

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: Kathi Kusch Marshall
 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: _____
 Not Recommended Date: _____

Assistant Superintendent: Recommended Name: _____
 Not Recommended Date: _____

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

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

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Congdon Park 4th Graders
2. Contact Person (Responsible for Checklist Completion): Kathi Kusch-Marshall – Principal Congdon Park School
3. Field Trip Date(s): 3/25/14-3/27/14 Destination: Wolf Ridge ELC -
4. Field Trip Overview (Include events, establishments and locations): All events occur on the Wolf Ridge campus. We stay in dormitories with 6-8 people/room.. All food is served on campus in the cafeteria. All classes (3 per day) take place on the Wolf Ridge property near Finland, MN.
5. Field Trip Departure from School (Date and Time): 3/25/12 – leave 9:15am
Field Trip Return to School (Date and Time): 3/27/12 return to school @1:45pm
6. Objectives of Field Trip: To provide students a learning opportunity in a natural setting and in a hands-on manner. The classes we take tie into our MN state Science, Physical Education, and language arts standards.
7. Relationship to Curriculum or Student Learning: This trip involves a great deal of learning pertaining to our district science curriculum and the MN State Standards, bridging the gaps with our 4th and 5th grade students. It also helps develop personal growth for the students and builds teamwork skills necessary to be successful in school and throughout our lives.
8. Planned Follow-up Field Trip Activities: We use the experience to promote interest and motivation to learn the remainder of the year and the following year. We may do Windows Movie Maker projects, a narrative about the experience, and use the memories of the trip to create enthusiasm for learning, science, and conservation of our resources.
9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees (includes 102 students, 4 staff members, and @23 chaperones)	\$17,028
Total Meals *included in above fees	\$0 included
Total Lodging *included in above fees	\$0 included
Total Transportation	\$1250
<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 for everyone both evenings we are there)	\$100
Other:	\$
Total	\$18,378

Revenues		
District Budget	Code:	\$
Fundraising calendar sales		\$8500
Donations		\$1250
Student & chaperone Fees (\$3828 from adults)		\$6628
Total Additional Stipends: scholarship fund		\$2000
Total		\$18,378

11. Reviewed/Completed Request Checklist: Yes No

**RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL
FIELD TRIP REQUEST CHECKLIST - All Field Trips**
DIRECTIONS: Please complete checklist. No attachments are necessary.

- Develop and Communicate Student Discipline Expectations (Started now, but done more thoroughly closer to trip).
- Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians (already in progress)
- Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.) (in progress starting in early December)
- Gain Access to Cell Phone for Field Trip (Teachers will have cell phones)
- Plan Arrangements for Early Pick-Up or Late Drop-Off Students (if necessary). (Teachers notify kids and parents of plan)
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. (School cafeteria staff will be notified of dates)
- Plan Administration of Student Medication and First Aid Needs (if necessary)
Guide: Contact School Nurse. (School nurse assists in planning this - all students turn in medical forms)
- Develop and Communicate Action Plan if Student Gets Lost on Trip (Wolf Ridge staff contacted, and plan enacted from there)
- 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. (chaperones being signed up Nov. 18th, at parent meeting)
- Develop and Communicate Teacher and Adult Chaperone Expectations
Example: Supervision duties, no smoking, no alcohol (chaperone meeting held 1 week prior to trip)
- Planned Itinerary (attached)

TIME11:15am 3/25/1412:00 pm 3/26/1412:15 pm 3/27/14**LOCATION**Arrive at Wolf Ridge 6288 Cranberry Rd. Finland, MN 55603Lunch first day, they off to classes - continue classes & meals until Friday 11:15amLeave Wolf Ridge - arrive back at Congdon Park @1:45pm

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

Signature of Contact Person: Kathi Marshall

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: _____

Itinerary:

Wednesday, March 25, 2015

Leave Congdon Park 9:15am March 25th, 2015.

