictures, are prohibited
- (r) downloading, uploading, or importing games, screen animations as well as programs or files that can be run or launched
- (s) Illegal use or transfer of copyrighted materials to a school-owned computer, including laptops, is prohibited. Students should only download/import music or materials (files) that they are authorized or legally permitted to reproduce, or for which they have the copyright.
- (t) File sharing unless District approved.
- (u) Adding, modifying or deleting files, except in the student's 'directory' or 'home directory,' are prohibited.
- (v) Putting non-school related material (files) on a school file server is prohibited.
- (w) Altering/modifying the original District pre-set software image is prohibited. Examples include, but are not limited to:
 1. loading/installing any software applications
 2. changing the desktop picture
 3. changing the computer name
 4. changing or removing operating system extensions
 5. altering security software
 6. altering the pre-loaded operating system or applications
 7. taking apart the computer for access to internal parts

Students are expected to report harassment, threats, hate-speech and inappropriate content to a teacher or administrator. If a student has any questions about whether a specific activity is permitted, he or she should ask a teacher or administrator.

(4) Online Assessments

Student assessments may be conducted using technologies such as the Internet or audience response systems. Normally, students will use these technologies as a part of their instructional day. Privacy and security, as defined above, along with confidentiality of assessment responses, are expected.

(5) Vandalism

Any intentional act by a student that damages District technology hardware, software, operating systems, or data will be considered vandalism and will be subject to school rules and disciplinary procedures. Any intentional act that requires a person's time to

repair, replace, or perform corrective work on District technologies or data is also considered vandalism.

(6) Consequences of Misuse

- (a) Misuse of personal² or District technology resources while on school property, in school vehicles and at school-sponsored activities, as well as the use of District technology resources via off-campus remote access may result in disciplinary action up to and including expulsion.
- (b) This regulation shall be used in conjunction with Duluth Public Schools' student policies. In addition, the student's use of District technologies may be suspended or restricted.
- (c) A school may temporarily hold (pending parental and/or same-day pick up) personal technology resources that are used inappropriately.
- (d) Individual schools may choose to have additional rules and regulations pertaining to the use of personal, networked, and communications resources in their respective buildings.
- (e) Intentional unauthorized access and/or damage to networks, servers, user accounts, passwords, or other District resources may be punishable under local, state, or federal law.

(7) Student Access

Parents or guardians who do not wish their children to access the Internet must return the "No Internet Access Form" to their children's schools by the date indicated on the form. These forms will be distributed to all households with the Back-to-School information in August prior to the start of the school year.

The schools' library systems are computerized and are accessed only through the Internet. In addition, the Internet is used extensively for research; and e-mail is accessed through the Internet. If this form is returned, the child's use of Library Media Center resources will be limited to only word-processing, individual computer applications, and other school non-electronic resources.

(8) Student Photographs and Works Displayed on the Internet

Parents or guardians who do not wish their children's pictures or their children's student work to be displayed on the Internet must return the "Student Photographs and Works Displayed on the Internet" form to their children's schools by the date indicated on the form. These forms will be distributed to all households with the Back-to-School information in August prior to the start of the school year.

The Duluth Public Schools may display student pictures and work on the Internet within the following guidelines:

- (a) The child may be identified only by first name or nickname, grade, and/or school.
- (b) No addresses, telephone numbers or other identifying information may be included in conjunction with a child's name, picture, or work.
- (c) If a teacher of child would like to include other information, the teacher must receive written approval from the parent/guardian. No address or telephone numbers can be used even with parent/guardian permission.

B. Appropriate Use of Technology Resources for Staff

Employees of Duluth Public Schools are granted the privilege of using technology only in an authorized and acceptable manner. Generally, a use is unacceptable if it conflicts with Duluth Public Schools or the individual department's purpose, goal, or mission, or interferes with an employee's authorized job duties or responsibilities as determined by his/her immediate supervisor. For purposes of this policy, the term "staff" includes permanent and temporary personnel, substitutes, contract personnel, hourly non-contract personnel, student teachers, volunteers, and outside agency personnel granted use of District technology access.

Administration reserves the right to archive, monitor, review, and audit an employee's use of technology at any time. By using technology, the user consents to this monitoring.

(1) Proper and Acceptable Use of All Technology Resources

Examples of acceptable uses include, but are not limited to, the following types of communication:

- (a) for educational purposes;
- (b) with students, staff, parents, and other customers of the District;
- (c) with federal, state, and local government personnel or agencies, and private businesses with which the School District conducts business;
- (d) for professional development;
- (e) for administrative purposes;
- (f) limited and judicious use of technology for personal use so long as the use is not unacceptable use or violation of School Board policy or the law, and work productivity is not impacted. Employees are to use technology for personal use during designated break time or before/after scheduled work hours;
- (g) limited and judicious use of technology for union business. Prior authorization is required from the Department of Human Resources.

