

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, March 20, 2012

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

1. Informational Items

A. Informational Presentations

1) Woodland Middle School Student Council Presentation

Gina Kleive, Woodland Middle School Principal, and Woodland Middle School Student Council representatives presented the process that they used to select the mascot for the new Ordean-East Middle School.

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

2) Common Elements of a Safe And Welcoming Environment Status Update

5

Ron Lake, Climate Coordinator, provided a status update regarding Duluth Public Schools common elements of a safe and welcoming environment for all.

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

3) Integration Specialist Update

9

Ron Hagland, Supervisor of the Office of Education Equity, presented an update on the Integration Specialists.

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

4) Closed Campus Discussion

Laurie Knapp and Tonya Sconiers were present to continue the discussion of having closed campus at the high schools.

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

5) End-of-Season Co-curricular Student Survey

(This item was tabled and will be on the April 17th Education Committee Report.)

Shawn Roed will share information on the on-line student survey that all student athletes complete at the end of their sports season as part of the evaluation process for Duluth Public Schools coaches.

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

6) The Use of iPads to Promote Integration 17

Ron Hagland, Keith Anderson, and Stephanie Heilig shared information on the proposed purchase of iPads to promote integration through interracial interactive learning experiences between students at Nettleton and a neighboring Duluth Elementary School as part of Nettleton's 2012-13 Integration Plan.

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

B. Grant Applications - None

2. Action Items

A. Presentation Items Requiring Approval

1) Office of Education Equity - ISD 709 Comprehensive Equity and Inclusion Three Year Plan - 2015 20

(This item was tabled at the February 28, 2012 School Board Meeting to be brought forward for review, discussion, and approval in March.)

Ron Hagland, Supervisor of the Office of Education Equity, presented the recommended program goals for the Office of Education Equity - ISD 709 Comprehensive Equity and Inclusion Three Year Plan - 2015.

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

B. Resolution E-3-12-2984 - Acceptance of Grant Awards to Duluth Public Schools 23

Attached is Resolution E-3-12-2984 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards for the following organizations:

Perpich Center for Arts Education
Flint Hills Resources

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-3-12-2984 - Acceptance of Grant Awards to Duluth Public Schools.

C. Extended Trip Requests

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The following extended trip requests are submitted for approval:

Duluth Public Schools Business Professionals of America students traveled to the Hyatt Regency in Minneapolis, Minnesota from March 7-10, 2012 to compete in the State Business Professionals of America Competition where they tested classroom business practice learning in real-world situations at the State level. The cost of the trip was \$330.14 per student and was funded with student fees.

Duluth Public Schools HOSA students will be traveling to the Best Western Kelly Inn and Convention Center in St. Cloud, Minnesota to compete at the 2012 Spring Leadership Conference and State Competition from April 1-4, 2012. The total cost of the trip is \$4,457 and will be funded with grant dollars and student fees.

Fourth and fifth grade students from Lakewood Elementary will be traveling to St. Paul, Minnesota on April 5-6, 2012 to participate in the 2012 Science Museum Camp-in, which will include a visit to the Natural History Museum, State Capitol, St. Paul Basilica, and an overnight stay in a selected museum exhibit hall with museum staff. All costs associated with this trip will be funded with a grant received from Flint Hills Resources.

Duluth Public Schools FFA students will be traveling to the St. Paul Campus of the University of Minnesota to compete in the State FFA Convention from April 22-24, 2012. Students will also participate in leadership workshops and have the opportunity to participate in campus tours. The total cost of the trip is \$2,980.34 and will be funded through student fees, fund raising activities, and grant dollars.

Duluth Public Schools Business Professionals of America students will be traveling to the National Business Professionals of America Competition in Chicago, Illinois from April 24-29, 2012 where they will have the opportunity to test classroom business practice learning in real-world situations at the National level. The cost of the trip is \$1,230.55 per student and will be funded with grant dollars and student fees.

Duluth Public Schools FCCLA-HERO students will be traveling to the Crowne Plaza Minneapolis Hotel in Brooklyn Park, Minnesota from April 29 - May 1, 2012 to compete in the State Leadership Conference and participate in student organization leadership training. The total cost of the trip is \$2,815 and will be funded with grant dollars, scholarship

opportunities, and student fees.

Duluth Public Schools HOSA students will be traveling to Disney's Coronado Springs Resort in Orlando, Florida from June 19-23, 2012 to compete in the HOSA National Leadership Conference. The total cost of the trip is \$15,515 and will be funded with grant dollars and student fees.

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

D. Diplomas

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

Micah R. Saarela - January 20, 2012

Payton LaFont - March 5, 2012

Keyon J. Allen - January 27, 2012

Miranda Marie Peterson - January 30, 2012

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

A Selected Review of Literature and Resources on “School Climate”

**School Climate:
Urban Parents' Views**

Safety
Fairness
High expectations
Parent Involvement
Welcoming environment
Trust/Respect/Ethos of caring

September 2008
Volume 66 Number 1
The Positive Classroom
Pages 89-91

Deborah Perkins-Gough

**Climate Inventory;
Seven Dimensions**

Order
Leadership
Environment
Involvement
Instruction,
Expectations
Collaboration

(Butler & Alberg, 1989).

**Ten Essential Dimensions of
Subjective Experience in Schools**

Environmental
Structural
Safety
Teaching / Learning
Relationships
Sense of School Community
Morale
Peer Norms
Sch.-Home-Comm. Partnerships
Learning Community

Center for Social Emotional
Education

5

The Four Essential Dimensions of School Climate

Safety
-Rules and Norms
-Physical Safety
-Social / Emotional Security

Teaching and Learning
-Support for Learning
-Social and Civic Learning

Interpersonal Relationships
-Respect for Diversity
-Social Support (adults)
-Social Support (students)

Institutional Environment
-School Connectedness / Engagement
-Physical Surroundings

Cohen, J., McCabe, E.M, Michelli, N.M & Pickeral, T. (2009).
School Climate: Research, Policy, Teacher Education and
Practice. Volume 111: Issue 1: pp. 180-213.

RTI & Positive School Climate and Culture

Creating a caring school community
Teaching appropriate behavior and social problem-solving skills
Implementing positive behavioral interventions and supports (PBIS)
Providing rigorous academic instruction

Defining and consistently teaching expectations of behavior for students,
parents and educators;

Students and adults are acknowledged and recognized consistently for
appropriate behaviors;

Behavioral and instructional errors are monitored, corrected, or re-taught;
Teachers are engaged in a collaborative team problem-solving process using
data to design instruction and behavior intervention plans

Families are included in a culturally-sensitive, solution-focused approach to
support student learning.

Colorado Department of Education

Ten Essential Dimensions of Sch. Climate

Safety
-Physical
-Social Emotional

Teaching & Learning
-Quality Instruction
-Social/Emotional/Ethical Skills and Educ.
-Professional Development
-Leadership

Relationships
-Respect for diversity
-School Community and Collaboration
-Moral

Environment
-Environmental adequacy

Creating a Climate for Learning; J. Cohen
2007

Climate Includes:

- Norms, values and expectations that support people feeling socially, emotionally and physically safe.
- People are engaged and respected.
- Students, families and educators work together to develop, live and contribute to a shared school vision.
- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.
- Each person contributes to the operations of the school and the care of the physical environment.

(The definitions of school climate and a positive, sustained school climate were consensually developed by the National School Climate Council.)
July 2011
By: Jennifer Piscatelli and Chiqueena Lee, J.D. Acknowledgements: Terry Pickeral and Jonathan Cohen, Ph.D

Condensed Staff and Community Responses

<p><u>Physical Building</u> Accessible Appearance Temperature Lighting Noise Level Clean Organized</p>	<p><u>Safety</u> Secure Clean Way to get help Cameras Drills AED Physically Healthy</p>	<p><u>Procedures</u> Clear Shared -Orientation -Forms -Packets -Mailings</p>	<p><u>Interactions</u> Greeting people Supportive / Helpful Friendly / Positive Partnerships Staff - staff Student - student Staff - student Staff - community</p>	<p><u>Attitudes/Beliefs</u> Idea of guests Helpful Friendly Supportive Life- long learning</p>
<p><u>Build Community</u> Across grades Between schools</p>	<p><u>Community Engagement</u> Events for community Access to buildings Service to community</p>	<p><u>Cultural Responsiveness</u> Integrated curriculum Relevant examples Consider perspectives Value difference Listen to people</p>	<p><u>Student Centered</u> Support achievement Student displays/art Student participation</p>	<p><u>Expectations</u> Things go well here Behaviors Program Rules</p>

Information to date has been gathered and condensed from administrators, certified staff and para professionals, selected groups of students, multiple PTAs across Duluth, and individual meetings with Director of Education Equity and Director of Indian Education.

Students from Denfeld have been identified to facilitate discussions regarding a safe and welcoming climate at the Elementary level for Western Corridor.

Need to complete a similar process for Eastern Corridor, seek input from community members who may not be represented at PTA meetings and incorporate best practice research.

What do you feel is important in creating a safe and welcoming school climate? Student Feedback

Staff, Faculty and Administration who:	Building/Physical Space that:	Policies/Procedures that:	Community/Extra-Curricular Activities such as:
<ul style="list-style-type: none"> *Attend games, concerts, etc. to show support for students and their achievements *Follow through with the rules and policies that students are expected to follow *Show a presence in the halls (administration as well), this helps to create a feeling of safety *Treat students respectfully by providing them with the rationale behind rules or policies, not just expect them to follow blindly *Take the time to listen *Show solidarity and strong relationships between adults in the building *Implement equal consequences for all groups of students *Put time aside to meet with students *Have high energy with multifaceted lesson delivery *Are approachable in the lunch room or hallways, not assuming a student is out to cause trouble *Initiate relationships with students *Assume students are respectful, providing them with the benefit of the doubt *Treat students equally, not showing favoritism toward certain groups (i.e. wishing athletes good luck when they leave class but criticizing girls who leave to go to group) *Use humor, talk to students at eye level-not looking down on them *Greet students by name in the halls and at lunch 	<ul style="list-style-type: none"> *Has colorful signs in the halls *Does not use loud alarms on the doors which distract from class *Groups lockers together based on class *Allows for easy access to the main office *Has painted hallways and includes murals as well as student artwork, possibly having themes for each floor representing Central, Denfeld and Morgan Park *Opens the coffee shop when advertised as well as during lunch or after school *Uses an efficient lunch system to avoid overcrowded lines *Provide access to multiple condiment stations at lunch *Monitors the main floor bathrooms during lunch to avoid loitering *Allows access to vending machines during lunch periods *Unlocks side commons doors during lunch *Keeps paper towels in bathrooms to use for spills *Increases memory on the computers *Uses dim lighting to make it feel more intimate and comfortable *Has natural lighting *Provides garbage cans outside in neighborhood *Is clean, no litter inside or out *Decorates the whole school for spirit weeks 	<ul style="list-style-type: none"> *Allow for adequate passing time while still having an opportunity to see friends in the halls and not have to be running to class *Post daily announcements online and in hard copies around the school to ensure students have access to information *Use less technology in teaching and communication with students and their families *Someone to go to with concerns about adults with no fear of repercussions 	<ul style="list-style-type: none"> *Art programs *CITS classes offered more than one hour so to not conflict with each other *Activities (such as game and cookie night) for more than just freshman *Cultural events/activities representing all diverse groups *Freshman, Sophomore and Junior “link leaders” *Lunch time social mixers *An assembly recognizing students of color *Civil right reenactment play put on by students *More information on black history month *More activities such as the Respect Retreat but possibly integrate grades *Lot of value given to “Respect Retreat” for 9th grade students

Duluth Public Schools Staff and Student Surveys

A review of our current surveys revealed the ability to group existing survey questions. These groupings of questions and information is consistent with review of literature and resources, as well as staff, student, and community information compiled to date, and will be incorporated into the development of Duluth Public Schools Climate Elements.