Arrive Wolf Ridge ELC @11:00am March 25th, 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

Thursday, March 26th, 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

Friday March 27th, 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 Congdon Park School

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

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
 Not Approved

Name:
Date: 11.24.14

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:
Date:

School Board: Approved
 Not Approved

Name:
Date:

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

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Homecroft 4th Grade Team
2. Contact Person (Responsible for Checklist Completion): Niki Munthe – Grade 5 teacher & Amy Goman-Parent
3. Field Trip Date(s): February 9-11, 2015 Destination: Wolf Ridge Environmental Learning Center
4. Field Trip Overview (Include events, establishments and locations): Homecroft 5th graders will arrive for lunch at WR 2/11/15. 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 Feb. 9th, 2015
Field Trip Return to School (Date and Time): Feb 11th, 2015 approximately 1:45pm
6. Objectives of Field Trip: To provide an experiential learning opportunity to Homecroft 5th grade students which will help meet the MN state standards in Science, Social Studies 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 and S.S. 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 includes all attendees; students, chaperones, teachers	\$10692
Total Meals (meals included)	\$0 included
Total Lodging (lodging included in admission)	\$0 included
Total Transportation	\$700.
<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	\$80
Other:	\$
Total	\$11472

Revenues	
District Budget Code:	\$
Fundraising: calendar sales	\$1500
Donations X-mas tree donation, spaghetti dinner PTA	\$2500
Student Fees Balance due after fundraising	\$4832
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 (done prior to trip with all attendees)
- Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information i.e. allergies, medications, special needs.)
- Gain Access to Cell Phone for Field Trip (teachers will have their cell phones & chaperones as well)
- 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 (All meals planned and arranged at Wolf Ridge)
Reminder: Notify food service of non-participation during Wolf Ridge Stay.
- Plan Administration of Student Medication and First Aid Needs (In progress)
Guide: Contact School Nurse.
- Develop and Communicate Action Plan if Student Gets Lost on Trip (Wolf Ridge plan)
- Arrange Adult Chaperones for Field Trip (In progress)
Guide: One (1) adult for every twenty (20) students depending on field trip. Parent volunteers are encouraged when possible or appropriate. (Will use a 1:3.5 ratio)
- Develop and Communicate Teacher and Adult Chaperone Expectations (meeting 1 week prior to trip)
Example: Supervision duties, no smoking, no alcohol
- Planned Itinerary

TIME

LOCATION

9:15am _____

Leave school, arrive WR 11:00am, Lunch, _____

See attached form for detailed itinerary _____

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 at school – 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 West Dorm Wolf Ridge – specifics done in Jan.)
- Collect Family Emergency Information for Students (Green Sheets brought on trip)
Example: Home phone numbers, emergency contacts, medical information
- Additional Information
Note: Provide any additional information.

Signature of Contact Person: _____

Itinerary:

Monday, Feb. 9thth, 2015

Leave Homecroft School 9:15am Feb. 9th, 2015.
Arrive Wolf Ridge ELC @11:00am Feb. 9th, 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, Feb. 10th, 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 Feb. 11th, 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.

- Emergency contact information letter sent home prior to trip. Contains driving directions, phone numbers of Wolf Ridge personnel and teachers.
- All items checked on this request form are either completed or in-progress according to Wolf Ridge's guidelines. They will send out the dorm room assignments about four weeks prior to attending. We assign rooms, chaperones duties, and teaching groups after we receive the schedule and dorm assignments from them.
- We will notify our lunchroom staff of dates the 5th grade will not be at school, and also arrange for crossing guards to be covered at school in January.
- We are currently working on fundraising, selling Wolf Ridge calendars. We will have a spaghetti dinner organized by the PTA. We have a parent with a tree farm who has stated that a donation will be made for each tree sold. The balance for each child will be due by mid-January.
- An informational meeting has already been held for parents. A chaperone meeting will be held approximately one week prior to departure.
- All student expectations will be communicated to students prior to the trip. The students have special journals to use while at Wolf Ridge, and are expected to keep them up to date after each class. We use these for writing and technology projects following the trip.

