

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, May 21, 2013

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

1. Informational Items

A. Informational Presentations

1) The Minnesota Partnership for School Connectedness Presentation

The Minnesota Partnership for School Connectedness (MPSC) is a United States Department of Education, Institute of Education Science (IES) funded initiative. MPSC is an intercollegiate, interdisciplinary initiative partnering the University of Minnesota with diverse school districts throughout Minnesota to increase connectedness between sixth grade teachers and students and foster student engagement in learning. Doug Antonich, Ordean-East Middle School teacher, and Dawn Paro-Strother, Lincoln Park Middle School teacher, shared information about the professional development opportunities offered through the partnership and their experience with the cohort. Paul Snyder of Minnesota Partnership for School Connectedness, was also present.

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

2) Duluth Public Schools Agricultural Class and FFA Presentation

Jennifer Madole, Agricultural Class teacher, along with two students presented an overview of the Duluth Public Schools Agricultural course and the FFA Organization (also known as Future Farmers of America) activities they are involved in.

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

3) Proposed Multicultural Communication Glossary Presentation

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Bridget Hines, Social Worker Intern for the Duluth Public Schools, presented the attached proposed Multicultural Communication Glossary for review. The intent of this proposed Glossary is to have a common language within the Duluth Public Schools when talking about culture as part of our effort to promote safe and welcoming schools.

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

4) Key Zone Presentation

15

Jay Roesler, Director of Community Education and the K.E.Y. Zone (Knowledge, Enrichment & Youth Development) Leadership Team provided an update on the collaborative school age care and academic enrichment out of school time program for grades K-5. Partners include Duluth Public Schools and Duluth Area Family YMCA with additional support from the 21st Century Community Learning Center (CCLC) grant.

Recommendation: It is recommended that the Duluth Public Schools receive this item as informational.

B. Grant Applications

1) Alternative Delivery of Specialized Instructional Services (ADSIS) Grant Application

The Duluth Public Schools has applied for the Alternative Delivery of Specialized Instructional (ADSIS) grant offered by the Minnesota Department of Education. The purpose of the grant is to provide direct instruction to students who need additional academic or behavioral supports before a referral is made to special education.

The grant committee analyzed various data to determine which school sites best fit the expectations of the grant and could benefit from additional personnel to provide small group instruction in reading and math to students identified by appropriate assessments. The grant allows districts to purchase personnel, materials specific to the needs of the identified students, and progress monitoring tools.

Grant recipients are required to provide approximately thirty percent of the total grant amount. The ADSIS grant request is less than \$200,000.

Patti Bambenek, Scott Pilate, Carla Harrold, Martha Lippit, and Tawnyea Bolme-Lake worked together to fulfill all of the requirements of the application.

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

2) Perpich Center for Arts Education Grant Proposal

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A two-year grant proposal has been submitted by Teri Akervik, Music Curriculum Specialist, and Deb Hannu, Art Curriculum Coach, to Jeff Pridie, Director of Professional Development and Research at PCAE. The grant proposal is \$62,500 for each year, FY 14 and FY 15. Duluth Public Schools would continue to serve as a Regional Center for PCAE

for Northeastern Minnesota. The money would be used for staff development and the training of Arts teachers (Music, Media Arts, Visual Arts, Dance and Theater) in Duluth as well as the Arrowhead region. The budget includes a .2 FTE cost for a grant coordinator position(s), stipends, workshops, and supplies. The project is to be defined by the Duluth Arts educators and Project Coordinator(s) in collaboration with the Learning Services Department. It will include research, writing of Arts Curriculum and Assessment, collaborative work with PCAE staff and training for other school districts to meet Minnesota arts standards. It is based on the model of Teacher to Teacher Initiative and peer mentoring.

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

3) Northland Foundation Grant Application

Bonnie Wolden, Lester Park Principal, has submitted a grant application to the Northland Foundation in the amount of \$2,500. If awarded funds will be used to purchase Second Step curriculum materials to support teaching in the area of emotion management, empathy, and pro-social skills.

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

4) Lloyd K. Johnson Grant Proposal

The Office of Education Equity has submitted a grant proposal to the Lloyd K. Johnson in the amount of \$2,000. If awarded funds will be used to support bringing Ronald F. Ferguson, PhD of Harvard University, to Duluth to speak to educators and the community regarding the Tripod Project as part of the Duluth Public Schools' effort to provide Achievement Gap training support.

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

2. Action Items

A. Presentation Items Requiring Approval

1) Proposed Closed Campus for Lunch at High Schools

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Administration is recommending that beginning with the 2013-14 school year both Denfeld and East High School campuses be closed during lunch-time for all students in grades nine through twelve. Tonya Sconiers, Laurie Knapp, Cheryl Lien, and Jim Erickson were present to share the proposal and answer any questions.

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

B. Policy 5085 - School Discipline Policy 37

Revisions to Policy 5085 - School Discipline Policy will be presented for the second reading. Members of the Student Policy Committee were available to answer any questions.

Recommendation: It is recommended that the Duluth School Board accept and approve Policy 5085 School Discipline Policy for the second reading.

C. Policy 4015 - Prohibiting Harassment, Violence, and Bullying 52

Attached are revisions to Policy 4015 - Prohibiting Harassment, Violence, and Bullying for the second reading. Members of the Student Policy Committee were available to answer any questions.

Recommendation: It is recommended that the Duluth School Board accept and approve Policy 4015 - Prohibiting Harassment, Violence, and Bullying for the second reading.

D. 6140.10 - Co-Curricular Activities Participation Fees 54

Attached are revisions to Policy 6140.10 - Co-Curricular Activities Participation Fees for the second reading.

Recommendation: It is recommended that the Duluth School Board accept and approve Policy 6140.10 - Co-Curricular Activities Participation Fees for the second reading.

E. Resolution E-05-13-3095 - Acceptance of Grant Awards to Duluth Public Schools 55

Attached is Resolution E-05-13-3095 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards from the following organizations:

Duluth Superior Area Community Foundation - Scott D. Anderson
Leadership Foundation Fund
Northland Foundation
Duluth Superior Area Community Foundation - Duluth Public Schools
Endowment Fund
MSHSL Foundation
Flint Hills

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-05-13-3095 - Acceptance of Grant Awards to Duluth Public Schools.

F. Extended Trip Requests 64

East High School Physics students will be traveling to Chicago, Illinois from May 2-4, 2013. The objective of the trip is to provide students the opportunity to see first hand physics, science, and technology, along with

diversified activities which round out the entire trip. They will travel to the House on the Rock, Fermi Lab, Navy Pier, the Sears Tower, Museum of Science and Industry, and take a Seadog Cruise. The total cost of the trip is \$16,620 and will be funded through donations and student fees.

Denfeld High School's Automotive Program-SkillsUSA Club (one student and instructor) will be traveling to Kansas City, Missouri from June 24-28, 2013 to participate in SkillsUSA National Leadership and Skills Conference where they will be attending events and seminars along with competing in the SkillsUSA Championship on June 27, 2013. The total cost of the trip is \$1,590 and will be funded through grant dollars, fundraising activities, and student fees.