Safety

Vision & Goals

Student Supports

Parent Involvement

Team Work and Trust

Policies and Procedures

Satisfaction and Morale

Staff Care about Students

Response to Issues and Conflict

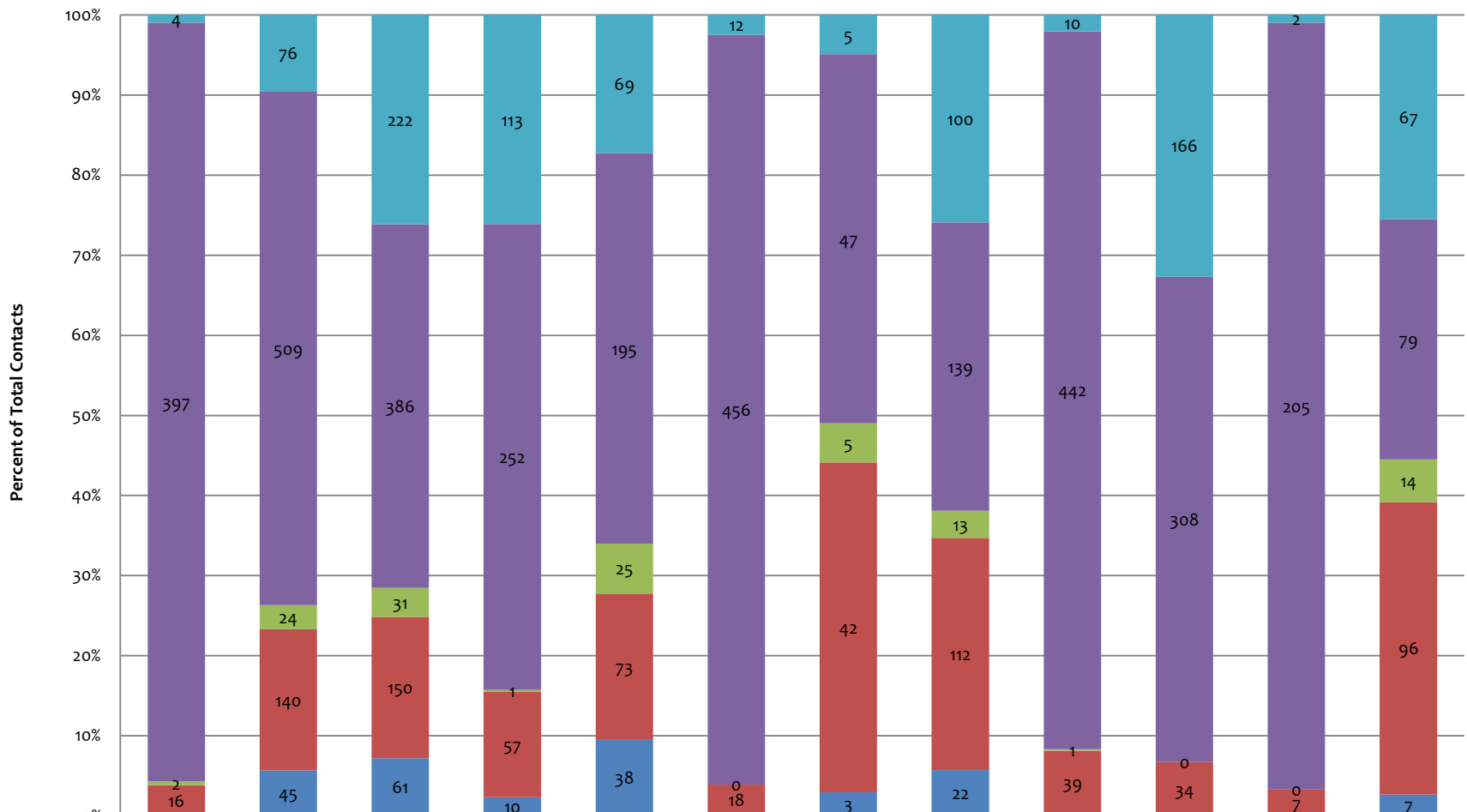
Expectations and Consequences

Appreciating Diversity & Cultural Competence

Efforts to adjust and improve our Staff and Student Surveys are on-going, will be aligned with the “common elements” of our district’s school and used as one method of measurement to review outcomes of and plan for school climate intervention.

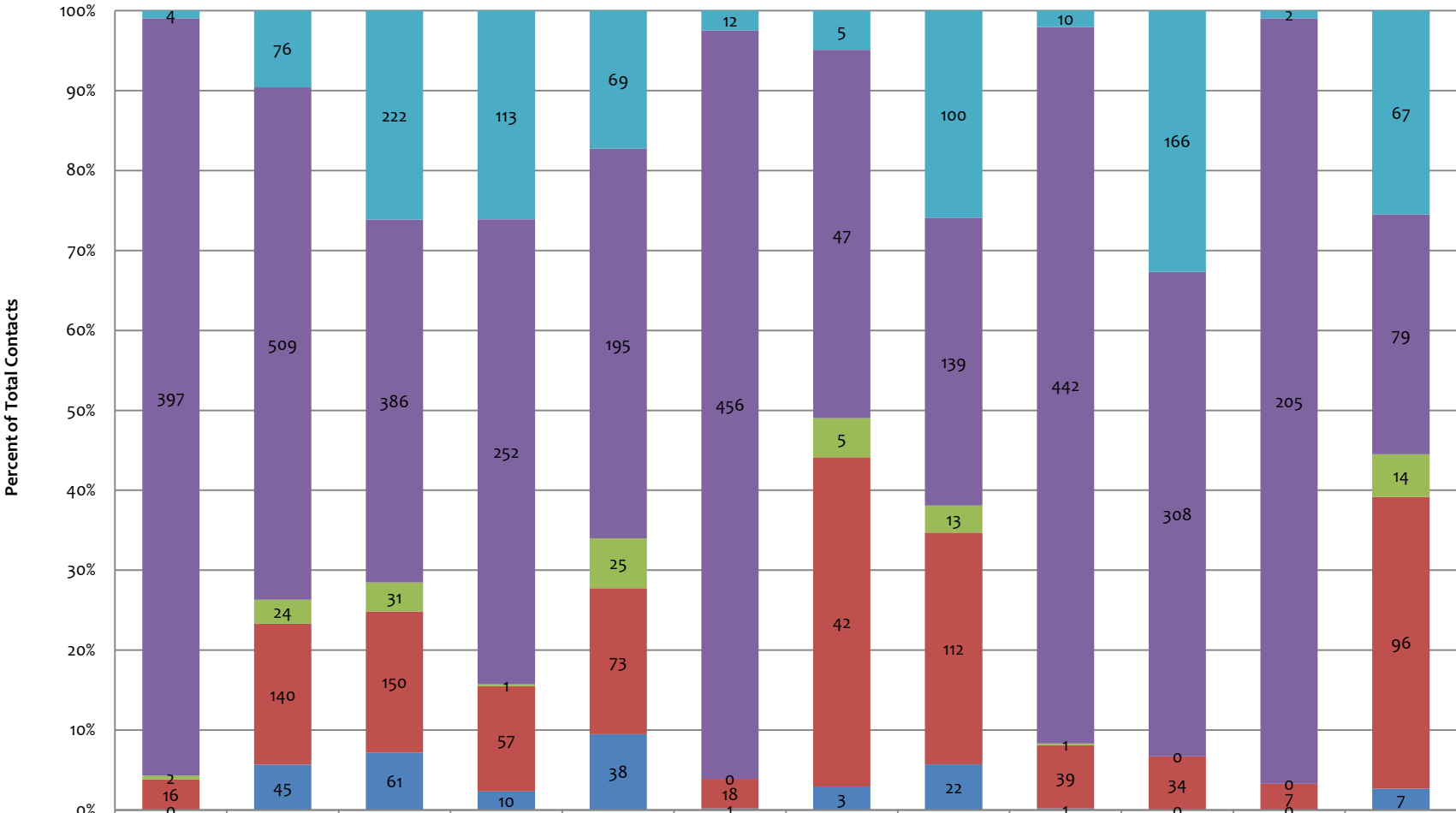
Family and Community Surveys will also be developed as a method of measurement to review outcomes of and plan for school climate intervention.

Number of Contacts By Person Contacted
By Integration Specialist



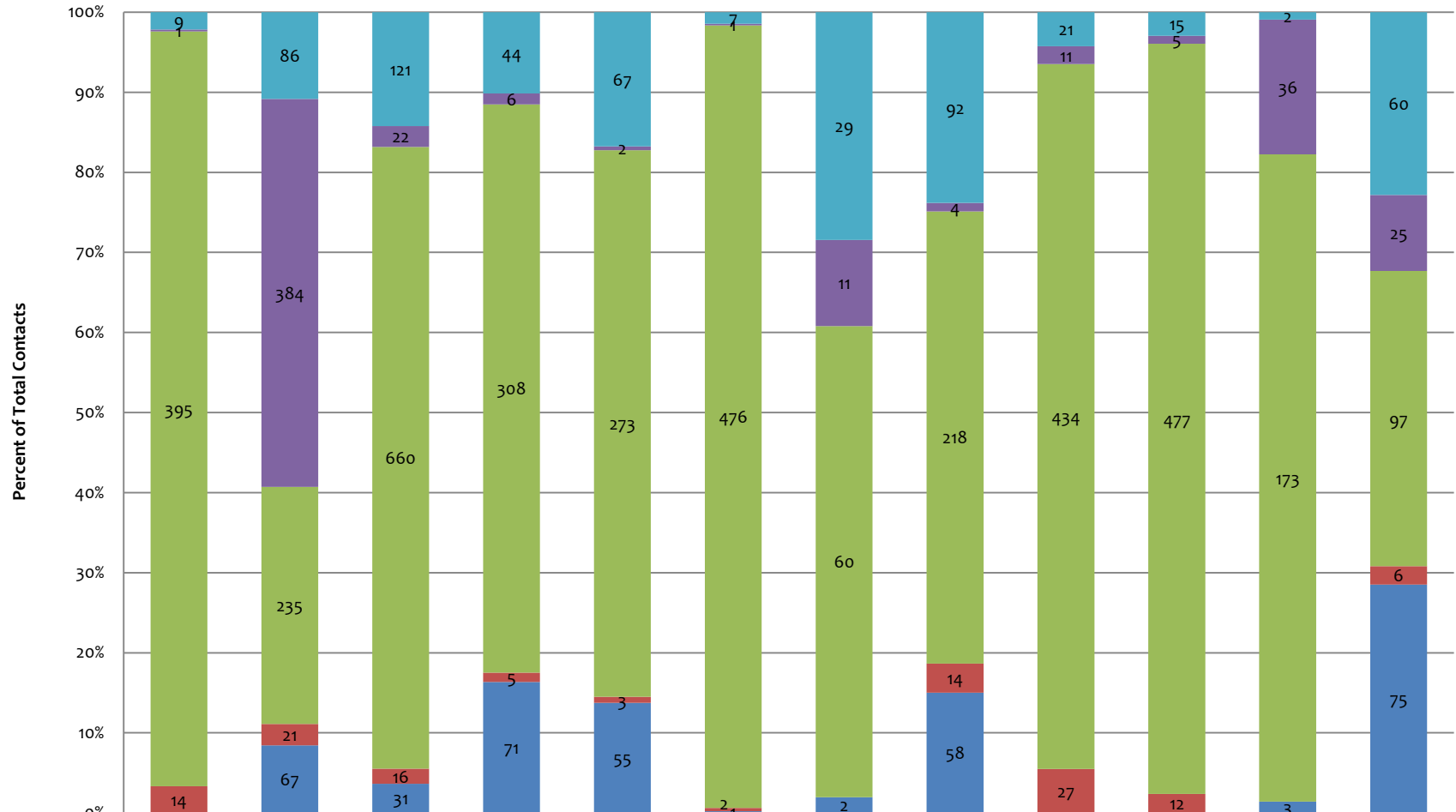
	Aaron Gelineau	Allegra Henderson	Calvin Harris	Gabriela Theis	Jeswa Harris	Luisa Pierce	Marlon Grant	Nathan Smith	Tamara Smith	Teresa Dawson	Vance Hopkins	Veronica Quillien
Teacher	4	76	222	113	69	12	5	100	10	166	2	67
Student	397	509	386	252	195	456	47	139	442	308	205	79
Principal	2	24	31	1	25	0	5	13	1	0	0	14
Parent/Guardian	16	140	150	57	73	18	42	112	39	34	7	96
Other	0	45	61	10	38	1	3	22	1	0	0	7

