

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, November 18, 2014

UnitedHealth Group Building

4316 Rice Lake Road

Suite 108

Duluth, MN 55811

6:30 PM

1. Informational Items

A. Informational Presentations

- 1) Minnesota PCAE (Perpich Center for Arts Education) 4

Minnesota PCAE Visual and Media Arts Coordinator, Jeremy Holien, presented information on the new Minnesota State Arts Standards.

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

- 2) Regulation 6095R - Curriculum (K-12) 13

Mike Cary, Director of Curriculum, will share revisions to Regulation 6095R - Curriculum K-12 for School Board review and information.

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

- 3) New Fab Lab Elective Course Proposal for the 2015-16 School Year

Mike Cary, Director of Curriculum, presented a proposal for adding Fab Lab (Fabrication Laboratory) as a new elective course for the 2015-16 school year. This new course will provide students with the knowledge base to take an idea into a prototype product using off-the-shelf, industrial-grade fabrication and electronics tools with open course software to create a product prototype. Students will be able to locally conceptualize, design, develop, fabricate, and evaluate almost anything.

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

- 4) Regulation 5040R Student Transfers 17

Mike Cary, Director of Curriculum, presented revisions to Regulation 5040R Student Transfers for School Board information and review.

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

2. Action Items

A. Presentation Items Requiring Approval

- 1) Duluth Head Start's Governing Board and Policy Council Governance Screening 20

Pam Rees, Director of Headstart, presented Information on the required Head Start Governing Board and Policy Council Governance Screening.

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

- 2) Results of Head Start's Health and Safety Screenings

Pam Rees, Director of Head Start, presented the results of the Health and Safety Screenings conducted by Head Start Nurse, Nancy Gangeness, and Pam Rees, which is required for all federal sites.

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

- 3) Policy 5040 Transfers Within the School District 24

Mike Cary, Director of Curriculum presented proposed revisions to Policy 5040 Transfers Within the School District for the first reading.

Recommendation: It is recommended that the Duluth School Board accept and approve Policy 5040 Transfers Within the School District for the first reading.

B. Extended Field Trip Requests 25

Piedmont Elementary fourth grade students will be traveling to the Wolf Ridge Environmental Learning Center in Finland, Minnesota from March 23 - 25, 2015. Students will enjoy an experiential learning opportunity, which will help them meet the Minnesota State Standards in Science and Physical Education, and develop teamwork skills and personal growth. The total cost of the trip is \$11,755 and will be funded through fundraising activities, donations, and student fees.

Duluth Public Schools' FFA (Future Farmers of America) students will be traveling to the University of Minnesota in Crookston, Minnesota on December 4-5, 2014 to participate and compete in career development invitational events. These students have prepared for this great team building event as an extension to their classroom experience. The total cost of the event is \$1,811.34 and will be funded through fundraising activities, grant dollars, and student fees.

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

C. Access to Internet Student Data - Non-District Employees 33

It is requested that the following organization be granted access to the Student Information System to support District functions from July 1, 2014 to June 30, 2015:

YMCA

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

D. Resolution E-11-14-3210 - Acceptance of Grant Awards to Duluth Public Schools 41

Attached is Resolution E-11-14-3210 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards from the following organizations:

United States Department of Education
Minnesota Department of Education
Ordean Foundation
Minnesota State Arts Board

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-11-14-3210 - Acceptance of Grant Awards to Duluth Public Schools.

E. Approval of Independent Provider Requests 53

Attached for School Board approval are Independent Provider Requests from the Minnesota High School Cycling League and the G-Team Snowboarding League, which were both presented at the September and October Education Committee Meetings respectively as informational items.

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

F. Diploma Requests 75

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

Maria Regnier - August 20, 2014
Alex Prince - August 20, 2014

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

Share Ideas for media artworks through guided exploration of tools, methods, and imagining.	Discover and share ideas for media artworks using play and experimentation.	Express and share ideas for media artworks through sketching and modeling.	Discover multiple ideas for media artworks through brainstorming and improvising.	Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.	Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.	Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.	Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.	Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping.	Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.	Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.	Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.	Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.
With guidance, form ideas into plans or models for media arts productions.	With guidance, use ideas to form plans or models for media arts productions.	With guidance, use identified ideas to form plans and models for media arts productions.	Choose ideas to create plans and models for media arts productions.	Form, share, and test ideas, plans, and models to prepare for media arts productions.	Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.	Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.	Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.	Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.	Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original intentions, goals, and presentation context.	Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.	Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.

NATIONAL CORE ARTS STANDARDS

Page 1, Media Arts
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<p>a. Make and capture media arts content, freely and in guided practice, in media arts productions.</p>	<p>a. Form and capture media arts content for expression and meaning in media arts productions.</p>	<p>a. Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition.</p>	<p>a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention.</p>	<p>a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force.</p>	<p>a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as balance and contrast.</p>	<p>a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.</p>	<p>a. Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective.</p>	<p>a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.</p>	<p>a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity.</p>	<p>a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.</p>	<p>a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.</p>	<p>a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization.</p>
<p>b. Attempt and share expressive effects, freely and in guided practice, in creating media artworks.</p>	<p>b. Make changes to the content, form, or presentation of media artworks and share results.</p>	<p>b. Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.</p>	<p>b. Test and describe expressive effects in altering, refining, and completing media artworks.</p>	<p>b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.</p>	<p>b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.</p>	<p>b. Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.</p>	<p>b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.</p>	<p>b. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.</p>	<p>b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.</p>	<p>b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.</p>	<p>b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.</p>	<p>b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.</p>

Media Arts

Anchor Standard 4: Select, analyze, and interpret artistic works for presentation.		Enduring Understanding: Media arts integrate various forms and contents to develop complex, unified artworks.											Proficiency	
Essential Question 4: How are complex media arts experiences constructed?		PK	Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	HS Proficient		HS Accomplished
		(MA:Pr4.1.PK)	(MA:Pr4.1.K)	(MA:Pr4.1.1)	(MA:Pr4.1.2)	(MA:Pr4.1.3)	(MA:Pr4.1.4)	(MA:Pr4.1.5)	(MA:Pr4.1.6)	(MA:Pr4.1.7)	(MA:Pr4.1.8)	(MA:Pr4.1.I)	(MA:Pr4.1.J)	(MA:Pr4.1.III)
Integrate	With guidance, combine different forms and content, such as image and sound, to form media artworks.	With guidance, combine arts forms and media content, such as dance and video, to form media artworks.	Combine varied academic, arts, and media content in media artworks, such as an illustrated story,	Practice combining varied academic, arts, and media content into unified media artworks, such as a narrated science animation.	Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.	Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media.	Create media artworks through the integration of multiple contents and forms, such as a media broadcast.	Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.	Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.	Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.	Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.	Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.	Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as transdisciplinary productions.	

NATIONAL CORE ARTS STANDARDS

PRODUCTION	Anchor Standard: Develop and refine artistic techniques and work for presentation										HS Proficient (MA:Pr5.1.I)	HS Accomplished (MA:Pr5.1.II)	HS Advanced (MA:Pr5.1.III)
	PK (MA:Pr5.1.PK)	Kindergarten (MA:Pr5.1.K)	1 st (MA:Pr5.1.1)	2 nd (MA:Pr5.1.2)	3 rd (MA:Pr5.1.3)	4 th (MA:Pr5.1.4)	5 th (MA:Pr5.1.5)	6 th (MA:Pr5.1.6)	7 th (MA:Pr5.1.7)	8 th (MA:Pr5.1.8)			
Practice	a. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks.	a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.	a. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions.	a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions.	a. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions.	a. Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions.	a. Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills, such as formal technique, production, and collaboration in media arts productions.	a. Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks, such as invention, formal technique, production, self-initiative, and problem-solving.	a. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing.	a. Demonstrate a defined range of artistic, design, technical, and soft skills, through performing specified roles in producing media artworks, such as strategizing and collaborative communication.	a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.	a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.	a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
	b. Use identified creative skills, such as imagining freely and in guided practice, within media arts productions.	b. Identify and demonstrate creative skills, such as performing, within media arts productions.	b. Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.	b. Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.	b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.	b. Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions.	b. Practice fundamental creative and innovative abilities, such as expanding conventions, in addressing problems within and through media arts productions.	b. Develop a variety of creative and adaptive innovation abilities, such as testing constraints, in developing solutions within and through media arts productions.	b. Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.	b. Demonstrate a defined range of creative and adaptive innovation abilities, such as divergent solutions and bending conventions, in developing new solutions for identified problems within and through media arts productions.	b. Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking, and risk taking, in addressing identified challenges and constraints within and through media arts productions.	b. Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure, and responsive use of failure, to address sophisticated challenges within and through media arts productions.	b. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.
	c. Use media arts creation tools freely and in guided practice.	c. Practice, discover, and share how media arts creation tools work.	c. Experiment with and share different ways to use tools and techniques to construct media artworks.	c. Demonstrate and explore identified methods to use tools to capture and form media artworks.	c. Exhibit standard use of tools and techniques while constructing media artworks.	c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.	c. Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks.	c. Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.	c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.	c. Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks.	c. Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks.	c. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks.	c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.

NATIONAL CORE ARTS STANDARDS

Presenting	Anchor Standard 8: Convey meaning through the presentation of artistic work. Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts. Essential Question(s): How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?												
	PRE-K (MA:Pr6.1.PK)	Kindergarten (MA:Pr6.1.K)	1 (MA:Pr6.1.1)	2 (MA:Pr6.1.2)	3 (MA:Pr6.1.3)	4 (MA:Pr6.1.4)	5 (MA:Pr6.1.5)	6 (MA:Pr6.1.6)	7 (MA:Pr6.1.7)	8 (MA:Pr6.1.8)	HS Proficient (MA:Pr6.1)	HS Accomplished (MA:Pr6.1)	HS Advanced (MA:Pr6.1)
a. With guidance, share roles and discuss the situation for presenting media artworks.	a. With guidance, identify and share roles and the situation in presenting media artworks.	a. With guidance, discuss presentation conditions and perform a task in presenting media artworks.	a. Identify and describe presentation conditions and perform task(s) in presenting media artworks.	a. Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.	a. Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.	a. Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.	a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.	a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.	a. Design the presentation and distribution of media artworks through multiple formats and/or contexts.	a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.	a. Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels.	a. Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.	
b. With guidance, share reactions to the presentation of media artworks.	b. With guidance, identify and share reactions to the presentation of media artworks.	b. With guidance, discuss the experience of the presentation of media artworks.	b. Identify and describe the experience and share results of presenting media artworks.	b. Identify and describe the experience, and share results of and improvements for presenting media artworks.	b. Explain results of and improvements for presenting media artworks.	b. Compare results of and improvements for presenting media artworks.	b. Analyze results of and improvements for presenting media artworks.	b. Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.	b. Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.	b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.	b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation.	b. Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience.	

Media Arts

Anchor Standard 7: Perceive and analyze artistic work
 Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.
 Essential Question(s): How do we read media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

	Pre-K (MA:Re7.1.PK)	Kindergarten (MA:Re7.1.K)	1 (MA:Re7.1.1)	2 (MA:Re7.1.2)	3 (MA:Re7.1.3)	4 (MA:Re7.1.4)	5 (MA:Re7.1.5)	6 (MA:Re7.1.6)	7 (MA:Re7.1.7)	8 (MA:Re7.1.8)	HS Proficient (MA:Re7.1.H)	HS Accomplished (MA:Re7.1.HI)	HS Advanced (MA:Re7.1.HII)
Perceive	a. With guidance, explore and discuss components and messages in a variety of media artworks.	a. Recognize and share components and messages in media artworks.	a. Identify components and messages in media artworks.	a. Identify and describe the components and messages in media artworks.	a. Identify and describe how messages are created by components in media artworks.	a. Identify, describe, and explain how messages are created by components in media artworks.	a. Identify, describe, and differentiate how message and meaning are created by components in media artworks.	a. Identify, describe, and analyze how message and meaning are created by components in media artworks.	a. Describe, compare, and analyze the qualities of and relationships between the components in media artworks.	a. Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.	a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.	a. Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact audience.	a. Analyze and synthesize the qualities and relationships of the components and audience impact in a variety media artworks.
Perceive	b. With guidance, explore media artworks and discuss experiences.	b. Recognize and share how a variety of media artworks create different experiences.	b. With guidance, identify how a variety of media artworks create different experiences.	b. Identify and describe how a variety of media artworks create different experiences.	b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.	b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.	b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.	b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.	b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.	b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.	b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.	b. Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.	b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.

RESPONDING		Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork. Essential Questions: How do people relate to and interpret media artworks?											RESPONDING		
		Pre K (MA:Re8.1.PK)	Kindergarten (MA:Re8.1.K)	1 st (MA:Re8.1.1)	2 nd (MA:Re8.1.2)	3 rd (MA:Re8.1.3)	4 th (MA:Re8.1.4)	5 th (MA:Re8.1.5)	6 th (MA:Re8.1.6)	7 th (MA:Re8.1.7)	8 th (MA:Re8.1.8)	HS Proficient (MA:Re8.1.I)	HS Accomplished (MA:Re8.1.II)	HS Advanced (MA:Re8.1.III)	
Interpret	With guidance, share reactions to media artworks.	With guidance, share observations regarding a variety of media artworks.	With guidance, identify the meanings of a variety of media artworks.	Determine the purposes and meanings of media artworks, considering their context.	Determine the purposes and meanings of media artworks while describing their context.	Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.	Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.	Analyze the intent of a variety of media artworks, using given criteria.	Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.	Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.	Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.	Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.	Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.	Interpret	
RESPONDING		Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks. Essential Questions: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?											RESPONDING		
		Pre K (MA:Re9.1.PK)	Kindergarten (MA:Re9.1.K)	1 st (MA:Re9.1.1)	2 nd (MA:Re9.1.2)	3 rd (MA:Re9.1.3)	4 th (MA:Re9.1.4)	5 th (MA:Re9.1.5)	6 th (MA:Re9.1.6)	7 th (MA:Re9.1.7)	8 th (MA:Re9.1.8)	HS Proficient (MA:Re9.1.HS.I)	HS Accomplished (MA:Re9.1.HS.II)	HS Advanced (MA:Re9.1.HS.III)	
Evaluate	With guidance, examine and share appealing qualities in media artworks.	Share appealing qualities and possible changes in media artworks.	Identify the effective parts of and possible changes to media artworks, considering viewers.	Discuss the effectiveness of and improvements for media artworks, considering their context.	Identify basic criteria for and evaluate media artworks, considering possible improvements and context.	Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.	Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.	Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.	Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.	Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.	Evaluate media artworks and production processes with developed criteria, considering context and artistic goals.	Evaluate media artworks and production processes at decisive stages, using identified criteria, and considering context and artistic goals.	Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.	Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.	Evaluate

NATIONAL CORE ARTS STANDARDS

Media Arts

Anchor Standard: Media Arts		Essential Question: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?										Performance Level		
Anchor Standard: Media Arts		1 (MA-Cr10.1.1)	2 (MA-Cr10.1.2)	3 (MA-Cr10.1.3)	4 (MA-Cr10.1.4)	5 (MA-Cr10.1.5)	6 (MA-Cr10.1.6)	7 (MA-Cr10.1.7)	8 (MA-Cr10.1.8)	HS Proficient (MA-Cr10.2.I)	HS Accomplished (MA-Cr10.3.II)	HS Advanced (MA-Cr10.4.III)		
Relate	a. With guidance, relate media artworks and everyday life.	a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities.	a. Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends.	a. Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments.	a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.	a. Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life, such as fantasy and reality, and technology use.	a. Research and show how media artworks and ideas relate to personal, social and community life, such as exploring commercial and information purposes, history, and ethics.	a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.	a. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.	a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.	a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.	a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.	a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.	
	b. With guidance, interact safely and appropriately with media arts tools and environments	b. With guidance, interact safely and appropriately with media arts tools and environments.	b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	b. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.	b. Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.	b. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.	b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.	b. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.	b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.	b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.	b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.	

