

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, December 18, 2012

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

1. Informational Items

A. Informational Presentations

1) Perpich Center for Arts Education (PCAE) Presentation

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Jeff Pridie, Director of Professional Development and Research for PCAE, presented an update on the partnership between the Duluth Public Schools and PCAE along with information about the State Arts Survey.

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

2) ISD 709 Calendar 2013-14 School Year

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Assistant Superintendent, Eddie Crawford, presented the recommended *ISD 709 Calendar 2013-14 School Year* for review and approval, which will be reviewed and approved by the Quality Leadership Team on December 13, 2012.

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) New Science Course Proposal

The Minnesota State Legislature has put forward the requirement that all high school students graduating in the spring of 2015 (next year's junior class) must have three Science credits, one of which must be either Physics or Chemistry. To meet the needs of all students, we propose the addition of a new one credit Science course, *Conceptual Physics*, beginning with the 2013-2014 school year. The Science Committee is in the process of selecting textbooks and start-up materials. The total cost will not exceed \$19,000.

Course Description

Prerequisite: Algebra I or IA. The conceptual approach engages students with analogies and imagery from real-world situations to build a strong understanding of physical principles ranging from classical mechanics to current physics theories. With this strong foundation, students will be better equipped to understand the equations and formulas of physics, and to make connections between the concepts of physics and their everyday world. This course is for students who want to learn about physics, but may have difficulties with higher level mathematics.

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

2) New World Languages Course Proposal

When the Duluth Public Schools began offering German classes at the middle school level beginning with the 2008-09 school year, it was with the understanding that students would be able to matriculate in German V should they continue their studies through high school, the same as Spanish students. Therefore, it is recommended that, ***College in the Schools German V***, be added to World Language course offerings for the 2013-14 school year.

Course Description

Prerequisite: Level IV/Commitment Agreement required. German V is conducted entirely in German. Using a variety of materials, students will improve their proficiency in speaking, listening, writing, and reading. Students will use what they have learned by participating in class discussions on a variety of topics. Students will be expected to give opinions, resolve problems and write short compositions, etc. There is a systematic review of German vocabulary, grammar and conversation patterns, and students should develop more in-depth insights into the culture of the German-speaking world. German V continues to prepare for college world language requirements.

*CITS: Students have an opportunity to earn eight (8) semester college credits for this course from UMD. Minimum requirements – GPA of 3.0 or approval of high school administrator.

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

3) New Career and Technical Education Course Proposal

A second year course following ***Early Childhood and Education Professions*** titled ***Infant and Toddler Development*** is being proposed. This two credit course would focus specifically on infant/toddler-aged children and would be embedded into the existing block of the ***Early Childhood and Education Professions***.

Course Description

This course is designed to prepare students for careers and experiences working with infant and toddler-aged children. It is a community based course with on site instruction and certification hours of practicum experience. Learn development, guidance, theory, growth, typical and atypical development, resources, safety, and effects of prenatal through postnatal development. This course includes a variety of guest speakers, training and reflection journals, and a discussion panel format. Learn techniques for cognitive, behavioral and social development of newborn through toddler-aged children.

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

4) New Robotics Course Proposal

With the national movement to incorporate Science, Technology, Engineering, and Math into curriculum, the new course *Industrial Robotics and Automation* is being proposed as a .5 credit course. This course would introduce students to robotics and automation systems, which are becoming more prevalent manufacturing and engineering industries.

Course Description

Prerequisite: None. In this course students are introduced to robotics and automation systems found in manufacturing and engineering industries. Students study, research, and apply information from topics relating to robotics and automation including electricity and electronics, programming, hydraulics, pneumatics, and computer controlled equipment and machines. Hands-on problem solving is featured. This course is recommended for students interested in pursuing a career in engineering, design, manufacturing, machining, or other technical fields.

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

5) Recommended High School Course Offerings for the 2013-14 School Year 32

Assistant Superintendent, Eddie Crawford, passed out information on recommended high school course offerings for the 2013-14 school year including all recommended course content changes, dropped courses, and added courses.

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

B. Extended Trip Requests 34

The following extended trip requests are submitted for review and approval:

Duluth Public Schools Future Farmers of America (FFA) students will be

traveling to the University of Minnesota St. Paul Campus and lodging at the Hampton Inn Shoreview from April 28-30, 2013, where they will be competing in the State FFA Competition, attending leadership workshops, and having campus tour opportunities. The total cost of the trip is \$1,665 and will be funded through fund-raising activities, grant dollars, and student fees.

Duluth Public Schools Business Professionals of America (BPA) students in grades nine through twelve will be traveling to Itasca Community College in Grand Rapids, Minnesota on January 24-25, 2013, where they will be competing in the Region V BPA Competition. The cost of the trip is \$137.65 per student and will be funded with grant dollars and student fees.

Duluth Public Schools Business Professionals of America (BPA) students in grades nine through twelve will be traveling to the Hyatt Regency in Minneapolis Minnesota where they will be competing in the State BPA Competition from March 6-13, 2013. The cost of the trip is \$330.14 per student and will be funded with grant dollars and student fees.

Duluth Public Schools Business Professionals of America (BPA) students in grades nine through twelve will be traveling to Orlando, Florida from May 7-12, 2013, where they will be competing in the National BPA Competition. The cost of the trip is \$1,136.55 per student and will be funded with grant dollars and student fees.

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

C. Diplomas

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

Philip Lewis Torgerson - November 6, 2012

Peter Alexander Van Patten - December 6, 2012

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

Building A Legacy

ARTS EDUCATION FOR ALL MINNESOTA STUDENTS



Highlights of the 2012 Minnesota Arts Education Research Project

Building A Legacy

ARTS EDUCATION FOR ALL MINNESOTA STUDENTS

Key Findings

While access to arts programs is nearly universal (99% of schools) less than half of all middle and high schools and only 28% of elementary schools provide the required number of arts areas.

87% of schools have aligned their curriculum with the state arts standards.

Assessment of student skills and knowledge is mostly driven by teacher-developed assessments with fewer than 3 in 10 schools reporting district developed assessments in the arts.

Nearly ½ of all high schools include the arts in School Improvement Plans.

92% of elementary, 77% of middle and 49% of high school students participate in at least one arts area in one year, with music and visual arts having the highest enrollments.

Nearly all schools (92%) use licensed arts teachers (full time or part-time) as the primary provider of music and visual arts instruction.

75% of schools report having no arts coordinator in their school or district.

Nearly 2/3 of schools spend less than \$10 per pupil per year for arts instructional materials. At the elementary level, the per-pupil arts spending is only 2 cents per day.

To support direct arts instruction, 23% of all schools reported using outside funding to offset budget decreases and nearly half of all schools charge fees for extracurricular arts activities.

While 46% of all schools report using arts integration as a teaching strategy, only 15% reported using this strategy on a regular basis. 67% of schools indicate a desire to introduce or increase arts integration.

93% of all schools reported providing students field trips to museums, theaters, musical performances and exhibitions to engage in artistic experiences.

The Minnesota Arts Education Research Project

Goals and Results

The Minnesota Arts Education Research Project

In the early 2000s, there was considerable discussion about the role of the arts in public education, but little data about the status of arts education in all schools in Minnesota. To answer this need, the Perpich Center for Arts Education launched The Minnesota Arts Education Research Project during the 2010/2011 school year with funding provided by the Minnesota State Legislature through its Arts and Cultural Heritage Fund of the Clean Water, Land, and Legacy Amendment.

The purpose of this project was to gather, evaluate and disseminate quantitative data regarding arts education in the state. The Research Project was designed to document arts education in every school through a statewide voluntary survey, and combine the survey findings with other information to create a 360-degree view of arts education in the state.

This report is a summary of the status of arts education, education policy and delivery. The intent is to provide decision makers and the public with a clear picture of the status of arts education in Minnesota.

Goals and Results of the Minnesota Arts Education Research Project

Goal #1.

Conduct Statewide Arts Education Survey

Result In 2010/2011, the Perpich Center for Arts Education contracted with Quadrant Arts Education Research to coordinate the implementation of a survey of all schools in Minnesota. An analysis of survey responses has been compiled in this report.

Goal #2.

Connect Survey Results with Additional Information

Result The status of arts education in the state is related to many factors. Economic, demographic, census, school performance measures and municipal data were combined with the survey results to allow for a more in-depth analysis. The results of this analysis are contained in this report.

Goal #3.

Provide a Public Report

Result The contents of this report and the online resources provide citizens of Minnesota with the first view of the accurate status and condition of arts education in the state.

Building a Legacy: From the Authors

Arts Education in the State of Minnesota is alive and well. Arts education courses (defined as coursework in dance, media arts, music, theater and visual arts) are nearly universally available to students. In addition, strong state policies, high quality instruction provided by qualified teachers, broadly varied course offerings, and a strong connection between schools and cultural organizations, create an excellent environment for arts learning to take place. When comparing Minnesota's results with similar studies from other states, Minnesota fares very well.

While the overall picture of arts education is favorable, there is certainly room for improvement. Minnesota has some of the strongest arts education policies in the country, but implementation of these policies at the school level is uneven. As such these policies are in need of a system to ensure accountability. For example, the low percentage of schools providing the required number of arts areas indicates a need for greater accountability. While arts education is almost universally available, actual student participation lags in some areas. The ideal goal of arts education for every student in the state has not yet been achieved. Limited financial resources supporting arts education and a reliance on external funding and/or additional student fees indicates a system under stress.