Number of Contacts By Person Contacted
By Integration Specialist



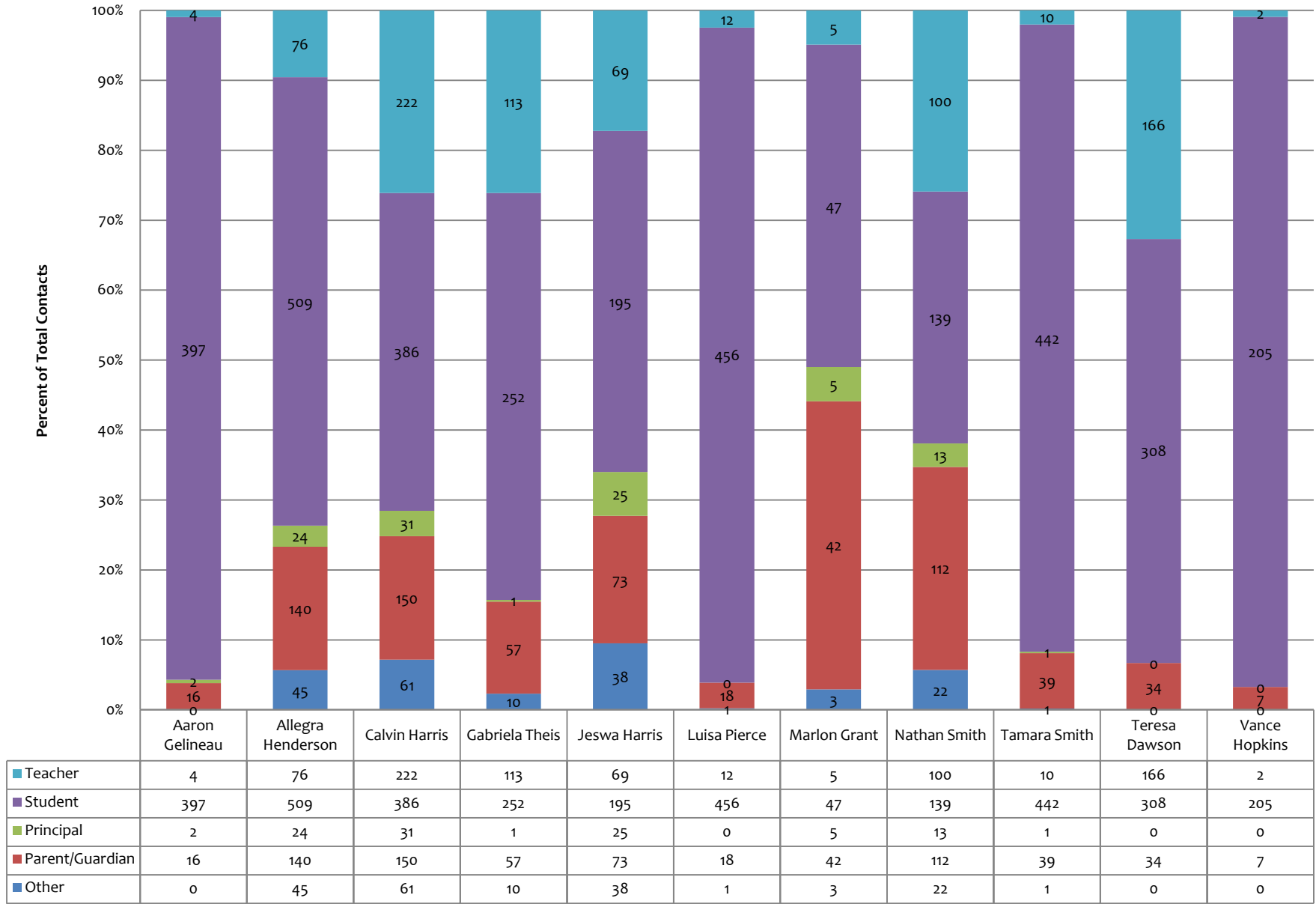
	Aaron Gelineau	Allegra Henderson	Calvin Harris	Gabriela Theis	Jeswa Harris	Luisa Pierce	Marlon Grant	Nathan Smith	Tamara Smith	Teresa Dawson	Vance Hopkins	Veronica Quillien
Teacher	4	76	222	113	69	12	5	100	10	166	2	67
Student	397	509	386	252	195	456	47	139	442	308	205	79
Principal	2	24	31	1	25	0	5	13	1	0	0	14
Parent/Guardian	16	140	150	57	73	18	42	112	39	34	7	96
Other	0	45	61	10	38	1	3	22	1	0	0	7

Number of Contacts By Type
By Integration Specialist

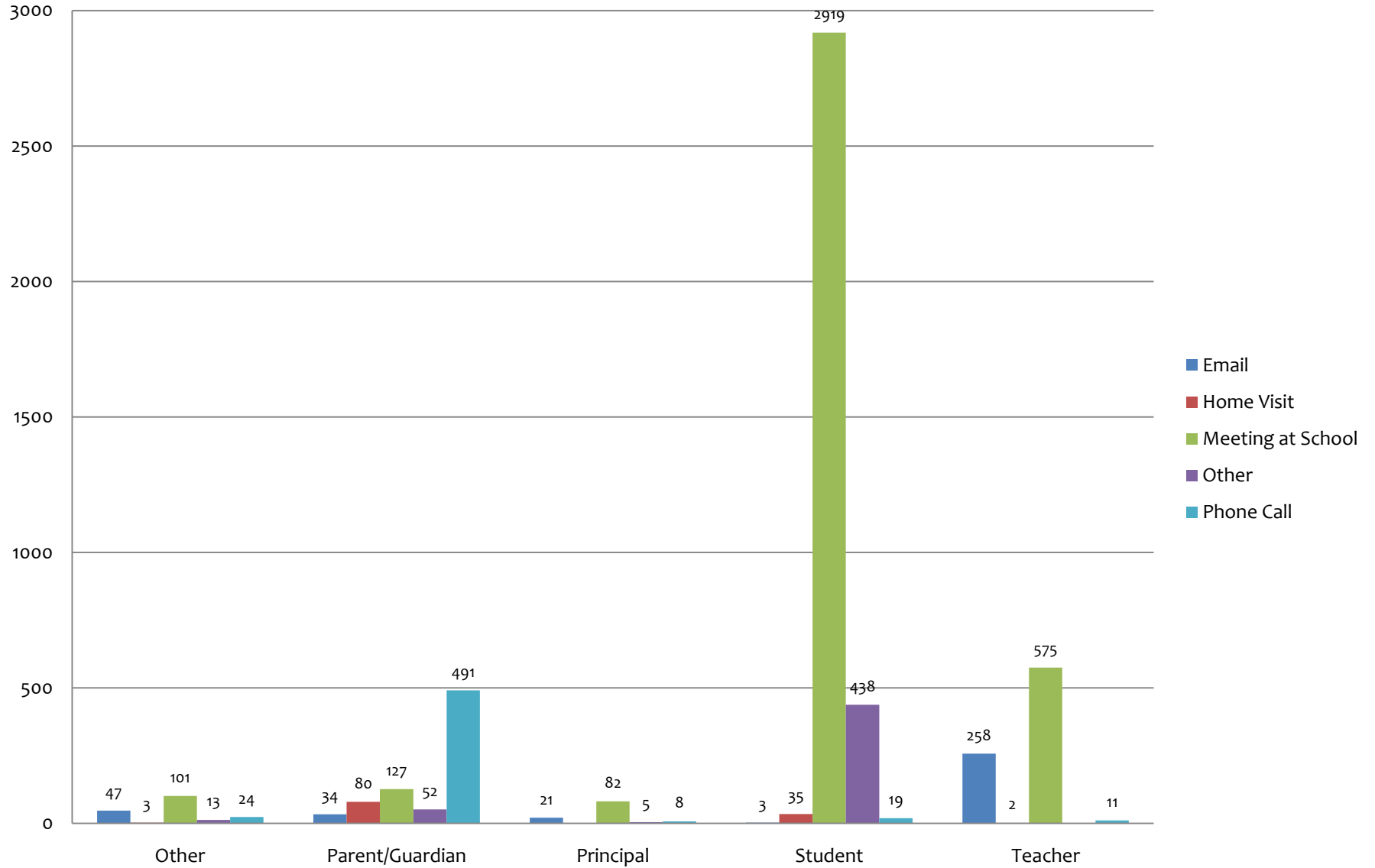


	Aaron Gelineau	Allegra Henderson	Calvin Harris	Gabriela Theis	Jeswa Harris	Luisa Pierce	Marlon Grant	Nathan Smith	Tamara Smith	Teresa Dawson	Vance Hopkins	Veronica Quillien
Phone Call	9	86	121	44	67	7	29	92	21	15	2	60
Other	1	384	22	6	2	1	11	4	11	5	36	25
Meeting at School	395	235	660	308	273	476	60	218	434	477	173	97
Home Visit	14	21	16	5	3	2	0	14	27	12	0	6
Email	0	67	31	71	55	1	2	58	0	0	3	75