Activities that are not permitted when using District or personal technologies include but are not limited to:

- (a) excessive personal use of technology. Personal use will be deemed excessive if, in the opinion of an employee's immediate supervisor, the use detracts from the individual employee's or the department's productivity;
- (b) communicating to promote personal business ventures (e.g., advertise, promote, or attempt to sell any product, investment, insurance, or other financial proposition) or solicit funds for personal business, political, religious, or other personal causes;
- (c) communicating for illegal purposes including, but not limited to: political lobbying, violating copyright laws, using, downloading or copying unauthorized software (including screensavers), creating or knowingly spreading viruses, impersonating another user, or accessing restricted systems;
- (d) interfering with or disrupting network users, services, or equipment including, but not limited to: creating or forwarding chain letters, subscribing to any form of personal mailing list; damaging equipment, accessing a system (including using another user id and/or password) without authorization, altering software settings such operating system configurations (except for wallpaper, default colors, and other standard

desktop customization settings), or destroying communications systems or electronic files;

- (e) accessing or distributing any communication which may constitute or contain intimidating, hostile, pornographic, offensive or discriminatory material on the basis of sex, race, color, religion, nation origin, sexual orientation or disability;
- (f) accessing or participating in news feeds, streaming media (i.e. web radio), "chat" rooms or services (including real time or instantaneous messaging types of services), unless specifically job related.

(2) Consequences of Misuse

- (a) Misuse of personal or District technology resources while on school property, in school vehicles and at school-sponsored activities, as well as the use of District technology resources via off-campus remote access may result in disciplinary action up to and including termination.
- (b) Intentional unauthorized access and/or damage to networks, servers, user accounts, passwords, or other District resources may be punishable under local, state, or federal law.

C. Privacy and Security

Students and staff must use District technologies responsibly and in a secure manner. They must not share their logins, passwords, or access with others. By using technology, staff is agreeing to, and understands, it is their responsibility to protect employee and/or student information accessed through the Financial/Human Resources information system and/or student information system, and will not release the data to any unauthorized employees or outside agencies.

D. Reliability and Limitation of Liability

- (a) The Duluth Public Schools makes no warranties of any kind, expressed or implied, for the technology resources it provides to students and staff.
- (b) The Duluth Public Schools will not be responsible for any damages suffered by the student, including those arising from non-deliveries, mis-deliveries, service interruptions, unauthorized use, loss of data, and exposure to potentially harmful or inappropriate material or people. This applies to personal use of technology by staff.
- (c) Use of any information obtained via the Internet or communications technologies is at the student's or staff's own risk.
- (d) The Duluth Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through the Internet.
- (e) The student and his/her parent/guardian will indemnify and hold the Duluth Public Schools harmless from any losses sustained as the result of misuse of the District's technology resources by the student.

¹(Communication systems include e-mail, web sites, cell phones, pagers, text messaging, instant messaging, blogging, podcasting, listserves, and/or other emerging technologies).

²(Personal technologies include but are not limited to cell phones, digital and image devices, handheld electronic devices, two-way radios, and/or other emerging technologies).

References: MSBA/MASA Model Policy 524

Duluth School District Policy 5085 (School Discipline Policy)
Duluth School District Policy 3090 (Copyright Policy)
Duluth School District Policy 4025 (Standards of Conduct for Personnel)
Duluth School District Policy 3187 (Use Policy for Technology and Internet Access)
Boulder (Colorado) School District Acceptable Internet Use Policy
Henrico (Virginia) County Public Schools Acceptable Use Policy
E-rate Central
Children's Internet Protection Act

Approved: 12-16-97 ISD 709

Revised: 07-21-98

09-21-99

02-15-00

06-19-01

02-19-02

04-20-04

06-12-07

11-20-07

05-13-08

Executive Summary

The Enweyang Language Nest is a licensed Child Care program at the University of Minnesota Duluth (UMD) that is dedicated to providing children with a quality learning experience in the Ojibwe language. Students learn a second language as they study core academic subjects.

The objectives of the language nest are threefold:

- i.) to mentor teacher education students in American Indian language focused cohorts in Ojibwe language instructional practice
- ii.) to assist teacher candidates in acquiring requisite language skills
- iii.) to help restore the Ojibwe language to the Native American community through the education of children

The nest will support a single cohort of students who will enroll in a multi-year program. It is our hope to extend the early childhood program into a kindergarten level program.

The language nest conversation between UMD and ISD 709 has been taking place the last several years. This kindergarten level program is a unique opportunity for each institution to collaborate in program delivery. All students in the program would enroll as students of ISD 709. In the spirit of maintaining the immersion program, instruction would be based out of the Chester Park site. The Enweyang teacher would provide instruction in specialty subjects including music, art, physical education, computer studies, and science/social studies. An ISD 709 teacher would provide instruction in reading, writing, and mathematics.

An additional goal of the language nest program is to empower students with knowledge of language and culture that can add to the knowledge base of their peers upon reentry to regular education. We anticipate that one third of the student population will be from out of district, and this is a benefit to ISD 709. UMD is committed to creating a cost neutral partnership, and one that would be actualized every few years when there is a cohort of students ready for Kindergarten programming.