An East High School Culinary Arts student and his instructor will be traveling to Kansas City, Missouri from June 24-28, 2013 to compete in the Culinary Arts Competition at the SkillsUSA Championship. The total cost of the trip is \$1,590 and will be funded through grant dollars, fundraising activities, and student fees.

Duluth Public Schools FCCLA-HERO students will be traveling to Nashville, Tennessee from July 8-13, 2013 to compete at the National Leadership Conference and attend leadership training. The cost of the trip is \$1,650 per student and will be funded through grant dollars, donations, and student fees.

Eleventh and twelfth grade HOSA students will be traveling to Nashville, Tennessee from June 25-30, 2013 to compete at the National HOSA Leadership Conference. The total cost of the trip is \$19,865 and will be funded through grant dollars, fundraising activities, and student fees.

Fourth grade students from Nettleton Elementary will be traveling to the Minnesota Zoo and State Capitol on June 4-5, 2013. The objective of the trip is to learn about Minnesota history, government, and animals and habitats. All expenses will be paid with grant dollars from Flint Hills.

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

G. 2013-14 Continuation of Change in Contractual Day – Educational Audiologist

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

For each of the past five school years, the School Board approved a change in contractual day for Educational Audiologist Linda Kalweit. It is requested that approval

be given for a change in contractual day for Linda Kalweit, with a workweek defined as up to forty hours and to include up to ten-hour days, as mutually agreed upon with the Director of Special Services, for the 2013-2014 school year.

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

Recommendation: It is recommended that the contractual day for Linda Kalweit, Educational Audiologist, be changed to reflect a workweek defined as up to forty hours and to include up to ten-hour days, as mutually agreed upon with the Director of Special Services, for the 2013-2014 school year.

H. Elementary Science Upgrade

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The Elementary Science Committee has recently completed aligning the Elementary Science Curriculum with the state standards. Many of the Foss Kits used for Elementary Science do not fulfill all of the current state standards and those that do are in poor condition as they were originally purchased in the late 1980's. With the new alignment, the Elementary Science Committee is recommending the purchase of new FOSS kits to fulfill the current standards, new books to meet the new literacy standards, and supplies to update kits that still meet the current standards. The total cost of this Elementary Science upgrade is \$131,311.72. Details are attached. Aaron Salmela, Science Curriculum Coach, and Elementary Science Committee members were present to answer any questions.

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

I. Diploma Requests

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

Miles Albert Palmer - April 22, 2013
 Jessica Leigh Skulbru - April 18, 2013
 Jordan Stanley Potti - April 22, 2013

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

Multicultural Communication Glossary

This glossary was produced in collaboration and support from within the community to help create a common language around culturally sensitive words and honor languages alive in our community. Within our district we have 117 families that speak a language other than English. That sums up to over 30 different languages spoken at school and at home! Using appropriate words and sharing the same definitions of words we use in everyday language creates a mutual understanding and respect towards people who are different than ourselves. The words are presented in English, Spanish, and Ojibway to reflect the importance of recognizing and using languages of cultures in ISD #709. When we are courteous with our words, we are contributing towards a safe and welcoming climate, effective and efficient work, and high achievement as a district. Let's start the conversations!

Accessible/

Refers to a site, facility, work environment, service, or program that is easy to approach, enter, operate, participate in, and/or use safely and with dignity by a person with a disability.

-Americans with Disabilities Act Glossary of Terms

Achievement gap/

The disparity in academic performance between groups of students...in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, among other success measures. It is most often used to describe performance gaps between students of color and white students, low-income families and those who are better off, and those based on sex, English-language proficiency and learning disabilities.

-Education Week August 2004

Ally/El aliado

Someone who advocates for and supports members of a community other than their own. Reaching across differences to achieve mutual goals.

-UC-Berkeley Gender Equity Resource Center

Assimilation/La asimilación

A process of consistent integration whereby members of an ethno-cultural group, typically immigrants, or other minority groups, are "*absorbed*" into an established larger community. If a child assimilates into a new culture, he/she gives up his/her cultural values and beliefs and adopts the new cultural values in their place.

- Dot Connect "Dictionary Of Cross-Cultural Terminology/Inter-Cultural Terminology"

Authentic representation/La representación auténtica

The integration of people from diverse backgrounds where mutual respect, appreciation, and full value for the contributions of all participants is demonstrated.

- Sonia Alvarez-Robinson (2000) *Moving Along the Cultural Competence Continuum: An Ongoing Journey*

Culturally responsive teaching/ La enseñanza que reconoce la cultura/

A way of teaching that fosters student motivation and engagement by providing instruction in a context meaningful to students and in a way that values their culture, knowledge, and experiences. It infuses family customs, as well as community culture and expectations, throughout the teaching and learning environment.

-St. Paul Public Schools

Cultural climate/El ambiente cultural

The physical environment, philosophical framework, and beliefs of the key stakeholders in the community's educational process.

-Duluth Public Schools Office of Education Equity

Cultural competence/La competencia cultural

The skills and abilities of education administrators and teachers to teach a multicultural student body effectively.

-Duluth Public Schools Office of Education Equity

- Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum. (adapted by the National Center for Cultural Competence from Cross et al. (1989).

Cultural heritage/

The legacy of physical artifacts and intangible attributes of a group or society that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations.

-United Nations Educational, Scientific and Cultural Organization

Cultural structures/La estructura cultural

The policies, procedures and practices, programs, and curriculum design of the school district that pursues inter cultural proficiency.

-Duluth Public Schools Office of Education Equity

Culture/La cultura/Izhitwaawin

An integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations.

-National Center for Cultural Competence of Georgetown University

Deaf

The lowercase 'deaf' when referring to the audiological condition of not hearing, and the uppercase 'Deaf' when referring to a particular group of deaf people who share a language – American Sign Language (ASL) – and a culture. The members of this group have inherited their sign language, use it as a primary means of communication among themselves, and hold a set of beliefs about themselves and their connection to the larger society.

-Carol Padden and Tom Humphries. (1988). *Deaf in America: Voices from a Culture*

Desegregation/La desegregación

The assignment of students to public schools and within such schools without regard to their race, color, religion, or national origin.

-Civil Rights Act of 1964 Title IV Section 401 (b)

Discrimination/La discriminación

The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion, and other categories.

-FacingRace. "New Conversations About Race and Racism Discussion Tool"

Disparity/La disparidad

Inequalities that exist when members of certain population groups do not benefit from the same status as other groups.

-The Office of Health Communications and Health Disparities

Diversity/La diversidad

Understanding that each individual is unique, and recognizing individual differences along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Primary dimensions are those that cannot be changed e.g., age, ethnicity, gender, physical abilities/qualities, race and sexual orientation. Secondary dimensions of diversity are those that can be changed, e.g., educational background, geographic location, income, marital status, parental status, religious beliefs, and work role/experiences.

-Dot Connect "Dictionary Of Cross-Cultural Terminology/Inter-Cultural Terminology"

Educator/El/la educador(a)

Based off of the Latin word 'educo' meaning to draw out, lead out, and/or bring up plus 'ator' the English suffix for one that does.

- Merriam-Webster dictionary and Encylo Online Encyclopedia

Equality/La igualdad/

The state of being fair and impartial.