Two very important educational relationships have been identified in this study. First, there is a positive relationship between a school's Focus Rating (part of the Minnesota's Multiple Measurement Rating or MMR) and higher levels

of arts education (as measured by the arts education index). Second, there is a positive relationship between a school's scores for the Graduation Required Assessment for Diploma (GRAD) reading assessment and higher levels of arts education. These positive correlations hold even when controlling for other 'confounding' variables such as income, minority status, or geography. In short, higher levels of arts education coincide with higher Focus Ratings and GRAD reading scores.

The strength of arts education in Minnesota is no accident. Minnesota is the only state in the nation with a dedicated state agency supporting arts education — the Perpich Center for Arts Education. It is clear many of the strong policies in place and indeed the Minnesota Academic Standards in the Arts are a direct result of the role of the Perpich Center in shaping education policy for the citizens of the state.

This report reveals areas of strength for arts education and places for improvement. For the first time ever in a statewide study arts integration has been included. In addition, a series of recommendations are presented to help shape arts education in Minnesota for the next five years. Taken in its entirety, this report will help create a road map for Minnesota arts education and will enable the state to build a lasting legacy of arts education for every student.

— Robert B. Morrison and Patricia J. Cirillo

Why Study the Arts?

In the early 1820s, education innovator William Fowle introduced drawing and music into several schools in Boston. The arts have been a part of U.S. public education ever since. The first data about arts education in the United States was collected in 1837 while Martin van Buren was President. Studies as far back as the 1930s indicated that students who studied the arts had higher achievement levels than those who did not.

The arts have been included as core subjects as a matter of federal law since 1994 through the Goals 2000 Education Reform Act (carried forward in No Child Left Behind and the Elementary and Secondary Education Act reauthorization) and in Minnesota since 1997, with the adoption of Minnesota K-12 Arts Standards.

Beyond the law, compelling recent research has shown that study in the arts makes vital contributions in a student's successful journey toward a purposeful, successful and fulfilling life. Arts education is truly a modern necessity.

Study in the Arts Contributes to College/Workforce Readiness

Preparing for College

The College Board has conducted five research projects in a commitment to developing the next generation of national voluntary, researched-based arts education standards to support 21st century needs of students and teachers, help ensure that all students are college and career ready, and affirm the place of arts education in a balanced core curriculum.¹

Students participating in the arts show higher average SAT scores. The SAT is a standardized test designed to measure "readiness for college." An analysis of 10 years of SAT data revealed that students who took four years of arts courses in high school earned the highest scores on both the verbal and math SAT. Overall, students taking any arts courses scored significantly higher than students who took no arts courses.²

Employment Opportunities in the Creative Industries

Americans for the Arts documents the key economic role played by the nonprofit arts and culture industry in its 2010 report, *Arts and Economic Prosperity IV: The Economic Impact of Nonprofit Arts and Culture Organizations and Their Audiences*. This study demonstrates that the nonprofit arts and culture industry is an economic driver in communities. Significant to a

discussion on career readiness is the fact that the nonprofit arm of the arts and culture industry supports 4.1 million jobs, representing \$86.68 billion in household income.

In Minnesota, a similar report shows that the nonprofit arm of the arts and culture industry generates nearly \$838 million in expenditures and supports more than 22,000 jobs, representing \$631 million in household income.³

Essential Skills for the Workforce of the 21st Century

Creativity and innovation are the currency of the future. Schools, businesses and policymakers are taking steps to make this a reality in our nation's schools, and the arts have a clear role to play in the building of creativity and other 21st century skills.

In a study of superintendents who educate future workers and employers who hire them, both agree that creativity is increasingly important in the U.S. workplace and that arts education is crucial to developing creativity. Educators and employers both feel they have a responsibility for instilling creativity in the U.S. workforce (83 and 61 percent, respectively). However, schools' current creativity-building offerings don't match this desire. When superintendents were presented with a list of 12 creativity-promoting educational activities/experiences, more than three-quarters reported that each one (excluding study-abroad programs) is supported within their high schools. However, in more than half of these schools, only three of these activities/experiences are part of the required curriculum.⁴

The Partnership for 21st Century Skills, a national organization, is built on partnerships with the business community and advocates for 21st century readiness for every student. The framework that the Partnership and its members have developed fuses the 3Rs with the "4Cs" — Critical Thinking, Communication, Collaboration, and Creativity.⁵

A recent policy trend to capture and define opportunities for creativity in education is emerging. Massachusetts, California and Oklahoma are in various stages of drafting and implementing policies that will create a public measure of the opportunities for students to engage in innovative work.⁶

Study in the Arts Contributes to Student Success in School

Students are Better Prepared to be Learners

The ability to pay attention—visual focus, active listening and staying on task—is essential to school performance. It begins to develop early in life and is continuously refined. Early childhood training in instrumental music improves

these attention abilities, while continued music education throughout adolescence reinforces and strengthens them.⁷ Perseverance is the ability to continue towards a goal when presented with obstacles. Students involved in music lessons surpass their peers on tasks measuring perseverance. At the foundation of perseverance are motivation, commitment and persistence, all traits of creative individuals.⁸

Students Perform Better Academically

There is a significant correlation between high arts-involved students and academic achievement, regardless of socioeconomic status. In fact, levels of academic achievement recorded by high arts-involved students in the lowest socioeconomic (SES) quartile narrows the gap with higher SES students. Twelfth grade, low SES/high arts-involved students nearly close the achievement gap in reading proficiency with higher SES/low arts-involved 12th graders (37.9% reaching high levels of reading proficiency versus 42.9% respectively).⁹

Ten weeks of in-class drama coaching in a remedial third and fourth-grade classroom helped the teacher and students transform their approach to reading and improve the students' attitude about and success in reading. Dramatic training and expression offered students the opportunity to contribute their own background knowledge and understanding, improve their accuracy and momentum, broaden their understandings and expressive choices, and begin to see themselves as actors, or active readers. That sense of achievement positively affected their self-perception.¹⁰

Learning music develops the region of the brain responsible for verbal memory—the recall and retention of spoken words—which serves as a foundation for retaining information in all academic subjects. Music students who were tested for verbal memory showed a superior recall for words as compared to non-music students.^{11/12}

Students who participate in arts learning experiences often have higher achievement in other realms of learning and life. In a well-documented national study using a federal database of over 25,000 middle and high school students, researchers from the University of California at Los Angeles found students with high arts involvement performed better on standardized achievement tests than students with low arts involvement. Moreover, the high arts-involved students also watched fewer hours of TV, participated in more community service and reported less boredom in school.¹³

In an experimental research study of high school age students, those who studied dance scored higher than

non-dancers on measures of creative thinking, especially in the categories of fluency, originality and abstract thought.¹⁴

A group of 162 children, ages 9 and 10, learned to look closely at works of art and reason about what they saw. The results showed that children's ability to draw inferences about artwork transferred to their reasoning about images in science. In both cases, the critical skill is that of looking closely and reasoning about what is seen.¹⁵

Students who study music outperform their non-music peers in assessments of math, writing, using information resources, reading and responding, and proofreading. The gains in achievement of music students compared to non-music students increase over time. These findings hold true regardless of socioeconomic status and race/ethnicity.¹⁶ Additionally, students involved in instrumental music do better in algebra, a gateway for later achievement.¹⁷

Students Are Engaged in Their Learning

Study in the Arts Is Linked With Overall Academic Ratings and Graduation Rates

In two studies of statewide data in Florida and Texas, findings show consistent correlations between taking arts courses, student achievement, and graduation rates.

In Florida, a 2007-08 study of 188,859 12th graders show the more arts classes taken, the higher the student achievement in such measures as graduation rate, GPA, the state standardized test, and the SAT. For students receiving free and reduced price lunch (a commonly used indicator of low-income), the more arts classes taken, the higher the student achievement in all measures. For students of all ethnicities, the more arts classes taken, the higher the student achievement in all measures. The more arts classes taken, the less likely a student is to dropout of high school.¹⁸

In Texas, after comparing the yearly 2006 to 2010 data on school academic ratings, school rating improvement, and graduation rates to the yearly fine arts course enrollments, the following summary observations were made:

- Schools with a higher percentage of student enrollments in fine arts courses achieved higher academic ratings.
- Schools showing academic rating improvement from 2006 to 2010 reported increases in fine arts course enrollments.
- Schools with a higher percentage of student enrollments in fine arts courses reported higher graduation rates.¹⁹

Why Study the Arts? (continued)

Positive Benefits for At-Risk Students

Students of low socioeconomic status (SES) who participate in arts learning academically outperform comparable students who have no or low arts involvement.

A recent far-ranging study showed multiple positive outcomes among students of low SES. Eighth graders who had high levels of arts involvement throughout elementary school showed higher test scores in science and writing than students with low levels of involvement

In high school, students who had arts-rich experiences attained higher overall GPAs and were far less likely to drop out of school before graduation than did students who lacked those experiences.