University of Minnesota Duluth
Enweyang Language Nest

Six-Year Plan

| | | |
|--|---------------------|---------------------|
| | Kindergarten Level | Maawanj 2 |
| | Pre K (4 year olds) | Maawanj 2 |
| | Kindergarten Level | Maawanj 2/Gekinoo 4 |
| | Pre K (3 year olds) | Maawanj 2/Gekinoo 4 |
| | Pre K (4 year olds) | Maawanj 2/Gekinoo 4 |
| | Kindergarten Level | Gekinoo 4 |

Maawanj = Maawanji'idiwag Early Childhood/ Special Education Program

Gekinoo = Gekinoo'imaagejig Elementary Education Program

Request to the Edwin H. Eddy Foundation

The Special Services Department of the Duluth Public Schools, on behalf of the district's nineteen speech/language pathologists, is submitting this application for consideration to the Edwin H. Eddy Foundation. This grant request is for \$19,266.19 to be used to purchase much needed educational therapy materials, update tests, supplies, and updated technology for children in this school district who have been identified as having very significant communication disorders. These children range in age from birth to age 21.

Communication Disorder Services in the Duluth Public Schools

School districts in the state of Minnesota are mandated by law to provide speech and language therapy services to children who fall in the most severe range of communication disorders. For the most part, to qualify for services a student must score on standardized measures in the lowest 3% of the population. To remediate their deficits in communication, a speech/language pathologist faces extreme challenges. These challenges are in the form of numbers of children on their caseloads, the number of places assigned to provide therapy, the variety of age groups on a caseload, and the variety of types of communication disorders. When materials, tests, supplies, and technology are sparse, the job they face becomes even more demanding.

Currently there are 16 full time equivalent speech/language pathologist positions in the Duluth Public Schools. Nineteen people share these positions resulting in some positions being only part time. Services are provided to 615 students by 19 speech/language pathologists. Many of the staff travel to a variety of schools, community facilities, and homes to meet the needs of the students on their caseloads. Most speech/language pathologists provide services to varying age groups in a variety of settings. This means materials need to be carried from setting to setting causing a great deal of wear and tear.

Due to funding decreases for special education at the state and federal levels, most school districts are strapped for the funding they so desperately need. This is definitely the case for the special services department here in Duluth, Minnesota. Financial supports continue to decrease as special educators have seen dramatic increases in the intensity of need for many of their students. For example, the incidence of autism spectrum disorders has increased to a current level of one in every 150 children; some actually estimate that number is closer to one in 139 children.

This year the total allocated budget for the 19 speech/language pathologist staff was less than \$2000 (approximately \$150 per therapist). This amount only partially covered the costs of needed materials, protocols, limited supplies, and technology needed for the year. In fact, this amount falls well below what is needed to successfully treat children with a variety of severe communication disorders. Most of our newest tests and materials have come from previous Eddy Foundation grants.

Your Help Is Requested

Speech/language pathologists work diligently to meet specific goals and objectives for each child on their caseload. As a group of therapist they are creative and innovative but with caseloads averaging between 40-45 students and a restricted budget, it is difficult to

provide quality services with outdated materials, tests, supplies, and technology. Your help is requested. With updated materials, tests, supplies, and technology more can be accomplished with students. Your help will also allow for impacting and educating other school staff and parents.

Speech/language pathologists need to teach children in novel and interesting ways so that the brain can learn language using different pathways. The use of toys, books, objects, experiences, and activities allow the brain to make new or different connections resulting in children making sense out of their world through language.

Request #1- Boardmaker Program - \$ 4,997.00

This computer generated picture program allows therapists to produce many teaching displays, games, and visual supports. This program is the gateway to many add-on programs that can be purchased to take the basics of this program to the next step in teaching. New versions have just been made available from the Mayer-Johnson/Dynavox company. Version 6.0 is compatible with all new computer operating systems. It is our hope that each therapist would be able to acquire this new version of Boardmaker.

Request #2-Updated Materials, Tests, and Supplies - \$9,500

Every speech/language pathologist needs to replenish items to update her materials, tests, and supplies because each has specific needs that are dictated by the population of clientele she serves. By giving each therapist \$500 to add to her teaching tools, they can provide customized services to their varied caseload. Standardized tests are being constantly updated and they are expensive. To keep up with professional standards, new tests are a necessity.

Request #3-Technology - \$4,769.19

Video Flip Cameras: Research continues to show the value of using new technology in the teaching process with children who display communication disorders. For example, the use of video modeling with the autism population has proven to be an extraordinary teaching tool. Short video clips can be used to model correct social behaviors, prepare them for what will be happening in the near future, and to demonstrate rules associated to new games or social events. A digital camera is able to produce only short clips but is not sufficient when longer social interaction segments are needed. Video cameras will help with social stories, re-telling an experience, or preparing a child for a new social interaction.