-Advocatesforyouth.org

Equity/La equidad/

Opportunities and access to all resources so that every person can achieve his/her full potential. Equitable treatment involves acknowledging diversity, recognizing and celebrating our differences, and eliminating the barriers that prevent the full participation of all peoples.

-Adapted from University of Minnesota Duluth Campus Climate Definitions

Ethnicity/La identidad étnica

A grouping of people based on geographical region, nationality, or culture.

-National Education Association Diversity Toolkit

Ethnocentrism/ El etnocentrismo

The experience of one's own culture as "central to reality" without recognizing the experience of one's own beliefs and behaviors as just one organization of reality among many viable possibilities.

-Adapted from Bennet, M. "Becoming Interculturally Competent. In Wurzel, J. (Ed.). (2004). *Toward multiculturalism: A reader in multicultural education*, 2nd ed.:62-77. Newton, MA: Intercultural Resource Corporation.

Equal opportunity employer/

Enforces Title VII of the Civil Rights Act of 1964, which prohibits employment discrimination based on race, color, religion, sex, or national origin.

-US Equal Employment Opportunity Commission

Gender identity/ La Identidad de género

One's innermost concept of self as male or female or both or neither—how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different than the sex assigned at birth.

-genderspectrum.org

Hard of hearing

Can denote a person with a mild-to-moderate hearing loss. Or it can denote a deaf person who doesn't have/want any cultural affiliation with the Deaf community. Or both. (Hearing impaired is an offensive term).

-Deaf Life 2007

Identity/ La identidad

This includes awareness of self, identification (the label used for one's own group), attitudes about the group you belong to, and attitudes about other groups and the patterns of behavior that are commonly associated with a specific group: "How we perceive the world and how the world perceives us."

- Sonia Alvarez-Robinson (2000) *Moving Along the Cultural Competence Continuum: An Ongoing Journey*

Inclusion/

Being a part of what everyone else is, being welcomed and embraced as a member who belongs.

-Kids Together, Inc.

Integration/La integración

The process of joining together diverse groups within a single context, usually applied to inter-racial interaction in housing, education, political and socio-economic spheres or activity, or the incorporation of children, defined as disabled, into neighborhood schools and classrooms. People who are integrated still retain their cultural identity, unlike those who are assimilated. Integration is the policy with action that ends segregation. It may be differentiated from desegregation on the basis of interaction as opposed to technical conformity to desegregationist laws and policies.

-Canadian Race Relations Foundation

Institutional racism/El racism institucional

The manifestation of racism in social systems and institutions. It is the social, economic, educational, and political forces or policies that operate to foster discriminatory outcomes. It is the combination of policies, practices, or procedures embedded in bureaucratic structure that systematically leads to unequal outcomes for groups of people.

-National Association of Social Workers "Institutional Racism"

'Isms'/ 'Ismo'

A way of describing any attitude, action or institutional structure that subordinates (oppresses) a person or group because of their target group, color (racism/colorism), gender (sexism), economic status (classism), older age (ageism), religion (e.g. Anti-Semitism), sexual orientation (heterosexism), language/immigrant status (xenophobia), etc.

-Institute for Democratic Renewal and Project Change Anti-Racism Initiative.

Learner/El aprendiz

Someone who acquires new skills, knowledge, disposition, or information through goal oriented instruction.

-Minnesota Department of Education. (2012). "Glossary of Terms-Minnesota Blueprint for Literacy"

Lens/El lente

How one sees the world through a particular view that reflects his or her understandings, values, beliefs, and norms.

-The Power of Culture Website

Oppression/La opresión

Prejudice and power; a systematic social phenomenon based on the difference between social groups that involves ideological domination, institutional control, and the promulgation of the oppressor group's ideology, logic system and culture on the oppressed group. The result is the exploitation of one social group by another for its own benefit, real or imagined.

-Global Exchange "Anti-Oppression Reader"

Poverty

The lack of money, meaningful purpose, and significant relationships."

-Community Action Duluth

Prejudice/El prejuicio

A negative or hostile attitude toward a person or group without relevant experience or knowledge and often based on negative stereotypes.

-City Lights, 15(1) by CityMatch, the National Organization of Urban Maternal and Child Health Leaders

Privilege/El privilegio

Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because of ethnicity.

-Revised from Peggy McIntosh. "*White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women Studies.*"

Race/La raza/

The term is used to refer to groupings of people according to common origin or background and associated with perceived biological markers. Among humans there are no races except the human race.

-Understandingrace.org A Project of the American Anthropological Association

Racism/El racismo

An ideology that gives expression to myths about other racial and ethnic groups, that devalues and renders inferior those groups, that reflects and is perpetrated by deeply rooted historical, social, cultural and power inequalities in society.

-Human Rights and Equal Opportunity Commission 1998

Religion

Any specific system of belief about deity, often involving rituals, a code of ethics, a philosophy of life, and a worldview.

-Religious Tolerance.org

Right/El derecho

Things to which you are entitled or allowed; freedoms that are guaranteed.

-United for Human Rights

Segregation/La segregación

The separation of groups by race, gender, or other social categories.

-UnderstandingPrejudice.org

Sexual orientation/La orientación sexual

One's core sense of the gender(s) of people toward whom one feels romantically and sexually attracted (preferred over the term sexual preference).

-Safe Schools Coalition

Sovereignty/La soberanía

The power of a people to govern themselves.

-American Indian Policy Center

Spirituality

The general human experience of developing a sense of meaning, purpose, and morality.

-Canda, E. (1989). "Religious content in social work education: A comprehensive approach." *Journal of Social Work Education*.

Tokenism/ La política simbólica

When an organization considers the perspective of one person to be reflective of their entire cultural group-when relationships are approached as a "for" people instead of "with" people dynamic-when decisions are made "about" people "without" people--and where people are devalued in positions with no power.

- Sonia Alvarez-Robinson (2000) *Moving Along the Cultural Competence Continuum: An Ongoing Journey*

World View/La cosmovisión

The set of fundamental beliefs about reality that ground and influence one's perceiving, thinking, knowing, and doing.

-Facingthefuture.org

DRAFT



**K.E.Y. Zone Office
ISD 709 Duluth Public Schools**

Laura Macarthur Elementary School
700 N Central Avenue
Duluth, MN 55807
(218) 336-8760 (option 6)

**To Register for School Year, Break
Week or Summer Program Contact:**

Mark Connor
(218) 336-8760 x 6
Mark.connor@duluth.k12.mn.us
or

Amber Schoen
(218) 722-4745 x 123
aschoen@duluthymca.org

www.duluthymca.org
and
www.duluthcommunityed.org



**Thanks to our generous
funders and supporters.**

- ISD 709 Duluth Public Schools**
- ISD 709 Community Education**
- ISD 709 Targeted Services (EXCEL)**
- Duluth Area Family YMCA**
- True North AmeriCorps Program**
- Mentor Duluth Program**
- United Way of Greater Duluth**
- Kiwanis Club of Duluth**
- RBC Foundation– USA**
- jcpenny**
- Duluth Superior Area Community
Foundation**
- Northland Foundation**
- Ordean Foundation**
- University of Minnesota Duluth**
- College of St. Scholastica**
- Duluth Superior Symphony Orchestra**

This initiative is funded in part by a Federal 21st Century Community Learning Center grant through the Minnesota Department of Education.