Number of Contacts By Type
Integration Specialist

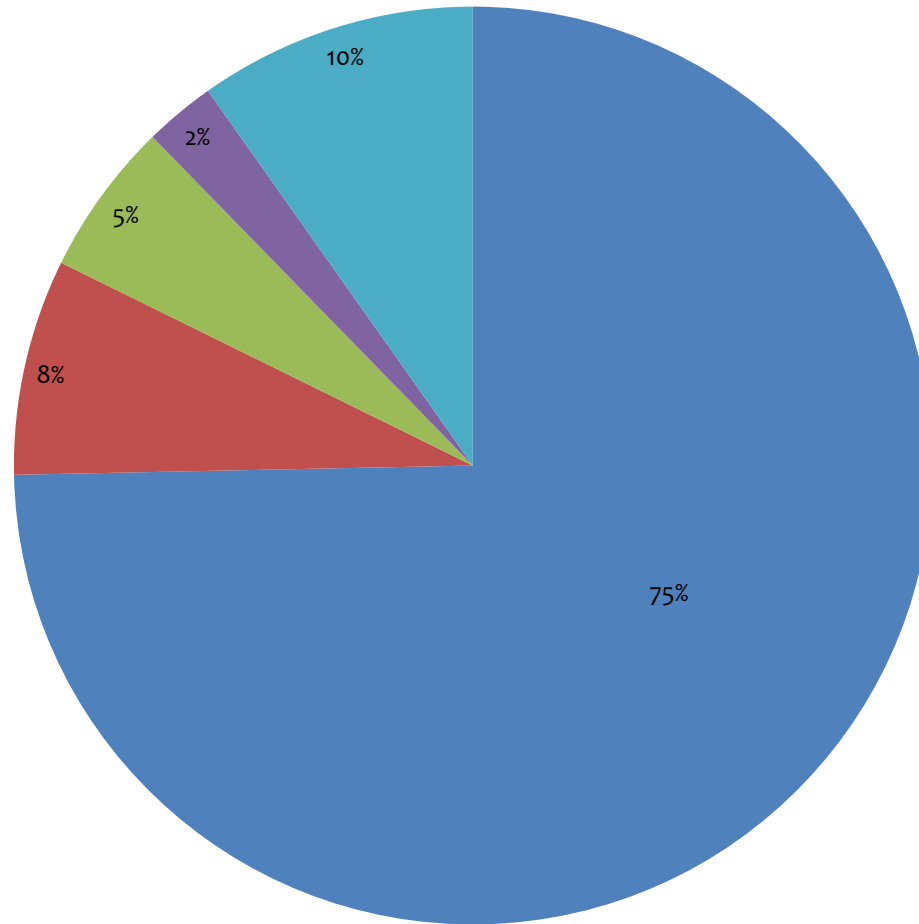


Number of Contacts By Type By Person Contacted



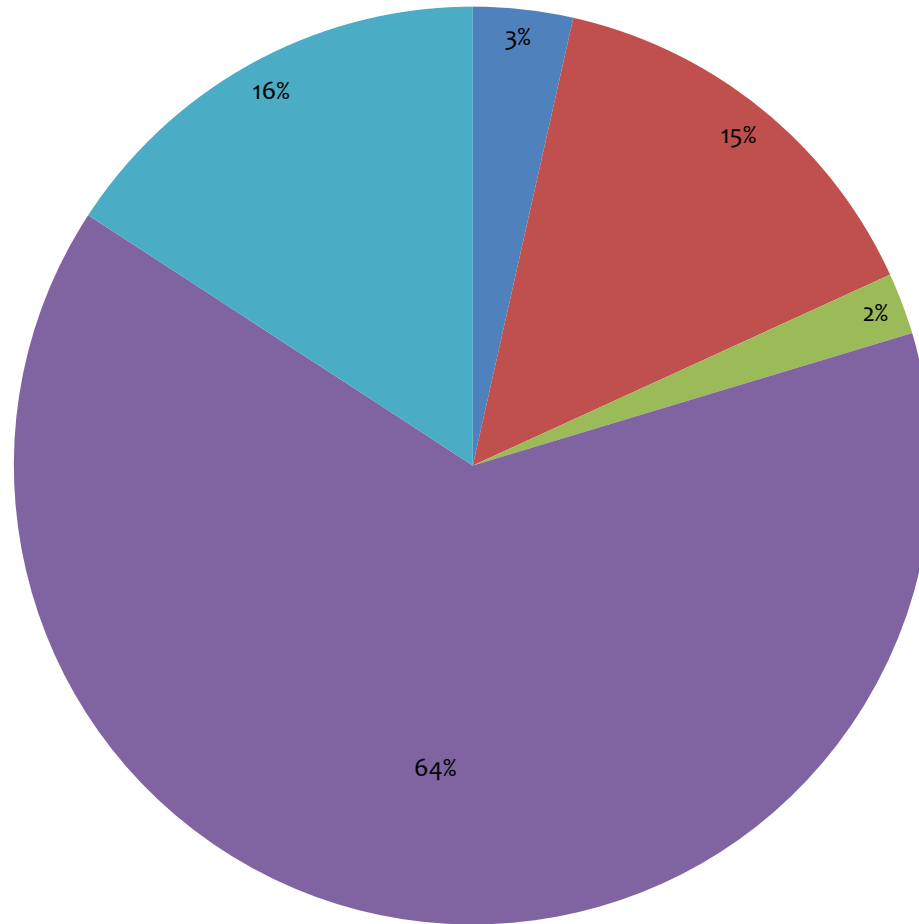
All Integration Specialists: Percent of Contacts By Reason

■ Academic ■ Attendance ■ Behavior ■ Crisis Intervention ■ Other



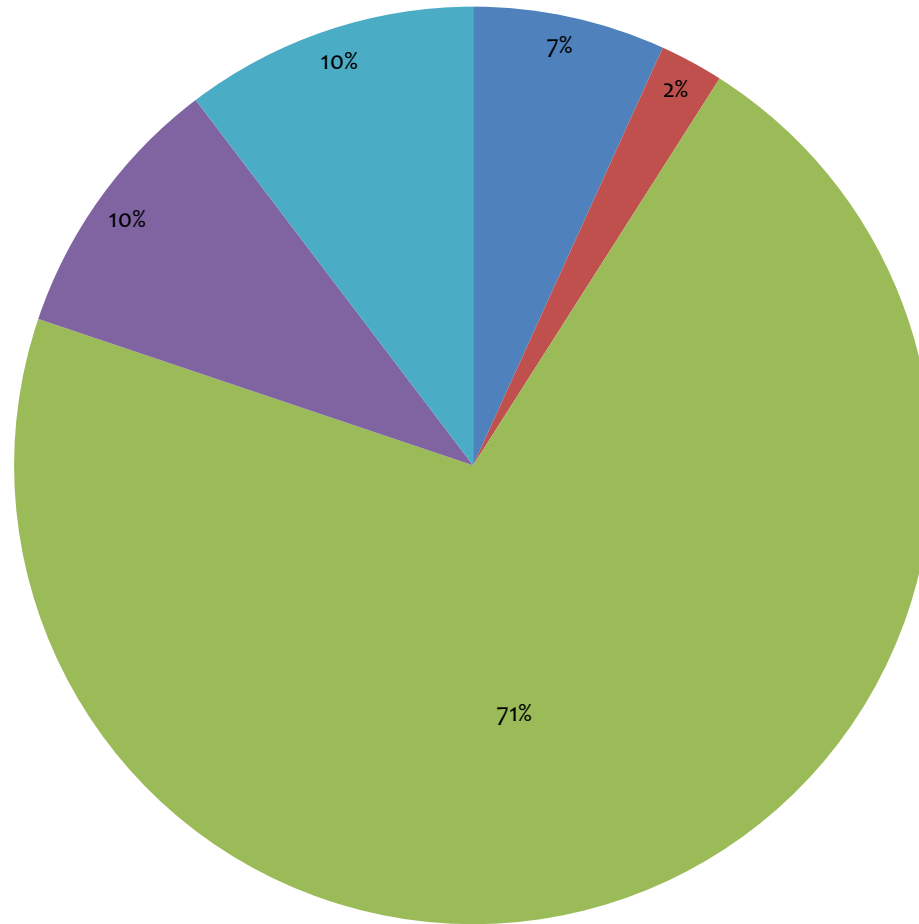
All Integration Specialists: Percent of Contacts By Person Contacted

■ Other ■ Parent/Guardian ■ Principal ■ Student ■ Teacher



All Integration Specialists: Percent of Contacts By Type of Contact

■ Email ■ Home Visit ■ Meeting at School ■ Other ■ Phone Call



Cost Center	Integration FY2013 per Plan					
	Total	Goals				
		1	2	3	4	Admin
215 Denfeld	140,000.00			140,000.00		
220 East	-					
550 Piedmont	34,200.00			34,200.00		
320 Ordean	65,000.00			65,000.00		
350 Western	65,000.00			65,000.00		
520 Lowell	34,200.00			34,200.00		
540 Nettleton	200,000.00	200,000.00				
690 Staff Development	151,412.21				151,412.21	
700 Recruitment	6,782.93				6,782.93	
693 Administration	154,070.10					154,070.10
689 Intergration Specialist	981,771.65		981,771.65			
025 Cultural Center	168,068.40		168,068.40			
691 Indian Education	47,781.55			47,781.55		
Total Budget	2,048,286.84	200,000.00	1,149,840.05	386,181.55	158,195.14	154,070.10

I-Pad integration project with Nettleton and Congdon

Start up costs 2012

item	amount	Unit cost	Total
School updates in the media centers at Nettleton and Congdon			
Access points	2	900	1800
drops	2	1000	2000
Equipment			
Bretford PowerSync Cart for I Pad	2	2,599.95	5,199.90
I Pad Wi-Fi	80	379	30,320
Dell lap top for configuring	2	1,250	2500
switch	2	1,848	3,696
Training			
Contracted Services for training- TIES, Tech specialists from other schools		2,500	1,850
Stipends for teachers for I-Pad training on how to integrate content of science, social studies, and Language Arts with the use of the I Pads	30 teachers for 14 hours	20.46 per hour	8,593.20
Manager training	2 teachers, 1 person from Tech	2 subs @210 Fee 240 Meals and mileage 200	650
Maintenance, start up And academic support			
2 staff (1 Nettleton, 1 Congdon) to configure and prepare I-[ads	2 at 25 hours each	20.46 per hour	1023
Educational Apps			2350
			59,982.10

Support Costs for the Integration I-pad projects for Nettleton/Congdon 2012-13

Training	amount	Unit cost	Total
Contracted Services for training- TIES, Tech specialists from other schools		2,000	1,000
Stipends for teachers for I-Pad training on how to integrate content of science, social studies, and Language Arts with the use of the I Pads	10 teachers for 14 hours	20.46 per hour	2,864.4
Substitutes For joint planning during the school year	40	120	4,800
Equipment			
I Pad Wi-Fi	10	379	3790
Maintenance, start up And academic support			
2 staff (1 Nettleton, 1 Congdon) to configure and prepare I-[ads	2 at 50 hours each	20.46 per hour	2046
Educational Apps			3000
Stipend for Technology team- after contract hours meeting	6 teachers at 12 hours	20.46	1,473.12
total			18,973.52

Office of Education Equity – ISD 709

Comprehensive Equity & Inclusion Three Year Plan – 2015

-Goals-

- Funding-

-Changes-

Submitted to: Duluth Public Schools – Education Committee

March 13, 2012

Office of Education Equity – ISD 709

Comprehensive Equity & Inclusion Three Year Plan – 2015

The Goals

It is recommended that Duluth Public Schools' board approve the following as program goals for the Office of Education Equity Comprehensive Equity & Inclusion Three Year Plan – 2015:

Goal 1--- The Office of Education Equity recognizes Nettleton Elementary School qualifies as a “racially identified school” site. ISD 709 will support the provision of educational services to Nettleton and Congdon Elementary Schools which promote integration through interracial interactive learning experiences.

Goal 2--- The Office of Education Equity will promote family engagement and will provide training programs for students' families.

Goal 3--- The Office of Education Equity will provide individual learning experiences and support for students at risk in order to close the achievement gap.

Goal 4--- The Office of Education Equity will provide staff development for ISD 709 employees that address topics and issues and the development of skill sets in the areas of integration, desegregation, reduction of racism and the strategies to close the achievement gap.