Digital Voice Recorders: Communication samples are at the heart of assessment and therapy of all speech and language disorders. Traditionally, these samples are taken with tape recorders. Tape recordings can distort the student's voice and articulation and therefore make it difficult for therapists and students to hear the true production of speech. Digital voice recording technology has improved the quality of recording and playback so that the original productions of speech and language are preserved. Research is clear that

students must develop awareness of their speech and language disorders in order for them to identify and solve communication break-downs. Moreover, this technology enhances the students' understanding of correct and incorrect speech and language productions so that they can learn to monitor and self-correct their speech and language errors.

USB Memory: Digital images and documents require high storage capacities. Our district provided computer systems do not have the capacity to store large amounts of digital images and documents for long-term use. Therefore, external memory is necessary to hold documents generated from video and digital recording devices. We are not able to afford this basic necessity due to our limited resources.

Timeline for the Request

Upon receiving this award, ordering of supplies, materials, tests, supplies, and technology, this proposal can be accomplished within six months.

Thank you for considering this request. The Eddy Foundation's ongoing support for our department and the children we serve has been a great asset.

| <u>Item</u> | <u>Quantity</u> | <u>Price/unit</u> | <u>Total Cost</u> |
|--|-----------------|-------------------|---------------------|
| Sony Digital Voice Recorder ICDUX-UX81 | 19 | \$ 110.63 | \$ 2,101.97 |
| Boardmaker 6 | 19 | \$ 263.00 | \$ 4,997.00 |
| SDCZ36-016G-A11 Sandisk Cruzer 16 GB Hi speech flash drive | 19 | \$ 39.68 | \$ 753.92 |
| M2120M Flip Minohd Camcorder 120 MIN | 10 | \$ 191.33 | \$ 1,913.30 |
| Additional Materials (each SLP) | 19 | \$ 500.00 | \$ 9,500.00 |
| | TOTAL: | | \$ 19,266.19 |



Special Services Department
Duluth Public Schools, ISD No. 709
215 N First Avenue East • Duluth, MN 55802-2058
(218) 336-8741 • FAX (218) 336-8775

April 30, 2010

Mr. Karl Wasson and Trustees
Edwin H. Eddy Foundation
Wells Fargo Trust Department
222 West Superior Street
Duluth, MN 55802

Dear Mr. Wasson and Trustees,

I am very happy to write a letter of support for the enclosed application for Eddy Foundation funding in the amount of \$19,266.19 being submitted by the Special Services Department of the Duluth Public Schools, on behalf of the district's nineteen speech/language pathologists.

I meet regularly with this professional group and can support that the needs outlined in the request for funds are accurate and have been carefully considered by the group of speech/language pathologists. These dedicated professionals serve a wide age range of children and youth with significant communication disorders with many of them traveling to different school, home, or community sites to provide services.

Given the district's budget limitations, each speech pathologist receives approximately \$150 per year for supplies. The funding provided through the Eddy Foundation in the past has been used to support direct services to children and youth and has been appreciated very much. Your ongoing support for this department and children in this district has been a valued asset.

Thank you for considering this request.

Sincerely,

Marci L. Hoff, M.A.
Director of Special Services

Enc.

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 grants from said organizations in accordance with the terms set forth herein.

BE IT FURTHER RESOLVED that the Duluth Public Schools wishes to extend its grateful appreciation to these various organizations.

| | Organization | Author/Contact | Project Title | Award Amount | Terms |
|----|--|--|--|--------------|---|
| 1. | National Science Teacher's Association | Elizabeth Kersting-Peterson, First Grade Teacher at Lincoln Park Elementary School | Citizen Scientist – Biology Buddies – Great Lakes Worm Watch | \$2,426 | Funds from this grant award will be used to support a partnership with a UMD graduate student who will be working with Lincoln's first grade students on the Citizen Scientist – Biology Buddies – Great Lakes Worm Watch. |
| 2. | Duluth Superior Community Foundation | Various | 2010 Duluth Public Schools Endowment Fund Grants | \$15,160 | The Duluth Superior Area Community Foundation's Duluth Public Schools Endowment Committee received eighteen (18) grant requests totaling \$27,814.66 and has approved funding for thirteen (13) of these requests for the 2010-11 school year totaling \$15,160. Funds from these grant awards will provide supplemental funding to enrich the academic, cultural, athletic, and overall experiences of Duluth Public Schools students and staff. |

Long Questions

Proposal Summary

Briefly summarize the important points of the project proposal. Note: The summary is critical as it is the first exposure the judging committee will have to your proposal.