This academic success continued into college where students who had arts involvement in high school were three times more likely to receive a bachelor's degree than students with low arts involvement.^{*20}

*1, *2, ... See page 22 for a list of research citations

In Summary

Why teach the arts? When we examine what students need to succeed in school, college, career and life, the research points time and again to the arts for powerful learning opportunities and pathways to a successful future. The research cited above helps illuminate why the arts are necessary in public schools, and makes the inclusion of the arts in state and district education policy an imperative.

"It is clear from the research that learning through the arts provides the type of emotional, creative and expressive development that students can benefit from throughout their lives. If we as a nation are serious about building a road to success for every student we must include the arts in curricular planning from the elementary through college levels."

— Dr. Nancy Rubino

Senior Director in the College Board Office
of Academic Initiatives

Arts Education: A Right for All Students

Universal Access to Quality Arts Education for All Minnesota Students is a Matter of Law

Arts education in Minnesota is a basic educational right for all Minnesota children — not just the gifted, or the talented, or the economically advantaged. It has a very strong grounding in state statutes and rules.

Universal access to quality arts education for all Minnesota students is supported by Minnesota Rules providing K-12 Academic Standards in the Arts and teacher licensure, and Statutes regulating K-12 graduation as well as implementation and assessment of the standards. The Minnesota Arts Education Research Project compared the results of their research to these policy statements (Rules and Statutes), in addition to other data, to assess the performance of schools in arts education. The understanding that arts education is a necessary component of whole-child education runs through Minnesota's standards and requirements.

Here is some background about how the laws evolved and where they stand today:

Minnesota Academic Standards

Academic standards define expectations for what Minnesota's public school students should learn in grades K-12. Minnesota K-12 Academic Standards are in place for the Arts, English Language Arts, Mathematics, Science, Social Studies and Physical Education. Local standards must be developed by districts for Health, World Languages, career and technical education, and may be developed for the Arts.


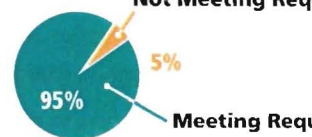
Minnesota K-12 Academic Standards in the Arts

In 1992, the Minnesota Legislature directed the creation of "a rigorous, results-oriented" high school graduation rule. The rule included a series of basic standards tests in mathematics, reading and writing, and importantly, a system of high academic standards in a wide range of content areas including the arts. The first set of Minnesota arts standards became effective for students entering the tenth grade in the 1997-1998 school year.

Policies


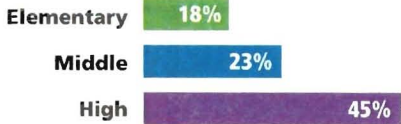
Minnesota Has High Standards for Arts Education,

State policies for arts education, created by the Minnesota Legislature and expected to be implemented by school districts, are recognized as some of the best in the nation. Minnesota Academic Standards in the Arts define arts learning to include all five major arts disciplines — dance, media arts, music, theater, and visual arts. While these state statutes and standards have led to significant access to arts courses, enactment of these policies at the school level lags significantly in dance and theater. Further, there is currently no system of accountability to ensure that districts adhere to these policies.

	<h3>Academic Standards Alignment</h3> <p>The Minnesota Academic Standards in the Arts contain specific expectations for learning in the arts for all K-12 public schools in the state. 87% of schools have aligned their curriculum with the state arts standards.</p>	<p>87% of schools have aligned their curriculum with the standards.</p>  <table border="1"> <tr> <td>Not Aligned</td> <td>13%</td> </tr> <tr> <td>Aligned</td> <td>87%</td> </tr> </table>	Not Aligned	13%	Aligned	87%												
Not Aligned	13%																	
Aligned	87%																	
	<h3>Access to Arts Areas</h3> <p>State statute establishes four arts areas for elementary and middle schools — dance, music, theater and visual arts, and five areas — adding media arts — for high schools. Schools are required to offer three of the four arts areas to students in elementary and middle schools and three of the five arts areas in high schools. Minnesota schools have had difficulty complying with this requirement.</p>	<p>Percentage of Minnesota schools offering courses in at least three arts areas as required by state standards</p> <table border="1"> <tr> <td>Elementary</td> <td>28%</td> </tr> <tr> <td>Middle</td> <td>48%</td> </tr> <tr> <td>High</td> <td>48%</td> </tr> </table> <p>Access to the five arts disciplines in Minnesota high schools</p> <table border="1"> <tr> <td>Music</td> <td>95%</td> </tr> <tr> <td>Visual Arts</td> <td>99%</td> </tr> <tr> <td>Media Arts</td> <td>76%</td> </tr> <tr> <td>Theater</td> <td>51%</td> </tr> <tr> <td>Dance</td> <td>25%</td> </tr> </table>	Elementary	28%	Middle	48%	High	48%	Music	95%	Visual Arts	99%	Media Arts	76%	Theater	51%	Dance	25%
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	<h3>Graduation Requirements</h3> <p>Since 2003, state high school graduation requirements include one credit (one year) of arts instruction in at least one arts discipline (See the Appendix for the text of the requirement).</p>	<p>Percentage of all Minnesota high schools that meet or exceed the current graduation requirement for arts</p>  <table border="1"> <tr> <td>Not Meeting Requirements</td> <td>5%</td> </tr> <tr> <td>Meeting Requirements</td> <td>95%</td> </tr> </table>	Not Meeting Requirements	5%	Meeting Requirements	95%												
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Policies

But Some Schools Struggle to Meet the Minimums

<p>Weighting of Arts Courses</p>							
<p>Arts courses in high schools do not always carry equal grade weight with other core subjects, including honors and advanced placement courses.</p>	<p><i>Percentage of all Minnesota high schools that weight arts courses equally with other core subjects</i></p>  <table border="1"> <tr> <td>Regular Courses</td> <td>94%</td> </tr> <tr> <td>Honors Courses</td> <td>82%</td> </tr> </table>	Regular Courses	94%	Honors Courses	82%		
Regular Courses	94%						
Honors Courses	82%						
<p>Arts Education in School Improvement Plans</p>							
<p>Most schools do not include the arts education goals as part of the school improvement plan.</p>	 <table border="1"> <tr> <td>Elementary</td> <td>18%</td> </tr> <tr> <td>Middle</td> <td>23%</td> </tr> <tr> <td>High</td> <td>45%</td> </tr> </table>	Elementary	18%	Middle	23%	High	45%
Elementary	18%						
Middle	23%						
High	45%						

Recommendations

Academic Standards

We recommend Minnesota policymakers hold school districts accountable for ensuring 100% of students in the state are achieving academic standards in the arts as required by state law.

We recommend the Minnesota Legislature and policymakers a) maintain and strengthen the arts as core subject areas b) advance policies to ensure every child has the opportunity to participate and demonstrate achievement in arts education as part of a complete education.

We recommend the Minnesota Legislature require school districts to use the Minnesota Academic Standards in the Arts K-12 for student instruction and assessment, rather than allow districts the option of developing their own arts standards.

Accountability

We recommend Minnesota policymakers require full implementation and accountability processes to measure adherence to the strong policies supporting arts education.

We recommend Minnesota policymakers include arts education in all longitudinal data systems in current development, or contemplated as part of Minnesota education policy, and require schools to publicly report on an annual basis information regarding (1) arts courses offered; (2) level of student participation in the arts; (3) student achievement in the arts based on assessments aligned to state standards; and (4) teacher course assignments in the arts.

We recommend the Perpich Center for Arts Education collaborate with the Minnesota Department of Education to produce an annual report on the status and condition of arts education in all Minnesota Schools.

Implementation Resource

We recommend the Perpich Center for Arts Education continue to collaborate with the Minnesota Department of Education to improve the capacity of school districts and/or individual schools to implement a comprehensive, standards-based, sequential arts education based on state standards.

Strategic Planning

We recommend that each school and district include arts education in strategic plans to ensure arts programs at the school level meet the Minnesota Academic Standards in the Arts.

Course Weighting

We recommend school districts weight courses in the arts equally with all other courses in calculating a pupil's grade point average, including honors and/or advanced placement arts courses.

Students

Student Access to Arts Instruction is High,

Access to arts education in Minnesota schools is nearly universal. The fact that almost every school in the state offers at least one arts course for students across all grade levels indicates a healthy arts education environment. Music and visual arts tend to be the most widely available courses. Dance and theater disciplines have low participation levels primarily due to limited course offerings.

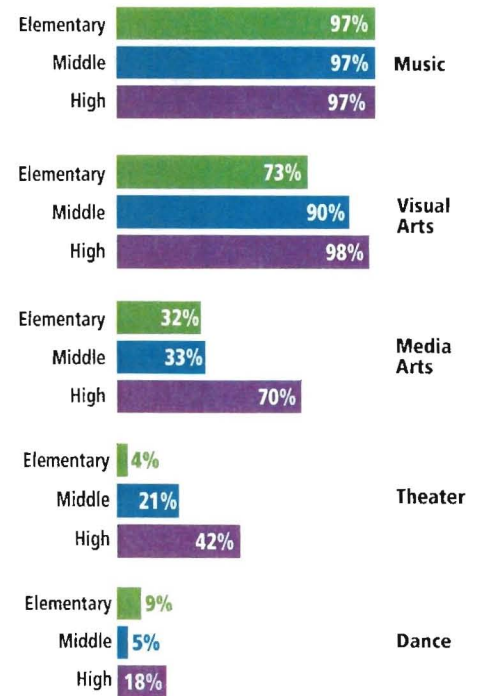
Access to Arts Courses

There is wide access to music and visual arts courses in all Minnesota schools. Media arts courses are moderately available in elementary and middle schools and widely available in high school. Dance and theater are the least provided arts areas.