NATIONALCOREARTSSTANDARDS

CONNECTING		Anchor Standard A.1.1 Synthesize and relate knowledge and personal experiences to make art										CREATING			
		Enduring Understanding: Media artworks synthesize meaning and form through cultural experience.													
		Essential Question(s): How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about understanding and creating through media artworks?													
		1	2	3	4	5	6	7	8	9	10	11	12		
		(MA.CM.1.1.PK)	(MA.CM.1.1.K)	(MA.CM.1.1.1)	(MA.CM.1.1.2)	(MA.CM.1.1.3)	(MA.CM.1.1.4)	(MA.CM.1.1.5)	(MA.CM.1.1.6)	(MA.CM.1.1.7)	(MA.CM.1.1.8)	(MA.CM.1.1.9)	(MA.CM.1.1.10)	(MA.CM.1.1.11)	(MA.CM.1.1.12)
Synthesize	a. Use personal experiences in making media artworks.	a. Use personal experiences and choices in making media artworks.	a. Use personal experiences, interests, and models in creating media artworks.	a. Use personal experiences, interests, information, and models in creating media artworks.	a. Use personal and external resources, such as interests, information, and models, to create media artworks.	a. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.	a. Access and use internal and external resources to create media artworks, such as interests, knowledge, and experiences.	a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.	a. Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.	a. Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.	a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.	a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.	a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.		
	b. With guidance, share experiences of media artworks.	b. Share memorable experiences of media artworks.	b. Share meaningful experiences of media artworks.	b. Discuss experiences of media artworks, describing their meaning and purpose.	b. Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.	b. Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.	b. Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.	b. Explain and show how media artworks form new meanings, situations, and cultural experiences, such as historical events.	b. Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning, and new information.	b. Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.	b. Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.	b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.	b. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.		

6095R - Curriculum (K-12)

State Requirements

~~Students Graduating Before 2010~~ 1. Successfully pass the Basic Skills Tests in Reading and Math. Currently to pass these tests a student must receive a score of 600 on the Reading test and a score of 600 on the Math test. 2. Successfully pass the Basic Skills Tests in Written Composition. Currently to pass this test a student must earn a score of 3. ~~Students Graduating 2010 and Beyond~~ 1. Successfully pass the MCA II/GRAD Tests In Reading and Math. 2. Successfully pass the Basic Skills Tests in Written Composition. Local Requirements

Routes to Meeting State Graduation Assessment Requirements

The graduation testing requirements for Minnesota students changed as a result of recent legislation. This table outlines the different routes for meeting graduation assessment requirements that are dependent on when students first enrolled in grade 8.

<p style="text-align: center;"><u>Student first enrolled in Grade 8 in 2011-12 Grade 11 Student in 2014-2015</u></p>	<p style="text-align: center;"><u>Student first enrolled in Grade 8 in 2012-13 and later Grade 10 Student and Younger in School Year 2014-2015</u></p>
<p><u>These students will take the grade 11 ACT plus Writing (college entrance exam) during the statewide administration in 2014-2015 in writing, reading, and mathematics to meet graduation assessment requirements.</u></p> <p><u>However, if a student is unable to participate in the grade 11 ACT plus Writing in 2014-2015, students can meet the graduation assessment requirements in reading, mathematics, and writing through any combination of the three options outlined below:</u></p> <p><u>Meet or have met GRAD testing requirements in writing, reading, and mathematics by: Achieving proficiency on high school Title I assessments administered in the spring (MCA or MTAS); pass GRAD retests; and/or meet GRAD alternate routes^{1,2}</u></p> <p style="text-align: center;"><u>OR</u></p> <p><u>Take or have taken ACT/ WorkKeys/Compass/ ASVAB to meet requirements in writing, reading, and/or mathematics</u></p> <p style="text-align: center;"><u>OR</u></p> <p><u>Receive a score on equivalent assessment (district determined) to meet requirements in writing, reading, and/or mathematics</u></p>	<p><u>These students will meet graduation assessment requirements through participating in the series of career and college assessments, which will first be administered in school year 2014-2015:</u></p> <ul style="list-style-type: none"> <u>• Take Grade 8 ACT Explore career and college assessment</u> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <u>• Take Grade 10 ACT Plan career and college assessment³</u> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <u>• Take Grade 11 ACT plus Writing statewide administration (college entrance exam)</u> <p><u>Note: Additional information about the participation of students with an Individualized Education Program (IEP), as well as students in special circumstances (for example, students who move in after the administration of a career and college assessment) will be provided on the MDE website once they are available.</u></p>

1 GRAD alternate routes refer to individual passing score, ELL exemption, and pass other state (reciprocity).

2 Alternate assessment options are available for a select group of students who receive special education services, and are based on specific eligibility criteria.

3 Students not yet academically ready for a career or college based on their growth in academic achievement between grades 8 and 10 (as determined by performance on the grade 8 and 10 assessments) must take the COMPASS, a college placement diagnostic exam, before taking the college entrance exam in the spring of their 11th grade year.

1) CREDITS

In order to graduate from a Duluth public high school a student must earn the following credit totals:

Required Credits by Graduating Year

Graduating Year	Total Credits	Required Credits	Elective Credits
			9-8.5
			8-7.5
2006	20.5	12.5-14.5	8-6
2007	20.5	12.0	8.5
2008 and Beyond	21.5	15.5	6

<u>Graduating Year</u>	<u>Total Credits</u>	<u>Required Credits</u>	<u>Elective Credits</u>
<u>2015-2016</u>	<u>21.75</u>	<u>15.5</u>	<u>6.25</u>
<u>2016-2017</u>	<u>22.0</u>	<u>15.5</u>	<u>6.5</u>
<u>2017-2018</u>	<u>22.25</u>	<u>15.5</u>	<u>6.75</u>
<u>2019 and Beyond</u>	<u>22.5</u>	<u>15.5</u>	<u>7.0</u>

2006

Course/Total Credits	Grade Nine	Grade Ten	Grades Eleven and Twelve
English—4.0	English 9 1.0 Additional English Credit Grades 9-12	English 10 - 1.0 Additional English Credit Grades 9-12	English 11 (Includes at least one semester of American Literature) English) 1.0 Additional English Credit Grades 9-12
Social Studies—3.5	American History Nine—.5	American History Ten	World History American Government—.5 Economics—.5
Science—3.0	Physical Science or Laboratory Science	Biology	1.0 Additional Science Credit Grades 11-12
Math—3.0	One of the following: Algebra IA, Algebra 1B or Algebra 1, Geometry, Integrated Math I, Math Concepts	One of the following: Algebra 1B, Algebra 2, Informal Algebra, Geometry, Integrated Math II	One of the following: Geometry, Algebra 2, Pre-Calculus, Integrated Math III, Informal Geometry
Phy Ed—.5		.5 Phy. Ed. Credit 9-12	

Health—.5		.5 Health (9-12)	
Arts—.5		—1.0 Additional English Credit Grades 9-12	
Electives	Electives	Electives	Electives

2007

Course/Total Credits	Grade Nine	Grade Ten	Grades Eleven and Twelve
English—3.5	English 9	English 10	A minimum of 1.5 credits
Social Studies—3.0		American History—1	International Studies (or Cultural Perspective—.5 with an additional semester Social Studies course), American Government—.5 Economics—.5
Science—2.0	Science 9 or Honors Biology—1	One additional Science credit 10-12	
Math—2.0	One of the following: Algebra I or IB, Geometry, Integrated Math I, Technical Math I	One of the following: Geometry, Integrated Math II, Technical Math II	
Phy Ed—.5	Phy Ed—.5 (or tenth grade)		
Health—.5		Health—.5 (or ninth grade)	
Arts—.5 1.0	Visual Arts, Media Arts, or Music		
Electives	Electives	Electives	Electives

2008

Course/Total Credits	Grade Nine	Grade Ten	Grades Eleven and Twelve
English—3.5	English 9	English 10	English 11 (Includes at least one semester of American Literature) English 12—.5
Social Studies—3.0		American History One additional Social Studies Credit Grades 9-12	American Government—.5 Economics—.5 One additional Social Studies Credit Grades 9-12
Science—2.0	Science 9 or Honors Biology	One additional Science credit 10-12	—One additional Science credit 10-12
Math—2.0	One of the following: Algebra IA, Algebra 1B or	One of the following: Algebra 1B, Algebra 2,	

	Algebra 1, Geometry, Integrated Math I, Math Concepts	Informal Algebra, Geometry, Integrated Math II	
Phy Ed—.5		.5 Phy. Ed. Credit 9-12	
Health—.5		.5 Health (9-12)	
Arts—.5		.5 Arts Credit Grades 9-12	
Electives	Electives	Electives	Electives

Subject	Credits	Grade Nine	Grade Ten	Grade Eleven	Grade Twelve
English	4.0	English 9	English 10 or Honors English	English 11 or Honors English or AP Language and Composition	English Elective(s)
Mathematics	3.0	Intermediate Algebra, Geometry, Algebra 2 or Algebra Concepts			
Physical Education	.5	Physical Education credit can be taken at any time during the four year graduation plan.			
Health	.5	Health credit can be taken at any time during the four year graduation plan.			
Science	3.0	Physical Science/ Earth Science 9 Integrated	Biology or Honors Biology	Chemistry or Physics	
Social Studies	3.5	Civics and Geography 9	American History 10 or AP United States History	World History and International History	Economics And Government
Visual, Media, Arts or Music	1.0	Arts can be taken any time during the four year graduation plan. Can be fulfilled with the following courses: Art, Music, Computer Graphics, Advanced Computer Graphics, and Graphic Arts/Digital Design.			
Electives and Total Credits to Graduate					
Year	2016-2017	2017-2018	2018-2019	2019 and Beyond	
Required Electives	6.25	6.5	6.75	7.0	
Total Credits Required:	21.75	22.0	22.25	22.5	

Adopted: 07-16-2002 ISD 709
Revised: 09-16-2003
03-21-2006 ISD 709
11-18-2014

5040R – Student Transfers

Process and Procedure

1. Initiation and Decision-Making on Transfer Requests

Parents or guardians desiring to transfer their child from their home residential attendance area to another attendance area in the School District must complete a Request for Student Transfer form and submit it to the Assistant Superintendent, ~~who will make the final decision relative to the transfer request.~~

2. Transfer Guidelines and Consideration

The Assistant Superintendent will take into consideration teacher/student ratio, class size, and classroom space when making transfer decision. For the purpose of transfer consideration, the following class size guideline will be used when determining transfer requests:

Kindergarten: (24)

Kindergarten Immersion (24)

Grade 1 (26)

Grade 1-2 (26)

Grade 2 (26)

Grade 2-3 (26)

Grade 3 (28)

Grade 3-4 (28)

Grade 4 (28)

Grade4-5 (28)

Grade 5 (28)

Middle and High School: Teacher/Student ratios, class size, and classroom space will also be considered when making transfer decisions for middle and high school students.

3. Transfer Appeal Board

The Assistant Superintendent will convene the Transfer Appeal Board upon the request of the applicant for applications submitted by the due dates stated in the Timelines for Transfer Request. Requests submitted after the due date will not be considered until the following semester. The Transfer Appeal Board will be made up of one school board member, a district administrator other than the Assistant Superintendent, and two community members, keeping in mind the need to maintain a balance of representation across the district. Unique circumstances may require exceptions to these timelines.

The priority of teacher/student ratio, class size and classroom space are of utmost importance and the Transfer Appeal Board will work to uphold these standards. The principal will be consulted by the Transfer Appeal Board to best understand the details of these circumstances before an approval. Criteria that may be considered include previous attended school, staff request, sibling attendance and student eligible for federal lunch subsidy.

~~The Transfer Appeal Board will be made up of one school board member, an administrator other than the Assistant Superintendent, and a community member. The Assistant Superintendent will convene the Transfer Appeal Board. Meetings will be scheduled as needed. Upon request, the Transfer Appeal Board will review all transfer requests.~~

4. Moving to a New Attendance Area

Parents and guardians who move from one attendance area to another within the School District are requested to notify the principals involved two (2) weeks prior to the actual move. The former school is responsible for forwarding all appropriate records. ~~Upon enrolling in the new school, all appropriate records will be forwarded from the former school.~~

When a student begins an educational program in a school and his/her parent(s) or guardian(s) move to another attendance area, the student may continue to attend the school in which he/she began. It is the responsibility of the parent to transport the student to and from the requested school or to and from the established bus stop serving the requested school. Only homeless students* will receive School District transportation to the school outside of their attendance area.

5. Eligibility for Co-curricular Activities Competition

Athletic ability and the preference to participate on another school's athletic team will not be considered as a valid reason for requesting a transfer of schools. To be eligible to represent a school as a member of an athletic or academic team, a student must reside with his/her parent(s) or legal guardian(s) within the boundaries of the attendance area of that school or be attending that school with a valid transfer. All participation must be consistent with MSHSL rules.

The Term "Homeless Children and Youth"

Means individuals who lack a fixed, regular, and adequate nighttime residence; and Includes – children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency shelters; are abandoned in hospitals; or are awaiting foster care placement.

Adopted: 09-08-1981 ISD 709

Revised: 02-21-1995

06-20-1995

03-19-2002

11-19-2002

05-18-2004

04-19-2005

01-15-2008

03-17-2009

04-23-2009

05-19-2009

07-21-2010

07-09-2013

11-18-2014 ISD 709

**Duluth Public Schools / Duluth Head Start
Presentation to the Duluth Public Schools Education Committee
November 12, 2014**

- 1. Federal Head Start 5 Year Grant Conditions**
- 2. Health and Safety Screener findings and recommendations**
- 3. Governance, Leadership and Oversight Capacity Screener findings and recommendations**

Five Year Grant Periods

The Office of Head Start (OHS) is moving from indefinite project periods to definite project periods of five years (60 months) for all Head Start grantees as part of the **Designation Renewal System (DRS)**. The DRS ensures that organizations of the highest quality continue to provide Head Start services and opens the service areas of others to competition. This renewed commitment to quality provides an opportunity to implement changes in OHS funding practices and oversight of Head Start programs.

Five Year Head Start Project Periods (ACF-IM-HS-13-02) - REVISED

Information Memorandum (IM) ACF-IM-HS-13-02 discusses the key elements of five year project periods for all Head Start grantees and how they will strengthen quality services in the program. Resources for the Conditions for all Five Year Grants In keeping with the renewed commitment to quality, all Head Start grants have new terms and conditions attached to the Notice of Award (NoA) in the areas of Health and Safety, Governance, School Readiness, and Audit Training. Grantees who receive a five year project period are asked to refer to their NoA, Attachment 2, for their unique requirements. Each grantee is required to complete these activities. Where required, the results must be submitted to the Regional Office within the identified time frames. Regional Office staff will discuss and validate these conditions and certifications with the grantee.