DISTRICT 709 FIELD TRIP REQUESTS

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

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DEFINITIONS:

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

Extended Trips Within Minnesota 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: CB Lempert
 Not Recommended Date: 11/11/14

Assistant Superintendent: Recommended Name: _____
 Not Recommended Date: _____

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

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

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: LAKWOOD 5TH GRADE
2. Contact Person (Responsible for Checklist Completion): ERICA WITTMERS-GRAVES
3. Field Trip Date(s): FEB 9-11, 2015 Destination: WOLF RIDGE
4. Field Trip Overview (Include events, establishments and locations): TRIP ENCLUDES 6 CLASSES LEAD BY ENVIRONMENTAL EDUCATORS, BOTH INDOORS and OUT. SMALL GROUP REFLECTIONS and TEAMWORK INCLUDEN
5. Field Trip Departure from School (Date and Time): MONDAY FEB. 9TH ≈ 9:00AM
Field Trip Return to School (Date and Time): WEDNESDAY FEB. 11TH ≈ 2:00PM
6. Objectives of Field Trip: TO ENRICH SCIENCE and MATH STANDARDS - STRENGTHENING → OBSERVATION/APPLICATION SKILLS. TO WORK ON COMMUNITY PROBLEM SOLVING and EXTEND LEARNING
7. Relationship to Curriculum or Student Learning: CLASSES ARE FOCUSED AROUND MN SCIENCE STANDARDS, BUILDING POSITIVE SELF CONCEPT.
8. Planned Follow-up Field Trip Activities: Writing Project .. Apply environmental education to our school and home environment.
9. Field Trip Budget Request

Estimated Expenses		/
Total Admission/Fees		\$ 7260
Total Meals <u>included</u>		\$
Total Lodging <u>included</u>		\$
Total Transportation		\$ 600
<input type="checkbox"/> School District Vehicle(s)		
<input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: <u>Voyageur BUS</u>		
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____		
Total Additional Stipends:		\$
Other: <u>SNACKS ... evening</u>		\$ 70
Total		\$ 930

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

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

TIME

LOCATION

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

Signature of Contact Person:

Kyle Makie

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 *special Diets @ 2 students*
- 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:

Erica Wittmers Graves

DISTRICT 709 FIELD TRIP REQUESTS

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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: *[Signature]*
 Not Recommended Date: 1/20/14

Assistant Superintendent: Recommended Name: _____
 Not Recommended Date: _____

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

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

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Myers-Wilkins Elementary - 5th Grade
2. Contact Person (Responsible for Checklist Completion): Jennifer Pederson
3. Field Trip Date(s): Jan 7-9, 2015 Destination: Deep Portage Learning Center
4. Field Trip Overview (Include events, establishments and locations): students are involved in experiential science, inquiry, and community/team based activities throughout each day @ Deep Portage's student centered facilities
5. Field Trip Departure from School (Date and Time): Jan 7th 8:15 am
Field Trip Return to School (Date and Time): Jan 9th 2:15 pm
6. Objectives of Field Trip: Students will experience lessons guided by the mn Grade 5 Academic Standards in Science - Strand 4 - Life Science + Strand 1 - The Nature of Engineering. Students will participate in positive individual + team based activities to
7. Relationship to Curriculum or Student Learning: Direct correlation to science standards instill confidence and community building efforts taught @ Myers-Wilkins.
8. Planned Follow-up Field Trip Activities: pre + post activities take place w/in the classroom that are directly tied to experiences @ Deep Portage
9. Field Trip Budget Request

Estimated Expenses		
Total Admission/Fees	<u>\$50/student 46 # students + \$25/chaperone</u>	<u>\$2,400</u>
Total Meals		<u>\$ included</u>
Total Lodging		<u>\$ included</u>
Total Transportation		<u>\$ 1,241.29</u>
<input type="checkbox"/> School District Vehicle(s)	<u>LCS</u>	
<input type="checkbox"/> Commercial Transportation Carrier - Name:	<u>LEG Coaches</u>	
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) - Name:		
Total Additional Stipends:		<u>\$ N/A</u>
Other:		<u>\$ N/A</u>
Total		<u>\$ 3,641.29</u>