Percentage of schools offering courses in at least one arts area



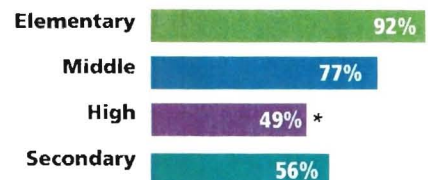
Percentage of schools offering courses in various arts disciplines



Student Participation in Arts Education

Student participation in arts courses (as a percentage of total enrollment) is high across all grade levels.

Percentage of students participating in arts instruction (all arts areas)



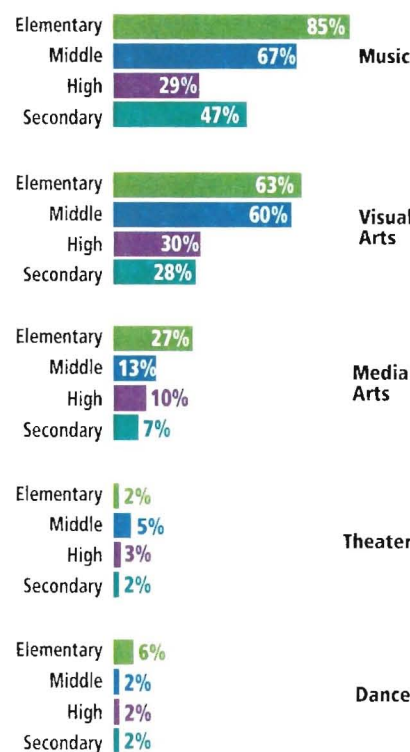
*Participation is measured for a single year. A 49% participation level in High Schools is very strong since students have four years to meet state graduation requirements.

Students

However Participation Lags in Some Areas

Percentage of Students Participating in Various Arts Areas

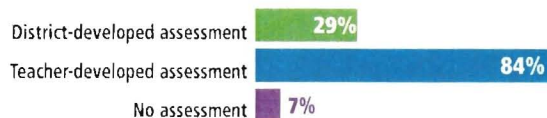
Music and visual arts show the highest participation levels of all the arts areas. The lower levels of participation for dance and theater are a result of fewer schools providing access to courses in these areas.



Student Assessment

Most schools reported using either teacher-developed or district-developed assessments to measure student progress toward achieving the arts standards while 7% of schools reported “no assessment.”

Percentage of schools using various types of student assessment in arts



Recommendations

Access to Arts Areas

We recommend school administrators ensure that the number of arts areas offered meets or exceeds state requirements.

We recommend school districts ensure the assessment of every student’s learning and achievement of Minnesota Academic Standards in the Arts as required by law.

Measuring Student and Teacher Performance

We recommend the Perpich Center for Arts Education continue to collaborate with the Minnesota Department of Education to develop measurement strategies for student achievement, teacher evaluation, and overall school performance in arts education, including common assessments aligned to state standards.

Directing Resources to Low Performing Schools

We recommend that the Perpich Center for Arts Education identify schools where arts instruction is limited, and with partners, provide resources and support to strengthen arts education in these schools.

We recommend foundations and other grant-making agencies and organizations use these Report results to help direct resources to areas of greatest need.

Educators

Licensed Arts Teachers Are the Main

“The Percentage of Elementary Schools With Full Time Arts Teachers is Lower than Other School Types.”







Due to the nature of the coursework, it is highly desirable that arts are taught by Licensed Arts Teachers specifically educated to teach the arts area. While this is broadly the case in music and visual arts, it is not in dance and theater, where less than half of all schools use Licensed Arts Teachers for these arts areas*. Additionally, some elementary schools struggle to employ full-time Licensed Arts Teachers in all areas.

Use of Licensed Arts Teachers																			
<p>Nearly all schools (92%) use Licensed Arts Teachers (full time or part-time) as the primary providers of music and visual art instruction. The use of Licensed Arts Teachers for dance and theater lags well behind.</p>	<p><i>Percentage of schools using Licensed Arts Teachers for dance instruction (where instruction is offered)</i></p> <table border="1"> <tr><td>Elementary</td><td>16%</td></tr> <tr><td>Middle</td><td>8%</td></tr> <tr><td>High</td><td>36%</td></tr> </table> <p><i>Percentage of schools using Licensed Arts Teachers for theater instruction (where instruction is offered)</i></p> <table border="1"> <tr><td>Elementary</td><td>17%</td></tr> <tr><td>Middle</td><td>46%</td></tr> <tr><td>High</td><td>51%</td></tr> </table>	Elementary	16%	Middle	8%	High	36%	Elementary	17%	Middle	46%	High	51%						
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Full and Part Time Arts Teachers																			
<p>The percentage of schools with a full time arts teacher is highest in middle school, closely followed by high school and elementary. Part time arts teachers are found primarily in elementary schools with smaller enrollments.</p>	<p><i>Percentage of schools with full time arts teachers</i></p> <table border="1"> <tr><td>Elementary</td><td>77%</td></tr> <tr><td>Middle</td><td>96%</td></tr> <tr><td>High</td><td>92%</td></tr> </table> <p><i>Percentage of elementary schools with full time and part time music and visual arts teachers</i></p> <table border="1"> <tr><td>Full Time</td><td>72%</td><td>Music</td></tr> <tr><td>Part Time</td><td>21%</td><td></td></tr> <tr><td>Full Time</td><td>58%</td><td>Visual Arts</td></tr> <tr><td>Part Time</td><td>40%</td><td></td></tr> </table>	Elementary	77%	Middle	96%	High	92%	Full Time	72%	Music	Part Time	21%		Full Time	58%	Visual Arts	Part Time	40%	
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Part Time	40%																		

*Other teachers may be authorized to provide instruction but do not hold an arts license.

Educators

Providers of Arts Instruction in the State

<p>Professional Development</p> <p>A majority of schools/districts reported providing professional development for arts teachers in their arts areas. This percentage declines significantly for general classroom teachers responsible for teaching in the arts.</p>	<p><i>Percentage of schools offering professional development for arts teachers, by teacher type</i></p> <p><i>Licensed Arts Teacher</i>  72%</p> <p><i>Classroom teacher with arts responsibility</i>  23%</p> <p><i>General classroom teacher</i>  26%</p>
<p>Arts Coordinators</p> <p>Arts coordinators (or arts supervisors, as they may be known in other states) play an important role in facilitating arts programs across a school or district while efficiently managing resources. In Minnesota, arts coordinators are scarce, with few districts and even fewer schools being served. Other research has shown the presence of an arts coordinator has a positive impact on the overall quality of an arts program.</p>	<p><i>Percentage of schools served by an arts coordinator</i></p> <p>District-based  20%</p> <p>School-based  7%</p> <p>No Arts Coordinator  75%</p>

Recommendations

Licensure

We recommend the Minnesota Board of Teaching develop a license or endorsement for teachers of media arts.

We recommend all school districts comply with licensing requirements in all arts areas.

We recommend the Perpich Center for Arts Education work in collaboration with higher education to help strengthen teacher preparation and professional development.

Professional Development

We recommend the Perpich Center for Arts Education, in collaboration with the Minnesota Department of Education and the appropriate professional organizations, increase the capacity of school and district administrators to understand and strengthen the impact of arts educators and programs on student success.

We recommend the Perpich Center for Arts Education, in collaboration with the Minnesota Department of Education, higher education institutions, professional

organizations, and community organizations, develop and expand professional development opportunities for arts educators.

We recommend that the Legislature provide necessary funding for providing professional development for teachers and administrators.

District Arts Coordinator

We recommend all districts employ or assign an Arts Coordinator to guide curriculum implementation, alignment of programs between schools, and the most effective use of personnel and resources.





Resources

Per-Pupil Arts Spending Reliably Indicates the

“Nearly Two-Thirds of Schools Spend Less Than \$10 Per Pupil for Arts Each Year.”

Within each school, per-pupil arts spending is an important indicator of higher or lower quality levels of arts education. Nearly two-thirds of all schools (64%) spend less than \$10 per pupil per year.

Per-pupil spending is defined as the funds allocated to curricular materials and support for the arts divided by student population. This does not including teacher salaries, overhead or capital expenses.