- **Health and Safety Screener**

The Office of Head Start (OHS) Health and Safety Screener can help organizations identify where they need to make changes and build capacity to ensure children are healthy and safe in their care. Head Start grantees must conduct a screening of the health and safety environment of each center and/or family child care home where services are provided within 45 days of the start of the program or school year, or within 45 calendar days of the start of the five year project period when the five year project period begins during the program or school year. **(October 29, 2014)**

- **Certification of Health and Safety Screening**

This form may be used to fulfill the OHS requirement that the grantee governing body submit a signed certification of compliance with all applicable health and safety requirements within 75 calendar days of the start of the program or school year, or within 75 calendar days of the start of the five year project period when the five year project period begins during the program or school year. The form must be submitted to OHS in the Head Start Enterprise System (HSES) immediately thereafter. **(November 28, 2014)**

- **Governance, Leadership, and Oversight Capacity Screener**

This OHS screener reflects the Head Start requirements for program governance to help organizations identify where they need to make changes for quality improvement. It assists programs in building capacity to fulfill Head Start governance responsibilities. The grantee governing body must complete the OHS Governance, Leadership, and Oversight Capacity Screener or another governance and leadership capacity screening within 60 days of the start of the five year project period. **(November 13, 2014)**

- **Certification of Governance and Leadership Capacity Screening**

This OHS form may be used to fulfill the requirement that the grantee governing body submit a signed certification that the grantee has conducted a governance and leadership capacity screening and, using the results, developed a training plan. The governance and leadership capacity screening certification must be submitted to OHS in HSES within 75 calendar days of the start of the project period. **(November 28, 2014)**

Duluth Public Schools/Duluth Head Start

Health and Safety Screener Findings and Recommendations

November 2014

1. We found the location of emergency flashlights in classrooms was inconsistent. In order to correct this, we have ordered flashlights with magnetic cases to be placed on or near the primary exits.
2. Updated diapering/changing tables have been purchased and are being installed where needed.
3. We found some classrooms did not have a clearly marked exit sign. We have installed exit signs at those locations.
4. We recommend the additional fencing proposed at Lowell Elementary School be completed. We have been working with Facilities Management staff on this issue.

Duluth Public Schools/Duluth Head Start

Governance, Leadership, and Oversight Screener Findings and Recommendations

November 2014

1. The Head Start program director needs to ensure the Policy Council is made aware of the results of financial audits in the coming years. We have not had any audit findings in the past several years.
2. The Program Information Report, submitted to the Office of Head Start each August 31st needs to be presented to the Governing Board and Policy Council each fall. We reference the results of our Program Information Report but have not made a practice of doing a formal presentation on this piece. This will be remedied.

5040 - Transfers Within the School District

The intent of the transfer policy is to minimize disruption of the education process for the student by maintaining continuous attendance in a school setting with his/her peers. The school district is committed to providing students with appropriate learning options that enable them to establish and maintain a successful educational plan.

Approval of Transfer Requests

The Assistant Superintendent will allow or deny a transfer request after careful consideration of the application information. Guided by School Board Policy, District regulations, teacher/student ratio, class size, classroom space and building populations, the Assistant Superintendent will make the final ~~decision~~ ruling on a transfer request. ~~in each case of a requested transfer.~~ Transfers not approved by the Assistant Superintendent may be appealed to the transfer appeal board. ~~District administration will consider transfer requests based on unique and compelling information produced.~~

Each school year requires extensive advance planning relative to projected enrollments, curriculum offerings, and staffing for each building. Approval of transfers from one building to another will be limited to reasonable requests following designated timelines.

The transfer of a student from one school attendance area to another within the School District may be initiated by the student (18 years of age), by either a parent or guardian, by a School's Supportive Services Team (SST), by the Special Education Child Study Team (C.S.T), or by the principal.

Continuation of Approved Education Transfer

The student may complete ~~the all~~ grades contained in the school to which he/she has transferred. To continue attendance ~~with peers in a new school setting~~ from an elementary to a middle school or from a middle school to a high school, (i.e. ~~middle school to high school~~) requires completion of a new transfer request will need to be submitted to the office of the Assistant Superintendent by the due date. ~~requires completion of a new transfer request.~~

Timelines for Transfer Requests (added in the policy from **R**)

Student transfer ~~requests~~ approvals will be implemented either at the beginning of a school year or at the beginning of a school year's second semester. Administration may determine exceptions to these timelines. Transfer requests for the following upcoming school year must be submitted prior to April 30th. Second semester transfer requests must be submitted by December 1st. Administration may determine exceptions to these timelines.

Adopted: 09-08-1981 ISD 709

Revised: 02-21-1995

06-20-1995

03-19-2005

05-17-2005

02-12-2008

11-18-2014 ISD 709

DISTRICT 709 FIELD TRIP REQUESTS

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

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

- > Receive administrative and/or extra-curricular coordinator approval for all instructional and supplementary field trips
- > Receive administrative review 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
 Not Approved

Name: Janie K...
Date: 10/23/14

SUPPLEMENTAL TRIP ACTION

Principal: Approved
 Not Approved

Name: _____
Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended
 Not Recommended

Name: _____
Date: _____

Assistant Superintendent: Recommended
 Not Recommended

Name: E Crawford
Date: 11/5/14

School Board: Approved
 Not Approved

Name: _____
Date: _____

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

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: FFA
2. Contact Person (Responsible for Checklist Completion): Jennifer Maddhe
3. Field Trip Date(s): Dec 4-5, 2014 Destination: University of MN - Crookston
4. Field Trip Overview (Include events, establishments and locations): Students participate in Career Development Events (competitions) at this invitational. Events take place on the UMC campus. Students may earn Awards and scholarships.
5. Field Trip Departure from School (Date and Time): 12:00 noon, Thurs Dec 4, 2014
Field Trip Return to School (Date and Time): 7:00 p.m Friday, Dec 5, 2014
6. Objectives of Field Trip: Students prepare for these career dev. events as an extension of their classroom experience. It is a great way to practice what they've learned. It is also a great team building event.
7. Relationship to Curriculum or Student Learning: Students take their classroom learning to another level. They also meet students from across the state who have similar career goals/interest.
8. Planned Follow-up Field Trip Activities: Students share (hopefully - accolades) with other FFA members. This helps to motivate other students. Some students have
9. Field Trip Budget Request Chosen UMC as their post-sec educ. institution

Estimated Expenses		
Total Admission/Fees	16 students - registrat + 1 meal	\$192.00
Total Meals	16 students + 1 adult @ 25.00 ea	\$425.00
Total Lodging	6 rooms @ 82.39 (includes tax)	\$494.34
Total Transportation	Bus to grand rapids. Ride share w/ their FFA chapter - \$200.00	\$500.00
<input checked="" type="checkbox"/> School District Vehicle(s)		
<input checked="" type="checkbox"/> Commercial Transportation Carrier - Name:		\$300.00
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) - Name:		
Total Additional Stipends:	substitute 2 days	\$200.00
Other:		\$
Total		\$

Revenues		
District Budget	Code:	\$
<input checked="" type="checkbox"/> Booster Group	Student Club Acct	\$696.95
<input checked="" type="checkbox"/> Donations	Perkins? Advisor share,	\$314.39
	Student Fees 50/student	\$800.00
	Total Additional Stipends:	\$
Total		\$1811.34

(includes sub)

11. Reviewed/Completed Request Checklist: Yes No

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.) *Will be doing so!*
- 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. *- will do*
- 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. *may have 1 adult - but not more than 16 students*
- Develop and Communicate Teacher and Adult Chaperone Expectations *will be attending*
Example: Supervision duties, no smoking, no alcohol
- Planned Itinerary - *attached*.

TIME

LOCATION

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

Signature of Contact Person: *Jennifer Madole*

FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person: *Jennifer Madole*

Duluth FFA Itinerary

University of Minnesota Crookston- Ag and Natural Resources Activities Day

Thursday, Dec.4, 2014

- 10:30 a.m. Leave East HS
Stop in Floodwood Subway)
- 12:30 p.m. Arrive Grand Rapids High School and board school bus
- 3:30 p.m. Arrive Crookston and hotel check in. (Crookston Inn 2200 University Ave.)
- 4:00 Leave for Cabelas -East Grand Forks
- 5:30 p.m. Leave Cabelas- back to Crookston
- 6:30 p.m. Dinner TBA
- 9:00 p.m. Return to hotel for some study/swim time
- 10:30 p.m. Lights out

Friday, Dec. 5, 2014

- 6:45 a.m. Leave hotel for UMC (Check out of Hotel)
- 7:15 a.m. Check in and Registration for CDE's
- 8:00 a.m. Events begin
- 1:00 p.m. Awards Ceremony
- 2:00 p.m. Leave for home
- 5:00 p.m. Arrive Grand Rapids and leave for Duluth
- 6:30-7:00 p.m. Arrive at East High School

DISTRICT 709 FIELD TRIP REQUESTS

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

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

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

DEFINITIONS:

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

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

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

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: Becky Gordes
 Not Recommended Date: 10-27-14

Assistant Superintendent: Recommended Name: E. Crawford
 Not Recommended Date: 11/5/14

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: Piedmont 4th Grade Team
2. Contact Person (Responsible for Checklist Completion): John Bushey
3. Field Trip Date(s): March 23-25, 2015 Destination: Wolf Ridge Environmental Learning Center
4. Field Trip Overview (Include events, establishments and locations): Piedmont 4th graders will arrive for lunch at WR 3/23/13. They will have an afternoon and evening class. We sleep at Wolf Ridge in the dorms. 3 classes plus meals on Thursday. Sleep at WR. Fri : one class, head back after lunch arriving at school about 1:45
5. Field Trip Departure from School (Date and Time): 9:15am March 23th, 2015
Field Trip Return to School (Date and Time): March 25th, 2015 approximately 1:45pm
6. Objectives of Field Trip: To provide an experiential learning opportunity to Piedmont 4th grade students which will help meet the MN state standards in Science and Physical Education, develop teamwork skills, and provide a chance for personal growth for the students.
7. Relationship to Curriculum or Student Learning: Wolf Ridge classes are aligned with the MN state standards. Classes like Ojibwe heritage, Birds, Owl Pellets, @ Animal signs cover many science standards.
8. Planned Follow-up Field Trip Activities: Students journal while at WR. We do writing activities following the trip. We also tie it into technology, doing power points or movie maker videos.
9. Field Trip Budget Request

Estimated Expenses		
Total Admission/Fees		\$10605
Total Meals	(meals included)	\$ included
Total Lodging	(lodging included in admission)	\$0 included
Total Transportation		\$1050.
<input type="checkbox"/> School District Vehicle(s)		
<input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____		
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____		
Total Additional Stipends:	Snacks in evening	\$100
Other:		\$
Total		\$11755

Revenues		
District Budget	Code:	\$
Fundraising:	calendar sales Subway Card sales	\$3000
Donations	anonymous donation, WR grant, NF grant	\$5500
Student Fees	Balance due after fundraising	\$2615
Total Additional Stipends:	chaperone fees	\$2640
Total		\$11755

10. Reviewed/Completed Request Checklist: Yes No

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.) *Dec. - Liability Forms*
 - 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. *N.A.*
 - Plan Meal Arrangements (if necessary)
Reminder: Notify food service of non-participation.
 - Plan Administration of Student Medication and First Aid Needs (if necessary) *Dec. - JAN.*
Guide: Contact School Nurse.
 - Develop and Communicate Action Plan if Student Gets Lost on Trip
 - Arrange Adult Chaperones for Field Trip (if necessary) *in progress*
- 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
9:15am	Leave school, arrive WR 11:00am, Lunch,
	<i>See attached form for detailed itenerary</i>
1:45pm	Return to School from Wolf Ridge

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

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 (none)
- Arrange Meal Plans (all meals supplied by Wolf Ridge, two night-time snacks ordered by us)
- Arrange Lodging Plans and Room Assignments (Lodging East Dorm Wolf Ridge – specifics done in Feb.)
- Collect Family Emergency Information for Students (Green Sheets)
Example: Home phone numbers, emergency contacts, medical information
- Additional Information
Note: Provide any additional information.

Signature of Contact Person: *John Busby*

Itinerary:

Monday, March 23, 2015

Leave Piedmont School 9:15am March 23th, 2015.

Arrive Wolf Ridge ELC @11:00am March 23th, 2015.

Orientation for group 11:20am

12:00pm lunch

1:15-4:15 First class

5:00 Dinner & ½ group goes to store

6:15-9:15 Evening Class & ½ group evening program

9:30 lights out for kids

Tuesday, March 24th, 2015

7:00am Breakfast

8:15-11:15 Morning class

12:00 lunch

1:15-4:15 Afternoon class

5:00 dinner & other ½ of students to store

6:15-9:15 Evening class & other ½ of students night program

9:30-9:50 – campfire/show

10:00pm lights out

Wednesday March 25th, 2015

7:00am breakfast

8:15-11:00 morning class (cut a little short)

11:15 Those available load busses

11:30 Bag lunch in dorm lobby – wrap up by Wolf Ridge Staff

12:00 leave for Piedmont School

@1:45 Arrive back at school – parents pick up kids. Bussers leave gear in their rooms – collect Monday.

DATA SHARING AGREEMENT FOR RELEASE OF DATA
UNDER "SCHOOL OFFICIAL" AND "EVALUATION" EXCEPTIONS

This Data Sharing Agreement ("Agreement") between Independent School District No. 709, Duluth Public Schools ("District") and Duluth Area Family YMCA, is entered into as of September 2, 2014. The District and Duluth Area Family YMCA are referred to collectively as the "Parties."

WHEREAS, certain individuals affiliated with Duluth Area Family YMCA (hereinafter "Requesting Entity") will provide Math and Reading Interventions through True North AmeriCorps and Afterschool Programs through KEY Zone to the District for the 2014-2015 school year; and

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

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

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

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

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

WHEREAS, Requesting Entity receives funding from Corporation for True North AmeriCorps and KEY Zone, which is funded by the Corporation for National and Community Service and MDE 21st Century Community Learning Centers; and

WHEREAS, as a condition of receiving grant funding, Requesting Entity must complete certain reports related to the effectiveness of educational programs funded with grant money; and

WHEREAS, the District desires to designate Requesting Entity as its authorized representative for evaluating and reviewing data for the purpose of measuring the effectiveness of educational programs funded through the AmeriCorps and 21st Century Community Learning Center; and

WHEREAS, in order to share personally identifiable information related to students and educational records, for the purpose of evaluating the effectiveness of educational programs funded with AmeriCorps and 21st Century Community Learning Center, the District and Requesting Entity must enter into a written agreement that meets the requirements outlined in 34 C.F.R. § 99.35.

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

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

retains the right to alter at any time and in its sole discretion the manner in which individuals providing services as *YMCA staff or AmeriCorps members* access Protected Student Data. No individual will be granted access to Protected Student Data unless the person has signed the form attached as Exhibit A and provided a copy to the principal of the building in which the individual will be providing services.