New research is emerging about the effects of exotic earthworm invasions and the potential destruction of indigenous forests. Very little is known about the distributions of exotic earthworm species across the Great Lakes region. Distributional information is very valuable to understanding the environmental impact of exotic earthworm species. It is very labor intensive and difficult for university researchers to get funding to do this kind of work, this is why the University of Minnesota Duluth enlists citizen scientists to help gather data. This project will empower my students to make a significant impact on our community through the practical application of scientific research. Students will contribute to the advancement of environmental science, as they work cooperatively with graduate students from the University of Minnesota Duluth in on-going research involving the impact of earth worms on the Eco system. The intention of this project is to provide my students with the opportunity to work with university scientists to plan and design a specific research question as it relates to the current research in our region involving earth worms. A graduate student from the University of Minnesota Duluth will come to my class to collaborate on the research process. They will build worm solariums to be used for observation and experiments of worm habitats. Together the students will learn the steps towards defining research and developing a scientific question. In the spring my students will go to several local parks and collect data by conducting actual worm extractions. In the final step of the project my students will enter their data, observations, and conclusions into the University of Minnesota Duluth data base. By creating a collaborative partnership with the university and the elementary students, my students will gain a deeper understanding of the process of science as it applies to "real life." The graduate students will gain a deeper understanding of elementary students as they influence the next generation of scientists.

Description

Provide a thorough description of the activities involved in your proposed project.

My first grade students will team up with a University of Minnesota Duluth (UMD) graduate student under the direction of Cindy Hale, PhD, Director of The Great Lakes Worm Watch. The graduate student will visit my students approximately seven times over a three month period. In the classroom, my students will build worm solariums and study them under the direction of a graduate student. They will learn how earthworms feed, burrow and multiply in their solarium habitats. Together the graduate student and my first graders will define the specific question they want to answer after observing and collecting data from the worm solariums. In the spring several trips will be taken to local parks. The students will extract earth worm samples and record the data. The students will extract, measure, observe and preserve the worms. They will identify species, worm populations, and effect on location of habitat. The students will enter their data, observations, and conclusions into the university's research website at <http://greatlakeswormwatch.org>. The data will be used as part of the on-going research regarding the threat exotic earthworm species may pose to the long term stability of the Great Lakes ecosystem. The funds for this project will be deposited into a special account through the building principal, and administered solely to Elizabeth Kersting-Peterson - Project Director.

This project addresses several district educational outcomes and state standards. The learning goals include math, reading, writing and science. My students will gain an understanding of ecology as they explore how things are interconnected in the physical environment. They will also gain knowledge of biology as they learn about the structures and functions of living things and different observable characteristics. In addition to these academic skills, my students will learn to be contributors to the local community. They will practice critical thinking and problem solving skills demonstrating that students as young as first grade can be critical thinkers and especially practicing scientists.

**DULUTH PUBLIC SCHOOLS FUND
2010 APPLICATIONS**

| # | PROJECT NAME | SCHOOL | PRINCIPAL | APPLICANT #1 FIRST NAME | APPLICANT #1 LAST NAME | APPLICANT #2 FIRST | APPLICANT #2 LAST NAME | AMOUNT REQUESTED | AMOUNT APPROVED |
|----|---|-------------------------------|----------------------|----------------------------|---------------------------|-----------------------|---------------------------|---------------------|--------------------|
| 1 | Education Coordinator | Barnes Early Childhood Center | Pam Rees | Sue | McDonald | | | \$2,000.00 | \$2,000.00 |
| 2 | Alcohol, Tobacco and Other Drugs Brochures (ATOD) | Central High School | Lisa Mitchell-Krocak | Deb | Wendling | Laura | LaFontaine | \$1,600.00 | \$1,177.00 |
| 3 | Bridging the Biology Gap | Central High School | Lisa Mitchell-Krocak | Alison | Wood | | | \$2,000.00 | \$600.00 |
| 4 | Stand Up to Learn | Denfeld High School | Ed Crawford | Jayne | Fechtelkotter | | | \$1,890.00 | \$0.00 |
| 5 | Duluth East Robotics | Duluth East High School | Laurie Knapp | Tim | Velner | | | \$2,000.00 | \$2,000.00 |
| 6 | Kindergarten Rest Mats & Comprehension Packets | Lakewood Elementary | Kristin Teberg | Sarah | Barnes | Cheryl | Scianni | \$1,465.40 | \$1,000.00 |
| 7 | Kindergarten Jumpstart | Lakewood Elementary | Kristin Teberg | | | | | \$2,000.00 | \$0.00 |
| 8 | Gender Matters for Lesson Planning | Lakewood Elementary | Kristin Teberg | Phyllis | Makila | Erica | Wittmers-Graves | \$1,750.00 | \$1,300.00 |
| 9 | K is for Kindness | Laura MacArthur Elementary | Deb Sauter | Susan | Borich | Kim | Eaton | \$2,000.00 | \$1,000.00 |
| 10 | Learning With a Musical Presentation | Laura MacArthur Elementary | Deb Sauter | Joan | Nelson | | | \$650.00 | \$650.00 |
| 11 | Battle of the Books | Lester Park Elementary | Gina Kleive | Mary | Courage | | | \$1,000.00 | \$700.00 |
| 12 | Early Readers CD Read Alongs | Lincoln Piedmont Elementary | Cher Obst | Debi | Gilbertson | | | \$761.85 | \$0.00 |
| 13 | Poetry-The Beat of Life | Merritt Creek Academy | Greg Maus | Sally | Larson | | | \$1,350.00 | \$1,350.00 |
| 14 | Stability Balls in the Classroom | Merritt Creek Academy | Greg | Susan | Schmidt | | | \$1,963.00 | \$0.00 |
| 15 | Going Batty for BATS! | Nettleton | Stephanie Heilig | Mindy | Beaudry | Lisa | Bergman | \$1,315.48 | \$1,315.00 |
| 16 | Ceramic Murals for New Grant/Nettleton Site | Nettleton | Stephanie Heilig | Darlene | Peterson | | | \$1,533.93 | \$1,533.00 |