	<h3>Per-Pupil Spending</h3>	
<ul style="list-style-type: none"> ● 	<p>Minnesota per-pupil spending on arts education is about at the median of nationwide schools that have been studied.</p>	<p><i>Level of per-pupil spending per year on arts instruction</i></p>  <p>Elementary \$3.92 Middle \$6.65 High \$12.42</p>
	<h3>Two Cents Per Day for Elementary Arts</h3>	
<ul style="list-style-type: none"> ● 	<p>When calculated on a per-pupil-per-day basis, Minnesota spends an average of 2 cents per day at the elementary level, 3.7 cents at the middle school and 7 cents at the high school level.</p>	
	<h3>Outside Funding to Offset Budget Decreases</h3>	
<ul style="list-style-type: none"> ● 	<p>Currently, 23% of all Minnesota schools report that they use outside funding to offset budget decreases with the highest at the middle school level, followed by elementary (27% and 25% respectively). This outside funding supports direct instruction, not optional or extra-curricular activities.</p>	<p><i>Percentage of schools using outside funds to offset budget shortfalls</i></p>  <p>Elementary 25% Middle 27% High 15%</p>
	<h3>Fees for Extra-Curricular Programs</h3>	
<ul style="list-style-type: none"> ● 	<p>Nearly half (47%) of all schools reported charging fees for extracurricular arts activities.</p>	<p><i>Percentage of schools that charge fees for extracurricular arts activities</i></p>  <p>Elementary 33% Middle 60% High 77%</p>

Resources

Quality Level of Arts Education in Schools

<p>Sources of Outside Funding for Arts Instruction</p> <p>More than one-half (58%) of Minnesota schools receive funding for arts programs from non-district sources, such as Parent/Teacher groups and district foundations. Fifty-seven percent of elementary, 53% of middle and 71% of all high school arts programs are partly supported by outside resources. As stated on the previous page, of the schools receiving outside funding, 23% reported using these funds to offset budget decreases for direct arts instruction.</p>	<p><i>Level of per-pupil-per-year spending on arts instruction</i></p> <table border="1"> <thead> <tr> <th>Source</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>PTA/PTO</td> <td>57%</td> </tr> <tr> <td>Local District Foundation</td> <td>33%</td> </tr> <tr> <td>Local Businesses or Corporations</td> <td>32%</td> </tr> <tr> <td>Regional/Local Arts Councils/Agencies</td> <td>27%</td> </tr> </tbody> </table>	Source	Percentage	PTA/PTO	57%	Local District Foundation	33%	Local Businesses or Corporations	32%	Regional/Local Arts Councils/Agencies	27%		
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<p>Use of Technology in Arts Instruction</p> <p>Student use of technology in the arts is greatest at the high school level where more than 80% of high schools report the use of technology in most arts areas.</p>	<p><i>Schools using technology in arts education</i></p> <table border="1"> <thead> <tr> <th>Arts Area</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Music</td> <td>59%</td> </tr> <tr> <td>Visual Arts</td> <td>54%</td> </tr> <tr> <td>Media Arts</td> <td>45%</td> </tr> <tr> <td>Theater</td> <td>12%</td> </tr> <tr> <td>Dance</td> <td>6%</td> </tr> </tbody> </table>	Arts Area	Percentage	Music	59%	Visual Arts	54%	Media Arts	45%	Theater	12%	Dance	6%
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Recommendations

Report Per Pupil Arts Spending

We recommend that per-pupil arts spending be reported and included in the Minnesota Data Reports for every public school.

The 5% Goal

We recommend that schools and school districts allocate a minimum of 5% of total school budgets for curricular support and professional development to support arts education.

Student Fees for Arts Activities

We recommend that schools explore ways to reduce or eliminate fees for student participation in arts education activities. Student fees create barriers for student participation in these programs.

Model Schools

We recommend the study of Model Schools, as identified by the Minnesota Arts Education Research Project, from across all socioeco-

omic areas. These Model Schools should be highlighted and lessons from these schools shared in order for schools to learn from one another.

Information Clearinghouse

We recommend the Perpich Center for Arts Education develop and maintain a centralized clearinghouse for information about arts education programs, policies, best practices, models, news and information to aid schools, districts and communities.

Arts Integration


Integrating Arts with Other Disciplines Is

The arts are powerful partners in making learning richer and more effective, including in other subjects. The arts can help students place historical events in cultural context, visualize abstract concepts and make richer connections with academic subject matter. Arts Integration is an instructional approach where arts teachers work collaboratively with teachers of other subjects to increase student learning by identifying, creating and applying authentic learning connections. This is the first time arts integration has been measured in any state. 67% of schools would like to introduce or increase arts integration, but need support to do so.

	<p>Arts Integration Acceptance</p> <p>In Minnesota, 46% of all schools report using arts integration as a teaching strategy, although this percentage varies by grade span.</p>	<p><i>Percentage of schools using arts integration</i></p> <table border="1"> <thead> <tr> <th>Grade Span</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>51%</td> </tr> <tr> <td>Middle</td> <td>39%</td> </tr> <tr> <td>High</td> <td>41%</td> </tr> </tbody> </table>	Grade Span	Percentage	Elementary	51%	Middle	39%	High	41%
Grade Span	Percentage									
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	<p>Regular Use of Arts Integration</p> <p>When probed further, the percentage of schools using arts integration on a regular basis is much smaller. "Regular use" is defined by at least one subject integrating the arts, once per week.</p>	<p><i>Percentage of schools that use arts integration on a regular basis</i></p> <table border="1"> <thead> <tr> <th>Grade Span</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>16%</td> </tr> <tr> <td>Middle</td> <td>14%</td> </tr> <tr> <td>High</td> <td>11%</td> </tr> </tbody> </table>	Grade Span	Percentage	Elementary	16%	Middle	14%	High	11%
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	<p>Arts Integration and Academic Standards</p> <p>The majority of schools using arts integration reported meeting the Minnesota Academic Standards in each subject area with 70% meeting the standards in two or more subjects.</p>	<p><i>Percentage of schools using arts integration that meet the Minnesota Academic Standards</i></p> <table border="1"> <thead> <tr> <th>Number of Subjects</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>One Subject</td> <td>30%</td> </tr> <tr> <td>Two Subjects</td> <td>28%</td> </tr> <tr> <td>Three or More</td> <td>42%</td> </tr> </tbody> </table>	Number of Subjects	Percentage	One Subject	30%	Two Subjects	28%	Three or More	42%
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Arts Integration

Well-Accepted but not Practiced Regularly

	<h3>Lesson Planning</h3> <p>Schools using arts integration reported teachers are only occasionally able to plan lessons collaboratively with very few doing so on a regular basis.</p>	<p>Never Occasionally Regularly</p> <p>Percentage of schools where classroom teachers and arts teachers plan lessons together</p> <p>30% 64% 5%</p> <p>Percentage of schools where classroom teachers and arts teachers implement integrated lessons together</p> <p>38% 58% 4%</p> <p>Percentage of schools where schedule allows for joint planning between classroom and arts teachers</p> <p>38% 55% 7%</p>
	<h3>Introducing/Increasing Arts Integration</h3> <p>While the majority of schools see the value of arts integration for their students, there are logistical, policy and resource barriers to implementation. Two-thirds of schools reported an interest in introducing or increasing the use of arts integration.</p>	<p>Percentage of schools interested in introducing or increasing the use of arts integration</p>  <p>67% 33%</p> <p>No Interest Interested</p>
	<h3>Arts Integration Support</h3> <p>Schools identified areas where they could use support in increasing arts integration. The top five most requested areas of support are:</p>	<p>Teacher professional development in the arts 23%</p> <p>Teacher release time for co-planning 18%</p> <p>Arts integration resource materials 9%</p> <p>Professional development about arts integration research 8%</p> <p>On-site curriculum coordination 8%</p>

Recommendations

Improved Planning Time

We recommend that schools allocate common planning time for classroom and arts teachers using arts integration as an instructional strategy.

We recommend that arts teachers receive the professional development necessary to be effective arts integration leaders.

Resources, Technical Assistance and Professional Development

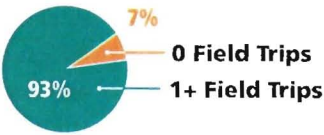

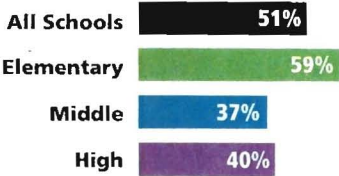
We recommend that the Perpich Center for Arts Education, along with higher education institutions, continue to develop resources and provide technical assistance for the 67% of schools looking to implement or increase arts integration.

We recommend the Perpich Center for Arts Education create a professional development program for school administrators to increase their understanding of how to implement meaningful arts integration at the school level.