- f. The individuals providing services as *YMCA staff or AmeriCorps members* shall not copy, duplicate, alter, modify, or otherwise make changes to or reproductions of Protected Student Data unless legitimately necessary to perform the services described in Paragraph 1. If any individual who has been granted access to data in accordance with this agreement has maintained copies or other reproductions of Protected Student Data for legitimate purposes, such copies or other reproductions must be destroyed within 30 days of the expiration of this Agreement.
- g. The District reserves the right to restrict, modify, or discontinue the use and maintenance of Protected Student Data authorized by this agreement for any reason. If the District exercises its sole discretion to restrict or cancel access to data, Requesting Entity and/or its affected representatives shall destroy any copies or reproductions of data which they no longer have access in accordance with the timeframe and requirements of Paragraph 4(f) of this Agreement.

5. **Evaluation of Educational Programs Funded with *AmeriCorps* or *21st Century Community Learning Center* Funds.** The Parties acknowledge that the services identified in Paragraph 1 are funded through the federally-funded *AmeriCorps* and *21st Century Community Learning Center*. As a condition of receiving funds through the *AmeriCorps* and *21st Century Community Learning Center*, Requesting Entity must compile aggregate data related to the effectiveness of services funded by the grant and report the results to *Serve MN, Corporation for National and Community Service* and *MN Department of Education*. Notwithstanding Paragraph 4, the following terms and conditions apply to the District's release of Protected Student Data to Requesting Entity for the purpose of evaluating the effectiveness of grant-funded services:

- a. **Authorized Representative.** The District designates Requesting Entity as its authorized representative for evaluating the effectiveness of *Reading and Math Interventions, Service Learning Opportunities and Afterschool Programs*.
- b. **Records to be Disclosed.** The District shall disclose *benchmark scores for enrolled students* to Requesting Entity for the purpose of evaluating federally-funded educational programs funded through *Serve MN, Corporation for National and Community Service* and *MN Dept. of Education*. Requesting Entity has designated *Tracie Clanaugh, Sandra Woolum, Melissa Johnston, Kelly LaCore* and three additional *YMCA staff or AmeriCorps members* as the individuals who will conduct the evaluation and review the Protected Student Data disclosed pursuant to this Paragraph. Prior to being granted access to Protected Student Data, the individuals who will conduct the evaluation must review and sign the acknowledgement form attached to this Agreement as Exhibit B.
- c. **Scope of Access to Data for Evaluation.** Upon Requesting Entity's request, the District shall provide access to *benchmarks of enrolled students* to the individuals designated by Requesting Entity to evaluate the effectiveness of educational programs funded through *Serve MN, Corporation for National and Community Service* and *MN Dept. of Education*. Following

Requesting Entity's request for access to the records and information described in this Paragraph, the District will determine using its sole discretion the most appropriate manner in which to grant access to the individuals who will conduct the evaluation. The records and information described in this Paragraph have been determined by the Parties to be necessary to properly conduct an evaluation of the effectiveness of educational programs provided to students attending schools in the District and funded through the *AmeriCorps or 21st Century Community Learning Center*. In the course of evaluating the effectiveness of educational programs funded through the *AmeriCorps or 21st Century Community Learning Center* the District shall not provide any records or information other than those specified in this Paragraph.

- d. **Destruction of Data.** Requesting Entity must destroy any Protected Student Data provided by the District pursuant to Paragraphs 5(b) and 5(c) within 30 days of when such records and information are no longer needed for the purpose of conducting an evaluation of educational programs funded through the AmeriCorps or 21st Century Community Learning Center. *Within 10 days of the destruction of Protected Student Data pursuant to this Paragraph, Requesting Entity must provide Tawnyea Lake with a sworn statement attesting to the fact that all Protected Student Data maintained by Requesting Entity and its representatives have been destroyed.*
- c. **Results of Evaluation.** Requesting Entity shall not disclose any Protected Student Data when reporting the aggregate results of its evaluation to any third-party. Protected Student Data must be removed from all reports.

6. **Policies and Procedures to Protect Data.** In the event the District discloses Protected Student Data to Requesting Entity pursuant to Paragraph 5, the Parties agree to comply with the following policies and procedures to protect the privacy of Protected Student Data:

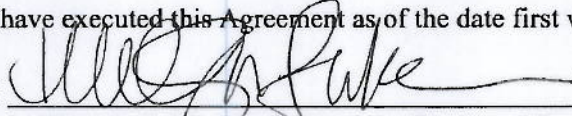
- a. Requesting Entity shall only use Protected Student Data to the extent reasonably necessary to carry out an evaluation of educational programs funded through *AmeriCorps and 21st Century Community Learning Center*. Requesting Entity is expressly prohibited from using Protected Student Data for any other purpose.
- b. Requesting Entity shall not disclose Protected Student Data except as specifically authorized by this Agreement. Prior to disclosing the aggregate results of its evaluation to any third party, Requesting Entity must submit the results to the District for its review and approval in order to ensure Requesting Entity will not disclose Protected Student Data to a third party.
- c. Requesting Entity shall develop its own policies, procedures, and systems to implement appropriate safeguards to protect the privacy of Protected Student Data. The District maintains the right to audit and monitor policies, procedures, and systems implemented by Requesting Entity.
- d. Prior to requesting data pursuant to this Agreement, Requesting Entity shall provide appropriate training to its employees, volunteers, and other representatives with respect to FERPA, the MGDPA, and how to protect personally identifiable information contained in education records.

- c. Prior to requesting data pursuant to this Agreement, Requesting Entity shall implement appropriate disciplinary policies for employees, volunteers, and other representatives that violate FERPA and the MGDPA.
 - f. Requesting Entity and its employees, volunteers, and other representatives shall at all times comply with Federal and State laws governing data privacy, including but not limited to FERPA and the MGDPA.
7. **Redisclosure of Protected Student Data Prohibited.** In the course of performing the services described in Paragraph 1, the Parties agree that individuals providing services to the district as AmeriCorps members and YMCA afterschool staff shall not redisclose Protected Student Data to any representative of Requesting Entity not within the class of individuals identified in Paragraph 4(a) or any person or party other than a school official with a legitimate need to know the information unless disclosure is specifically permitted or required by law. In the event a parent or eligible student requests disclosure of Protected Student Data to a third party, Requesting Entity and its representatives shall direct the requesting parent or eligible student to the appropriate building principal, who will process each request to disclose Protected Student Data in accordance with applicable District policies and procedures. In the event Requesting Entity receives Protected Student Data for the purpose of conducting an evaluation as provided in Paragraph 5, Requesting Entity shall not disclose Protected Student Data to any third party, including employees or other individuals affiliated with Requesting Entity who are not involved in the evaluation, for any reason, including when reporting the aggregate results of the evaluation to Serve MN, Corporation for National and Community Service and MN Dept. of Education.
8. **Data Related to AmeriCorps Members and Afterschool staff Evaluations.** The Parties agree that data maintained by the District with respect to individuals who perform services on a voluntary basis for the District is defined as personnel data by the MGDPA, Minn. Stat. § 13.43. In the event Requesting Entity requests information from the District that is not classified as public data pursuant to Minn. Stat. § 13.43, subd. 2, Requesting Entity shall obtain a written consent of the subject of the data prior to requesting the data from the District.
9. **Term.** This agreement shall be valid from the date duly approved by both Parties through June 30, 2014. On July 1, 2015 this agreement shall terminate and the District will terminate the ability of the individuals described in Paragraph 4(a) to access Protected Student Data.
10. **Successors and Assigns.** This Agreement will be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns. No Party may assign or transfer this Agreement or any of its rights, interests or obligations hereunder without the prior written consent of the other Party.
11. **Amendment/Modification.** This Agreement may be amended or modified only by a writing executed by the Parties. No custom or practice of the Parties at variance with the terms hereof will have any effect.
12. **Entire Agreement.** This Agreement constitutes the entire agreement and understanding of the parties relative to the subject matter hereof. The parties have not relied upon any promises, representations, warranties, agreements, covenants or undertakings, other than those expressly set forth or referred to

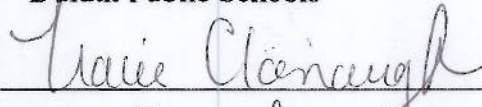
herein. This Agreement replaces and supersedes any and all prior oral or written agreements, representations and discussions relating to such subject matter.

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

Date: 10-15-14

BY: ,
Director of Assessment / Evaluation / Performance,
Duluth Public Schools

Date: 10-16-14

BY: 
Title: Director, Community Services Y
Phone: 218 722-~~44~~ 4745 x111

Date: _____

BY: _____,
School Board Chair, Duluth School District 709

EXHIBIT A

ACKNOWLEDGMENT AND CONSENT FORM

I, Tracie Clenough hereby acknowledge that I will be providing Math and Reading Interventions, Afters school Programming to Independent School District No. 709, Duluth Public Schools ("District") as a Executive Director of Community Services YMCA affiliated with Duluth Area Family YMCA (hereinafter "Requesting Entity"). I have reviewed and understand the data sharing agreement between the District and Requesting Entity, which describes the access I will have to District information in the course of providing services to the District, as well as District Policies 5060 through 5060R, which generally describe the District's maintenance of student records.

I have also reviewed and understand the definitions of "personally identifiable information" and "educational data" as those terms are used in the Family Educational Rights and Privacy Act ("FERPA") and the Minnesota Government Data Practices Act ("MGDPA"). 20 U.S.C. § 1232g, 34 C.F.R. § 99.31, and Minn. Stat. § 13.32. I acknowledge that personally identifiable information and educational data is prohibited from disclosure unless explicitly authorized by law. I understand I will be granted access to personally identifiable information and educational data under the "school official" exception recognized by both FERPA and the MGDPA only to the extent legitimately necessary for me to provide *Reading and Math Interventions, Afterschool Programming* (hereinafter "Covered Services") as a *Executive Director, Community Services YMCA*.

I hereby agree that I will use personally identifiable information and educational data only to the extent legitimate necessary for me to provide Covered Services as a Executive Director, Community Services YMCA]. I further agree not to redisclose personally identifiable information and educational data to any person who is not a school official with a legitimate need to know the information or to any other third party unless disclosure is explicitly permitted or required by law. In the event a parent, eligible student, or other entity requests disclosure of personally identifiable information or educational data to a third party, I will direct the requesting individual to the appropriate building principal, who will process each request to disclose personally identifiable information and educational data in accordance with applicable District policies and procedures.

I acknowledge that I may not copy, duplicate, alter, modify, or otherwise make changes to or reproductions of personally identifiable information or educational data unless legitimately necessary to perform the Covered Services as a *Executive Director*. In the event I do legitimately maintain copies or other reproductions of personally identifiable information or educational data, I agree to destroy such copies or reproductions within 30 days of the date I cease providing services to the District as a Executive Director] or within 30 days of the expiration of Requesting Entity's data sharing agreement with the District, whichever occurs first.

Finally, I acknowledge that Requesting Entity may request information related to my performance as a Executive Director for the purpose of conducting an evaluation of my ability to perform the duties of a Executive Director. I hereby authorize the District to release all information maintained by the District as a result of my work with the District as a Executive Director to Requesting Entity, including information that would be considered private personnel data under Minn. Stat. § 13.43.

Date:

Oct 16, 2014

Signed:

Tracie Clenough

EXHIBIT B

ACKNOWLEDGEMENT FORM

I, Traue Clonough, am a Executive Director affiliated with Duluth Area Family YMCA (hereinafter "Requesting Entity"). I hereby acknowledge that Independent School District No. 709, Duluth Public Schools ("District") has designated Requesting Entity as its authorized representative for evaluating the effectiveness of *Math and Reading Interventions, Service Learning Experiences and Afterschool Programs*, which are educational programs made possible with funding from the *AmeriCorps and 21st Century Community Learning Center*. I have reviewed and understand the data sharing agreement between the District and Requesting Entity, which describes the access I will have to District information in the course of providing conducting an evaluation, as well as District Policies 5060 through 5060R, which generally describe the District's maintenance of student records. I further attest to the fact that Requesting Entity has provided me with training related to the requirements of the Family Educational Rights and Privacy Act ("FERPA"), the Minnesota Government Data Practices Act ("MGDPA"), and other relevant data privacy laws.

I have also reviewed and understand the definitions of "personally identifiable information" and "educational data" as those terms are used in FERPA and the MGDPA. 20 U.S.C. § 1232g, 34 C.F.R. § 99.31, and Minn. Stat. § 13.32. I acknowledge that personally identifiable information and educational data is prohibited from disclosure unless explicitly authorized by law. I understand I will be granted access to personally identifiable information and educational data only to the extent legitimately necessary for me to evaluate the effectiveness of *Math and Reading Interventions, Service Learning Experiences and* under an exception for conducting an audit or evaluation of federally and state-funded educational programs.

I hereby agree that I will use personally identifiable information and educational data provided by the District only to the extent reasonably necessary to carry out an evaluation of educational programs funded through AmeriCorps and 21st Century Community Learning Center. I acknowledge and understand that any report to related to the results of my evaluation may not contain any personally identifiable information or educational data and must be reviewed and approved by the District prior to disclosure to Serve MN, Corporation for National and Community Service and MN Dept. of Education. I further acknowledge that I may not redisclose personally identifiable information or educational data to any third party, including individuals employed by or affiliated with Requesting Entity who are not involved in the evaluation, for any reason.

I understand and acknowledge that all personally identifiable information and educational data provided by the District for the purpose of completing the evaluation of educational programs funded through AmeriCorps and 21st Century Community Learning Center must be destroyed within 30 days of when such records and information are no longer needed for the purpose of conducting the evaluation. Within 10 days of the destruction of personally identifiable information and educational data, I agree to provide a sworn statement attesting to the fact that the information and data have been destroyed.

Date: Oct 16, 2014

Signed: Traue Clonough

RESOLUTION

Acceptance of Grant Awards to Duluth Public Schools

WHEREAS, Minnesota Statute 465.03 requires a school district to accept grants by resolution expressed in the terms prescribed by the donor in full; and,

WHEREAS, acceptance of the grant in accordance with the donor's terms is in the best interest of the Duluth Public Schools:

NOW, THEREFORE, BE IT RESOLVED that the Duluth Public Schools does accept the below-described grants from said organizations in accordance with the terms set forth herein.

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

	Organization	Author/Contact	Project Title	Award Amount	Terms
1	United States Department of Education	Edith Howes	Johnson O'Malley Grant	\$18,036 plus carry forward amount of \$20,362.40	Funds from this grant award will be used to support the Duluth Public Schools Indian Education Program.
2	Minnesota Department of Education	Tonya Sconiers	Alternatives to Suspension Grant – Cohort 2	\$20,000	Funds from this grant award will be used to support the continuation of reducing out-of-school suspensions at Denfeld High School.
3	Ordean Foundation	Deidre Quinlan	Habitat Teen Parent Collaborative Grant	\$40,000 plus carry forward amount of \$5,000	Funds from this grant award will be used to support the Habitat Teen Parent Collaborative.
4	Minnesota State Arts Board	Annette Petersmeyer	Arts Learning Grant	\$6,750	Funds from this grant award will be used to support the Arts at Woodland Hills Academy.