**DULUTH PUBLIC SCHOOLS FUND
2010 APPLICATIONS**

| | | | | | | | | | | |
|----|-----------------------------|----------------------|---------------|-------|--------|--|--|---------------|--------------------|--------------------|
| 17 | Ready, Set, Read and Write! | Rockridge Elementary | Bonnie Wolden | Susan | Mikel | | | \$535.00 | \$535.00 | |
| 18 | Just picture this... | Woodland Middle | Gina Kleive | Terry | Norton | | | \$2,000.00 | \$0.00 | |
| | | | | | | | | | | |
| | | | | | | | | TOTALS | \$27,814.66 | \$15,160.00 |

of APPLICATIONS RECEIVED 18

of APPLICATIONS APPROVED 13

DPS FUND AVAILABLE TO SPEND \$15,160.00

DPS FUND AMOUNT APPROVED \$15,160.00

Balance \$0.00

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: _____
 Not Recommended Date: _____

Assistant Superintendent: Recommended Name: [Signature]
 Not Recommended Date: 4/23/10

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

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

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended Externally Sponsored*

1. Organization/Grade/Course Planning Trip: Honors American Government Class
2. Contact Person (Responsible for Checklist Completion): Ethan Fisher
3. Field Trip Date(s): 4-23-10 Destination: 4-27-10
4. Field Trip Overview (Include events, establishments and locations): Competition in Washington D.C. As well as general sightseeing in Washington D.C.
5. Field Trip Departure from School (Date and Time): 4-23-10 - 6:00^{Approx.}A.M. - Duluth Airport
Field Trip Return to School (Date and Time): 4-27-10 - 10:00^{Approx.}PM - Duluth Airport
6. Objectives of Field Trip: TO Represent State of Minnesota in The National "We The People" Competition.
7. Relationship to Curriculum or Student Learning: Competition is inline with the Class Curriculum
8. Planned Follow-up Field Trip Activities: None

9. Field Trip Budget Request

| Estimated Expenses | |
|--|-------------------------------|
| Total Admission/Fees | \$ |
| Total Meals | \$ |
| Total Lodging | \$ |
| Total Transportation | \$ |
| <input type="checkbox"/> School District Vehicle(s) | |
| <input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: <u>United & Delta Airlines</u> | |
| <input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____ | |
| Total Additional Stipends: | \$ |
| Other: | \$ |
| Total | \$1,074.00 / 5 Student |

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

All expenses Covered from Donations

11. Reviewed/Completed Request Checklist: Yes No

*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

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.

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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
 Not Approved

Name: [Signature]
Date: 4/12/10

SUPPLEMENTAL TRIP ACTION

Principal: Approved
 Not Approved

Name: _____
Date: _____

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

EXTENDED/EXTERNALLY SPONSORED TRIP ACTION

Principal: Recommended
 Not Recommended

Name: [Signature]
Date: 4/12/10

Assistant Superintendent: Recommended
 Not Recommended

Name: [Signature]
Date: 4/12/10

School Board: Approved
 Not Approved

Name: _____
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 Externally Sponsored*

1. Organization/Grade/Course Planning Trip: _____
2. Contact Person (Responsible for Checklist Completion): John Bushey
3. Field Trip Date(s): April 29-30 Destination: St. Paul-Corn Zoo & Science Museum
4. Field Trip Overview (Include events, establishments and locations): Corn Zoo - 3-4 hours, then science museum - science programs included - camp in the museum - leave for home ~10:00 AM Fri.
5. Field Trip Departure from School (Date and Time): April 29th 9:00 AM
Field Trip Return to School (Date and Time): April 30th, 2:00 pm
6. Objectives of Field Trip: See animals we've studied in school in animal unit & Experience science at the Sci. Museum.
7. Relationship to Curriculum or Student Learning: MN. Sci. Standards
8. Planned Follow-up Field Trip Activities: Discussion, writing, technology (powerpoints)
9. Field Trip Budget Request

| Estimated Expenses | |
|--|------------------------------|
| Total Admission/Fees | \$ 800. ⁰⁰ |
| Total Meals | \$ — |
| Total Lodging | \$ — |
| Total Transportation | \$ 1026. ⁰⁰ |
| <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 | \$ 1826.⁰⁰ |