Community

Schools Utilize Diverse Opportunities

Minnesota schools have many connections to community arts organizations. Whether through field trips, school assemblies, artist-in-residence programs or multi-year partnerships, the percentage of schools engaged with community organizations is as high as in any state in the country.*

	<h3>Field Trips</h3> <p>Student field trips to museums, theaters, musical performances and exhibitions, or to engage in artistic experiences were provided by 93% of all schools in the state. Music (79%), theater (61%), visual arts (48%) and cultural/historical programs (34%) were the most popular experiences. For the schools not participating in field trips 62% cited transportation costs as the greatest barrier to field trips.</p>	<p>Percentage of all schools offering at least one field trip to an arts event**</p>  <table border="1"> <tr> <td>0 Field Trips</td> <td>7%</td> </tr> <tr> <td>1+ Field Trips</td> <td>93%</td> </tr> </table>	0 Field Trips	7%	1+ Field Trips	93%				
0 Field Trips	7%									
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	<h3>Assemblies</h3> <p>A large majority (83%) of Minnesota schools reported holding arts-based school assemblies, bringing cultural organizations and professional artists into the school to provide students with exposure to different artistic experiences. Music (67%), theater (51%), dance (33%) and cultural/historical programs (25%) were the most popular assembly types.</p>	<p>Percentage of all schools reporting at least one assembly that focused on the arts**</p>  <table border="1"> <tr> <td>No Assemblies</td> <td>17%</td> </tr> <tr> <td>1+ Assemblies</td> <td>83%</td> </tr> </table>	No Assemblies	17%	1+ Assemblies	83%				
No Assemblies	17%									
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	<h3>Artist-in-Residence Programs</h3> <p>Artist-in-Residence programs provide the opportunity for students to work with an artist for a focused period of time to enrich the overall education experience. These programs, in which artists have multiple contacts with a school, were engaged by 51% of schools with visual arts (24%), music (19%), and creative writing (10%) being the most popular.</p>	<p>Percentage of all schools hosting Artist-in-Residence programs**</p>  <table border="1"> <tr> <td>All Schools</td> <td>51%</td> </tr> <tr> <td>Elementary</td> <td>59%</td> </tr> <tr> <td>Middle</td> <td>37%</td> </tr> <tr> <td>High</td> <td>40%</td> </tr> </table>	All Schools	51%	Elementary	59%	Middle	37%	High	40%
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*Based on data from other states where similar studies have been conducted

**Data over the last three years

Community

Community Arts Organizations Provide

<p>Partnerships with Community-Based Arts Organizations</p>															
<p>More than a quarter (28%) of schools reported being engaged in a multi-year partnership with a community arts organization.</p> <p>Minnesota Schools Engagement with Cultural Organizations Compares Favorably to Other States</p>	<p><i>Percentage of all schools engaged in a multi-year partnership with a community arts organization</i></p> <table border="1"> <tr> <td>Elementary</td> <td>35%</td> </tr> <tr> <td>Middle</td> <td>17%</td> </tr> <tr> <td>High</td> <td>26%</td> </tr> </table> <p><i>Percentage of schools with multi-year partnerships*</i></p> <table border="1"> <tr> <td>MN</td> <td>28%</td> </tr> <tr> <td>OH</td> <td>26%</td> </tr> <tr> <td>MI</td> <td>17%</td> </tr> <tr> <td>NJ</td> <td>30%</td> </tr> </table>	Elementary	35%	Middle	17%	High	26%	MN	28%	OH	26%	MI	17%	NJ	30%
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<p>When comparing Minnesota to other states where data is available, Minnesota schools have some of the highest percentages of schools involved with community cultural organizations across all engagement types (assemblies, field trips, artists-in-residence and partnerships).</p>															

* From states with comparable data

Recommendations

Cultural Opportunities

We recommend funding be targeted to support multi-year partnerships between schools and cultural organizations to help students achieve Academic Standards in the arts.

Transportation Issues

We recommend that Minnesota arts and cultural organizations, the State Arts Board, and other funders continue to work together to find solutions to the barrier of transportation costs to schools taking field trips to arts and cultural organizations.

The Minnesota Arts Education Index

In the measurement of arts education in Minnesota public schools, the research team needed to account for the differences in the art education experiences across the state.

To this end, an arts education “index” was calculated for each school. The index score is comprised of up to 29 (dependent on elementary, middle or high school index) different components. They include quantitative measures of:

- Courses, Student Participation, Teachers, Instruction, and breadth of Arts Offerings
- Facilities and Resources
- Policies, Professional Development, Supervision and Assessment
- Involvement with Community Resources

The index (one each for elementary, middle and high schools) is simply an arithmetic combination of scores related to survey responses on the various components of arts education in each school. The index scores are standardized, and therefore have a possible range from 0 to 1, where 0 would signify no attempt at all at arts education in the school, and 1 would mean a complete effort on every aspect of arts education measured in the study. A ‘1’ is nearly impossible to attain, and no school in our study did so.

Each of the components were calculated, summed, and then divided by 25 (elementary), 24 (middle) or 29 (high schools/secondary schools). For elementary schools, the index score ranged from a low of 0 to a high of .93. For middle schools, the range was 0 to .75, and for high schools and secondary schools, the range was 0 to .82. Because the calculations for elementary, middle and high school relied on slightly different formulas, the scores are analyzed based on school type.

Multivariate Findings

The creation of the index score for each school allows the researchers to ask some interesting questions about what school characteristics relate to stronger arts education programs. The index score was used to build multivariate statistical models with the intent of identifying which of

several factors are most associated with high and or low levels of arts in the schools. Many things, if examined alone, are statistically related to the level of arts education in schools. What multivariate modeling does is ‘control for’ various factors to identify those that have a distinct statistical relationship with the level of arts education based on the index.

Key Findings

- **Focus Rating:** Using multivariate modeling (ANOVAs and Linear Regression) the data revealed that when statistically ‘controlling for’ the school characteristics of: proportion of students with free/reduced price lunch benefits (this is a proxy for socioeconomic status of the student body), racial composition, school size and school geographic location (urban/suburban/rural), the arts education index is statistically positively related to the school’s Focus Rating (part of the Minnesota’s Multiple Measurement Rating or MMR); that is, high schools with higher arts education indices also have a higher Focus Rating.
- **Title One High Schools:** In addition, Title 1 status is also related to arts education index scores. High schools that are Title 1 high schools have statistically higher arts education indices when controlling for the other school factors (free/reduced price lunch, minority status, and geography).
- **GRAD Reading Assessment:** In a similar manner the research team found that student test scores for the state’s Graduation Required Assessment for Diploma (GRAD) reading assessment are also statistically related to the arts education index. When school socioeconomic status, minority status, school size, geography and Title 1 status are statistically controlled for, the arts education index is positively related to GRAD reading scores. That is, high schools with higher arts education indices had higher GRAD reading scores. The same analysis looking at GRAD math and GRAD writing scores, however, did not yield the same results. We found no evidence of a statistical relationship between GRAD math nor GRAD writing scores with arts education index scores of high schools.

It must be emphasized that this examination is purely correlational (one cannot assume any causative impact of *any* factor examined). However, these are very compelling findings.

The overall pattern of the data suggests that individual school administrator preferences, choices and the subsequent allocation of resources impacts the level of arts in the schools far more than other factors impacting the school environment. The disparity in arts education between schools — even when all else is equal — suggests that local decisions have a great impact on the level of arts education in any individual school.

Methodology

All public school principals in Minnesota were requested by the Commissioner of Education to provide data on arts education from their school for this study. Data were provided via a special on-line questionnaire by Quadrant Arts Education Research. The data were then processed and put through an extensive statistical analysis, which is the basis of this report.

A single questionnaire was used. The survey was programmed to only show relevant questions based on the school type (Elementary, Middle, High, Secondary). The questionnaire was implemented during the 2010-2011 school year.

School administrators were contacted by the Commissioner of Education in September of 2010 advising them of the survey process and instructions. Data collection began on November 13, 2010 and the last completed questionnaire was collected on June 30, 2011.

Survey Participation

Of the 1420 public (non charter) schools targeted for participation, 626 successfully completed a questionnaire, yielding a 44% response rate. A total of 376,924 Minnesota public school students were represented by this study.

Because of the high response rate there is only a $\pm 2.95\%$ margin-of-error associated with these results due to

sampling variation. In other words, the results obtained are statistically equivalent (to three decimal points) to those obtained had all schools responded.

Defining Schools for This Report

Minnesota schools in this report are represented by a majority of schools with at least one elementary grade (57%). The remaining schools had middle school grades (16%) and/or high schools (9-12) or secondary grades (7-12) grades (28%).

School types are mutually exclusive; a single building is only designated as being an elementary school, a middle school, high school or secondary school, depending on which grades they have enrolled. For the purpose of this report schools with 'elementary grades' are those with at least one grade from kindergarten through fifth grade. Middle school grades are grades six through eight. High school grades are grades nine through twelve. Secondary schools are grades seven through twelve. Secondary schools have been combined with high schools for most sections of this report except in areas where significant differences in the data occurred.

To view the complete survey instrument, survey instructions, communication to schools, data table reports and related materials go to:

<http://www.pcae.k12.mn.us/survey/legacy.html>

Arts Links

- *1 College Board. (2012). The College Board Partners with the National Coalition for Core Arts Standards. Retrieved September 27, 2012, from <http://advocacy.collegeboard.org/preparation-access/arts-core/news/college-board-partners-national-coalition-core-arts-standards>
- *2 Vaughn, K., & Winner, E. (2000). SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association. *Journal of Aesthetic Education*, 34(3/4), 77-98.
- *3 Minnesota Citizens for the Arts & the Forum of Regional Arts Councils of Minnesota. (2006). The Arts: A Driving Force in Minnesota's Economy. Retrieved September 27, 2012 from <http://mncitizensforthearts.org/wp-content/uploads/2008/03/statewidefinalreport.pdf>
- *4 Woock, C., Lichtenger, J. & Wright, M. (2008). Ready to Innovate: Are Educators and Executives Aligned on the Creative Readiness of the U.S. Workforce? Report No. R-1424-08-KF, The Conference Board.
- *5 Framework for 21st Century Learning. (2011). Partnership for 21st Skills. Retrieved September 27, 2012 from <http://www.p21.org/overview/skills-framework>
- *6 Robelen, E.W. (2012). States Mulling Creativity Indexes for Schools. *Education Week*, September 27. Retrieved September 27, 2012 from http://www.edweek.org/ew/articles/2012/02/02/19creativity_ep.h31.html
- *7 Neville, H. et al. (2008). Effects of Music Training on Brain and Cognitive Development in Under-privileged 3- to 5-year-old Children: Preliminary Results. In C. Asbury & B. Rich (Eds.), *Learning, Arts, and the Brain: The Dana Consortium Report on Arts and Cognition* (pp. 105-116). New York, NY: Dana Press.
- *8 Scott, L. (1992). Attention and Perseverance Behaviors of Preschool Children Enrolled in Suzuki Violin Lessons and Other Activities. *Journal of Research in Music Education*, 40(3), 225-235.
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Resources Available

In addition to the Minnesota Arts Education Research Project data, valuable information about the arts and learning is available on these websites. They can be visited online at:



www.pcae.k12.mn.us



www.artsedresearch.org

MINNESOTA ARTS EDUCATION RESEARCH PROJECT

The Minnesota Arts Education Research Project is a collaborative partnership between the Perpich Center for Arts Education, the Minnesota State Legislature and Minnesota schools.