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

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

TIME

Jan 7-9, 2015

LOCATION

Deep Portage Learning Center
2194 Nature Center Dr. NW
Hacken Sack, mn 56452
218-682-2325

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

Signature of Contact Person:

Jeff Pedersen

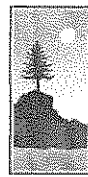
FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

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 - *T-shirt sales etc.*
- Arrange Meal Plans
- Arrange Lodging Plans and Room Assignments
- Collect Family Emergency Information for Students - *collected for Myers-Wilkins and Deep Portage*
Example: Home phone numbers, emergency contacts, medical information
- Additional Information
Note: Provide any additional information.

Signature of Contact Person:

Jeff Pedersen



Deep Portage

LEARNING CENTER

Exploring Woods • Water • Wildlife

- Home
- About Us ▾
- School Visits ▾
- Summer Youth Camps ▾
- Adult & Family Programs ▾
- Renewable Energy ▾
- Bird Observatory ▾



What's New?

- Hunting Season...
- Keystone Complete!
- Docks Are Out!
- Wood Fired Oven
- Sight in Your Rifle

Contact Us

By Mail:
 2197 Nature Center Drive NW
 Hackensack, MN 56452

Phone:
 218-682-2325

Email Us

View Map

Become a Member

Click here for membership information.

Deep Portage is a great place to learn!

Deep Portage Learning Center is a residential environmental learning center, fully accredited by the North Central Association of Colleges and Schools. Thousands of students visit Deep Portage each year to take part in environmental and conservation education programs. Visit the schools section of this site to plan your class trip.

In addition, Deep Portage serves groups, organizations, area residents and visitors with weekly classes, interpretive programs, wildflower garden displays, weekend retreats and study groups, land use demonstrations, summer camps, and recreation opportunities of birding, hiking, hunting, and skiing.

Deep Portage is available for school visits, organizational meetings and training, family educational adventures, weekend retreats, and teacher workshops. Groups can conduct their own agenda, or as most do, utilize the expertise of the Deep Portage faculty and accredited curriculum.



Deep Portage Permission, Health and Packing Forms

Teachers: Mrs. Boyson, Mrs. Rosenberg

Topic: Important Deep Portage Forms

Dear Families,

Our Deep Portage trip is scheduled for January 7th – January 9th. In order for your child to attend, there are three very important forms that **must** be signed and returned to school prior to our departure date. Please sign and return:

- **This Deep Portage Permission Slip from Myers-Wilkins School.**
- **The Health and Permission Form that is required by Deep Portage of all who attend their learning center.**
- **The Payment Information Form**

This trip is a three-day, two-night event. We will leave Myers-Wilkins at 8:15 a.m. on Wednesday, January 7 and return on Friday, January 9. We will make every attempt to have students back to school by the end of day on Friday (approximately 2:00 p.m.). Many parents do opt to pick their children up from school that day since each child will be carrying luggage, a sleeping bag, pillow, etc.

This trip is a marvelous opportunity for our students to learn new skills, practice science inquiry, work as a community and have fun with their peers. Deep Portage is often a trip children remember their whole lives. Over the next weeks, we expect and require that each student act responsibly, respectfully, and safely inside and outside of school in order to earn the privilege to attend the trip.

Please contact us if you have any questions or concerns @ 336-8860 or by e-mail: jennifer.boyson@isd709.org or andrea.rosenberg@isd709.org

Please return the bottom portion of this form to school on Monday, along with the Deep Portage Health & Permission form and any outstanding payment that is due on your account.

Myers-Wilkins Deep Portage Permission

Student: _____

Parent/Guardian: _____

I give my son/daughter permission to attend the 5th Grade Deep Portage trip January 7-9. I understand this is a three-day/two-night trip. If my child's behavior becomes an issue, I will be responsible for picking my child up from Deep Portage or paying compensation to Myers-Wilkins School for a staff member to do so.