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

11. Reviewed/Completed Request Checklist: Yes No

*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

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

12:00 - 4:00

4:30 pm - 10:00 AM

10:00 AM -

2:00

LOCATION

Como Zoo

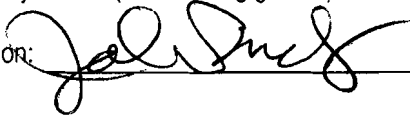
MN. Sci. Museum

leave for Duluth

arrive at school

- 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: _____

6160 - Field Trips

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

It is the general expectation of the School Board that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. On all school-sponsored trips, provisions will be made for appropriate special education accommodations/modifications for special education students. On all overnight school-sponsored trips, background checks will be required for all chaperones at their own expense. Student trips will be categorized within three general areas:

a. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal, and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips.

b. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day, but do not include overnight stays. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested.

c. Extended Trips Within Minnesota, the Continental United States, or a Foreign Country

1. Trips that involve one or more overnight stops within Minnesota or the Continental United States fall into this category. Extended trips may be instructional or supplementary, and must be requested well in advance of the planned activity. Extended trips within the school year should whenever possible coincide with school vacation periods. An Extended Trip Request form must be completed and approved by the principal, superintendent, and School Board. Exceptions to the approval may be granted or expedited to accommodate emergencies or contingencies (e.g. tournament competition).
2. As per Resolution E-5-09-2628 (May 19, 2009) Independent School District 709 does not sponsor or accept any liability for foreign trips. As noted in the resolution, all staff who accompany students on any foreign trips are expected

to obtain a signed liability release and waiver form (attached) from the student's parents/guardians prior to the trip.

3. The School Board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students. All fundraising activities for extended trip opportunities must be approved by the School Board under Fund Raisers in the Financial Report section of the Business Committee Report.

Adopted: 6-9-70 ISD 709

Revised: 12-17-74

2-10-76

6-20-95

12-17-2002

10-19-04

2-27-07

6-16-09

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: | <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved | Name: <u>Denise Clauson</u> Date: _____ |
| SUPPLEMENTAL TRIP ACTION | | |
| Principal: | <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved | Name: _____ Date: _____ |
| Instructional/Supplemental Trips need not be sent to District office. | | |
| EXTENDED/EXTERNALLY SPONSORED TRIP ACTION | | |
| Principal: | <input checked="" type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended | Name: <u>Denise Clauson</u> Date: <u>3/26/10</u> |
| Assistant Superintendent: | <input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended | Name: _____ Date: _____ |
| School Board: | <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved | Name: _____ 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 Externally Sponsored*

1. Organization/Grade/Course Planning Trip: Grade 7 - Geography
2. Contact Person (Responsible for Checklist Completion): Bruce Holm
3. Field Trip Date(s): 5-28 to 5-29/2010 Destination: Thunder Bay Canada
4. Field Trip Overview (Include events, establishments and locations): See attached Schedule

5. Field Trip Departure from School (Date and Time): 5-26-10 6:30 AM
Field Trip Return to School (Date and Time): 5-29-10 2:00 PM
6. Objectives of Field Trip: View Culture of Neighboring Country, exchange rates history of Canada. Tour of University - University Stay
7. Relationship to Curriculum or Student Learning: First College Experience for all, Cultural Differences.
8. Planned Follow-up Field Trip Activities: Orally review trip, experiences,

9. Field Trip Budget Request

| 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 | \$ 190⁰⁰ |

| Revenues | | |
|----------------------------|-------|----------------------|
| District Budget | Code: | \$ |
| Booster Group | | \$ |
| Donations | | \$ |
| Student Fees | | \$ 190 ⁰⁰ |
| Total Additional Stipends: | | \$ |
| Total | | \$ |

11. Reviewed/Completed Request Checklist: Yes No

*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

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

| | |
|--|--|
| | |
| | |
| | |

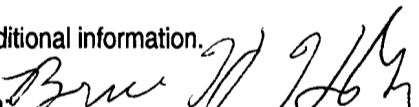
- Maintain Student Roster and Check-in/Check-out Procedure
- Arrangement for Safety Needs (i.e. crossing guards)

Signature of Contact Person: 

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: 

Thunder Bay

The total cost of the trip is \$190.00. You must pay \$50.00 down to sign up your student. Please make checks payable to Morgan Park School. The remaining \$140.00 is due by April 15, 2010. If, for any reason, your student can't go the money will be refunded. I will take no more than 80 students.

Students must be passing all their classes to be eligible. They must have no more than 4 behavior incidents such as referrals, bus reports, in school suspensions, etc. They must have regular school attendance. I will reserve the right to make those final decisions on those in discussion with the principal.

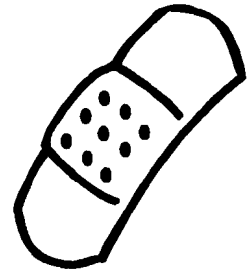
If you have any more questions please contact me at school at 626-4512 ext 110.