The Minnesota Arts Education Research Project is made possible by funds from the Minnesota State Legislature through its Arts and Cultural Heritage Fund of the Clean Water, Land, and Legacy Amendment.

Quadrant Arts Education Research conducted the statewide survey of schools and analysis of data resulting in this report.

SPECIAL ACKNOWLEDGEMENT

The Minnesota Arts Education Research Project partners wish to extend our gratitude to the schools and districts that submitted their data for inclusion into this report, and to all Minnesota teachers who provide their students with arts learning that is powerful, insightful and creative.

ACKNOWLEDGMENTS

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Roberta Jones
Todd Liljenquist, Board Chair
Pierce McNally, Board Vice Chair
Nancy Paddleford
Alex Plechash
Martha Weaver West
Sue Mackert, Executive Director (ex-officio member)



PERPICH

Arts High School
Arts Outreach
Arts Library

Main Phone: 763-279-4200
Toll Free: 1-800-657-3515
TTY/TDD (MN RELAY SERVICE): 711

6125 Olson Memorial Highway
Golden Valley, Minnesota 55422
www.pcae.k12.mn.us

ISD 709 Calendar 2013-14 School Year

AUGUST							SEPTEMBER							OCTOBER							NOVEMBER									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
					1	2	3	1	Labor Day HOLIDAY 2	District/Site Work & Development Days 3	4	Students First Day 5	6	7				1	2	3	4	5							1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	EM 8	9			
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	Ed.Mn S 18	19	10	11	12	13	14	Early Release 15	16			
18	19	20	21	22	23	24	22	23	24	25	26	Early Release 27	28	20	21	22	23	24	Early Release 25	26	17	18	19	20	21	22	23			
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	Thanksgiving HOLIDAY/ Recess 28	S 29	30			

DECEMBER							JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				New Years HOLIDAY 1	2	3	4							1							1
8	9	10	11	12	13	14	5	6	7	8	9	Early Release 10	11	2	3	4	5	6	Early Release 7	8	2	3	4	5	6	S 7	8
15	16	17	18	19	Early Release 20	21	12	13	14	15	EMS 16	Semester Break 17	18	9	10	11	12	13	14	15	9	10	11	12	13	Early Release 14	15
22	23	Winter Recess 24	Winter Recess 25	Winter Recess 26	Winter Recess 27	28	19	M.L.K. Win. Rec. 20	21	22	23	24	25	16	Pres. Day HOLIDAY 17	Confer. Makeup 18	Confer. Makeup 19	Winter Recess 20	Winter Recess 21	22	16	17	18	19	20	21	22
29	Winter Recess 30	Winter Recess 31					26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	EM 28	29

APRIL							MAY							JUNE							JULY									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
			1	2	3	4	5						1	2	3	1	2	3	4	EMS 5	6	7				1	2	Indep. Day HOLIDAY 3	4	5
6	Confer. Makeup 7	Confer. Makeup 8	Spring Recess 9	Spring Recess 10	Spring Recess 11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12			
13	14	15	16	17	Early Release 18	19	11	12	13	14	15	Early Release 16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19			
20	21	22	23	24	S 25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26			
27	28	29	30				25	Mem. Day HOLIDAY 26	27	28	29	30	31	29	30						27	28	29	30	31					

KEY DATES

- First day for students - September 5, 2012
- Schools will schedule open houses and conferences
- Last day for students - June 5, 2013

- No school for students and
- Early Release

GRADING TERMS

ELEMENTARY / MIDDLE (9 WEEKS):

- Term 1: September 5 to November 8
- Term 2: November 11 to January 16
- Term 3: January 21 to March 28
- Term 4: March 31 to June 5

SECONDARY (6 WEEKS):

- Term 1: September 5 to October 18
- Term 2: October 21 to November 29
- Term 3: December 2 to January 16
- Term 4: January 21 to March 7
- Term 5: March 10 to April 25
- Term 6: April 28 to June 5



District 709
2013-14 Proposed Curriculum/Program Changes - High School

Course Title	Department	Grades	Credits	Prerequisites	Rationale
New Courses to Be Added					
Industrial Robotics and Automation (Presented at December 11, 2012 Education Committee Meeting.)	Career and Technical Education	10-12	.5	none	This course is part of STEM, which is a national movement to incorporate Science, Technology, Engineering, and Math into curriculum. The course would introduce students to robotics and automation systems, which are becoming more prevalent manufacturing and engineering industries.
German V (CITS) (Presented at December 11, 2012 Education Committee Meeting.)	World Language	11-12	.5 per semester	German IV	Matriculation of German IV students.
Probability and Statistics (Presented at November 13, 2012 Education Committee Meeting.)	Math	11-12	.5 per semester	Algebra 2 or Algebra 2 Concepts??	To meet college requirements of four years of Math.
Infant/Toddler Development (Presented at December 11, 2012 Education Committee Meeting.)	Career and Technical Education	10-12	1.0 per semester	Early Childhood and Education Professions	This course would be a second year curriculum for students who have successfully completed Early Childhood and Education Professions. It would focus specifically on infant/toddler-aged children. The course would be embedded into the existing block of Early Childhood and Education Professions so there would be no cost for adding the course.
Introduction to Physics (Presented at December 11, 2012 Education Committee Meeting.)	Science	10-12	.5 per semester	Algebra 1 or 1A	To give an additional option to students for their required three years Science.
Changes in Course Title and/or Structure or Alignment					
Name Change(s) 191401/191402 Men's Choir 191501/191502 Women's Choir to Freshman Choir	Music	9	.5 per semester	none	This course was previously called Men's Choir and Women's Choir.

Name Change 102201/102202 Beginning Graphic Arts/Digital Design to Graphic Arts/Digital Design I	Career Tech	9-12	.5 per semester	none	To simplify registration.
Name Change 102401/102402 Beginning Graphic Arts/Digital Design to Graphic Arts/Digital Design III	Career and Technical Education	9-12	.5 per semester	none	To simplify registration.
Name Change 102600 Graphic Arts/Digital Design (Imaging) to Graphic Arts/Digital Sound and Music	Career and Technical Education	9-12	.5 per semester	none	To articulate with the Mesabi Range Technical College Video component.
Name Change 172300 Manufacturing and Fabrication for Industry I to Woodworking Technology and Manufacturing I	Career and Technical Education	9-12	.5 per semester	none	To simplify registration.
Name Change 172401/172402 Manufacturing and Fabrication for Industry II to Woodworking Technology and Manufacturing II	Career and Technical Education	9-12	.5 per semester	Woodworking Technology and Manufacturing I	To simplify registration.
Name Change 172501/172502 Manufacturing and Fabrication for Industry III to Woodworking Technology and Manufacturing III	Career and Technical Education	9-12	.5 per semester	Woodworking Technology and Manufacturing II	To simplify registration.
Name Change 221822 Landscape Horticulture to Plant Science - Greenhouse II	Career and Technical Education	10-12	1.0 per semester	Plant Science - Greenhouse	To align Title with Plant Science Greenhouse I.
Name Change 191201/191202 World Percussion Ensemble to Music Café	Music	9	.5 per semester	none	This course was previously called World Percussion Ensemble.
Name and Content Change 230000 Civics 9 to Social Studies 9	Music	9	.5 per semester	none	The course title and content are being changed to align with new State standards.
Content Change	American History I	10	.5	none	The content is being changed to align with new State standards.
Content Change	American History II	10	.5	None	The content is being changed to align with new State standards.