On Friday, January 9 at approximately 2:00, my child will (check one):

_____ Be picked up by _____

_____ Walk home (with all luggage and gear!)

_____ Take the bus (with all luggage and gear!)

Phone Number(s) to call in case of emergency (or late bus): _____

DEEP PORTAGE HEALTH AND PERMISSION FORM

Student Name _____ Date of Birth _____ Age _____

Parent or Guardian Name _____

Home Phone _____ Work Phone _____

Home Address _____

City _____ State _____ Zip _____

Name of Health Insurance _____ Policy Number _____

Physician _____

Clinic Name _____ Clinic Phone _____

Current Health Information: *please answer all questions that apply to the above student.*

- Asthma:** List triggers _____ Treatment currently used? _____
- Diabetes:** please use the back of this form to describe insulin, snacks, and when to call you.
- Special dietary regimen or food allergies:** please describe _____
- Other allergies:** list _____ Does child carry epinephrine? _____
- Bleeding disorder:** please describe _____ What is the treatment? _____
- Seizures:** list all medications and when used _____
- Muscle-Bone-Joint condition:** list _____ What is the treatment _____
- Activity restrictions:** describe _____
- Heart condition:** describe _____
- Sleep problems:** bedwetting sleep-walking other _____
- Other:** describe _____
- Date of last tetanus booster** _____

Current Medications:

Please list all prescription medication your child will be taking while at Deep Portage.

Include inhalers, nebulizer, ritalin, etc. Use back of form in needed.

All prescription medication must be in a current pharmacy labeled bottle.

- Medication #1:** Name of medication _____
Reason given _____
Amount given _____ Time given _____
Name of physician prescribing medication _____ Phone _____
- Medication #2:** Name of medication _____
Reason given _____
Amount given _____ Time given _____
Name of physician prescribing medication _____ Phone _____
- Will take an over-the-counter medication at Deep Portage**
Name of medication: (Include Tylenol, Ibuprofen, Sudafed) _____
Reason given _____
Amount given _____ Time given _____

All medication must be sent from home in the original over-the-counter container

No aspirin will be given. Child will receive only the recommended dose.

Please turn the form over and continue...

Rooms: 600,500 wings

Myers-Wilkins Elementary

January 7,8,9,2015

Wednesday

12:00 PM Arrival,Lunch, Orientation, Move in to Deep Portage rooms...
 1:00 PM *Students meet in letter groups for Welcome Activities. Adults have indoor orientation.*

	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>	<u>Group D</u>
2:00 PM	<u>Bass Pond In Winter (CR 2)</u>	<u>Bass Pond In Winter (CR 1)</u>	<u>STEM Biomass (IC)</u>	<u>X-C Skiing (300 Lounge)</u>
3:30 PM	<u>STEM Biomass</u>	<u>STEM Biomass</u>	<u>Bass Pond In Winter (CR 2)</u>	<u>Bass Pond In Winter (CR 1)</u>
5:00 PM	Break			
5:30 PM	Dinner & Clean-up... prepare for evening classes			

	<u>Evening Group 1</u>	<u>Evening Group 2</u>
6:30 PM	<u>Nocturnal Hunters</u>	<u>Nocturnal Hunters</u>

8:00 PM Deep Portage Activities end for the evening...

Thursday

8:00 AM Breakfast & Clean-up, prepare for morning classes...

	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>	<u>Group D</u>
9:00 AM	<u>Climbing Wall</u>	<u>Winter Survival (theater)</u>	<u>Landform 3 (CR 3)</u>	<u>Landform 3 (CR 4)</u>
10:30 AM	<u>Winter Survival (theater)</u>	<u>Climbing Wall</u>	<u>Charlie to Base (CR 3)</u>	<u>Charlie to Base (CR 4)</u>
12:00 PM	Lunch			
1:00 PM	<u>Landform 3 (CR 3)</u>	<u>Landform 3 (CR 4)</u>	<u>Climbing Wall</u>	<u>Winter Survival (theater)</u>
2:30 PM	<u>Charlie to Base (CR 3)</u>	<u>Charlie to Base (CR 4)</u>	<u>X-C Skiing (100 Lounge)</u>	<u>Climbing Wall</u>
4:00 PM	Stem Class: Wind as Energy			
5:00 PM	Break Time....			
5:30 PM	Dinner & Clean-up...			
6:30 PM	ALL GROUP CAMPFIRE PROGRAM			

8:00 PM Activities end for the day...