Administrative area-- The Office of Education Equity will provide Quality Oversight, implementation and evaluation of all OEE programming and related functions and the costs are not to exceed 10% of the total grant amount.

2013 Funding and Changes from Current Plan

There are three primary funding and program design drivers from the current three year plan.

1. There is a need to address the *racially identifiable* status of Nettleton through concrete programming strategies.
2. There is the sincere desire and real need to address issues of equity for ISD 709 staff through staff development.
3. There is the reality of a reduced enrollment projection and the corresponding reduction of revenue.

Changes by OEE Cost Centers

- **Goals 1** is added at the direction of the Minnesota Department of Education. This is to address the *racially identifiable* status of Nettleton. The subsequent goals are either the same as the current plan or a slight modification as in Goal 2.
- 215 Denfeld: Denfeld continues to receive funding for 1.5 FTEs and \$5000 programmatic costs. The intention was to continue to support School Within A School programming and CORE programming.
- 220 East: OEE funding that was in both Denfeld and East High School cost centers was transferred to staff development cost center and increased.
- 550 Piedmont: Piedmont funding is increased to a level equal to Lowell Elementary School.
- 320 Ordean Middle School: reduced to \$65,000.
- 350 Western Middle School: also reduced to \$65,000. This budget is the middle schools at comparable levels.
- 520 Lowell Elementary School: reduced to \$34,200. This amount now matches funding received by Piedmont Elementary School.
- 450 Nettleton Elementary School: Nettleton elementary school is identified as *racially identifiable* on the basis of enrollment formulas established by the Minnesota Legislature. The Minnesota Department of Education uses a formula of determining the sites racially identified status. [Percent of students of color throughout a school district +20% is the racially identifiable threshold] \$200,000 is redirected from the current budget in the proposed budget to address the desegregation needs of Nettleton.
- 690 Staff Development: staff development at the high school receives \$100,000 of dedicated funding. This covers the salary cost and minimal programming for both high schools. The Education Equity Advisory Committee recommended an additional amount be dedicated by the District to support districtwide intercultural and racism training. The Education Equity Advisory Committee have also requested that staff of OEE find up to an additional \$100,000 to support this districtwide training project.
- 700 Recruitment: this amount was reduced to \$5000.
- 693 Administration: the Coordinator of OEE position is reduced by four weeks to a total of 44 weeks.
- 689 Integration Specialists: Integration Specialists and Literacy Coaches remain unchanged.
- 025 Culture Centers: the four culture center positions are reduced by 1.6 FTEs. Programming funds are also reduced in each center.
- 691 Indian Education: OEE funding to Indian Education remains unchanged.

We believe that the program design changes and reduction of/and redirection of funding are appropriate and necessary.

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	Perpich Center for Arts Education	Susan Mackert, Executive Director, Perpich Center for Arts Education/Ed Crawford	Perpich Center for Arts Education Grant	\$135,000	Funds from this grant award will be used to support the Duluth Public Schools becoming a regional site that will provide arts education and professional development experiences not only to Duluth Public Schools staff, but also to staff in some of our surrounding school districts.
2	Flint Hills Resources	Kris Teberg	2012 Flint Hills Resources Science Matters Camp-In Grant	All costs associated 2012 Flint Hills Resources Science Matters Camp-In that all fourth and fifth grade Lakewood Elementary students will participate in.	Funds from this grant award will cover the costs associated with an overnight field trip that Lakewood Elementary fourth grade students will participate in (transportation, meals, tours, lodging, and a live theater production, etc.)

**STATE OF MINNESOTA
GRANT CONTRACT**

This grant contract is between the State of Minnesota, acting through its PERPICH CENTER FOR ARTS EDUCATION ("STATE") and DULUTH PUBLIC SCHOOLS, an independent contractor, not an employee of the State of Minnesota, address: ISD 709 215 North First Avenue East, Duluth MN 55802 ("GRANTEE").

Recitals

1. Under Minn. Stat. 15.061 the State is empowered to enter into this grant.
2. Under Minn. Stat. 129.10 Subd C the Perpich Center for Arts Education is empowered to enter into this grant.
3. The State is in need of high quality, professional development opportunities in the arts for MN K-12 educators, teaching artists, students and administrators to improve education statewide.
3. The Grantee represents that it is duly qualified and agrees to perform all services described in this grant contract to the satisfaction of the State. Pursuant to Minnesota Statutes §16B.98 Subdivision 1, the Grantee agrees to minimize administrative costs as a condition of this grant.

Grant Contract

1 Term of Grant Contract

- 1.1 **Effective date:** March 26, 2012 or the date the State obtains all required signatures under Minnesota Statutes §16C.05, subdivision 2, whichever is later.

The Grantee must not begin work under this grant contract until this contract is fully executed and the Grantee has been notified by the State's Authorized Representative to begin the work.

- 1.2 **Expiration date:** June 01, 2013 or until all obligations have been satisfactorily fulfilled, whichever occurs first.

- 1.3 **Survival of Terms.** The following clauses survive the expiration or cancellation of this grant contract:
8. Liability; 9. State Audits; 10. Government Data Practices and Intellectual Property; 12. Publicity and Endorsement; 13. Governing Law, Jurisdiction, and Venue; and 15 Data Disclosure.

2 Grantee's Duties

The Grantee, who is not a state employee, will:

Serve as a regional site by providing arts education and professional development experiences that serve their regional area. Goals include:

- Increasing teaching and learning opportunities throughout the state;
- Tailoring professional development to targeted and area needs;
- Responding expeditiously to emerging or changing needs;
- Allowing for better statewide distribution of funds and professionals
- Expanding public awareness of the impact of arts education; and
- Strengthening partnerships, statewide

The regional site is required to participate in training that includes all aspects of professional learning communities – planning, curricular development, collaboration with other schools/districts, identification and sharing of best practices, developing art areas, working with regional arts organizations or partners and conducting regional workshops.

Professional development opportunities may include, but are not limited to: implementation of standards-based education as relates to arts education. Curricular examples from work done at the regional site and completed in the current school year should be included in each year-end final report.

3 Time

The Grantee must comply with all the time requirements described in this grant contract. In the performance of this grant contract, time is of the essence.

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4 Consideration and Payment

4.1 **Consideration.** The State will pay for all services performed by the Grantee under this grant contract as follows:

(a) **Compensation.** The Grantee will be paid at the following rate(s):

a. FY 12: Sixty Thousand Dollars and Zero Cents (\$60,000.00)

b. FY 13: Seventy Five Thousand Dollars and Zero Cents (\$75,000.00)

(b) **Travel Expenses.** Reimbursement for travel and subsistence expenses actually and necessarily incurred by the Grantee as a result of this grant contract will not exceed \$ Zero Dollars and Zero Cents (\$0.00); provided that the Grantee will be reimbursed for travel and subsistence expenses in the same manner and in no greater amount than provided in the current "Commissioner's Plan" promulgated by the Commissioner of Minnesota Management and Budget (MMB). The Grantee will not be reimbursed for travel and subsistence expenses incurred outside Minnesota unless it has received the State's prior written approval for out of state travel. Minnesota will be considered the home state for determining whether travel is out of state.

(c) **Total Obligation.** The total obligation of the State for all compensation and reimbursements to the Grantee under this grant contract will not exceed One Hundred Thirty Five Thousand Dollars and Zero Cents (\$135,000.00).

4.2. Payment

(a) **Invoices.** The State will promptly pay the Grantee after the Grantee presents an itemized invoice for the services actually performed and the State's Authorized Representative accepts the invoiced services.

Regional partners of the Perpich Center will receive funds prior to the initiation of programs in order to enable school districts to plan, prepare and distribute services in coordination with local school district(s) policies and reimbursement programs. This will result in more efficient accounting and programming services. The Perpich Center is dedicated to its statewide mission and designates this School District as a partner in developing programs for arts education. Invoices must be submitted timely and according to the following schedule:

Upon final contract signature: \$60,000.00; August 01, 2012: \$61,500.00; June 01, 2013:

\$13,500.00 upon submission and acceptance of final reporting materials that are due for review by May 15, 2013.

(b) **Federal funds.** (Where applicable, if blank this section does not apply) Payments under this grant contract will be made from federal funds obtained by the State through Title _____ CFDA number _____ of the _____ Act of _____. The Grantee is responsible for compliance with all federal requirements imposed on these funds and accepts full financial responsibility for any requirements imposed by the Grantee's failure to comply with federal requirements.

5 Conditions of Payment

All services provided by the Grantee under this grant contract must be performed to the State's

satisfaction, as determined at the sole discretion of the State's Authorized Representative and in accordance with all applicable federal, state, and local laws, ordinances, rules, and regulations. The 26 Grantee will not receive payment for work found by the State to be unsatisfactory or performed in violation of federal, state, or local law.

6 **Authorized Representative**

The State's Authorized Representative is Susan H. Mackert, Executive Director, Perpich Center for Arts Education, 6125 Olson Memorial Highway, Golden Valley MN 55422, 763-591-4700, or his/her successor, and has the responsibility to monitor the Grantee's performance and the authority to accept the services provided under this grant contract. If the services are satisfactory, the State's Authorized Representative will certify acceptance on each invoice submitted for payment.

The Grantee's Authorized Representative is William Gronseth, ISD #709, 215 North First Avenue East, Duluth MN 55802, 218-336-8700. If the Grantee's Authorized Representative changes at any time during this grant contract, the Grantee must immediately notify the State.

7 **Assignment, Amendments, Waiver, and Grant Contract Complete**

7.1 **Assignment.** The Grantee shall neither assign nor transfer any rights or obligations under this grant contract without the prior written consent of the State, approved by the same parties who executed and approved this grant contract, or their successors in office. .

7.2 **Amendments.** Any amendments to this grant contract must be in writing and will not be effective until it has been executed and approved by the same parties who executed and approved the original grant contract, or their successors in office.

7.3 **Waiver.** If the State fails to enforce any provision of this grant contract, that failure does not waive the provision or the State's right to enforce it.

7.4 **Grant Contract Complete.** This grant contract contains all negotiations and agreements between the State and the Grantee. No other understanding regarding this grant contract, whether written or oral, may be used to bind either party.

8 **Liability**

The Grantee must indemnify, save, and hold the State, its agents, and employees harmless from any claims or causes of action, including attorney's fees incurred by the State, arising from the performance of this grant contract by the Grantee or the Grantee's agents or employees. This clause will not be construed to bar any legal remedies the Grantee may have for the State's failure to fulfill its obligations under this grant contract.

9 **State Audits**

Under Minn. Stat. §16B.98, Subd.8, the Grantee's books, records, documents, and accounting procedures and practices of the Grantee or other party relevant to this grant agreement or transaction are subject to examination by the State and/or the State Auditor or Legislative Auditor, as appropriate, for a minimum of six years from the end of this grant agreement, receipt and approval of all final reports, or the required period of time to satisfy all state and program retention requirements, whichever is later.

10 **Government Data Practices and Intellectual Property**

10.1. **Government Data Practices.** The Grantee and State must comply with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, as it applies to all data provided by the State under this grant contract, and as it applies to all data created, collected, received, stored, used, maintained, or disseminated by the Grantee under this grant contract. The civil remedies of Minn. Stat. § 13.08 apply to the release of the data referred to in this clause by either the Grantee or the State.

If the Grantee receives a request to release the data referred to in this Clause, the Grantee must immediately notify the State. The State will give the Grantee instructions concerning the release²⁷ of the data to the requesting party before the data is released. The Grantee's response to the request shall comply with applicable law.