Fond du Lac Education Division

FYI
- BHWZ8

Memorandum

To: Johnson O'Malley (JOM) Public School Coordinators
From: Michael Rabideaux/Superintendent [Signature]
Fond du Lac Ojibwe Schools
Re: FY 2015 JOM Funding Amounts
Date: October 29, 2014

Fond du Lac Education
49 University Road
Cloquet MN 55720
Phone: (218) 878-7261
Fax: (218) 878-7263

Fond du Lac Ojibwe School
49 University Road
Cloquet MN 55720
Phone: (218) 878-7242
Fax: (218) 878-7266

Listed below are the JOM FY 2014 allocation amount and carryforward amounts:

School Name	FY 2014	CF	Total Available
South Ridge	\$ 3,568	\$65,372.19	\$ 68,940.19
Carlton.....	\$ 4,162	\$89,731.93	\$ 93,893.93
Cloquet.....	\$ 30,126	\$134,023	\$ 164,149.00
Duluth.....	\$ 18,036	\$ 20,362.40	\$ 38,398.40
Superior.....	\$ 6,738	\$ 13,405.10	\$ 20,143.10
FDL Ojibwe School.....	\$ 36,270	\$ 0.00	\$ 36,270.00
Total.....	\$ 98,900	\$322,894.62	\$ 421,794.62

The funds shown above that have been allocated to your school are to be used toward expenditures incurred in running your JOM program at your school.

To arrive at the 2014 allocation, the total number of students being served in our respective schools (499 students as provided by your counts submitted/collected by to Shirley Barney) was divided into the total funding available: \$98,900. Each individual student base amount was calculated at \$198.20. Each site's total number of students served was then multiplied times the base rate and rounded to nearest dollar.

These funds are immediately available for you to spend. Please submit reimbursement requests to Bridget Paulson (Program Accountant) at any time throughout the year. Also, anytime throughout the year, if you have questions about the balance in your school's account, please contact Bridget Paulson.

Should you have any questions and/or concerns, please contact Jennifer Borkholder, Director of Program Accounting @ (218) 878-2616; or Bridget Paulson, Program Accountant, @ (218) 878-7536 or bridgetpaulson@fdlrez.com.

cc: Jennifer Borkholder, Director of Fond du Lac Reservation Program Accounting
Shirley Barney, Records Clerk, Fond du Lac Ojibwe School

Minnesota Department of
Education

August 12, 2014

Dear Alternatives-to-Suspension Grantees - Cohort 2,

I am pleased to inform you that the Alternatives-to-Suspension Grant has been extended through September 30, 2015, with an additional \$20,000 through federal funds obtained by MDE through Title Part B 611 Grants to States, CFDA Number 84.027A of the Individuals with Disabilities Act of 2004. The proposed grant amendment would cover the period of October 1, 2014 to September 30, 2015.

Based on progress in all areas and the continued availability of federal funding, we are extending your grant project for FY 15. We request an updated work plan, project goals and budget with narrative that addresses the purpose of the grant which is to build the capacity of schools to develop a systemic approach to reducing the use of out-of-school suspensions as a response to student behavior through developing alternatives-to-suspension and implementing evidence-based interventions that reduce the number of out-of-school suspensions. Please see page 11 of the Grants Amendment Coversheet document for further instructions. Your district must update the grant project work plan and goals, grant budget and narrative forms and submit them to MDE by September 9, 2014.

If you have any questions regarding the budget or the budget narrative, please contact Nyagatare Valens, Grant Specialist by phone at 651-582 8480 or email: Nyagatare.valens@state.mn.us.

We look forward to working with you.

Cindy Shevlin-Woodcock,
Special Education Program Specialist
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113
(651) 582-8656
cindy.shevlin-woodcock@state.mn.us



ORDEAN

FOUNDATION

October 14, 2014

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

Dear Mr. Gronseth:

I am pleased to inform you that the Ordean Foundation Board of Directors has acted favorably on your request. The Board agreed to provide a \$40,000 grant for Habitat Teen Parent Collaborative for a period not to exceed one year and also approved the request for an extension to use \$5,000 of funds unspent from last year's grant.

Enclosed are three copies of the Grant Agreement and two copies of the extension agreement for your signature.

Please return the signed copies and Board resolution to this office as soon as they are completed so we may sign and return an executed contract copy to you. Please be advised of the following information:

- (1) The Agreement requires the adoption and submission of a resolution of your Board of Directors accepting the grant offer and its terms;
- (2) If Ordean's payment is due upon execution of this agreement, a letter of request for payment should accompany the signed contracts;
- (3) Ordean processes payment requests every other week.

Please note that we require grant recipients to use the Minnesota Common Report Form for all progress and final reports. I have enclosed three copies in the copy of the letter sent to Ms. Deidre Quinlan for her to use. Thank you for your cooperation.

Sincerely,

Joe Everett
Joe Everett
Program Director

Enc.
Cc: Deidre Quinlan, Habitat Director

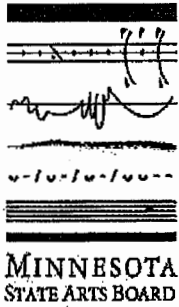
Bill:

Please note that I included the report forms and extension request documents in the Cc letter to Deidre.

44

RECEIVED

OCT 20 2014



Minnesota State Arts Board
Park Square Court, Suite 200
400 Sibley Street
Saint Paul, MN 55101-1928
(651) 215-1600 | (800) 866-2787

**FISCAL YEAR 2015
GRANT CONTRACT
ARTS LEARNING
Grant Number 15813**

Legal name Duluth Public Schools, Woodland Hills Academy

This grant contract is between the State of Minnesota, acting through its Board of the Arts (referred to as the "Board"), and Duluth Public Schools, Woodland Hills Academy (referred to as the "Grantee").

Whereas, Minnesota Statutes 2012, section 129D.04, authorizes the Board to distribute grants, loans, and other forms of assistance for artistic activities; and

Whereas, the Minnesota State Legislature in the 2013 Regular Session, chapter 137, article 4, section 2, subdivision 3, appropriated \$26,675,000 from the arts and cultural heritage fund to Minnesota State Arts Board for fiscal year 2015 arts grant programs and services; and

Whereas, the Minnesota State Legislature in the 2013 Regular Session, chapter 142, article 1, section 24, subdivision 1, appropriated \$7,514,000 from the State's general fund to the Minnesota State Arts Board for fiscal year 2015 arts grant programs and services; and

Whereas, the United States Congress, acting through the National Endowment for the Arts, has awarded \$735,300 to the Minnesota State Arts Board for fiscal year 2015 for arts programs and priorities in Minnesota;

Whereas, the Board has instituted a pilot grant program, Arts Learning, to broaden opportunities for Minnesotans to participate in the arts; and

Whereas, the Board has selected the applicant as a Grantee in the Arts Learning grant program;

Therefore, the Board agrees to award to the Grantee a fiscal year 2015 Arts Learning grant in support of eligible costs as described in the Grantee's Application; and

The Grantee represents that it is duly qualified and agrees to perform all services described in this grant contract to the satisfaction of the Board. Pursuant to Minnesota Statutes §16B.98 subdivision 1, the Grantee agrees to minimize administrative costs as a condition of this grant; and

Therefore, the Board and Grantee agree to the following terms and conditions, and further agree that Grantee's failure to comply with any of the requirements of this contract may jeopardize its eligibility to apply for or receive future Arts Board grants.

A. PURPOSE

The purpose of the Arts Learning grant program is to support projects that help lifelong learners acquire knowledge and understanding of and skills in the arts. Arts learning happens when participants are engaged in creating, performing, and/or responding to art in a disciplined and intentional way with a teaching artist.

B. DEFINITIONS

For the purpose of this grant contract the following terms shall have the meanings.

“Arts and cultural heritage fund” means the special fund, created by the Minnesota Constitution, article XI, section 15, proceeds of which may be spent only for arts, arts education, and arts access and to preserve Minnesota’s history and cultural heritage.

“Application” means the official set of forms supplied by the Board and submitted by the Grantee, including any required attachments, which is stored in WebGrants and incorporated into this contract. To open the Application, select Login to WebGrants from the front page of the Board’s Web site at <http://www.arts.state.mn.us/>, enter log in information, select My Grants and the title of the grant that matches grant number listed on page one of this grant contract.

“Artist” means an individual artist or arts organization that will be providing the art experience and whose name is listed in the application.

“Authorizing official” means the individual delegated authority to enter into contracts and accept grants for the Grantee’s organization (e.g. president or comparable officer, executive director, board chair).

“Primary contact person” means the individual with delegated authority to act for the Grantee’s organization on grant activity matters such as signing off on final reports and routine contact with the Board.

“Project” means the proposed activities for which these funds were awarded, in the Grantee’s application.

“Event” means a performance, exhibition, screening, workshop, class, or any other activity intended for an audience or group of participants.

C. TERM OF GRANT CONTRACT

Effective date: This grant contract shall take effect on November 1, 2014, or the date the Board obtains all required signatures under Minnesota Statutes §16B.98, subdivision 5, whichever is later. Per Minnesota Statute §16B.98, subdivision 7, no payments will be made to the Grantee until this grant contract is fully executed.

The Grantee must not begin work, and may not expend any grant funds, under this grant contract until this grant contract is fully executed.

Expiration date: This grant contract shall end on October 31, 2015, or the date that all obligations have been satisfactorily fulfilled, whichever occurs first.

All eligible costs must be incurred between the effective date and the expiration date of the grant contract.

D. CONSIDERATION AND PAYMENT

The State will pay for services performed by the Grantee under this grant contract as outlined below.

The total obligation of the State for all compensation to the Grantee under this grant contract will not exceed **\$ 6,750**.

Grant contracts that are fully executed and are \$25,000 or less will be payable in full on November 20, 2014.

Grant contracts that are fully executed and greater than \$25,000 will be payable in two installments as follows:

- 95 percent of the total grant will be payable on November 20, 2014.
- The final 5 percent will be payable upon the Board’s receipt and approval of the Grantee’s final report.

Allow three weeks for processing of scheduled payments.

The Grantee agrees to return to the Board all funds not spent at the end of the grant period.

After a grant has been awarded, it is the policy of the Board to conduct monitoring visits for Grantees that receive a grant that is greater than \$50,000. Monitoring visit reports will be considered in subsequent application reviews and will be a factor in determining future grant awards.

The Board advances payments on all projects. The justification for making advance payment is as follows: The Board uses a stringent, competitive review process to determine which projects to fund; this process ensures that there will be no substantial losses to the State. The agency has had a long standing tradition of advancing payments to Grantees, however, in keeping with advice from the Office of the Legislative Auditor, the board reserves 5 percent of the total grant (for awards greater than \$25,000), and does not release those funds until the Grantee submits a final report. Advance payments ensure that projects can begin immediately upon grant contract execution, therefore increasing the amount of time the Grantee has for successful completion of project objectives. Advance payments reduce the financial burden a Grantee might suffer waiting for the State to process reimbursements. A rigorous, citizen-driven review process and a practice of making advance payments enable the Board to make the most efficient use of its administrative resources.

Federal Funds

If no federal grant number, CFDA number, and federal fund amount are listed in this section then no federal funds were used to fund this grant contract. Payments under this grant contract will be made from federal funds obtained by the Board from the National Endowment for the Arts, federal grant number _____, CFDA number _____. The amount of federal funds included in this grant contract is \$0. The Grantee is responsible for compliance with all federal requirements imposed on these funds and accepts full financial responsibility for any requirements imposed by the Grantee's failure to comply with federal requirements.

E. GRANT ACTIVITIES AND USE OF GRANT FUNDS

The Grantee acknowledges that these funds are subject to certain legal restrictions and requirements and that the Grantee is responsible for compliance with these and all other relevant state and federal laws and regulations promulgated pursuant to governing these funds.

The Grantee shall use the funds received under this grant contract only for the eligible costs of the project as described in the approved project description in the Grantee's Application.

Eligible costs shall be those costs directly incurred by the recipient in actual conduct of the project during the effective term of this grant contract. Eligible costs must be directly related to and necessary for completion of the project.

In addition to the above conditions, the Grantee agrees that funds awarded through this grant contract shall be used to:

1. Supplement and not substitute for traditional sources of funding.
2. Support projects or programs that have measurable outcomes, and a plan for measuring and evaluating the results.
3. Support projects, programs, or activities that take place within the state of Minnesota.
4. Only support administrative, indirect, or institutional overhead costs that are directly related to and necessary for the proposed project.

The Grantee agrees that all of the following are true:

1. The Grantee has no overdue reporting requirements as specified in a previous contract with the Board.
2. The Grantee is in compliance with any additional active contract with the Board.
3. The Grantee is a Minnesota resident and will continue Minnesota residency until the project has been completed.

-- or --

Grantee is a Minnesota arts producing organization, arts presenting organization or presenting affiliate, or community group, that is exempt from taxation under section 501(c)(3) of the Internal Revenue Code, or has a nonprofit, tax-exempt fiscal agent; or a Minnesota public agency such as a unit of local, or tribal government.

F. AMENDMENTS

Amendments to this grant contract shall be in writing using the contract amendment form available from the Board and shall be made by the same parties who made the original contract, or their authorized successors. The Grantee agrees to submit any request to amend the contract to the Board during the term of the contract (see section C. Term of Grant Contract), and not later than 30 days prior to making any desired changes in the contract activities.

G. NOTIFICATION

The Grantee agrees to notify the Board, in writing, immediately of any change in the primary contact person or authorizing official, address, e-mail, or phone numbers relative to this grant contract.

H. ACKNOWLEDGMENT

Grantee must acknowledge this Minnesota State Arts Board grant. Publications, printed programs, or other graphic material related to this project must use the Arts Board and Minnesota legacy logos, and the following credit line whose wording may not be changed in any way.

This activity is made possible by the voters of Minnesota through a grant from the Minnesota State Arts Board, thanks to a legislative appropriation from the arts and cultural heritage fund.

Exception:

Grantees that receive funding for the same project or program from both the Board and a Minnesota regional arts council must use the following acknowledgement language:

This activity is made possible by the voters of Minnesota through grants from the Minnesota State Arts Board and the [name of regional arts council], thanks to a legislative appropriation from the arts and cultural heritage fund.

Using the Arts Board and Minnesota legacy logos are required, however using the logos alone is not sufficient to meet this requirement; the text must be used.

Oral acknowledgment should be given at any event for which there is no printed program, and in interviews with the media.

I. FINAL REPORT

The Grantee agrees to report to the Board using the final report form, supplied by the Board, and submit one sample credit line acknowledgment, as described in section H of this grant contract by November 30, 2015. Grantee will be expected to report on project activities that were supported and outcomes that were achieved as a result of this grant, and shall account for all funds awarded through this grant contract.

The Grantee agrees to return to the Board all funds not spent on the specific project for which these funds were awarded within 30 days of project completion.

These obligations survive the expiration date of this grant contract.

J. RECORDKEEPING, AUDITS, AND MAINTENANCE OF RECORDS

The Grantee agrees to abide by the financial recordkeeping standards that require Grantee to:

1. Provide for accurate, current, and complete disclosure of the financial results of the grant activities in accordance with Board reporting requirements;
2. Maintain records that identify adequately the source and application of funds for grant supported activities;
3. Provide effective control over and accountability for all funds, property, and other assets. Grantee shall adequately safeguard all such assets and shall assure that they are used solely for authorized purposes;
4. Provide a comparison of actual with budgeted amounts for the grant;
5. Provide principles and standards for determining allowable costs applicable to this grant (see Grant Activities and Use of Grant Funds section of this contract); and
6. Maintain accounting records that are supported by source documentation.

If Grantee received \$500,000 or more in a year from the federal government, the Grantee shall also comply with federal audit requirements in accordance with the Single Audit Act Amendments of 1996 (31 U.S.C. 7501-7507) and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations." If a Single Audit is required, the Grantee agrees to forward one copy to the State Auditor's Office.