Friday

8:00 AM Breakfast, Clean-up, please move out of rooms.

	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>	<u>Group D</u>
9:00 AM	<u>X-C Skiing (300 Lounge)</u>	<u>X-C Skiing (100 Lounge)</u>	<u>Winter Survival (theater)</u>	<u>STEM Biomass (IC)</u>
11:00 AM	Lunch, Clean-up, good-byes...			
12:00 PM	Depart.....			

4	3. Earth Science	1. Earth Structure and Processes	3. Rocks are an Earth material that may vary in composition.	4.3.1.3.1	Recognize that rocks may be uniform or made of mixtures of different minerals.
4	3. Earth Science	1. Earth Structure and Processes	3. Rocks are an Earth material that may vary in composition.	4.3.1.3.2	Describe and classify minerals based on their physical properties. <i>For example:</i> Streak, luster, hardness, reaction to vinegar.
4	3. Earth Science	2. Interdependence within the Earth system	3. Water circulates through the Earth's crust, oceans and atmosphere in what is known as the water cycle.	4.3.2.3.1	Identify where water collects on Earth, including atmosphere, ground, and surface water, and describe how water moves through the Earth system using the processes of evaporation, condensation and precipitation.
4	3. Earth Science	4. Human Interaction with Earth Systems	1. In order to maintain and improve their existence, humans interact with and influence Earth systems.	4.3.4.1.1	Describe how the methods people utilize to obtain and use water in their homes and communities can affect water supply and quality.
4	4. Life Science	4. Human Interactions with Living Systems	2. Microorganisms can get inside one's body and they may keep it from working properly.	4.4.2.1	Recognize that the body has defense systems against germs, including tears, saliva, skin, and blood.
4	4. Life Science	4. Human Interactions with Living Systems	2. Microorganisms can get inside one's body and they may keep it from working properly.	4.4.2.2	Give examples of diseases that can be prevented by vaccination.
5	1. The Nature of Science and Engineering	1. The Practice of Science	1. Science is a way of knowing about the natural world, is done by individuals and groups, and is characterized by empirical criteria, logical argument and skeptical review.	5.1.1.1.1	Explain why evidence, clear communication, accurate record keeping, replication by others, and openness to scrutiny are essential parts of doing science.
5	1. The Nature of Science and Engineering	1. The Practice of Science	1. Science is a way of knowing about the natural world, is done by individuals and groups, and is characterized by empirical criteria, logical argument and skeptical review.	5.1.1.1.2	Recognize that when scientific investigations are replicated they generally produce the same results, and when results differ significantly, it is important to investigate what may have caused such differences. <i>For example:</i> Measurement errors, equipment failures, or uncontrolled variables.
5	1. The Nature of Science and Engineering	1. The Practice of Science	1. Science is a way of knowing about the natural world, is done by individuals and groups, and is characterized by empirical criteria, logical argument and skeptical review.	5.1.1.1.3	Understand that different explanations for the same observations usually lead to making more observations and trying to resolve the differences.