10.2. **Intellectual Property Rights**

- (A) The State shall own all rights, title and interest in all of the materials conceived or created by the Grantee, or its employees or sub grantees, either individually or jointly with others and which arise out of the performance of and are paid for under this grant contract, including and inventions, reports, studies, designs, drawings, specifications, notes, documents software and documentation, computer based training modules, electronically, magnetically or digitally recorded material, and other work in whatever form ("Materials").

The Grantee hereby assigns to the State all rights, title and interest to the Materials. Grantee shall, upon request of the State, execute all papers and perform all other acts necessary to assist the State to obtain and register copyrights, patents or other forms of protection provided by law for the Materials. The Materials created under this grant contract by the Grantee, its employees or sub grantees, individually or jointly with others, shall be considered "works for hire" as defined by the United States Copyright Act.

All of the Materials, whether in paper, electronic, or other form, shall be remitted to the State by the Grantee, its employees and any sub grantees, shall not copy reproduce, allow or cause to have the Materials copied, reproduced or used for any purpose other than performance of the Grantee's obligations under this grant contract without prior written consent of the State's Authorized Representative.

- (B) Grantee represents and warrants that Materials produced or used under this Grant Contract do not and will not infringe upon any intellectual property rights of another, including but not limited to patents, copyrights, trade secrets, trade names, and service marks and names. Grantee shall indemnify and defend the State, at Grantee's expense from any action or claim brought against the State to the extent that it is based on a claim that all or parts of the Materials infringe upon the intellectual property rights of another. Grantee shall be responsible for payment of any and all such claims, demands, obligations, liabilities, costs, and damages including, but not limited to reasonable attorneys' fees arising out of this Grant Contract, amendments and supplements thereto, which are attributable to such claims or actions.

If such a claim or actions arises, or in Grantee's or the State's opinion is likely to arise, Grantee shall at the State's discretion, either procure for the State the right or license to continue using the Materials at issue or replace or modify the allegedly infringing Materials. This remedy shall be in addition to and shall not be exclusive to other remedies provided by law.

11 **Workers' Compensation**

The Grantee certifies that it is in compliance with Minn. Stat. § 176.181, subd. 2, pertaining to workers' compensation insurance coverage. The Grantee's employees and agents will not be considered State employees. Any claims that may arise under the Minnesota Workers' Compensation Act on behalf of these employees and any claims made by any third party as a consequence of any act or omission on the part of these employees are in no way the State's obligation or responsibility.

12 **Publicity and Endorsement**

12.1 **Publicity.** Any publicity regarding the subject matter of this grant contract must identify the State

as the sponsoring agency and must not be released without prior written approval from the State's Authorized Representative. For purposes of this provision, publicity includes notices, informational pamphlets, press releases, research, reports, signs, and similar public notices prepared by or for the Grantee individually or jointly with others, or any subcontractors, with respect to the program, publications, or services provided resulting from this grant contract. 28

12.2 **Endorsement.** The Grantee must not claim that the State endorses its products or services.

13 **Governing Law, Jurisdiction, and Venue**

Minnesota law, without regard to its choice-of-law provisions, governs this grant contract. Venue for all legal proceedings out of this grant contract, or its breach, must be in the appropriate state or federal court with competent jurisdiction in Ramsey County, Minnesota.

14 **Termination**

14.1 **Termination by the State.** The State may immediately terminate this grant contract with or without cause, upon 30 days' written notice to the Grantee. Upon termination, the Grantee will be entitled to payment, determined on a pro rata basis, for services satisfactorily performed.

14.2 **Termination for Cause.** The State may immediately terminate this grant contract if the State finds that there has been a failure to comply with the provisions of this grant contract, that reasonable progress has not been made or that the purposes for which the funds were granted have not been or will not be fulfilled. The State may take action to protect the interests of the State of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.

14.3 **Termination for Insufficient Funding.** The State may immediately terminate this grant contract if:

- a) It does not obtain funding from the Minnesota Legislature
- b) Or, if funding cannot be continued at a level sufficient to allow for the payment of the services covered here. Termination must be by written or fax notice to the Grantee. The State is not obligated to pay for any services that are provided after notice and effective date of termination. However, the Grantee will be entitled to payment, determined on a pro rata basis, for services satisfactorily performed to the extent that funds are available. The State will not be assessed any penalty if the contract is terminated because of the decision of the Minnesota Legislature, or other funding source, not to appropriate funds. The State must provide the Grantee notice of the lack of funding within a reasonable time of the State's receiving that notice.

15 **Data Disclosure**

Under Minn. Stat. § 270C.65, Subd. 3, and other applicable law, the Grantee consents to disclosure of its social security number, federal employer tax identification number, and/or Minnesota tax identification number, already provided to the State, to federal and state tax agencies and state personnel involved in the payment of state obligations. These identification numbers may be used in the enforcement of federal and state tax laws which could result in action requiring the Grantee to file state tax returns and pay delinquent state tax liabilities, if any.

1. STATE ENCUMBRANCE VERIFICATION

Individual certifies that funds have been encumbered as required by Minn. Stat. ' ' 16A.15 and 16C.05.

Signed: _____

Date: _____

SWIFT Contract/PO No(s)._____

2. GRANTEE

The Grantee certifies that the appropriate person(s) have executed the grant contract on behalf of the Grantee as required by applicable articles, bylaws, resolutions, or ordinances.

By: _____

Title: _____

Date: _____

By: _____

Title: _____

Date: _____

3. STATE AGENCY

By: _____
(with delegated authority)

Title: _____

Date: _____

Distribution:
Agency
Grantee
State' s Authorized Representative - Photo Copy

To: Duluth School Board
Bill Gronseth, Superintendent

From: Teri L. Akervik
Charlie Leibfried
Deb Hannu

Date: March 13, 2012

Re: PCAE Partnership Grant

Perpich Center for Arts Education (PCAE) Partnership Project with Duluth Public Schools

Sue Mackert, PCAE Executive Director, is proposing a partnership project with Duluth Public Schools (DPS) with a grant funding of \$135,000 over two years. Money to be granted includes \$60,000 for FY 2012 and \$75,000 for FY 2013. Ed Crawford, Charlie Leibfried, Ron Dougall and Teri Akervik met with Ms. Mackert on March 8 to discuss the project.

DPS would serve as a Regional Center for PCAE for Northeastern Minnesota. The money could be used for staff development and the training of Arts teachers (Music, Media Arts, Visual Arts and Dance and Theater) in Duluth as well as the region. Money could also pay for a coordinator position(s), stipends, workshops and supplies. The project is to be defined by the DPS Arts educators, Project Coordinator(s) and the Learning Services Department. It will include research, writing of Arts Curriculum and Assessment, collaborative work with PCAE staff and training for other school districts to meet state Arts standards. It is based on the model of Teacher to Teacher Initiative and peer mentoring.

Cc: Ed Crawford, Interim Asst. Superintendent
Ron Dougall, Curriculum Coordinator

DISTRICT 709 FIELD TRIP REQUESTS

In accordance with School District Policy District 6160, District 709 recognizes properly planned, well conducted, and carefully supervised field trips may be a vital part of the curriculum. School field trips are encouraged within available resources and requirements outlined below.

DIRECTIONS: All staff are required to submit a Field Trip Request **prior** to the field trip being finalized with the involved students and to:

- > Receive administrative and/or extra-curricular coordinator approval for all instructional and supplementary field trips
- > Receive administrative reviewal and school board approval for all extended trips (Exceptions may be granted by the school board chair to accommodate emergencies.)

DEFINITIONS:

Instructional Trips - Trips that take place during the school day, relate directly to a course of study, and require student participation. Fees may not be assessed against students.

Supplementary Trips - Trips in which students voluntarily participate in and which often take place outside the regular school day, but do not include overnight stays. Financial contributions may be requested of students.

Extended Trips Within Minnesota, the Continental United States, or a Foreign Country - Trips that involve one or more overnight stops within Minnesota, the Continental United States, or a Foreign Country and may be instructional or supplementary and are voluntary in nature. Extended field trips require school board approval prior to the trip.

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: James G. / Jim Acosta
 Not Recommended Date: 2/27/12 2/24/12

Assistant Superintendent: Recommended Name: E. Crawford
 Not Recommended Date: _____

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

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

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Duluth FFA
2. Contact Person (Responsible for Checklist Completion): Jennifer Maddie, FFA Advisor
3. Field Trip Date(s): April 22-24 Destination: St. Paul Campus of U of M - State Conv^{on}
4. Field Trip Overview (Include events, establishments and locations): Students qualifying to compete at the state level attend the state competition and convention. Most events take place on St. Paul Campus. Awards and general sessions at - Mpls Campus. - Stay at Hampton Inn
5. Field Trip Departure from School (Date and Time): Sun. April 22 - 12:00 pm
Field Trip Return to School (Date and Time): Tues. April 24 - 6:00 p.m.
6. Objectives of Field Trip: student participate at state level Minn. FFA Convention. - Also, leadership workshops and campus tour opportunities. Experience the bigger picture of agriculture and
7. Relationship to Curriculum or Student Learning: students use what they've learned in class and FFA in a competitive setting.
8. Planned Follow-up Field Trip Activities: Share w/ other members + classes what students gained/learned. Also a spring picnic to celebrate their participation and placing in the events
9. Field Trip Budget Request

Shorewe see itner for other events. - location is planne Career Opportuni

Estimated Expenses	
Total Admission/Fees (1 lunch included) \$350 registration, + science museum \$120	\$ 470.00
Total Meals (anticipate 10 students + 1 advisor)	\$ 375.00
Total Lodging (Breakfasts included) 4 rooms @ 90.00/mile 2 miles =	\$ 720.00
Total Transportation	
<input checked="" type="checkbox"/> School District Vehicle(s) - van @ \$200 or 1 st small bus w/ driver @ 1215.34 (estimate LCS)	\$ 1215.34
<input type="checkbox"/> Commercial Transportation Carrier - Name: _____	
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) - Name: _____	
School Distv: Van Reserved + mileage →	
Total Additional Stipends:	\$
Other: Substitute cost 2 days	\$ 200
Total	\$ 2980.34

Revenues	
District Budget Code:	\$
Booster Group <u>Student club acct.</u>	\$ 2094.34
Donations <u>Perkins</u>	\$ 416.00
Student Fees <u>student</u>	\$ 470.00
Total Additional Stipends:	\$
Total	\$ 2980.34

(transp., registration, hotel)
-(Instructor)
(meals + sci. museum)

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

_____	_____ <i>see attached</i>
_____	_____
_____	_____
_____	_____

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

Signature of Contact Person: *Jungfer & Madole*

FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person: *Jungfer Madole*

DISTRICT 709
FIELD TRIP REQUESTS

In accordance with School District Policy District 6160, District 709 recognizes properly planned, well conducted, and carefully supervised field trips may be a vital part of the curriculum. School field trips are encouraged within available resources and requirements outlined below.

DIRECTIONS: All staff are required to submit a Field Trip Request prior to the field trip being finalized with the involved students and to:

- > Receive administrative and/or extra-curricular coordinator approval for all instructional and supplementary field trips
- > Receive administrative reviewal and school board approval for all extended trips (Exceptions may be granted by the school board chair to accommodate emergencies.)

DEFINITIONS:

Instructional Trips - Trips that take place during the school day, relate directly to a course of study, and require student participation. Fees may not be assessed against students.