K.E.Y. Zone
Knowledge, Enrichment & Youth Development



**An Academic and Enrichment
Out-of-School Time Program
Offered Year Round for
Students in Grades K-5**

**K.E.Y. Zone is offered as a
collaborative program through the
Duluth Area Family YMCA,
ISD 709 Community Education
and EXCEL Targeted Services.**

Program Components

High Quality School Age Care
Academic Enrichment Activities
Homework Support
Academic Mentors
Service Learning Opportunities
Physical Recreation
Clubs (Science, Math, Creative Arts & Health and Wellness)
Connections to the School Day
Healthy Snacks
Leadership Development
Life Skills Development
Family Engagement

Program Locations

Congdon Park Elementary School
Homcroft Elementary School
Lakewood Elementary School
Laura Macarthur Elementary School
Lester Park Elementary School
Lowell Elementary School
Nettleton School
Piedmont Elementary School
Stowe Elementary School
Duluth Area Family YMCA

Program is offered at various sites during ISD 709 Break Weeks and Summer.

Paramount to Our Program

- Consistent and caring relationships between young people & adults, and between young people & their peers.
- Constructive well-planned schedules & activities that are tailored to the youth we serve.
- Sufficient and clean space.
- Strong partnerships with young people, families, schools and our community
- Committed and well-trained staff and volunteers.

Our philosophy as a collaborative program is to offer a safe and engaging out-of-school time program that complements the school day and creates an enriching environment that fosters positive youth development & academic success.



Typical Day

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Before School 6:30 - 7:45 a.m.

6:30-7:45am - Check-in

7:00-7:15am - Morning Meeting

7:15-7:45am - Choice Time

School Breakfast Available

After School 2:15 - 6:00 p.m.

2:15-3:00pm - Check-in, Snack & Physical Recreation

3:00-4:00pm - Brain Time Activities

4:00-5:00pm - Clubs

5:00-6:00pm - Check-out, Choice Time



Summer Program & School Break 6:30 a.m. - 6:00 p.m.

6:30-9:00am - Check-in & Choice Time

9:00am-4:00pm - Group Games, Snack, Swimming, Field Trips, Gym, Service Learning, Team building Activities, Academic Enrichment Clubs, etc

4:00-6:00pm - Check-out, Choice Time

*hours may vary by site

K.E.Y. Zone

Knowledge, Enrichment & Youth Development

A program of the Duluth Public Schools and the Duluth Y

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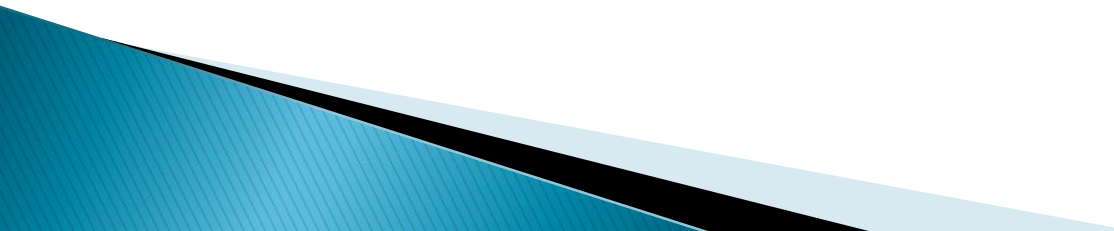
FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

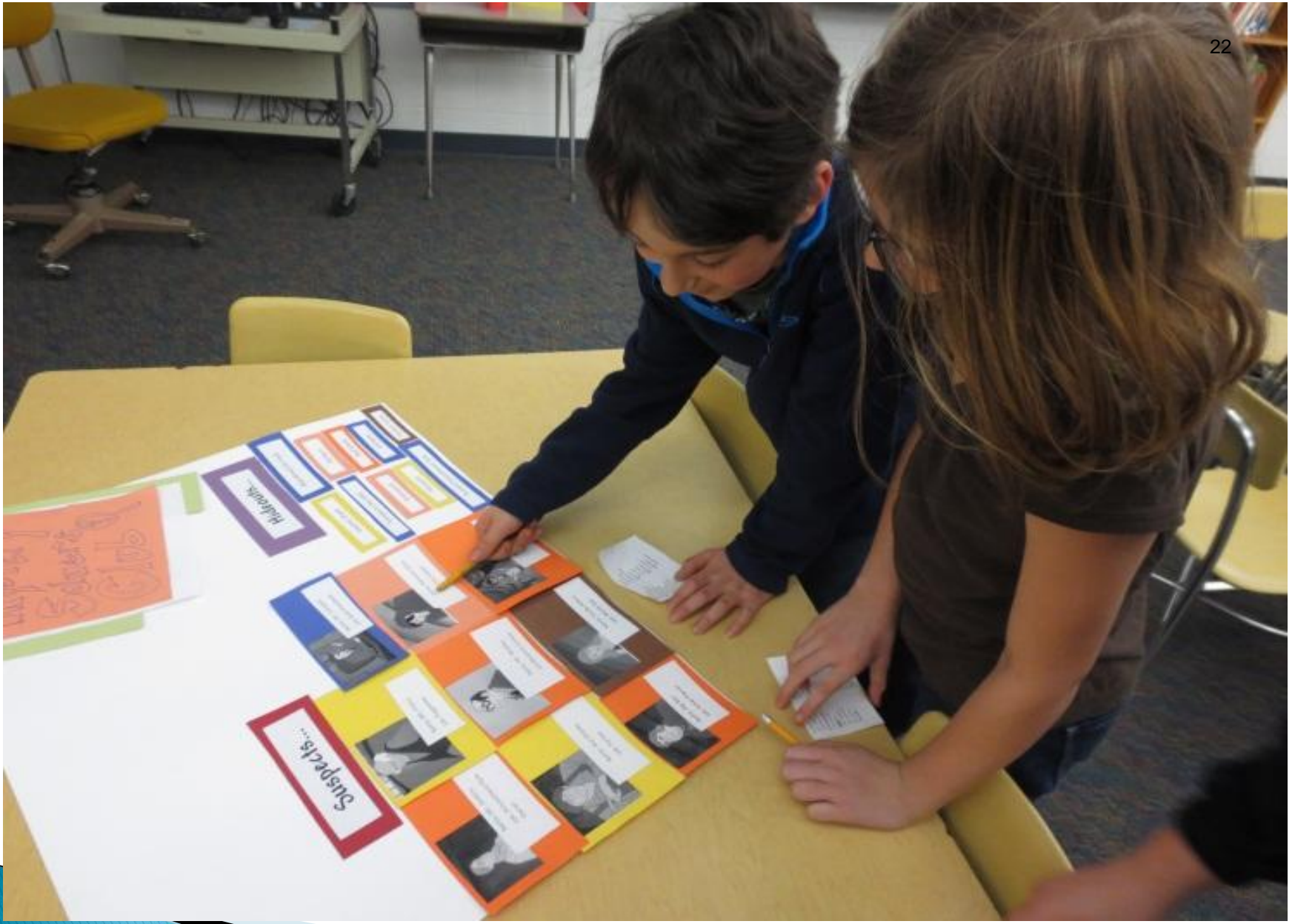
Program Goal

- ▶ **Our philosophy as a collaborative program is to offer a safe and engaging out-of-school time program that complements the school day and creates an enriching environment that fosters positive youth development & academic success.**