Bruce Holm



HEALTH REQUIREMENTS

Morgan Park School – Thunder Bay 7th grade trip
May 26 & 27 & 28, 2010



1. **Each student must have a completed a health form – for emergency contact information.**
2. **Health forms should be returned by Monday, May 17, 2010.**
3. **Medications** - requirements for taking medications during this overnight fieldtrip:
 - **Asthma INHALERS & over-the-counter non-aspirin PAIN medications: DO NOT require an MD signature** (Tylenol, Acetaminophen, Advil, Motrin, Ibuprofen)...**but do require Parent Signature on the attached form.** Your signature gives your permission for your student to self-carry & self-administer any INHALER or NON-ASPIRIN pain medication needed on this trip. You can send this medication with your student on the departure day. **DO NOT SEND MEDICATIONS IN PLASTIC BAGGIES; MEDICATION MUST BE IN THE PHARMACY OR ORIGINAL PURCHASED CONTAINER.** (Travel size containers of pain medication work well.)
 - **OTHER PRESCRIPTION MEDICATIONS & any other over-the-counter medications (i.e. Sudafed, Claritin, Allegra) REQUIRE an MD SIGNATURE and Parent Signature on the attached form.** MEDICATION MUST BE IN THE PHARMACY CONTAINER OR ORIGINAL PURCHASED CONTAINER. *Please Bring/Send Medications to the school health office prior to departure day...this greatly helps the pre-planning process.*
 - **If your student currently receives medication in school – call the school nurse’s office @ 626-4512 ext. 127 to discuss what is needed.**
 - **IF YOU ARE A PARENT GOING ON THIS TRIP WITH YOUR STUDENT: NO MD signature is required, as you will be responsible for administering all needed medications to your student.**
4. **Questions or Concerns?**
Contact Camille Murphy RN, Licensed School Nurse – Morgan Park Middle School
626-4512 ext. 127

2010

Dear Parents:

This signed permission slip will allow your student to travel to Thunder Bay, Ontario, Canada. The trip will take place from May 26 to 28.

I understand that if any injury occurs to my student during the filed trip for which the district is not at fault, the district insurance provides no coverage for the medical expense. A student's family insurance coverage must, then, provide coverage for medical expenses.

Student Name _____

Parent Signature _____

Home Phone _____

Daytime Phone _____

Alternative Emergency Phone _____

Cell Phone (if any) _____



DULUTH CENTRAL HIGH SCHOOL

800 East Central Entrance
Duluth, MN 55811

Phone: (218) 733-2130 Fax: (218) 733-2153



Vance Hopkins
Assistant Principal

Lisa Mitchell-Krocak
Principal

Sue Lehna
Activities Director

April 12, 2010

Mr. Joe Hill
Assistant Superintendent for Teaching and Learning
ISD 709
215 North First Avenue East
Duluth, Minnesota 55802

Dear Mr. Hill:

The following student completed his high school graduation requirements through the Bridge program and requests his diploma.

I would like to order a Central High School diploma for:

Name **Harry Andrew Kapinos III**
Date of Graduation **01/31/10**

Thank you.

Sincerely,

Lisa Mitchell-Krocak
Principal



Ed Crawford
Principal

DENFELD SENIOR HIGH SCHOOL

4405 West Fourth Street
Duluth, Minnesota 55807
(218) 336-8830 Main Office



Tonya M. Sconiers
Assistant Principal

April 12, 2010

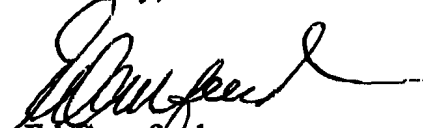
Dr. Joseph Hill
Ind. School District 709
215 N. 1st Ave. E.
Duluth, MN 55802

Dear Dr. Hill,

This is to certify that the person listed below has completed all requirements for graduation from ALC and are eligible to receive their diploma from Denfeld High School.

| <u>Name of Graduate</u> | <u>Graduation Date</u> |
|-------------------------|------------------------|
| Zachary R. Taylor | 3/18/10 |

Sincerely,


Ed Crawford
Principal

EJC:cra

--an equal opportunity employer--



Ed Crawford
Principal

DENFELD SENIOR HIGH SCHOOL

4405 West Fourth Street
Duluth, Minnesota 55807
(218) 336-8830 Main Office



Tonya M. Sconiers
Assistant Principal

February 18, 2010

Dr. Joseph Hill
Ind. School District 709
215 N. 1st Ave. E.
Duluth, MN 55802

Dear Dr. Hill,

The following students attended Denfeld as foreign exchange students this school year. I am requesting a certificate of attendance to present to them at graduation on June 10, 2010.

Name of Foreign Exchange Student

Ayaka Doi
Niclas Henningsson
Dmitry Yurevich Kuznetsov

Sincerely,

Ed Crawford
Principal

EJC:cra

--an equal opportunity employer--