The Grantee shall retain fiscal and program records of the grant activities for at least six years after the expiration date of this grant contract. The books, records, documents, and accounting procedures and practices of the Grantee relevant to this grant shall be subject to examination by the Board, the legislative auditor, the National Endowment for the Arts, the comptroller general of the United States, or any of their duly authorized representatives for any lawful purpose including the making of audits, examinations, excerpts, transcripts, and other lawful purposes.

The fiscal records to be retained include, but are not limited to, invoices, receipts, canceled checks, supporting documents, statistical records, and all other records relating to this grant contract.

The program records to be retained include, but are not limited to, printed programs, posters, newspaper articles, and other publicity and information relating to this grant contract, as well as documentation appropriate to the grant activities.

These obligations survive the expiration date of this grant contract.

K. TERMINATION, RESCINDMENT, AND PENALTIES

This grant contract may be terminated at any time by mutual written agreement of the Board and Grantee; or upon written notice to the Grantee from the Board in the event the Grantee fails to comply with one or more of the conditions set forth in this grant contract.

In the event of termination, the Grantee agrees to return all funds that have not been expended as of the date of the termination and all funds that the Board determines were spent in violation of this grant contract.

These obligations survive the expiration date of this grant contract.

L. BOARD'S AUTHORIZED AGENT AND PROJECT MANAGER

The Board's authorized agent for the purposes of administration of this grant contract is the executive director. The Board's program officer for the purposes of this grant contract is Kathee Foran at (651) 215-1626 or (800) 866-2787.

M. NONTRANSFERABILITY

The Grantee shall neither assign nor transfer any rights or obligations under this grant contract.

N. LIABILITY

The Grantee agrees to indemnify and save and hold harmless the State of Minnesota, the Board, its agents, and employees from any and all claims or causes of action arising from or relating in any way to the grant activities by Grantee or Grantee's agents or employees. This clause shall not be construed to bar any legal remedies the Grantee may have for the Board's failure to fulfill its obligations pursuant to this grant contract.

O. AFFIRMATIVE ACTION

The Grantee certifies having received a certificate of compliance from the commissioner of human rights pursuant to Minnesota Statutes, section 363A.36, when applicable.

P. WORKERS' COMPENSATION

In accordance with the provisions of Minnesota Statutes, the Grantee certifies compliance with the workers' compensation insurance coverage requirement of Minnesota Statutes, section 176.181, when applicable. The Grantee's employees and agents will not be considered State employees. Any claims that may arise under the Minnesota Workers' Compensation Act on behalf of these employees and any claims made by any third party as a consequence of any act or omission on the part of these employees are in no way the State's obligation or responsibility.

Q. ANTITRUST

The Grantee hereby assigns to the State of Minnesota any and all claims for overcharges as to goods and services provided in connection with this grant contract resulting from antitrust violations that arise under the antitrust laws of the United States and the antitrust laws of the State of Minnesota, when applicable.

R. BOARD RULES

The Grantee agrees to comply with the rules of the Board, Minnesota Rules, chapter 1900, pertinent to the grant program of this grant contract. If and to the extent that this grant contract is construed to be inconsistent with the rules of the Board, the rules shall govern.

S. FEDERAL COMPLIANCE

The Grantee agrees to abide by all requirements of federal law applicable to programs funded in whole or in part by the National Endowment for the Arts including, but not limited to, the laws listed herein. General descriptions of those laws pertinent to this grant contract are provided below for the convenience of the Grantee only and are not intended to, and do not, interpret those laws. Grantee should consult the actual laws or legal counsel to determine their requirements and applicability.

National Endowment for the Arts regulations: 45 C.F.R. parts 1110, 1151, 1153, 1154, 1157, 1158.

General Terms and Conditions of National Endowment for the Arts grants are available on the NEA Web site: <http://arts.gov/sites/default/files/GTC-2014-new-address.pdf>.

Age Discrimination Act of 1975: This act provides that no person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance as specified under 42 U.S.C. 6102.

Fair Labor Standards: Federal law requires that labor standards on activities assisted in part by funds from the National Endowment for the Arts must comply with 29 C.F.R. Part 505.

Discrimination on the Basis of Race, Color, or National Origin: No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under these grant activities, as specified under 42 U.S.C. 2000d.

Debarment and Suspension: Grantee certifies that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in covered transactions by any federal department or agency, nor has, within the three years preceding the submission of the application for this grant, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with a public (federal, state, or local) transaction or a grant contract under a public transaction; for violation of federal or state antitrust statutes; for commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; had any public transactions terminated for cause or default; or is presently indicted for or otherwise criminally or civilly charged by a governmental entity with any of the preceding offenses.

Drug-Free Workplace Act of 1988: The Grantee is required to certify to the Board that it will provide a drug-free workplace [45 C.F.R., part 1154.600(a) (1)]. Grantees should refer to 45 C.F.R., part 1154, Appendix C, for language regarding the required certification.

Discrimination of Individuals With A Disability: No otherwise qualified individual with a disability in the United States, shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under these grant activities pursuant to 29 U.S.C. section 794 (Rehabilitation Act of 1973). The phrase "individual with a disability" means any person who (a) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment and as otherwise defined by 29 U.S.C. section 705 (20).

Americans with Disabilities Act of 1990 (ADA): The ADA encompasses private sector entities that serve the public including arts organizations that do not receive federal support, retail businesses, movie theaters, and restaurants. It extends accessibility requirements for individuals with disabilities to the private sector.

Lobbying: The federal provisions regarding the use of National Endowment for the Arts funds for lobbying activities are included in two provisions. 18 U.S.C. Sec. 1913, "Lobbying with appropriated moneys," prohibits any federally appropriated funds to be used directly or indirectly to pay for activities intended or designed to influence a member of Congress. In addition, 31 U.S.C. Sec. 1352, "Certification regarding lobbying," prohibits the use of federally appropriated funds to pay costs associated with lobbying members of Congress, employees of Congress, and employees of federal agencies regarding the award or amendment of any federal grant, cooperative agreement, contract, or loan. Exempted from the definition of lobbying are certain agency and legislative liaison activities and professional and technical services. Use of nonfederal funds for such activities must be disclosed to the federal agency. Exempted from the disclosure requirement are lobbying activities of long-term employees.

Sex Discrimination: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance, as specified under Title IX of the Education Amendments of 1972, 20 U.S.C. 1681, as amended.

T. PATENTS AND COPYRIGHTS

To the extent allowable by federal law, any and all patents, copyrights, or other legal interest in and relevant to the grant activities, or materials generated in pursuance of the grant activities, shall be the sole and exclusive property of the Grantee or the Grantee's designee.

U. ACCEPTANCE OF GRANT CONTRACT

This grant contract shall not be considered accepted, approved, or effective until all required signatures are affixed. The Grantee is responsible for the obligations contained herein. If the terms of this grant contract are not clearly understood, grantees are advised to seek assistance before signing.

For the purposes of execution, the signatures of two different corporate officials, having the authority to enter into this grant contract on Grantee's behalf, are required. If the grantee is an individual and the grant amount is less than \$25,000, only the Grantee's signature is required on the Grantee's behalf.

1.

GRANTEE

Authorizing official, printed name

Signature

Title

Telephone number

Date

3.

MINNESOTA STATE ARTS BOARD

Authorizing official, printed name

Signature
<u>(651) 215-1600</u>
Telephone number

Date

2.

GRANTEE

2 nd Authorizing official, printed name

Signature

Title

Telephone number

Date



INDEPENDENT PROVIDER CHECKLIST
(For Use by Student Activities Director's Office Only)

- The proposed offering is consistent with the district's mission and with the community's values and standards.
- The Independent Provider has provided programming documentation to show that the criteria of content will have been met by the end of the season (completed criteria of content form).
- The Independent Provider has provided written authorization for criminal background checks and \$20 for all employees working with students. **NICA already requires background checks for coaches and volunteers.**
- The Independent Provider has provided proof of insurance.
- The Independent Provider has provided proof of adequate worker's compensation coverage.
- The Independent Provider has provided a complete schedule of activities for the program.
- The Independent Provider has distributed copies of Duluth Public Schools Policy 4015 - Prohibiting Harassment and Violence to its employees.

This application is:

- Recommended for School Board Approval (All criteria have been met.)
- Not Recommended for School Board Approval

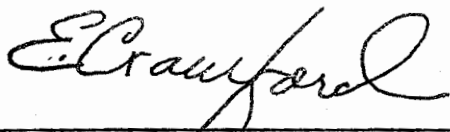
School Board Action:

Date: _____ Approved Denied

Additional Comments:



Student Activities Director 9-3-14



Assistant Superintendent



INDEPENDENT PROVIDER APPLICATION AND APPROVAL FORM FOR A CO-CURRICULAR PROGRAM

1. The Independent Provider activity program may not duplicate an existing high school activities program and may not discriminate student membership based on sexual, racial, or religious background.
2. All resident students participating in this activity program must be currently and fully enrolled students in the Duluth Public Schools. A student from another school district may only participate if the activity is not offered in their resident district.
3. All students will be responsible for complying with all School District rules and policies concerning student activities, including, but not limited to: attendance, conduct scholastic standing, and other eligibility requirements.
4. Each student will register with the Office of Student Activities Director and pay a \$20 registration/awards fee.
5. All School District costs associated with the activity program will be borne by the Independent Provider or by the participants on a fee basis.
6. The Independent Provider will provide to the School District proof of adequate liability insurance to provide for the safety of the student participants naming Duluth Public Schools as an additional insured party.
7. As necessary, the Independent Provider will provide the School District proof of adequate worker's compensation coverage.
8. The School District will provide copies of Policy 4025 - Standards of Conduct of Personnel, 4015 - Prohibiting Harassment and Violence, and Policy, 5060 - Collection, Maintenance, and Dissemination of Student Records and Information.
9. The Independent Provider will provide to the School District written authorization for criminal background checks and a \$20 background check fee for all employees who will be working with the students.
10. In general the activities of the program will be conducted at the site of the Independent Provider, but the Duluth Public Schools facilities may be used on an availability basis and at the applicable rental rate as requested.
11. If a team competition is involved, all of the student participants must be fully enrolled Duluth Public Schools students. Such a team will be allowed to use the Duluth Public Schools name, nickname, and school colors in their competition. Students from other school districts may participate in a team activity if their resident School District does not have the activity and a cooperative arrangement can be completed between their resident district and the Independent Provider.
12. If students compete only on an individual basis, students from other school districts may participate in the activity program, but only Duluth Public Schools students will be eligible for Duluth Public School awards.
13. Student participants will be eligible to receive school awards. To be eligible to receive an activity letter the participant must meet the following criteria:
 - There must be a "publicness" to the activity in the form of contents, performances, etc.
 - The participation must be at an "advanced" as opposed to an "entry" level.
 - Must meet the defined criteria set forth by the club or activity.
14. The Independent Provider (and its employees) are not employees of the Duluth Public Schools.

Agreement for the Provision of Services to Independent School District 709 Duluth Public Schools

THIS AGREEMENT, is made and entered into by and between Independent School District 709 Duluth Public Schools (hereinafter referred to as the "School District") and Duluth HS MTB Composite Team ("DCT") (hereinafter referred to as the "Provider/Contractor").

RECITALS

WHEREAS, the School District desires to enter into an agreement with a qualified party to provide certain co-curricular services; and

WHEREAS, the Provider/Contractor is duly qualified and willing to provide said co-curricular services; and

WHEREAS, the School District is willing to enter into an agreement with the Provider/Contractor to provide said services on the terms, covenants, and conditions hereinafter set forth; and

WHEREAS, the School District is authorized and empowered to secure from time-to-time certain services through contracts with qualified individuals, and

WHEREAS, the Provider/Contractor understands and agrees that:

1. The Provider/Contractor will act as an independent contractor in the performance of all duties under this agreement.
2. The Provider/Contractor is not an agent, servant, or employee of the School District and shall not make any such representations nor hold himself/herself out as such.
3. The Provider/Contractor shall have no authority to bind the School District for the performance of any services or to otherwise obligate the School District, the Provider/Contractor's authority being specifically limited to the duties assigned to the Provider/Contractor under this Agreement.
4. The Provider/Contractor shall not be considered, under the provisions of this Agreement or otherwise, as having employee status, and accordingly, the Provider/Contractor shall be responsible for payment of all taxes, including federal, state, and local taxes arising out of the Provider/Contractor's activities under this Agreement, including, but not limited to, federal and state income tax, FICA, unemployment insurance taxes, and any other taxes or business license fees as required.
5. The Provider/Contractor shall not accrue any continuing contract rights for the services performed pursuant to this agreement.
6. The Provider/Contractor shall provide the School District with proof of general liability insurance and name the School District as an additional insured party.
7. The Provider/Contractor shall comply with all School Board policies, procedures, rules and regulations as outlined in the information packet provided.

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein and other good and valuable considerations, it is agreed as follows:

ARTICLE I
SERVICES TO BE PROVIDED

Section 1 - Provision of Services: The Provider/Contractor agrees to provide to the School District services relating to competing in the Minnesota High School Cycling League which operates under the National Interscholastic Cycling Association (NICA) . The Provider/Contractor agrees to perform and complete the objectives described in the Independent Provider Application and Approval Form, attached hereto as Exhibit A and incorporated herein by reference. The mission statement for the Minnesota Cycling League is:

- Provide students who have the desire to mountain bike with the coaching and camaraderie that will help them achieve both competitive and non-competitive cross-country mountain biking goals in a safe and enjoyable manner;
- Develop an awareness of what it is to be an amateur athlete that is both gracious and respectful to their community;
- Create an environment in which they may discover new friendships and find role models;
- Guide students towards learning new skills and disciplines, and spread the foundations of mountain bike racing across the U.S.;
- Foster a responsible attitude toward the use of trails and wilderness;
- Promote the value of cycling to our community as a mode of transportation and as a life long sport.

ARTICLE II
COMPENSATION

Section 1 - Compensation/Fees: The Provider/Contractor shall set fees for its program and is responsible for collecting fees from student participants. The School District is not responsible for any unpaid fees.

ARTICLE III
TIME DEVOTED BY THE PROVIDER/CONTRACTOR

Section 1 - Hours: It is anticipated that the Provider/Contractor will spend approximately 20 hours per week in fulfilling the Provider/Contractor's obligations under this Agreement. The particular hours may vary from day to day or week to week.

ARTICLE IV
EXPENSES

Section 1 - Expenses: The Provider/Contractor shall be responsible for all costs and expenses incident to performing the services required under this Agreement.

ARTICLE V
DURATION OF THE AGREEMENT

Section 1 - Duration: This Agreement shall commence upon the date of execution by all parties and will terminate . This Agreement will remain in full force and effect, but may be terminated by either party upon written notice to the other; provided, however, any termination shall not be effective less than thirty (30) days following said notice.

ARTICLE VI
INSURANCE AND OTHER BENEFITS

Section 3 - Amendments: No amendments or variations of the terms and conditions of this Agreement shall be valid unless in writing and signed by the parties.

Section 4 - Severability: All terms and covenants contained in this Agreement are severable. In the event any provision of this Agreement shall be held invalid by any court of competent jurisdiction, this Agreement shall be interpreted as if such invalid terms or covenants were not contained herein and such holding shall not invalidate or render unenforceable any other provision hereof.