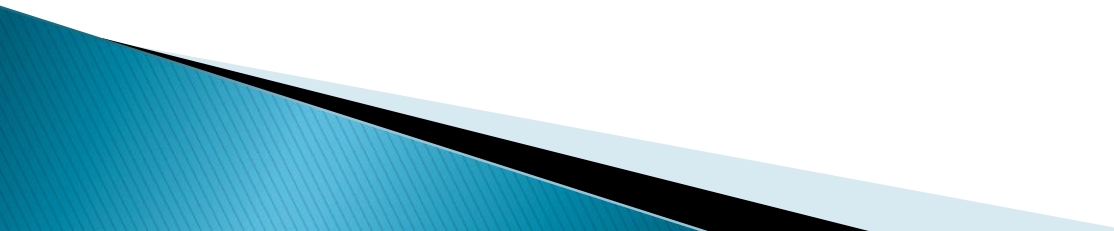
Strategies

- ▶ High Quality Programming
 - ▶ Intentional alignment with school day
 - ▶ Clubs that support academic learning
 - ▶ Hands–On Project–Based learning
 - ▶ One on one and small group tutoring and homework help
 - ▶ Family Engagement
 - ▶ Community Partnerships
- 



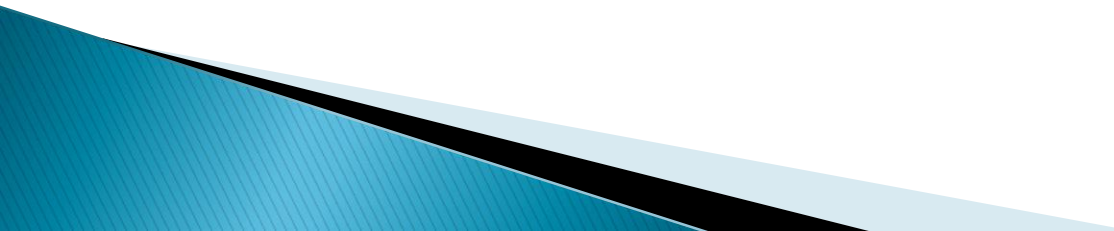


Progress towards goals 2012-13

- ▶ Site Coordinators and Family Liaisons worked to build strong alliances with school personnel to meet needs of students
 - ▶ AmeriCorps members and volunteers worked in small groups to provide individualized tutoring and homework help
 - ▶ Co-Directors worked closely with sites to ensure program quality and alignment with goals
- 

Progress towards goals con't

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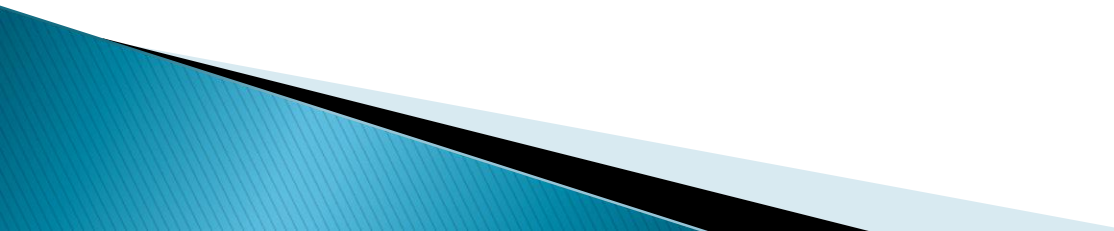
- ▶ Family Liaisons and Youth Specialists developed academic enrichment clubs that met the interests of students and developed life skills
 - ▶ Science Club
 - ▶ Cooking Club
 - ▶ Outdoor Survival Club
 - ▶ Community Helpers Club
 - ▶ Photography Club
 - ▶ Newspaper Club
 - ▶ Cultures Around the World Club
- 

Progress towards goals

- ▶ David P. Weikart Center for Youth Program Quality
- ▶ Staff received training and technical assistance in administering the Youth Program Quality Assessment
 - Safe and Supportive Environment
 - Positive Interaction
 - Student Engagement and Reflection

Current Community Partnerships

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- ▶ UMD Outdoor Recreation Department
 - ▶ Duluth Superior Symphony Orchestra
 - ▶ Duluth Children's Museum
 - ▶ Exodus Machines Engineering Firm
 - ▶ Duluth Play House
 - ▶ Duluth Community Gardens
 - ▶ UMD Office of Civic Engagement
 - ▶ Grant Community School Collaborative
 - ▶ True North AmeriCorps
 - ▶ Hartley Nature Center
- 

Enrollment

- ▶ Homecroft – 112 youth
- ▶ Stowe – 46 youth
- ▶ Nettleton – 147 youth
- ▶ Lester Park – 140 youth
- ▶ Lowell – 156 youth
- ▶ Congdon Park – 136 youth
- ▶ Lakewood – 71 youth
- ▶ Piedmont – 95 youth
- ▶ Laura MacArthur – 86 youth
- ▶ Youth Corps – Harbor Highlands – 80 youth

Total Youth: 1069

21st CCLC Participant

Yes: 404 (38%)

No: 665 (62%)

Enrollment, con't

Demographics

Gender

- ▶ Male: 505 (51%)
- ▶ Female: 491 (49%)

Income

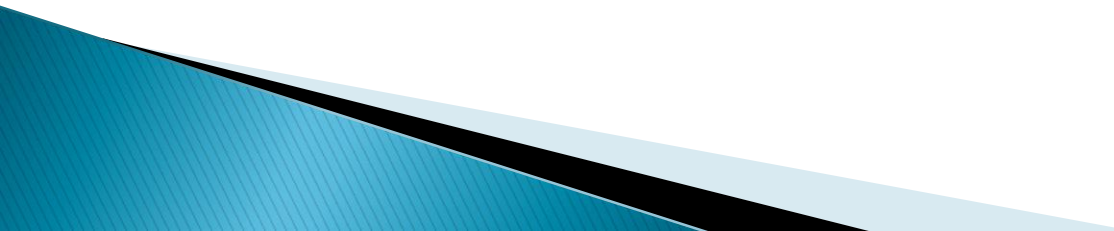
- ▶ A (Very Low): 134 (13%)
- ▶ B (Low): 69 (7%)
- ▶ C (Low/Moderate): 119 (12%)
- ▶ D (Non-Low/Moderate): 455 (46%)
- ▶ E (No Response): 222 (22%)

Ethnicity

- ▶ White: 766 (77%)
- ▶ Asian: 21 (2%)
- ▶ American Indian/
Alaskan Native: 49 (5%)
- ▶ African American: 67 (7%)
- ▶ Hispanic: 15 (1%)
- ▶ Other: 80 (8%)
- ▶ No Response: 1