5	1. The Nature of Science and Engineering	1. The Practice of Science	1. Science is a way of knowing about the natural world, is done by individuals and groups, and is characterized by empirical criteria, logical argument and skeptical review.	5.1.1.1.4	Understand that different models can be used to represent natural phenomena and these models have limitations about what they can explain. <i>For example:</i> Different kinds of maps of a region provide different information about the land surface
5	1. The Nature of Science and Engineering	1. The Practice of Science	2. Scientific inquiry requires identification of assumptions, use of critical and logical thinking, and consideration of alternative explanations.	5.1.1.2.1	Generate a scientific question and plan an appropriate scientific investigation, such as systematic observations, field studies, open-ended exploration or controlled experiments to answer the question.
5	1. The Nature of Science and Engineering	1. The Practice of Science	2. Scientific inquiry requires identification of assumptions, use of critical and logical thinking, and consideration of alternative explanations.	5.1.1.2.2	Identify and collect relevant evidence, make systematic observations and accurate measurements, and identify variables in a scientific investigation.
5	1. The Nature of Science and Engineering	1. The Practice of Science	2. Scientific inquiry requires identification of assumptions, use of critical and logical thinking, and consideration of alternative explanations.	5.1.1.2.3	Conduct or critique an experiment, noting when the experiment might not be fair because some of the things that might change the outcome are not kept the same, or that the experiment isn't repeated enough times to provide valid results.
5	1. The Nature of Science and Engineering	3. Interactions Among Science, Engineering, Technology and Society	2. Men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.	5.1.3.2.1	Describe how science and engineering influence and are influenced by local traditions and beliefs. <i>For example:</i> Sustainable agriculture practices used by many cultures.
5	1. The Nature of Science and Engineering	3. Interactions Among Science, Engineering, Technology and Society	4. Tools and mathematics help scientists and engineers see more, measure more accurately, and do things that they could not otherwise accomplish.	5.1.3.4.1	Use appropriate tools and techniques in gathering, analyzing and interpreting data. <i>For example:</i> Spring scale, metric measurements, tables, mean/median/range, spreadsheets, and appropriate graphs,
5	1. The Nature of Science and Engineering	3. Interactions Among Science, Engineering, Technology and Society	4. Tools and mathematics help scientists and engineers see more, measure more accurately, and do things that they could not otherwise accomplish.	5.1.3.4.2	Create and analyze different kinds of maps of the student's community and of Minnesota. <i>For example:</i> Weather maps, city maps, aerial photos, regional maps, or online map resources.
5	2. Physical Science	2. Motion	1. An object's motion is affected by forces and can be described by the object's speed and the direction it is moving.	5.2.2.1.1	Give examples of simple machines and demonstrate how they change the input and output of forces and motion.

5	2. Physical Science	2. Motion	1. An object's motion is affected by forces and can be described by the object's speed and the direction it is moving.	5.2.2.1.2	Identify the force that starts something moving or changes its speed or direction of motion. <i>For example:</i> Friction slows down a moving skateboard.
5	2. Physical Science	2. Motion	1. An object's motion is affected by forces and can be described by the object's speed and the direction it is moving.	5.2.2.1.3	Demonstrate that a greater force on an object can produce a greater change in motion.
5	3. Earth Science	1. Earth Structure and Processes	2. The surface of the Earth changes. Some changes are due to slow processes and some changes are due to rapid processes.	5.3.1.2.1	Explain how, over time, rocks weather and combine with organic matter to form soil.
5	3. Earth Science	1. Earth Structure and Processes	2. The surface of the Earth changes. Some changes are due to slow processes and some changes are due to rapid processes.	5.3.1.2.2	Explain how slow processes, such as water erosion, and rapid processes, such as landslides and volcanic eruptions, form features of the Earth's surface.
5	3. Earth Science	4. Human Interactions with Earth Systems	1. In order to maintain and improve their existence humans interact with and influence Earth systems.	5.3.4.1.1	Identify renewable and non-renewable energy and material resources that are found in Minnesota and describe how they are used. <i>For example:</i> Water, iron ore, granite, sand and gravel, wind, and forests.
5	3. Earth Science	4. Human Interactions with Earth Systems	1. In order to maintain and improve their existence humans interact with and influence Earth systems.	5.3.4.1.2	Give examples of how mineral and energy resources are obtained and processed and how that processing modifies their properties to make them more useful. <i>For example:</i> Iron ore, biofuels, or coal.
5	3. Earth Science	4. Human Interactions with Earth Systems	1. In order to maintain and improve their existence humans interact with and influence Earth systems.	5.3.4.1.3	Compare the impact of individual decisions on natural systems. <i>For example:</i> Choosing paper or plastic bags impacts landfills as well as ocean life cycles.
5	4. Life Science	1. Structure and Function of Living Systems	1. Living things are diverse with many different characteristics that enable them to grow, reproduce and survive.	5.4.1.1.1	Describe how plant and animal structures and their functions provide an advantage for survival in a given natural system. <i>For example:</i> Compare the physical characteristics of plants or animals from widely different environments, such as desert verses tropical, and explore how each has adapted to its environment.
5	4. Life Science	2. Interdependence Among Living Systems	1. Natural systems have many components that interact to maintain the living system	5.4.2.1.1	Describe a natural system in Minnesota, such as a wetland, prairie, or garden, in terms of the relationships among its living and nonliving parts, as well as inputs and outputs. <i>For example:</i> Design and construct a habitat for a living organism that meets its need for food, air and water.