Section 5 - Assignability: The Provider/Contractor's rights and obligations under this Agreement are personal and not assignable or transferable.

Section 6 - Choice of Law: The laws of the State of Minnesota shall govern as to the interpretation, validity, and effect of this Agreement. The captions and headings of the provisions under this Agreement are for convenience only and shall not be considered or referred to concerning questions of interpretation or construction.

Section 7 - Data: The Provider/Contractor agrees that any information and data received by the Provider/Contractor during the term of this Agreement shall be treated and maintained by the Provider/Contractor in accordance with all applicable federal, state, and local laws, rules and regulations governing same, including, but not limited to, the provisions of the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13. Any data or materials, including, but not limited to, reports, studies, photographs, negatives, or any and all other documents prepared by the Provider/Contractor in the performance of the Provider/Contractor's obligations under this Agreement shall be the exclusive property of the School District, and any such data and materials shall be remitted to the School District by the Provider/Contractor upon completion or termination of this Agreement.

Section 8 - Entire Agreement: This Agreement is the entire agreement between the School District and the Provider/Contractor and it supersedes all prior written or oral agreements. There are no covenants, promises, undertakings, or understandings outside of this Agreement other than those as specifically set forth. Any term, condition, prior course of dealing, course of performance, usage of trade, understanding, or agreement purporting to modify, vary, supplement, or explain any provision of this Agreement is null and void and of no effect unless in writing and signed by representatives of both parties authorized to amend this Agreement.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and fully agree to each, all and every provision hereof, and hereby acknowledge receipt of a copy hereof.

Dated:

INDEPENDENT SCHOOL DISTRICT 709

By: _____

Position/Title: _____

PROVIDER/CONTRACTOR

By: Brian Hayden

Position/Title: Head Coach/Team Director

Addendum:

1. If a team competition/activity is involved, all of the participants must be fully enrolled at Independent School District 709. Students from other School districts may participate in a team competition/activity if their resident school district does not have the activity and a cooperative arrangement can be completed between their resident district and the Independent Provider.



CRITERIA OF CONTENT FORM

DRAFT
(10/4/07)

1. Attach documentation that demonstrates how the time requirement (at least 150 hours) will be met.

DCT conducts practices at least 3 days a week from beginning of July 1 to the end of October. Each practice is a minimal contact time of 2 hours. Total time related to team practices is greater than 96 hours. The Minnesota High School Cycling League under the National Interscholastic Cycling Association sponsors five (5) races during the fall with each race consisting of approximately 4 hours of involvement pre-riding the course the day prior to the race and at least 10 hours of participation time on the race day. Contact time for the students related to all five races (excluding travel time) is 70 hours. Total contact time with the students is greater than 166 hours.

Schedule for 2014 season (July to November)

Practices – Monday, Tuesday and Thursday (meeting time dependent of time of year)

Races: Sept 7th and 21st, Oct 5th, 12th and 26th

2. Demonstrate how the requirement for public contests, performances, and/or competitions will be met.

The Minnesota High School Cycling League under NICA is comprised of 37 Minnesota High School teams which compete in five race series during the fall season in Minnesota. Student's race in Middle School, freshmen, sophomore, JV and Varsity categories based on grade level and experience. There are approximately 450 student athletes competing in the league in 2014. The League has individual and team awards. Team awards are based on overall co-ed results.

3. Demonstrate how the criteria for level of performance will be met.

Finish 3 out of the 5 League races (excluding mechanical failure)

Accumulate greater than 1300 points during the race season (points are determined by finish placement per NICA rules on team scoring).

Demonstrate team spirit/leadership during race events and team practices

Or

Coaches discretion



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
8/26/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER McKay Insurance Agency, Inc. 106 East Main Street P O Box 151 Knoxville IA 50138	CONTACT NAME: Meg Carruthers PHONE (A/C No. Ext.): (641) 842-2135 E-MAIL ADDRESS: mcarruthers@mckayinsagency.com	FAX (A/C No.): (641) 828-2013
	INSURER(S) AFFORDING COVERAGE	
INSURED Silent Sports Association - NBTS Club National Interscholastic Cycling Association DBA: Minnesota High School Cycling League 2414 6th Street Berkeley CA 94710	INSURER A: Lexington Insurance Company 19437	
	INSURER B: Gerber Life Insurance Company	
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES CERTIFICATE NUMBER: CL145136777 REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY						EACH OCCURRENCE \$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR	X	N	011225802	5/1/2014	10/15/2014	MED EXP (Any one person) \$ Excluded
	<input checked="" type="checkbox"/> Includes Athletic Participants						PERSONAL & ADV INJURY \$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE \$ 2,000,000
	<input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC						PRODUCTS - COMP/OP AGG \$ 2,000,000
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident) \$
	<input type="checkbox"/> ANY AUTO						BODILY INJURY (Per person) \$
	<input type="checkbox"/> ALL OWNED AUTOS						BODILY INJURY (Per accident) \$
	<input type="checkbox"/> HIRED AUTOS						PROPERTY DAMAGE (Per accident) \$
	<input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS						\$
	UMBRELLA LIAB						EACH OCCURRENCE \$
	<input type="checkbox"/> OCCUR						AGGREGATE \$
	EXCESS LIAB						\$
	<input type="checkbox"/> CLAIMS-MADE						\$
	DED						\$
	RETENTION \$						\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						WC STATUTORY LIMITS OTH-ER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)						E.L. EACH ACCIDENT \$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE \$
							E.L. DISEASE - POLICY LIMIT \$
B	Accident Medical			15-070944-13	5/1/2014	10/15/2014	Excess \$25,000 Deductible \$100

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
 Club Coverage - Duluth Composite Team Activiites: 8/26/14-10/15/14. Certificate holder is an additional insured but only with respect to liability arising out of the operations of the above named insured.
 "This policy is issued, pursuant to Iowa Code section 515.147, by a nonadmitted company in Iowa and as such is not covered by the Iowa Insurance Guaranty Association."


CERTIFICATE HOLDER

Independent School District 709
 Duluth Public School
 Office of Student Activities
 301 North 40th Ave East
 Duluth, MN 55804

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Dan McKay/MEG 



INDEPENDENT PROVIDER CHECKLIST
(For Use by Student Activities Director's Office Only)

- The proposed offering is consistent with the district's mission and with the community's values and standards.
- The Independent Provider has provided programming documentation to show that the criteria of content will have been met by the end of the season (completed criteria of content form).
- The Independent Provider has provided written authorization for criminal background checks and \$20 for all employees working with students.
- The Independent Provider has provided proof of insurance.
- The Independent Provider has provided proof of adequate worker's compensation coverage.
- The Independent Provider has provided a complete schedule of activities for the program.
- The Independent Provider has distributed copies of Duluth Public Schools Policy 4015 - Prohibiting Harassment and Violence to its employees.

This application is:

- Recommended** for School Board Approval (All criteria have been met.)
- Not Recommended** for School Board Approval

School Board Action:

Date: _____ Approved Denied

Additional Comments:

Tom Pearson
Student Activities Director 9-3-14

E. Crawford
Assistant Superintendent



INDEPENDENT PROVIDER APPLICATION AND APPROVAL FORM FOR A CO-CURRICULAR PROGRAM

1. The Independent Provider activity program may not duplicate an existing high school activities program and may not discriminate student membership based on sexual, racial, or religious background.
2. All resident students participating in this activity program must be currently and fully enrolled students in the Duluth Public Schools. A student from another school district may only participate if the activity is not offered in their resident district.
3. All students will be responsible for complying with all School District rules and policies concerning student activities, including, but not limited to: attendance, conduct scholastic standing, and other eligibility requirements.
4. Each student will register with the Office of Student Activities Director and pay a \$20 registration/awards fee.
5. All School District costs associated with the activity program will be borne by the Independent Provider or by the participants on a fee basis.
6. The Independent Provider will provide to the School District proof of adequate liability insurance to provide for the safety of the student participants naming Duluth Public Schools as an additional insured party.
7. As necessary, the Independent Provider will provide the School District proof of adequate worker's compensation coverage.
8. The School District will provide copies of Policy 4025 - Standards of Conduct of Personnel, 4015 - Prohibiting Harassment and Violence, and Policy, 5060 - Collection, Maintenance, and Dissemination of Student Records and Information.
9. The Independent Provider will provide to the School District written authorization for criminal background checks and a \$20 background check fee for all employees who will be working with the students.
10. In general the activities of the program will be conducted at the site of the Independent Provider, but the Duluth Public Schools facilities may be used on an availability basis and at the applicable rental rate as requested.
11. If a team competition is involved, all of the student participants must be fully enrolled Duluth Public Schools students. Such a team will be allowed to use the Duluth Public Schools name, nickname, and school colors in their competition. Students from other school districts may participate in a team activity if their resident School District does not have the activity and a cooperative arrangement can be completed between their resident district and the Independent Provider.
12. If students compete only on an individual basis, students from other school districts may participate in the activity program, but only Duluth Public Schools students will be eligible for Duluth Public School awards.
13. Student participants will be eligible to receive school awards. To be eligible to receive an activity letter the participant must meet the following criteria:
 - There must be a "publicness" to the activity in the form of contents, performances, etc.
 - The participation must be at an "advanced" as opposed to an "entry" level.
 - Must meet the defined criteria set forth by the club or activity.
14. The Independent Provider (and its employees) are not employees of the Duluth Public Schools.

Agreement for the Provision of Services to Independent School District 709 Duluth Public Schools

THIS AGREEMENT, is made and entered into by and between Independent School District 709 Duluth Public Schools (hereinafter referred to as the "School District") and _____ (hereinafter referred to as the "Provider/Contractor").

↳ Team snowboarding

RECITALS

WHEREAS, the School District desires to enter into an agreement with a qualified party to provide certain co-curricular services; and

WHEREAS, the Provider/Contractor is duly qualified and willing to provide said co-curricular services; and

WHEREAS, the School District is willing to enter into an agreement with the Provider/Contractor to provide said services on the terms, covenants, and conditions hereinafter set forth; and

WHEREAS, the School District is authorized and empowered to secure from time-to-time certain services through contracts with qualified individuals, and

WHEREAS, the Provider/Contractor understands and agrees that:

1. The Provider/Contractor will act as an independent contractor in the performance of all duties under this agreement.
2. The Provider/Contractor is not an agent, servant, or employee of the School District and shall not make any such representations nor hold himself/herself out as such.
3. The Provider/Contractor shall have no authority to bind the School District for the performance of any services or to otherwise obligate the School District, the Provider/Contractor's authority being specifically limited to the duties assigned to the Provider/Contractor under this Agreement.
4. The Provider/Contractor shall not be considered, under the provisions of this Agreement or otherwise, as having employee status, and accordingly, the Provider/Contractor shall be responsible for payment of all taxes, including federal, state, and local taxes arising out of the Provider/Contractor's activities under this Agreement, including, but not limited to, federal and state income tax, FICA, unemployment insurance taxes, and any other taxes or business license fees as required.
5. The Provider/Contractor shall not accrue any continuing contract rights for the services performed pursuant to this agreement.
6. The Provider/Contractor shall provide the School District with proof of general liability insurance and name the School District as an additional insured party.
7. The Provider/Contractor shall comply with all School Board policies, procedures, rules and regulations as outlined in the information packet provided.

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein and other good and valuable considerations, it is agreed as follows:

ARTICLE I
SERVICES TO BE PROVIDED

Section 1 - Provision of Services: The Provider/Contractor agrees to provide to the School District services relating to . The Provider/Contractor agrees to perform and complete the objectives described in the Independent Provider Application and Approval Form, attached hereto as Exhibit A and incorporated herein by reference.

ARTICLE II
COMPENSATION

Section 1 - Compensation/Fees: The Provider/Contractor shall set fees for its program and is responsible for collecting fees from student participants. The School District is not responsible for any unpaid fees.

ARTICLE III
TIME DEVOTED BY THE PROVIDER/CONTRACTOR

Section 1 - Hours: It is anticipated that the Provider/Contractor will spend approximately (\ \) hours per week in fulfilling the Provider/Contractor's obligations under this Agreement. The particular hours may vary from day to day or week to week.

ARTICLE IV
EXPENSES

Section 1 - Expenses: The Provider/Contractor shall be responsible for all costs and expenses incident to performing the services required under this Agreement.

ARTICLE V
DURATION OF THE AGREEMENT

Section 1 - Duration: This Agreement shall commence upon the date of execution by all parties and will terminate 4-15-15. This Agreement will remain in full force and effect, but may be terminated by either party upon written notice to the other; provided, however, any termination shall not be effective less than thirty (30) days following said notice.

ARTICLE VI
INSURANCE AND OTHER BENEFITS

Section 1 - Insurance: During the term of this Agreement, it is specifically agreed and understood that the Provider/Contractor shall not be eligible for nor provided insurance coverage of any kind, including, but not limited to, health, medical, dental, life, and long-term disability.

Section 2 - Other Benefits: It is specifically agreed and understood that the Provider/Contractor shall not be eligible for nor provided any other benefits including, but not limited to, worker's compensation and unemployment benefits.

ARTICLE VII
INDEMNIFICATION

Section 1 – Release and Indemnity: The Provider/Contractor agrees to hold harmless the School District and its board members, its administrators, its employees, its officers, its attorneys, insurers, agents, consultants, and representatives from any and all damages and claims that may arise by reason of any acts or omissions on the part of the Provider/Contractor, or the Provider/Contractor's employees or agents, in regard to the Provider/Contractor's performance under this Agreement, and for any action commenced against the School District or any of its board members, its administrators, its employees, its officers, its attorneys, insurers, agents, consultants, and representatives, the Provider/Contractor shall assume full responsibility and shall indemnify the School District and its board members, its administrators, its employees, its officers, its attorneys, insurers, agents, consultants, and representatives from and against any and all liabilities, demands, claims, suits, losses, damages, causes of action, fines or judgments, including costs, attorney's and witness fees, and expenses incident thereto.

ARTICLE VIII
GENERAL

Section 1 - Notices: All notices or other communications shall be adequately served and shall be deemed served when mailed by certified or registered mail, postage prepaid, with proper address as indicated below. The School District or the Provider/Contractor may, by written notice given by each to the other, designate any address or addresses to which notices or other communications to them shall be sent when required as contemplated by this Agreement. Until otherwise provided by the respective parties, all notices or other communications to each of them shall be addressed as follows:

To the School District:

Independent School District 709
High School
Office of Student Activities

Duluth, Minnesota

Attn:

To the Provider/Contractor:

G-Team
4201 Miller View Rd
Elkdn, MN 55020
Attn: Kelsey

Section 2 - Authorized Agent of the School District: The School District's authorized agent for the purpose of administration of the Agreement is . Said agent shall have final authority for approval and acceptance of the Provider/Contractor's services performed under this Agreement and shall further have responsibility for administration of the terms and conditions of this Agreement.

Section 3 - Amendments: No amendments or variations of the terms and conditions of this Agreement shall be valid unless in writing and signed by the parties.

Section 4 - Severability: All terms and covenants contained in this Agreement are severable. In the event any provision of this Agreement shall be held invalid by any court of competent jurisdiction, this Agreement shall be interpreted as if such invalid terms or covenants were not contained herein and such holding shall not invalidate or render unenforceable any other provision hereof.