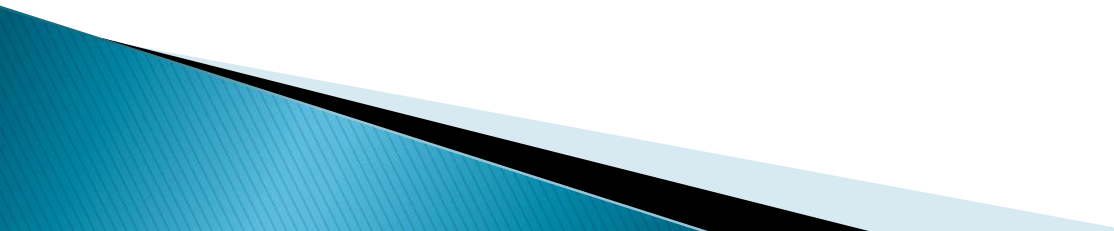
Program Evaluation

30

- ▶ Youth Program Quality Assessment
 - ▶ Teacher Annual Progress Report on 21st Century Cohort
 - ▶ SEAS – Student Engagement and 21st Century Learning Skills (skills to be successful adults)
 - ▶ Student Grades
 - ▶ Parent Satisfaction Survey
 - ▶ Student Grades measuring academic progress
- 

Complementary Learning Approach

Harvard Family Research Center

- Traditional programs isolate services in separate silos. In contrast, complementary learning systems assure learning supports are intentionally connected.
 - Align resources to maximize efficiency
 - Create a web of opportunity so that no child falls through the cracks
 - Provide disadvantaged children enriching opportunities that are the norm for middle class children
 - Promote success from birth through adolescence so that all children are ready to enter school and ready to succeed
- 

Research that supports our high quality school connectedness Out of School Time model

32

- ▶ Wisconsin teacher-reported improvements in behavior reflect that more than half of all regular 21st CCLC attendees improved in behaving well in class (53 percent), class participation (66 percent), being attentive in class (57 percent) and homework completion (66 percent). (Wisconsin Department of Public Instruction, 2010)

Research that supports our high quality school connectedness Out of School Time Model

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- ▶
- ▶ An analysis of 68 afterschool studies concluded that high quality afterschool programs can lead to improved attendance, behavior and coursework. Students participating in a high quality afterschool program went to school more, behaved better, received better grades and did better on tests compared to non-participating students. (Durlak, Weissberg, & Pachan, 2010)

To: Ed Crawford, Asst. Superintendent

From: Teri L. Akervik

Deb Hannu

Date: April 30, 2013

Re: PCAE Partnership Grant '13-'15

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

A two-year grant proposal is being submitted this week to Jeff Pridie, Director of Professional Development and Research at PCAE. The grant proposal is \$62,500 for each year, FY 14 and FY 15.

DPS would continue to serve as a Regional Center for PCAE for Northeastern Minnesota. The money would be used for staff development and the training of Arts teachers (Music, Media Arts, Visual Arts, Dance and Theater) in Duluth as well as the Arrowhead region. The budget includes a .2 FTE cost for a grant coordinator position(s), stipends, workshops and supplies. The project is to be defined by the Duluth Arts educators and Project Coordinator(s) in collaboration with the Learning Services Department. It will include research, writing of Arts Curriculum and Assessment, collaborative work with PCAE staff and training for other school districts to meet MN State Arts standards. It is based on the model of Teacher to Teacher Initiative and peer mentoring.

Cc: Bill Gronseth, Superintendent

Terry Dzuck

Administrative Perspective: Open and Closed Campus ISD #709

Our presentation this evening is a request from the Board to look at two different scenarios regarding closing high school campuses. We will present our needs in relation to cost of materials and manpower to completely close our campuses and a second scenario if high schools had modified closed campus.

Before we begin to report our findings, however, we think it's important to voice our opinion as to a third option we hope the Board would consider. That third option is to continue to keep our campuses open as they have been, with a few changes. The rationale to maintain the status quo is that we tend to be reactive to the complaints we get from the community. It is difficult as principals to advocate for a closed campus when the majority of our kids are responsible and are doing the right things. Why punish the students who do what they are supposed to do because of those students who do not? If before school and lunch hours are the times of concern, let's consider a more cost effective plan that increases our supervisory assistant positions during those critical hours. Let's be proactive by having an adult supervise outside areas of our campuses, Lakewalk, and parking lots to deter loitering, littering, smoking, etc. in public areas. Increase our surveillance with cameras of outside areas, again to deter inappropriate and rowdy behaviors. Let's also look at cost effective ways to improve food choices at our schools so students would choose to stay at school to eat.

Our job as a high school, in part, is to help transition our students into adulthood. With that come expectations for appropriate behavior, responsibility, and the opportunity to grow as young adults. Open campuses, and the responsibility that comes with it, is a vehicle for these learning experiences and growth opportunities.

As we review our findings you will see what an extra financial burden the closing of campuses would add to the already struggling budget of our district, as well as the impact it will have on our nearby businesses who partner with us to support our co-curricular and extra-curricular activities, our fundraising efforts, who rely on student dollars in these tough economic times, and whose relationships we do not want to alienate.

We ask the Board to maintain our open campuses and provide us with the additional supervisory assistance and equipment to be proactive rather than reactive to the complaints from neighbors that have been generated.

Advantages to Closed Campus

- Decrease truancy
- Reduced substance abuse during school hours
- Neighborly atmosphere for our residents
- Increase use of food service
- Increase in attendance which translates to increased student performance and test scores
- Decrease in juvenile crimes and activity when students are in school
- Increased safety/security
- Decreases potential for accidents outside of school setting

Disadvantages to Closed Campus

- Does not prepare students for life after high school: responsibility, accountability
- Restrictive
- Increases district liability
- Limits student food choices with the current menu
- Less physical activity and fresh air
- Lunch serves as a needed break from the routine of attending classes
- Additional supervisions needed for detention or Saturday School when students do not meet expectations
- Systematically our campus has built in “open” aspects: PSEO, Work Study, Career/Tech Ed)
- Increased cost for supervision during lunches and school day
- Increased administrative/secretarial costs/time to track behavior and students coming and going
- Decreased partnerships with area businesses

Budget Considerations to Implement a Closed Campus

Chillers/Warmers	\$ 76,000
Seating (East only. Denfeld from 2-3 lunch periods)	\$ 49,600
Supervisory	\$ 48,000
Custodial	\$ 42,000
Storage/Satellite	\$ 12,000
Checkout/Registers	\$ 7,200
ID Badges/Scanner	<u>\$ 4,500</u>
Total	\$239,302

Closing Comments

The expectation set upon our schools is to help prepare students for life outside of high school. High expectations coupled with accountability, and the loss of privilege when students don't meet those expectations, has been something that has worked for our students and staff in Duluth. When our students take ownership of a problem, we empower them to respect themselves, and also our communities. We want to educate our students so they make positive choices during the school day.

SCHOOL DISCIPLINE POLICY

FOR

ELEMENTARY AND SECONDARY SCHOOLS

2013-2014



SCHOOL DISCIPLINE POLICY FOR ELEMENTARY AND SECONDARY SCHOOLS

FOREWORD

The School Discipline Policy has been prepared to define clearly the rights and responsibilities of persons in the Duluth Public Schools, ISD 709. WE URGE EACH PARENT OR GUARDIAN AND STUDENT TO REVIEW THIS MATERIAL CAREFULLY AND REFER ANY QUESTIONS TO SCHOOL ADMINISTRATION.