Supplementary Trips - Trips in which students voluntarily participate in and which often take place outside the regular school day, but do not include overnight stays. Financial contributions may be requested of students.

Extended Trips Within Minnesota and Continental United States - Trips that involve one or more overnight stops within Minnesota or the Continental United States and may be instructional or supplementary and are voluntary in nature. Extended field trips require school board approval prior to the trip.

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: Joni Auld
 Not Recommended Date: 3/2/12

Assistant Superintendent: Recommended Name: E. Crawford
 Not Recommended Date: _____

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

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

FIELD TRIP REQUEST FORM

Date of Submission: 11/7/2011

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: HOSA 11TH AND 12TH GRADE 2012 Spring Leadership and State Competition Conference

2. Contact Person (Responsible for Checklist Completion) KIMBERLY OLSON

3. Field Trip Date(s): April 1st to the 4th Destination: Best Western Kelly Inn and Civic Center , St. Cloud, MN

4. Field Trip Overview (Include events, establishments and locations): This event represents the "finale" for students each year as they compete in areas of interest at one or more of the 44 events. Students are challenged and recognized for their work throughout the year through competitions, educational sessions, exhibitor booths, awards and recognition sessions. The top five students placing in each event are recognized with awards and the top three are eligible to continue on to the national leadership conference in June. Registration includes printing of testing materials, guests/ and guest speakers and meals. Registration: TBD.(to be similar to 2011)

5. Field Trip Departure from School (Date and Time): April 1st Tim TBA (After school~430pm) FROM DENFELD

Field Trip Return to School (Date and Time): DATE April 4th Time to be announced

6. Objectives of Field Trip STUDENTS WILL BE COMPETING AT STATE hosa(Health Occupations Students of America) Spring Leadership

7. Relationship to Curriculum or Student Learning: : Health Occupations Students of America is a National Career and Technical Student Organization (CTSO) endorsed by the Department of Education and the Health Occupations Education Division of the Association of Career and Technical Education.

The mission of HOSA is to enhance delivery of compassionate, quality healthcare by providing opportunities for knowledge, skills, and leadership development of all healthcare occupations education students, therefore helping the students to meet the needs of the healthcare community.

HOSA provides, Leadership, teamwork, Program of Study and Career Pathways Partnerships for CTE, Implementing of health Science Programs, Increase effectiveness in teaching, Legislative training, confident speaking, and writing skills.

8. Planned Follow-up Field Trip Activities: National Leadership Conference

9. Field Trip Budget Request: Students are self pay These are estimated costs from last year's conference, We are waiting for a schedule.

Estimated Expenses		
Total Admission/Fees ~\$80.00~20 students and 2 Staff \$1,760.00	\$ 1,760.00	
Total Meals ~\$37.00 a day at 3 days	\$ 111.00	
Total Lodging ~\$99.00 night x 2 nights	\$ 1,386.00	
Total Transportation	\$ 1,200.00	
<input type="checkbox"/> School District Vehicle(s)		
<input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____		
<input checked="" type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: <u>COACH</u>		
Total Additional Stipends:	\$ 0	
Other:Sub pay	Total	\$ 4,457.00

Revenues		
District Budget	Code:	\$
Booster Group		\$
Donations		\$

Student Fees	\$\$\$80.00 confrence fee, \$50.00 Transportation fee, ~\$66.00 to \$50.00 hotel for two nights Total of \$196.00 each=\$3,920.
Total Additional Stipends:	\$
Total	\$\$ 3,920.00

11. Reviewed/Completed Request Checklist: x Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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- X Develop and Communicate Student Discipline Expectations
- X Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- X Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.)
- X Gain Access to Cell Phone for Field Trip
- X Plan Arrangements for Early Pick-Up or Late Drop-Off Students (if necessary).
Guide: May choose to leave message on school voice mail to help with late drop off.
- X Plan Meal Arrangements (if necessary)
Reminder: Notify food service of non-participation.
- X Plan Administration of Student Medication and First Aid Needs (if necessary)
Guide: Contact School Nurse.
- X Develop and Communicate Action Plan if Student Gets Lost on Trip
- X Arrange Adult Chaperones for Field Trip (if necessary)
Guide: One (1) adult for every twenty (20) students depending on field trip. Parent volunteers are encouraged when possible or appropriate.
- X Develop and Communicate Teacher and Adult Chaperone Expectations
Example: Supervision duties, no smoking, no alcohol
- Planned Itinerary

TIME

LOCATION

Awaiting Itinerary from the state department

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

Signature of Contact Person: _____

FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person: _____

(709)

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.

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Extended Trips Within Minnesota, the Continental United States, or a Foreign Country - Trips that involve one or more overnight stops within Minnesota, the Continental United States, or a Foreign Country and may be instructional or supplementary and are voluntary in nature. Extended field trips require school board approval prior to the trip.

INSTRUCTIONAL TRIP ACTION

Principal: Approved
 Not Approved

Name: Naime Koff
Date: 9/28/11

SUPPLEMENTAL TRIP ACTION

Principal: Approved
 Not Approved

Name: _____
Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended
 Not Recommended

Name: Jim Arnt (Received 2/12)
Date: 3/2/12

Assistant Superintendent: Recommended
 Not Recommended

Name: E. Crawford
Date: _____

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

1. Organization/Grade/Course Planning Trip: Business Professionals Of America 8-12 Grade Business Education
2. Contact Person (Responsible for Checklist Completion): Peggy Ehler
3. Field Trip Date(s): April 24-29, 2012 Destination: Chicago, IL
4. Field Trip Overview (Include events, establishments and locations): National Business Professionals of America Competition: Chicago, IL
5. Field Trip Departure from School (Date and Time): April 24, 2012 at 6:30 am
 Field Trip Return to School (Date and Time): April 29, 2012 at 11 pm
6. Objectives of Field Trip: Allow students to test classroom business practice learning in real-world situations. BPA give members a winning edge in the competitive world of business by teaching them what they need to know to survive and succeed in the years ahead. BPA's mission is to contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills.
7. Relationship to Curriculum or Student Learning: The Workplace Skills Assessment Program is an integral part of Business Professionals of America. The goal of the program is to provide all business students with the opportunity to demonstrate workplace skills learned through business education curricula. Students will: demonstrate occupational competencies; broaden knowledge, skills, and attitudes; expand leadership and human relation skills; demonstrate a competitive spirit; and receive recognition.

Planned Follow-up Field Trip Activities: Student who place at Region Competition will continue on to State Business Professionals Of America Competition and then onto National Business Professionals Of America Competition.

9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$ 109.00 per student
Total Meals	\$ 120.00 per student
Total Lodging \$335.00 per night * 5 Nights = \$1,675 / 3 = \$558.34 + \$50.00	\$ 608.34 (3 room) per student
Total Transportation <input type="checkbox"/> School District Vehicle(s) <input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: Airfare - Delta <input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name:	\$343.22 Airfare \$ 50.00 Ground Transportation To And From Hotel
Total Additional Stipends:	\$
Other:	\$
Total	\$ 1230.55

Revenues	
District Budget	\$
Booster Group	\$
Donations	\$
Student Fees	\$ <u>1230</u>
Total Additional Stipends:	\$
Total	\$

C. PERKINS FOL STAFF MEMBER

11. Reviewed/Completed Request Checklist: Yes No
 RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

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1. Organization/Grade/Course Planning Trip: Business Professionals Of America 9-12 Grade Business Education
2. Contact Person (Responsible for Checklist Completion): Peggy Ehler
3. Field Trip Date(s): March 7-10, 2012 Destination: Minneapolis, Minnesota
4. Field Trip Overview (Include events, establishments and locations): State Business Professionals of America Competition: Hyatt Regency Minneapolis; 1300 Nicollet Mall; Minneapolis, Minnesota; 612-370-1234
5. Field Trip Departure from School (Date and Time): March 7, 2012 at 4:30 pm
 Field Trip Return to School (Date and Time): March 10, 2012 at 6 pm
6. Objectives of Field Trip: Allow students to test classroom business practice learning in real-world situations. BPA give members a winning edge in the competitive world of business by teaching them what they need to know to survive and succeed in the years ahead. BPA's mission is to contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills.
7. Relationship to Curriculum or Student Learning: The Workplace Skills Assessment Program is an integral part of Business Professionals of America. The goal of the program is to provide all business students with the opportunity to demonstrate workplace skills learned through business education curricula. Students will: demonstrate occupational competencies; broaden knowledge, skills, and attitudes; expand leadership and human relation skills; demonstrate a competitive spirit; and receive recognition.

Planned Follow-up Field Trip Activities: Student who place at Region Competition will continue on to State Business Professionals Of America Competition and then onto National Business Professionals Of America Competition.

9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$ 55.00 per student
Total Meals	\$ 60.00 per student
Total Lodging	\$ 130.14 (4 room) per student
Total Transportation	\$850.00 bus
<input type="checkbox"/> School District Vehicle(s)	(10 Students)
<input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: Duluth Public Schools	\$ 85.00 per student
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name:	
Total Additional Stipends:	\$
Other:	\$
Total	\$ 330.14

Revenues		
District Budget	Code:	\$ 580
Booster Group		\$
Donations		\$
Student Fees		\$ 330
Total Additional Stipends:		\$
Total		\$

C. PERKINS PEA STAFF MEMBER
BUS. 85
REG. 55
MEALS 50
ROOM 390
580

11. Reviewed/Completed Request Checklist: Yes No
 RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: FCCLA - HERO
2. Contact Person (Responsible for Checklist Completion): Shonda Peltier
3. Field Trip Date(s): 4/29/12 - 5/1/12 Destination: Brooklyn Park, MN
4. Field Trip Overview (Include events, establishments and locations):
attached

5. Field Trip Departure from School (Date and Time): 4/29/12 @ 2:00 PM
Field Trip Return to School (Date and Time): 5/1/12 @ 7:00 PM

6. Objectives of Field Trip: Student organization leadership training
student state level competencies in occupations
Possible National participation competition

7. Relationship to Curriculum or Student Learning:
CTE objectives and application of skills

8. Planned Follow-up Field Trip Activities: possible National Conference
classroom presentations

9. Field Trip Budget Request

Estimated Expenses		
Total Admission/Fees	<u>\$100⁰⁰ per person</u>	\$1000 ⁰⁰
Total Meals	<u>\$40⁰⁰ per person (10 persons)</u>	\$400 ⁰⁰
Total Lodging	<u>\$115⁰⁰ per night per room (3 rooms/8 students 2 adults)</u>	\$1035 ⁰⁰
Total Transportation		\$380 ⁰⁰
<input checked="" type="checkbox"/> School District Vehicle(s)	<u>1 van = 190</u>	
<input type="checkbox"/> Commercial Transportation Carrier ~ Name:	<u>2 vans 380</u>	
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name:		
Total Additional Stipends:		\$
Other:		\$
Total		\$2815

Revenues		
District Budget	Code:	\$
Booster Group	<u>Perkins grant</u>	\$890
Donations	<u>Possible Order Scholastic</u>	\$400 <u>625</u>
Student Fees	<u>160 ea X 8 stud</u>	\$1280
Total Additional Stipends:		\$
Total		\$2815

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

attached

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

Signature of Contact Person: _____

[Handwritten Signature]

FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person: _____

[Handwritten Signature]

DISTRICT 709
FIELD TRIP REQUESTS

In accordance with School District Policy District 6160, District 709 recognizes properly planned, well conducted, and carefully supervised field trips may be a vital part of the curriculum. School field trips are encouraged within available resources and requirements outlined below.