5	4. Life Science	2. Interdependence Among Living Systems	1. Natural systems have many parts that interact to maintain the living system	5.4.2.1.2	Explain what would happen to a system such as a wetland, prairie or garden if one of its parts were changed. <i>For example:</i> Investigate how road salt runoff affects plants, insects and other parts of an ecosystem. <i>Another example:</i> Investigate how an invasive species changes an ecosystem.
5	4. Life Science	4. Human Interactions with Living Systems	1. Humans change environments in ways that can be either beneficial or harmful to themselves and other organisms.	5.4.4.1.1	Give examples of beneficial and harmful human interaction with natural systems. <i>For example:</i> Recreation, pollution, wildlife management.

Request and Charge Ticket for Bus Transportation

(School retains gold copy and forwards all remaining copies to the Transportation Department 10 working days prior to the date of trip)

(PLEASE PRESS HARD)

School Myers-Wilkins Elementary
Destination Deep Portage Learning Center
Name of Group 5th Grade
Purpose of trip Field Trip
Departure Time from School 8:15 am
Loading Location at School Bus Circle

TRIP DATE Jan 7-9, 2015
Address 2197 Nature Center Dr N
Hockensack, mn 56452
No. of Passengers 52
No. of Wheelchairs 0
Pickup Time from Destination 11:00 am
Return pickup point Bus Circle
(Loading location for return trip)

Mode of Travel: School bus Motor Coach Van Trailer (Circle choice) SP ED REGULAR

Billing Code: 01-203-540-313-323-136500 Requested by S. Heilig
Excess to _____ Date requested 11-10-14

Billing Information
Name/Address:

[Empty box for Billing Information Name/Address]

Approved by [Signature]
Principal/Designee

TRANSPORTATION DEPARTMENT

Vendor: _____ Number of buses _____
Vehicle # _____ Start mileage _____ End Mileage _____ Total Miles _____
Mileage Charge (miles) _____ x rate _____ = _____
Trip Time _____

DISTRICT PAY _____

EXCESS /GROUP/PAY _____

TOTAL CHARGES _____

Departure Time from School 8:15 am
Loading Location at School Bus Circle

Pickup Time from Destination 11:00 am
Return pickup point Bus Circle
(Loading location for return trip)

Mode of Travel: School bus Motor Coach Van Trailer (Circle choice) SP ED _____ REGULAR

Billing Code: 01-203-540-313-323-136500 Requested by S. Heilig
Excess to _____ Date requested 11-10-14

Billing Information
Name/Address:

Approved by [Signature]
Principal/Designer

TRANSPORTATION DEPARTMENT

Vendor: _____ Number of buses _____

Vehicle # _____ Start mileage _____ End Mileage _____ Total Miles _____

Mileage Charge (miles) _____ x rate _____ = _____

Trip Time _____

DISTRICT PAY _____

EXCESS /GROUP/PAY _____

TOTAL CHARGES _____

WHITE- Transportation CANARY- School with charges determined PINK- Bus driver GOLD- School
Form 3140 (Rev. 10-13) Item # 95-05-003750

TRANSMISSION OK

TX/RX NO	4585	DESTINATION TEL #	8974	DESTINATION ID	11/10 08:38	TIME USE	00:44	PAGES SENT	1	RESULT	OK
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*** TX REPORT ***