The Duluth School Board and administrative team believe that a self-disciplined, respect-filled, restorative ~~culture attaining practices help to achieve~~ the aims of high student achievement, a safe and welcoming environment, and efficient and effective systems ~~is essential~~.

The rights of individual students shall be protected and each student shall be expected to respect the person and rights of all other students, teachers, and other school personnel as well as school property.

SCHOOL/COMMUNITY RESPONSIBILITIES

THE DULUTH SCHOOL BOARD shall carry out the educational requirements as expressed in law and formulate and adopt policies for the organization, management, and control of the school system, including policies applicable to its operation. The board, acting through the superintendent of schools, is responsible for the supervision of the behavior of students while legally under the supervision of the school.

THE SUPERINTENDENT OF SCHOOLS shall establish all necessary procedures, rules, and regulations to make effective the school board policies relating to the standards of student behavior and shall be responsible to the board for discipline in the ISD 709 public schools.

THE ASSISTANT SUPERINTENDENT OF SCHOOLS shall be responsible to the superintendent and shall implement all necessary procedures, rules, and regulations to make effective the school board policies relating to standards of student behavior in the schools and data collection regarding student behavior in the schools.

THE SCHOOL PRINCIPAL includes both the principal and assistant principal(s) and shall be responsible to the assistant superintendent of schools in implementing all necessary procedures, rules, and regulations to make effective the school board policies relating to the standards of student behavior.

The principal:

- a. Shall have the responsibility and the authority to formulate school expectations and regulations not in conflict with school board policies relating to standards of student behavior and data collection regarding student behavior in the schools.
- b. Shall be responsible for disseminating the expectations and regulations currently in effect for the school to all faculty, students, parents/guardians, and all interested community groups at the beginning of each school year, and to each new student upon registration.
- c. Has the authority to impose suspensions and/or recommend to the superintendent of schools the exclusion or expulsion of a student consistent with the guidelines of M.S. 121A.41, The Pupil Fair Dismissal Act, for violation of law or failure to comply with school regulations.

THE SCHOOL RESOURCE OFFICER (SRO) is a police officer employed by the Duluth Police Department, not an employee of ISD 709. The officer is a resource to the school principal, staff, parent(s) or guardian(s), and students, and is available to talk to students about personal matters.

When assisting the school in investigations initiated and conducted by the school district, the resource officer may speak with students who are victims, witnesses, and suspects. In such cases, questioning should take place in the presence of the school principal or designee, and the school will attempt to notify the student's parent(s) or guardian(s) if the student's actions could result in criminal charges.

When the resource officer or other law enforcement official must conduct non-school related law enforcement business on school grounds, school officials, unless prohibited by law, will attempt to contact parent(s) or guardian(s) before the student is questioned.

TRANSPORTATION is a service and a privilege provided to eligible students in the Duluth school system. All district and building discipline policies apply to student behavior during transportation to and from school and all school-sponsored activities. Transportation personnel will forward all bus conduct reports to the Transportation Office and to the building principal. If the student's transportation privileges are suspended, it is the responsibility of the parent(s) or guardian(s) to provide transportation to and from school.

THE STAFF shall be responsible to the principal for implementing all necessary procedures, rules, and regulations to make effective the school board policies relating to the standards of student behavior.

When a staff member's efforts to solve a behavior problem are unsuccessful, the student shall be referred to the principal, who has the responsibility and authority to use such measures as may be necessary to maintain control within the classroom, school building, and on school property.

All employees are expected to participate directly in the supervision and guidance of the behavior of all students within their scope of authority and responsibility.

Principals will notify all personnel (including custodians, para-professionals, cafeteria personnel, and clerical staff) of their authority and responsibilities relating to student behavior.

All staff are expected to deal with students in a fair, firm, and consistent fashion. It shall be the responsibility of the principal to assist all concerned with this task.

THE TEACHING STAFF has the responsibility/authority to:

- a. Make clear what standards of student behavior are required by the teacher. A copy of the teacher's expectations of acceptable behavior shall be posted in the teacher's classroom. These rules shall be consistent with district policy.
- b. Report any violations of the district and/or building discipline policy to the principal.
- c. Manage classroom privileges.
- d. Assign school classroom learning activities.
- e. Request a parent(s) or guardian(s) conference.
- f. Refer learning challenges to the building principal or for students with disabilities, to the Individual Education Plan (IEP) manager.
- g. Use reasonable measures as may be necessary to ensure an appropriate learning culture in the classroom, school, and on school grounds.
- h. Confront inappropriate behavior and respond pursuant to the ISD 709 Student Discipline Policy.

PARENT(S) OR GUARDIAN(S) have the legal responsibility for the behavior of their children as determined by law and community practice. Parent(s) or guardian(s) are expected to exercise the required controls so that the student's behavior

will be conducive to the development of self-discipline and will not be disruptive to the school's education program. Parent(s) or guardian(s) shall provide the school with information on how they may be contacted.

Partnership between parent(s) or guardian(s) and school is essential in assisting students to work to the best of their ability and achieve a good school experience. Parent(s) or guardian(s) have a responsibility to help maintain communication with the school by participating in school community activities such as Parent-Teacher-Student Association (PTSA) meetings, attending scheduled individual conferences, and bringing matters of concern to the attention of the principal or faculty. Parent(s) or guardian(s) should report to school staff any information they have concerning illegal activities or any violations of school rules that threaten the health, safety, or property of others.

STUDENTS' RIGHTS AND RESPONSIBILITIES

RIGHTS – The rights of an individual are preserved only by the protection and preservation of the rights of others. A student is responsible for the manner in which his/her individual rights are exercised and must accept the consequences of any actions that are committed outside the boundaries of those rights. Cooperative relationships between staff, students, and parent(s) or guardian(s) is the foundation for quality support and service. Rights bring responsibilities. The rights and responsibilities listed here are not all inclusive, for students have other rights guaranteed by the Constitution and by state and local laws. This statement of rights and responsibilities is a general guide and is not proposed to cover every situation that may arise.

THE RIGHT TO LEARN – Each student has the right to attend school in a safe environment, free from fear, and gain an education as provided by law. The right to learn also includes the right of classes to meet and carry on studies without interruptions, disruptions, or distractions, whether from inside or outside the classroom. Behavior that disrupts the normal functioning of classes is an infringement on the rights of others.

THE RIGHT TO FREE SPEECH AND EXPRESSION – Students in the Duluth Public Schools represent a wide range and diversity of opinion and background. Students have the right to express opinions, take stands, and support causes, either publicly or privately, provided such expressions are not libelous or obscene according to current legal definition and do not interfere with the rights of others or disrupt or distract from the atmosphere for learning in the school. The right to free expression of religion under the U.S. Constitution and the American Indian Religious Freedom Act is protected.

THE RIGHT TO BE INFORMED OF RULES – Students have the right to be informed of all policies, rules, and regulations they are expected to follow. Copies of these rules governing the code of conduct shall be available in each school office, and the basic rules shall be published and distributed to all students, parent(s) or guardian(s), and other interested persons.

THE RIGHT TO PRIVACY – Students' rights to privacy regarding school records will be protected and any disclosure of information from student permanent records shall be consistent with legal requirements.