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: Joan Aude
 Not Recommended Date: 11-6-12

Assistant Superintendent: Recommended Name: _____
 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 Madole, FFA Advisor
3. Field Trip Date(s): April 28-30, 13 Destination: St. Paul Campus of U of M - State Conven^{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 28 - 11:00 am
Field Trip Return to School (Date and Time): Tues. April 30 - 6:30 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

Shoreview
see it in
for other
events -
location
planned
Career
Opportunity

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/mite, 2 mites =	\$ 720.00
Total Transportation		\$
<input checked="" type="checkbox"/> School District Vehicle(s) -	1 van @ = 200 or 1 small bus w/ driver @	
<input type="checkbox"/> Commercial Transportation Carrier -	Name: _____	
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) -	Name: _____	
	School Distr. Van Reserved + mileage →	
Total Additional Stipends:		\$
Other:	Substitute cost 2 days (V = day)	\$ 100
Total		\$ 1665.00

Revenues		
District Budget	Code:	\$
Booster Group	Student club acct.	\$ 579.00
Donations	Perkins	\$ 316.00
Student Fees	student	\$ 470.00
Total Additional Stipends:		\$
Total		\$ 1365.00

(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*
- nature of Contact Person: *Jennifer J 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.
- nature of Contact Person: *Jennifer Madole*

Duluth FFA Itinerary for State FFA Convention

4/28/13	11:00 a.m.	Leave East Parking lot
	12:30 p.m.	Hinckley or North Branch snack stop
	2:00 p.m.	U of M St. Paul Campus Registration
	2:30 p.m.	Student study locations TBA
	4:30 p.m.	Check in Hotel Hampton Inn Shoreview
	4:45 p.m.	Dinner at Green Mill in hotel
	6:00 p.m.	Leave for Mariucci for Talent Show and Program (official dress required) 9:30 p.m.
	9:00 p.m.	Return to hotel
10:30 p.m.	In rooms	
4/29/13	6:30 a.m.	Breakfast in hotel (included)
	7:00 a.m.	Leave for U of M St. Paul Campus
	7:30-11:30a.m.	Career Development Events
	8:15 a.m.	1 st General Session for Delegates
	9:15 a.m.	Workshop: ?
	11:30 a.m.	Beef Barbeque Vo-Tech Building balcony
	1:15 p.m.	Workshop: ?
	2:30 p.m.	Leave Campus for hotel
	3:30 p.m.	Leave for Science Museum of Minnesota Dinner and shopping at Mall of America
	8:30 p.m.	Leave Mall of America for hotel
10:30 p.m.	In rooms	
4/30/13	8:00 a.m.	Breakfast in hotel
	9:30 a.m.	Como Park Conservatory (free- will donation)
	11:00 a.m.	Lunch location to be determined
	12:00 p.m.	Mariucci Arena Mpls Campus for 5 th General Session and Awards Program
	3:00 p.m.	Leave for Duluth

1/24 - 1/25 2013

DISTRICT 709
FIELD TRIP REQUESTS

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

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

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

DEFINITIONS:

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

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

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: *[Signature]* *[Signature]*
 Not Recommended Date: 11/25/12 11-25-12

Assistant Superintendent: Recommended Name: _____
 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

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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): January 24, 25, 2013 Destination: Grand Rapids Minnesota
4. Field Trip Overview (Include events, establishments and locations): Region V Business Professionals of America Competition: Itasca Community College; 1851 East Hwy 169; Grand Rapids, MN 55744-3397; 218-327-4460
Hotel: Timberlake Lodge; 144 South East 17th Street; Grand Rapids, MN 55744; 218-362-2600
5. Field Trip Departure from School (Date and Time): January 24, 2013 at 5:30 am
Field Trip Return to School (Date and Time): January 25, 2013 at 4 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	\$ 30.00 per student
Total Meals	\$ 20.00 per student
Total Lodging	\$ 35.15 (3 room) per student
Total Transportation	\$750.00 bus
<input type="checkbox"/> School District Vehicle(s)	(20 Students)
<input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: Duluth Public Schools	\$ 37.50 per student
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name:	
Total Additional Stipends:	\$
Other: Dues For The Year	\$ 15.00
Total	\$ 137.65

Revenues		
District Budget	Code: <u>1-380-200-428</u>	\$ <u>391.16</u>
Booster Group		\$
Donations		\$
Student Fees	<u>EACH STUDENT PAYS</u>	\$ <u>137.65</u>
Total Additional Stipends:		\$
Total		\$

STUDENTS PAY/COSTS = 137.65 EACH

STAFF COSTS =

SUB. 2 DAYS @ 100.00

200.00

ROOM 1 DAY

105.45

MEALS 2 DAYS @ 25

50.

TRANSPORTATION 750/21 =

35.71

391.16

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

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

TIME

LOCATION

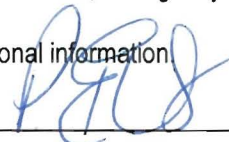
- Maintain Student Roster and Check-in/Check-out Procedure
- Arrangement for Safety Needs (i.e. crossing guards)

Signature of Contact Person: _____

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:  10/3/2012

Business Professionals of America is a national organization for high schools students preparing for career in business and computer occupations. The organization's activities and programs complement classroom instruction by giving students practical experience through applications of the skills learned at STC. Business Professionals of America acts as a cohesive agent in the nationwide networking of education, business and industry, and is contributing to the preparation for a world-class workforce through the advancement of leadership, citizenship, and technological skills. Business Professional of America, education is a lifelong experience. Members experience activities such as community safety projects, public relations efforts, leadership conference participation, competitive events participation, projects undertaken in order to complete requirement of the Special Recognition Awards Program.

3/6 - 3/9 2013

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 H. [Signature]
 Not Recommended Date: 11/25/12

Assistant Superintendent: Recommended Name: _____
 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:

42

Type of Trip: Instructional Supplementary Extended

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 6-9, 2013 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 6, 2013 at 4:30 pm
Field Trip Return to School (Date and Time): March 9, 2013 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 (10 Students)
<input type="checkbox"/> School District Vehicle(s)	
<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: <u>1-340-200-428</u>	\$ <u>842.69</u>
Booster Group		\$
Donations		\$
Student Fees	<u>Each Student Pays</u>	\$ <u>330.14</u>
Total Additional Stipends:		\$
Total		\$

STUDENTS PAYS/COSTS = 330.14

STAFF MEMBER = 842.69
SUB 300.00 (3 @ 100)
ROOM 390.42
MEALS 75.00
TRANSPORTATION 77.27
(850/11) = 77.27

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

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

TIME

LOCATION

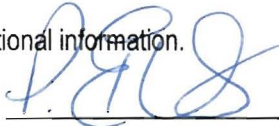
- Maintain Student Roster and Check-in/Check-out Procedure
- Arrangement for Safety Needs (i.e. crossing guards)

Signature of Contact Person: _____

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:  10/3/2012

Business Professionals of America is a national organization for high schools students preparing for career in business and computer occupations. The organization's activities and programs complement classroom instruction by giving students practical experience through applications of the skills learned at STC. Business Professionals of America acts as a cohesive agent in the nationwide networking of education, business and industry, and is contributing to the preparation for a world-class workforce through the advancement of leadership, citizenship, and technological skills. Business Professional of America, education is a lifelong experience. Members experience activities such as community safety projects, public relations efforts, leadership conference participation, competitive events participation, projects undertaken in order to complete requirement of the Special Recognition Awards Program.

DISTRICT 709
FIELD TRIP REQUESTS

5/7-5/12 2013

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: Lamin
 Not Recommended Date: 11/7/12

It's team qualities

Joni Amdt 11-25-12

Assistant Superintendent: Recommended Name: _____
 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:

45

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): May 7-12, 2013 Destination: Orlando, FL
4. Field Trip Overview (Include events, establishments and locations): National Business Professionals of America Competition: Orlando, FL
5. Field Trip Departure from School (Date and Time): May 7, 2013 at 6:30 am
 Field Trip Return to School (Date and Time): May 12, 2013 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	\$ 115.00 per student
Total Meals	\$ 120.00 per student
Total Lodging \$275.00 per night * 5 Nights = \$1,375 / 3 = \$458.33 + \$50.00	\$ 508.33 (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	\$ 1,136.55

Revenues		
District Budget	Code: <u>1-380-200-428</u>	\$ <u>2,380</u>
Booster Group		\$
Donations		\$
Student Fees	<u>EACH STUDENT PAYS</u>	\$ <u>1,136.55</u>
Total Additional Stipends:		\$
Total		\$

STUDENTS PAY COSTS = 1,136.55 EACH

*STAFF MEMBER = 2,380 EST.
 LODGING = 1,375.
 MEALS = 162 (6@27)
 SUB = 500 (5@100)
 TRANSP. = 343
2,380*

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
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Reminder: Notify food service of non-participation.
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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

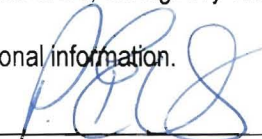
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- Arrangement for Safety Needs (i.e. crossing guards)

Signature of Contact Person: _____

FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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Note: Provide any additional information.

Signature of Contact Person:  10/3/2012

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

November 7, 2012

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

Dear Mr. Gronseth,

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

Name of Graduate / School

Graduation Date

DULUTH PUBLIC SCHOOLS

Philip Lewis Torgerson

11/6/12

Please send diploma to Brenda at Unity.

Plus Central

Brenda VanDell

Office Support Specialist
 Unity/ALC High School



East High School

301 North 40th Avenue East · Duluth, Minnesota 55804 · 218.336.8845/Fax 218.336.8859

November 29, 2012

Mr. Ed Crawford
Director of School Operations
ISD 709
215 North First Avenue East
Duluth, MN 55802

Dear Mr. Crawford

The following student is requesting a copy of his East High School diploma.

I would like to order an East diploma for:

Name – **Peter Alexander Van Patten** – date of graduation – **12-6-2012**

Thank you in advance for your assistance.

Sincerely,

Laurie Knapp
Principal

LK:kw