DIRECTIONS: All staff are required to submit a Field Trip Request prior to the field trip being finalized with the involved students and to:

- > Receive administrative and/or extra-curricular coordinator approval for all instructional and supplementary field trips
- > Receive administrative reviewal and school board approval for all extended trips (Exceptions may be granted by the school board chair to accommodate emergencies.)

DEFINITIONS:

Instructional Trips - Trips that take place during the school day, relate directly to a course of study, and require student participation. Fees may not be assessed against students.

Supplementary Trips - Trips in which students voluntarily participate in and which often take place outside the regular school day, but do not include overnight stays. Financial contributions may be requested of students.

Extended Trips Within Minnesota and Continental United States - Trips that involve one or more overnight stops within Minnesota or the Continental United States and may be instructional or supplementary and are voluntary in nature. Extended field trips require school board approval prior to the trip.

INSTRUCTIONAL TRIP ACTION

Principal:

Approved

Name: _____

Not Approved

Date: _____

SUPPLEMENTAL TRIP ACTION

Principal:

Approved

Name: _____

Not Approved

Date: _____

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

EXTENDED TRIP ACTION

Principal:

Recommended

Name: Kris Teberg

Not Recommended

Date: April 5 & 6, 2012

Assistant Superintendent:

Recommended

Name: _____

Not Recommended

Date: E. Crawford

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:

46

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: LAKEWOOD ELEM; 4th + 5th

2. Contact Person (Responsible for Checklist Completion): KRISTIN TEBERG

3. Field Trip Date(s): APRIL 5+6, 2012 Destination: ST. PAUL, MN

4. Field Trip Overview (Include events, establishments and locations): NATURAL HISTORY MUSEUM, STATE CAPITOL TOUR + VISIT W/ LEGISLATORS; SCIENCE MUSEUM CAMP-IN; ST PAUL BASILICA

5. Field Trip Departure from School (Date and Time): APRIL 5, 2012 @ 8:00 a.m.

Field Trip Return to School (Date and Time): APRIL 6, 2012 @ 3:00 p.m.

6. Objectives of Field Trip: Science standards

7. Relationship to Curriculum or Student Learning: Learning hands on activities

8. Planned Follow-up Field Trip Activities: none

9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$ <u> </u>
Total Meals	\$ <u> </u>
Total Lodging	\$ <u> </u>
Total Transportation	\$ <u> </u>
<input type="checkbox"/> School District Vehicle(s)	
<input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: <u>Voyageur</u>	
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: <u> </u>	
Total Additional Stipends:	\$ <u>700.00</u> <i>grant</i>
Other:	\$ <u> </u>
Total	\$ <u> </u>

Revenues	
District Budget	\$ <u> </u>
Booster Group	\$ <u> </u>
Donations	\$ <u> </u>
Student Fees	\$ <u> </u>
Total Additional Stipends:	\$ <u> </u>
Total	\$ <u>n/a</u>

Grant from Flint Resources

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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- 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

*See attached
enclosure*

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

Signature of Contact Person:

Huston Weberg

FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person:

Huston Weberg

DISTRICT 709
FIELD TRIP REQUESTS

In accordance with School District Policy District 6160, District 709 recognizes properly planned, well conducted, and carefully supervised field trips may be a vital part of the curriculum. School field trips are encouraged within available resources and requirements outlined below.

DIRECTIONS: All staff are required to submit a Field Trip Request prior to the field trip being finalized with the involved students and to:

- > Receive administrative and/or extra-curricular coordinator approval for all instructional and supplementary field trips
- > Receive administrative reviewal and school board approval for all extended trips (Exceptions may be granted by the school board chair to accommodate emergencies.)

DEFINITIONS:

Instructional Trips - Trips that take place during the school day, relate directly to a course of study, and require student participation. Fees may not be assessed against students.

Supplementary Trips - Trips in which students voluntarily participate in and which often take place outside the regular school day, but do not include overnight stays. Financial contributions may be requested of students.

Extended Trips Within Minnesota, the Continental United States, or a Foreign Country - Trips that involve one or more overnight stops within Minnesota, the Continental United States, or a Foreign Country and may be instructional or supplementary and are voluntary in nature. Extended field trips require school board approval prior to the trip.

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: Jim Arnold
 Not Recommended Date: 3/2/12

Assistant Superintendent: Recommended Name: E. Crawford
 Not Recommended Date: _____

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

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

FIELD TRIP REQUEST FORM

Date of Submission: Nov. 15, 2011

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: : **HOSA 11th and 12th Grade**
2. Contact Person (Responsible for Checklist Completion): Kimberly S. Olson
3. Field Trip Date(s): June 19th to 23rd 2012 Destination: Orlando, Florida Disney's Coronado Springs Resort
4. Field Trip Overview (Include events, establishments and locations): See attached (waiting for the state advisor to send this out)
5. Field Trip Departure from School (Date and Time): June 19, 2012 TBA
Field Trip Return to School (Date and Time): June 23rd, 2012 TBA
6. Objectives of Field Trip: **Students will be competing at National HOSA(Health Occupations Students of America) National Conference Leadership.**
7. Relationship to Curriculum or Student Learning: **Health Occupations Students of America is a National Career and Technical Student Organization (CTSO) endorsed by the Department of Education and the Health Occupations Education Division of the Association of Career and Technical Education.**
The mission of HOSA is to enhance delivery of compassionate, quality healthcare by providing opportunities for knowledge, skills, and leadership development of all healthcare occupations education students, therefore helping the students to meet the needs of the healthcare community.
HOSA provides, Leadership, teamwork, Program of Study and Career Pathways Partnerships for CTE, Implementing of health Science Programs, Increase effectiveness in teaching, Legislative training, confident speaking, and writing skills.
8. Planned Follow-up Field Trip Activities: Article for paper.
9. Field Trip Budget Request Awaiting for a schedule to be put out by National HOSA. These prices are estimates from last year.

Estimated Expenses	
Total Admission/Fees ~\$109.00 ~15 students and 2 staff	\$ 1,853.00
Total Meals Three meals a day at five days \$27.00/day = \$135.00	\$ 459.00
Total Lodging \$160.00/night x five nights \$800.00	\$ 4000.00
Total Transportation	\$ 1445.00
<input type="checkbox"/> School District Vehicle(s)	
x Commercial Transportation Carrier ~ Name: Super shuttle round trip \$85.00 approx.	
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$
Other: Airfare Approx. \$500.00 to 700.00	\$ 10200.00

Total	\$17,957.00
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Revenues		
District Budget	Code:	\$
Booster Group		\$
Donations		\$
Student Fees Admission \$109.00 ~15 students		\$ 1,635.00
Meals \$27.00~15 students		\$405.00
Lodging		\$3,200.00
Super shuttle ~ 485.00 X 15 Students		\$1,275.00
Airfare 15 @ ~ \$600.00		\$9,000.00
Total Additional Stipends:		\$
Total	“ Students will all be self pay “	\$15515.00

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

- Develop and Communicate Student Discipline Expectations
- Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.)
- Gain Access to Cell Phone for Field Trip
- Plan Arrangements for Early Pick-Up or Late Drop-Off Students (if necessary).
Guide: May choose to leave message on school voice mail to help with late drop off.
- Plan Meal Arrangements (if necessary)
Reminder: Notify food service of non-participation.
- Plan Administration of Student Medication and First Aid Needs (if necessary)
Guide: Contact School Nurse.
- Develop and Communicate Action Plan if Student Gets Lost on Trip
- Arrange Adult Chaperones for Field Trip (if necessary)
Guide: One (1) adult for every twenty (20) students depending on field trip. Parent volunteers are encouraged when possible or appropriate.
- Develop and Communicate Teacher and Adult Chaperone Expectations
Example: Supervision duties, no smoking, no alcohol
- Planned Itinerary

TIME

LOCATION

Maintain Student Roster and Check-in/Check-out Procedure

x Arrangement for Safety Needs (i.e. crossing guards)

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Signature of Contact Person: Kimberly Olson Instructor

FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

Develop and Complete Field Trip Itinerary and Emergency Telephone Contacts Letter to Parents/Guardians

Note: Attach tentative planned itinerary.

x Arrange Funding of Expenses During Trip

x Arrange Meal Plans

Arrange Lodging Plans and Room Assignments

Collect Family Emergency Information for Students

Example: Home phone numbers, emergency contacts, medical information

Additional Information

Note: Provide any additional information.

Signature of Contact Person: Kimberly Olson Instructor



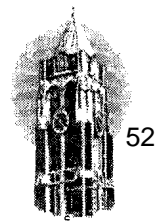
DENFELD SENIOR HIGH SCHOOL

401 N. 44th Ave. W.

Duluth, Minnesota 55807

Main Office: 218/336-8830 • Main Office Fax: 218/336-8844

• Athletics Fax: 218/336-8842



Jim Arndt
Principal on
Special Assignment

Ed Crawford
Principal

Tonya M. Sconiers
Assistant Principal

February 6, 2012

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

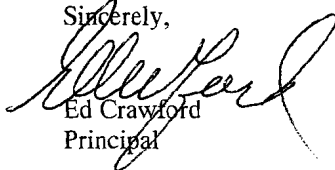
The following student completed his high school graduation requirements at Denfeld High School (through the Bridge/T12 program) and requests a diploma.

I would like to order a Denfeld High School Diploma for:

Name	Micah R. Saarela
Date of Graduation	January 20, 2012

Thank you.

Sincerely,



Ed Crawford
Principal



ALC/UNITY HIGH SCHOOL
INDEPENDENT SCHOOL DISTRICT 709
215 NORTH FIRST AVENUE EAST
DULUTH, MINNESOTA 55802
PHONE: (218) 336-8756
FAX: (218) 336-8770

February 3, 2012

William Gronseth
Ind. School Dist. 709
215 N. 1st Ave. E.
Duluth, MN 55802

Dear Mr. Gronseth,

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

Name of Graduate / School

Graduation Date

DULUTH PUBLIC SCHOOLS

Miranda Marie Peterson

1/30/2012

Please send diploma to Brenda at Unity

William Crandall
Principal; Unity ALC

bmv



ALC/UNITY HIGH SCHOOL
 INDEPENDENT SCHOOL DISTRICT 709
 215 NORTH FIRST AVENUE EAST
 DULUTH, MINNESOTA 55802
 PHONE: (218) 336-8756
 FAX: (218) 336-8770

March 5, 2012

William Gronseth
 Ind. School Dist. 709
 215 N. 1st Ave. E.
 Duluth, MN 55802

Dear Mr. Gronseth,

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

Name of Graduate / School

Graduation Date

DULUTH PUBLIC SCHOOLS

Payton Mae LaFont

3/5/12

Please send diploma to Brenda at Unity

William Crandall
 Principal; Unity ALC

bmv



ALC/UNITY HIGH SCHOOL
INDEPENDENT SCHOOL DISTRICT 709
215 NORTH FIRST AVENUE EAST
DULUTH, MINNESOTA 55802
PHONE: (218) 336-8756
FAX: (218) 336-8770

February 3, 2012

William Gronseth
Ind. School Dist. 709
215 N. 1st Ave. E.
Duluth, MN 55802

Dear Mr. Gronseth,

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

Name of Graduate / School

Graduation Date

DULUTH PUBLIC SCHOOLS

Keyon J. Allen

1/27/2012

Please send diploma to Brenda at Unity

William Crandall
Principal; Unity ALC

bmv