Section 5 - Assignability: The Provider/Contractor's rights and obligations under this Agreement are personal and not assignable or transferable.

Section 6 - Choice of Law: The laws of the State of Minnesota shall govern as to the interpretation, validity, and effect of this Agreement. The captions and headings of the provisions under this Agreement are for convenience only and shall not be considered or referred to concerning questions of interpretation or construction.

Section 7 - Data: The Provider/Contractor agrees that any information and data received by the Provider/Contractor during the term of this Agreement shall be treated and maintained by the Provider/Contractor in accordance with all applicable federal, state, and local laws, rules and regulations governing same, including, but not limited to, the provisions of the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13. Any data or materials, including, but not limited to, reports, studies, photographs, negatives, or any and all other documents prepared by the Provider/Contractor in the performance of the Provider/Contractor's obligations under this Agreement shall be the exclusive property of the School District, and any such data and materials shall be remitted to the School District by the Provider/Contractor upon completion or termination of this Agreement.

Section 8 - Entire Agreement: This Agreement is the entire agreement between the School District and the Provider/Contractor and it supersedes all prior written or oral agreements. There are no covenants, promises, undertakings, or understandings outside of this Agreement other than those as specifically set forth. Any term, condition, prior course of dealing, course of performance, usage of trade, understanding, or agreement purporting to modify, vary, supplement, or explain any provision of this Agreement is null and void and of no effect unless in writing and signed by representatives of both parties authorized to amend this Agreement.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and fully agree to each, all and every provision hereof, and hereby acknowledge receipt of a copy hereof.

Dated:

INDEPENDENT SCHOOL DISTRICT 709

By: _____

Position/Title: _____

PROVIDER/CONTRACTOR

By: Kelsey Bergvorn

Position/Title: Team Director

Addendum:

1. If a team competition/activity is involved, all of the participants must be fully enrolled at Independent School District 709. Students from other School districts may participate in a team competition/activity if their resident school district does not have the activity and a cooperative arrangement can be competed between their resident district and the Independent Provider.

Criteria for High School Snowboard Team Awards Program

The following criteria will demonstrate how students become eligible to receive school awards through participation on the G Team Competition Snowboarding Team.

- I. Documentation that demonstrates how the time requirement (at least 150 hours) will be met.
 - A. Athletes are required to participate in both practice and competitions. Daily attendance records will be kept to establish the accrual of participation.
 - B. Practices for athletes are held 3-4 days per week for 6 months, estimating a total of 72 days or 162 hours of practice. Athletes must participate, at minimum, 85% of scheduled practices for freestyle or alpine, resulting in, at minimum, 138 hours.
 - C. Due to the nature of snowboarding, events are specialized into disciplines: slalom, giant slalom, halfpipe, slopestyle, boardercross, and Rail Jam. Competitions for athletes are scheduled as single day events with a total of 3-4 events per discipline during the season. Athletes must specialize in at least two disciplines. Therefore, athletes must participate in at least 2 events per discipline, competing in a total of 4 events. As a result, participation will accrue at least a total of 20 hours of competition.

Through the combined participation of practice and competition, athletes who meet or exceed the team's requirements will meet the time requirement set by the High School.
- II. Demonstrate how the requirement for public contests, performances, and/or competitions will be met.
 - A. Athletes are required to participate in the Upper Midwest Points Series, a regional snowboarding competition series sanctioned by the United States of America Snowboarding Association. Athletes may also compete in the Am Thrash Rail Jam Series in addition to USASA.
 - B. Athletes must specialize in at least two disciplines of competitive snowboarding.
 - C. Athletes compete in regional events within their own gender and age division on an individual and team basis.
 - D. Athletes must compete in their age group/division for the overall championship to earn their award at the "Lettering Level."
 - E. Athletes will accrue points, which are awarded through their finishes, in order to become a "regional champion" for their age group/division and to accumulate points towards the High School Championship for their team.
- III. Demonstrate how the criteria for level of performance will be met.
 - A. Participation by athletes must be of the "advanced" level as opposed to the "entry" level.
 1. Athletes will be evaluated initially to assure their performance level as being advanced.
 2. Athletes will then be evaluated on an on-going basis throughout the season, in order to meet or exceed the requirements for being at the advanced level. Requirements include:
 - a. Mastery of basic fundamentals of snowboarding.
 - b. Mastery of skills and techniques necessary for their specialized disciplines.
 - B. Athletes who meet or exceed the above requirements will be awarded with "Participation." Athletes who meet or exceed the above requirements for competitions will earn their participation at the "Lettering Level."

Coaches Information – List All Coaches

Please provide personal Information for coaches, advisors and all people who will interact with student participants. In addition provide their position/role in the proposed activity. Copy and attach additional names and information as needed.

Name:	Jessica Zalusky	Position:	Executive Director
Address:	4201 Miller View Rd, Elko - MN	Phone:	952.454.7103
Email:	Jessica@thegteam.com	Occupation:	Executive Director
Employer:	G Team		
Work Address:	4201 Miller View Rd		

Name:	Micah McGinnity	Position:	Pro Am Coach
Address:	141 1st St NE, Forest Lake – MN	Phone:	6128102053
Email:	Micahm@thegteam.com	Occupation:	Pro Am Coach
Employer:	G Team		
Work Address:	4201 Miller View Rd, Elko – MN		

Name:	Zach Newman	Position:	Pro Am Coach
Address:	3900 Cedar Shore Dr. Minneapolis, MN	Phone:	6123857832
Email:	zachn@thegteam.com	Occupation:	Pro Am Coach
Employer:	G Team		
Work Address:	4201 Miller View Rd, Elko – MN		

Name:		Position:	
Address:		Phone:	
Email:		Occupation:	
Employer:			
Work Address:			

Name:		Position:	
Address:		Phone:	
Email:		Occupation:	
Employer:			
Work Address:			

Office Use Only:

- All background checks are attached

G★TEAM



**THIS IS YOUR CHANCE TO BE A PART
OF THE PREMIERE SNOWBOARD TEAM
IN THE COUNTRY**



SPIRIT 2014-2015

LOCATIONS:

Serving the entire metro area G Team is offered at:

- Hyland Ski & Snowboard Area in Bloomington
- Elm Creek Park Reserve in Maple Grove
- Buck Hill in Burnsville
- Wild Mountain in Taylor's Falls
- Spirit Mountain in Duluth

Riders seeking an introduction to snowboarding or to develop basic skills are encouraged to register for lessons through Spirit Mountain
www.spiritmt.com

REGISTRATION IS OPEN
WWW.THEGTEAM.COM/MEMBERSHIP



© Holden Photogra



**OUR MISSION IS TO HELP YOUNG MEN AND WOMEN ACHIEVE THEIR
PERSONAL GOALS AND BECOME SUCCESSFUL INDIVIDUALS THROUGH
PARTICIPATION IN SNOWBOARDING AND FREESKIING**

PROGRAM DESCRIPTION

The G Team has been the leader in snowboard development for over 20 years. This year, the G Team welcomes snowboarders interested in progressing their skills to the next level! Current and former G Team riders have achieved greatness in snowboarding, which includes participation on the US Snowboard Team, championship wins at the X Games, Olympic appearances and USASA National Championships. G Team provides the opportunity for motivated riders, who have acquired their basic skills all the way to advanced levels, to train under the direction of experienced and professional coaches. The program is geared towards recreational and competitive snowboarders of all ages. Divisions include G Team (grades 7-12) and G Team Juniors (grades 2-6). The G Team provides a "structured team" experience in an alcohol, tobacco and drug free environment.

TRAINING

Athletes train at Spirit Mountain in a small group setting. Riders are placed in groups based on their age, desired snowboard discipline (freeriding, freestyle) and by ability. The rider to coach ratio is maintained at approximately 8:1 or less and there is no set requirement for attendance. Our goal as a program is not only to help riders reach their personal goals as snowboarders, but to also create a unique team experience.

COACHES

Your rider will train under the direction of experienced, professional and National champion coaches. Our Executive Team Director, Jessica Zalusky, is a former professional snowboarder and Junior National Team Coach and has over 15 years of experience coaching snowboarding. Our coaches have a tremendous amount of experience coaching riders of all ages and abilities. All coaches are highly qualified and exceed our high standards to coach our riders.

G TEAM & JUNIOR DIVISION DESCRIPTIONS

Whether you're looking to compete or just improve your skills, the G Team at Spirit Mountain is the right fit for you!

G Team (grades 7th-12th) This division offers riders who have acquired their basic skills through advanced, in grades 7th-12th the opportunity to train once per week, plus scheduled Saturdays. Riders also have the option to compete in local, regional and national competitions.

G Team Juniors (grades 2-6th) This division offers riders who have acquired their basic skills through advanced, in grades 2nd-6th the opportunity to train once per week, plus scheduled Saturdays. Riders also have the option to compete in local, regional and national competitions.

G TEAM & JUNIOR DIVISION ON SNOW SCHEDULES

On snow training begin early December, snow conditions and Spirit Mountain permitting.

G Team & Juniors: Monday or Thursday (to be decided) 5:00-7:30pm and scheduled Saturdays 9am-12pm
Additional practices are scheduled at nearby ski areas for optional practice and coaching.

EQUIPMENT

Riders may use their own equipment or may lease equipment for \$89. Snowboard packages may also be purchased from our board shop sponsors starting at \$180 + tax. Coaches assist riders with finding and fitting equipment. In general, riders will need a board, boots, bindings, helmet, gloves/mitts, and appropriate winter clothing.

HIGH SCHOOL LETTERING

Many schools around the metro have jumped on board and offered lettering opportunities to riders who qualify based on a set of criteria established by the school and our program. For more information –www.thegteam.com/lettering



In addition to on-hill training, all snowboarders and skiers are offered several opportunities throughout the season to train at affordable and supervised camps held across Minnesota, Wisconsin, and the United States.

Join G Team riders & coaches as we adventure to various ski resorts. Camps are open to all ages, abilities and non G Team members

Martin Luther King Day – January. 19th, Trollhaugen
 Presidents Day – February 16th, Afton
 For more info:

Afton Holiday Camp
 December 27th & 28th or December 29th & 30th
 For more info:

Join us for camp out at Mount Hood, Oregon, June 2015!
 For more info:

**NEED EQUIPMENT?
 CHECK OUT THE**

**AT ELM CREEK
 IN MAPLE GROVE ON
 SATURDAY, NOV. 1ST
 GREAT DEALS ON NEW
 AND USED GEAR!**

READY TO JOIN?

Membership is limited due to our strict coach to athlete ratio guidelines. We do fill up; therefore it is highly encouraged to register early. Registration will be on a first come, first serve basis (with returning members having first priority). When registering online, you'll have the option to pay by credit card or by mailing in a check for payment. **REGISTER HERE – WWW.THEGTEAM.COM/MEMBERSHIP**

Buck Team Fees:

<u>Division</u>	<u>On or Before Oct 31</u>	<u>After Oct 31</u>
G Team/Juniors	\$475	\$495
Volunteer Deposit \$50		

Other Important Stuff:

The *volunteer deposit* is required and paid in addition to the program fee at the time of registration. The purpose of this program is to ensure that volunteers are available to assist the G Team with team and special events as needed. One deposit only for families with multiple riders.
No refunds or credits will be given for G Team registration, no exceptions.
 Fees paid by credit card incur an additional fee.
Referral bonus: Refer additional athletes to the team and receive \$50 for each referral, excluding G "Fun" team. New member must include your name on his or her registration form as the source of the referral to be eligible. Bonuses paid after Jan 1, 2015.

Membership includes the following:

1. On-snow practice and coaching
2. Dryland training, which includes trampoline training
3. Hillside coaching at Spirit for all practices (approximately 8:1 or less athlete to overall coach ratio), including video review
4. Regional Event Coaching
5. Optional practices with coaching at nearby ski areas
6. Fall parent/athlete orientation
7. Discounts at snowboard shops
8. A safe, tobacco free, alcohol free, and drug free environment

Membership does not include the following:

1. A required season pass at Spirit Mountain
2. For riders competing in the USASA regional series, a USASA full membership is required. \$75 for a full membership until 10/31, \$35 for a temporary membership or a free one-day membership for all riders new to USASA.
3. Regional competition fees (average \$25 per event), plus travel, lodging, and meals.
4. Camps elected by the athletes.
5. Personal Equipment
6. For riders who qualify and compete in the USASA National Championships in Colorado pay a coaching fee (fee may vary and is based on venue, number of riders, and other expenses; as a reference, fees in 2014 were \$325-\$345).

CONTACT US

If you have any questions, please do not hesitate to contact Kristen Goetz or Kelsey Berquam
 952.846.4317 or



CERTIFICATE OF LIABILITY INSURANCE

BOUNC-2

OP ID: JB

DATE(MM/DD/YYYY)

03/06/13

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Sadler & Company, Inc. P. O. Drawer 5866 Columbia, SC 29250-5866 John M. Sadler	803-254-6311	CONTACT NAME: Janna M. Taylor, CIC, CISR, CMSR
	803-256-4017	PHONE (A/C, No, Ext): 800-622-7370 FAX (A/C, No): 803-256-4017
		E-MAIL ADDRESS: janna@sadlerco.com
		INSURER(S) AFFORDING COVERAGE
		NAIC #
		INSURER A: Great American E&S Ins. Co. 37532
		INSURER B: Sentinel Insurance Company Ltd 11000
		INSURER C:
		INSURER D:
		INSURER E:
		INSURER F:

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY	X	PL238854101	08/20/12	08/20/13	EACH OCCURRENCE \$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY					DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR					MED EXP (Any one person) \$ 5,000
	GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC					PERSONAL & ADV INJURY \$ 1,000,000
B	AUTOMOBILE LIABILITY		22UECZ18816	11/29/12	11/29/13	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
	<input checked="" type="checkbox"/> ANY AUTO					BODILY INJURY (Per person) \$
	<input type="checkbox"/> ALL OWNED AUTOS					BODILY INJURY (Per accident) \$
	<input type="checkbox"/> HIRED AUTOS					PROPERTY DAMAGE (Per accident) \$
A	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR	X	XS238854201	08/20/12	08/20/13	EACH OCCURRENCE \$ 1,000,000
	<input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE					AGGREGATE \$ 1,000,000
	DED RETENTION \$					
WORKERS COMPENSATION AND EMPLOYERS' LIABILITY		Y/N	N/A			WC STATUTORY LIMITS OTH-ER
ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)						E.L. EACH ACCIDENT \$
If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE \$
						E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
 Event being held: 03/13/13-03/18/13

Certificate holder is hereby named Additional Insured under the above referenced General Liability & Excess Liability policies.

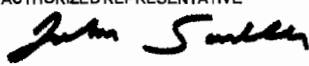
CERTIFICATE HOLDER

GTEA001

G-Team, Inc.
 Three Rivers Park District
 Jessica Zalusky
 8800 Chalet Road
 Bloomington, MN 55438

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE


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East High School

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

October 9, 2014
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 – **Maria Regnier** – date of graduation – **8/20/14**

Thank you in advance for your assistance.

Sincerely,

Laurie Knapp
Principal

LK:kw



East High School

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

October 9, 2014

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 – **Alex Prince** - **graduation date** - **8/8/14**

Thank you in advance for your assistance.

Sincerely,

Laurie Knapp
Principal

LK:kw