THE RIGHT TO PERSONAL PROPERTY – Students have the right to be secure in their persons, papers, and effects; however, they must refrain from bringing onto school property or to school-sponsored events any material or item that would cause, or tend to cause, a disruptive activity or endanger the health and safety of students or other persons. When reasonable cause exists for a school principal to believe that such items are present, general or individual searches may be conducted under the authorization of the principal or representative designated by the principal.

School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by the police or school officials. If practical and

reasonable, search of an area assigned to a student will be made in the presence of an adult witness and in the presence of the student. Illegal items may be seized by school authorities, and items which disrupt, distract from, or interfere with the educational process may be removed from student possession.

When school officials deem it appropriate, the Duluth Police Department may perform random safety sweeps of the buildings including parking lots, and lockers as appropriate.

RESPONSIBILITIES – Students are responsible for the consequences of their behavior. Each student is responsible for knowing and obeying all school rules and regulations. Principals shall be responsible for informing the parent(s) or guardian(s) of any student whose behavior is in serious conflict with established rules, public laws, and procedures. Notwithstanding the provisions of any law to the contrary, the conduct of all students twenty-one years of age and under attending a public elementary or secondary school shall be governed by a single set of reasonable rules and regulations promulgated by the local school board (M.S. 120A.20).

Students are responsible for reporting any illegal activities or serious violations that threaten their health, safety, or property of themselves or others.

Students are responsible for following all necessary procedures, rules, and regulations to make effective the school board policies relating to the standards of student behavior. All acts or conduct prohibited by state, federal, or local law are also considered a violation of the School Discipline Policy.

RESPONSIBILITY FOR ACADEMIC WORK – Duluth Public Schools faculty and staff are responsible to provide learning opportunities that are relevant and of high quality. Students are responsible to engage these opportunities through:

- Completing class assignments on time as instructed by the teacher.
- Properly caring for the instructional materials furnished to them by the school district.
- Bringing to class all materials required for daily classroom use.
- Actively participating in the learning activities.

RESPONSIBILITY REGARDING ATTENDANCE AND TARDINESS – Students are responsible for being in attendance each school day. Students shall be familiar with and responsible for following all school district attendance and tardiness policies, rules, and regulations.

RESPONSIBILITY FOR DISCIPLINE – Students have the right to a free public education and they are responsible for:

- Complying with the expectations and regulations of the school district and the instructions of all school district personnel.
- Respecting the authority of the faculty and school district officials on school property, on district-provided transportation, and at school-sponsored, off-campus events.

Failure to meet these responsibilities may ~~be cause of~~ result in disciplinary action.

Principals may ~~choose to include~~ restorative processes and procedures practices as a component of a disciplinary action. ~~The application and use of the restorative processes is at the discretion of the superintendent~~

DEFINITIONS OF DISCIPLINARY ACTIONS

SCHOOL ZONE – Students are subject to all school disciplinary actions or violations while in a school zone. A school zone is defined as an area that begins at the boundaries of the school property and extends three hundred feet from that point, or one city block, whichever is greater. This zone also includes the area within a school bus being used to transport one or more elementary or secondary school students.

STUDENT CONFERENCE – Depending on the violation and the seriousness of the action, a student may meet with the principal and/or a teacher to discuss the incident. Students may be asked to formulate a plan during this conference which addresses their behavior and a commitment to solutions for improvement.

PARENT(S) OR GUARDIAN(S) CONFERENCE – A parent(s) or guardian(s) conference is required if a student has committed a serious rule violation or has been suspended out of school. If a parent or guardian is unable to be present, the principal shall contact the parent(s) or guardian(s) by letter or telephone.

DETENTION – A student may be asked to remain after school by a teacher or principal for the purpose of correction of a violation. Any student, who is instructed to report after school but is unable for any reason, must obtain permission from the teacher or principal. Reasonable attempts will be made to contact parent(s) or guardian(s) prior to implementation.

REMOVAL FROM CLASS – All students have the right to learn and teachers the right to teach. Disruption to the learning process may result in the loss of privilege to remain in the class. This removal is limited to a reasonable time-frame to be reinstated upon an agreed solution with the instructor and principal as necessary. Students shall be allowed the privilege of making up daily work, including tests and final exams, upon return after removal from class.

DISMISSAL FOR THE DAY means an action by a principal requiring a student to leave school property for one day or less. Parent(s) or guardian(s) notification is required and a parent(s) or guardian(s) conference is required prior to re-admittance. Students shall be allowed the privilege of making up daily work, including tests and final exams, upon return after dismissal for the day.

Removal from class or dismissal for the day of students with disabilities is also governed by the Individuals with Disabilities Education Act, M.S. 125A.03, and Minnesota Rules. See the section of this policy entitled “Students with Disabilities.”

IN-SCHOOL SUSPENSION means an action taken by the principal removing a student from class to a separate room for part or all of a school day(s). The availability of ISS is based on individual building resources. Credit will be given for all school assignments completed during the period of in-school suspension.

SUSPENSION means an action taken by school administration prohibiting a student from attending school for a period of no more than ten school days. Students will also be prohibited from all school-related activities during suspension.

If a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension. Additional suspensions following a five-day suspension may be imposed if the student will create an immediate and substantial danger to self or to surrounding persons or property, so long as the total suspension does not exceed fifteen school days (ten total days for students with an IEP).

Alternative educational services shall be implemented if a suspension exceeds five days. The purpose of suspension is to remove the student from the school environment and to provide time for professional staff, parent(s) or guardian(s), and student to discuss the matter and bring about an agreement on future conduct. A separate administrative conference is required for each period of suspension.

Suspension of students with disabilities shall be made pursuant to the Pupil Fair Dismissal Act, Minnesota Rules, the Individuals with Disabilities Education Act, and M.S. 125A.03. See the section of this policy entitled “Students with Disabilities.”

A pupil may be suspended for:

- a. Willful violation of any reasonable school board regulation.
- b. Willful conduct which materially and substantially disrupts the rights of others to an education.
- c. Willful conduct which endangers school district employees, the student or other students, or the property of the school or others.

Suspension procedures are the following:

- a. The principal shall hold an informational conference with the student, except where it appears the student will create an immediate and substantial danger to self or to surrounding persons or property.
- b. A written notice of suspension shall be served upon the student at the time of suspension, if possible, and upon his/her parent(s) or guardian(s) by mail. Staff will also attempt to notify the student’s parent(s) or guardian(s) by telephone at or before the suspension is to take effect.
- c. Students should have the opportunity to complete and receive credit for any assigned course work and/or tests given during their time of suspension. The work shall be completed and the tests taken in a timely manner.
- d. Days of out-of-school suspension shall not be counted as unexcused absences for purposes of attendance.

REFERRAL FOR RISK ASSESSMENT – Students deemed to be a threat to themselves and/or others may be asked to undergo a formal risk assessment by a district approved mental health professional before being readmitted to school.

REFERRAL TO STUDENT SUPPORT TEAMS (SST) – Referral to building SST is to be **made** by school personnel, parent(s) or guardian(s), or community agencies. The parent(s) or guardian(s) shall be consulted if any special services are to be made available to a student.

ALTERNATIVE EDUCATIONAL SERVICES may include special tutoring, modified curriculum, other modifications or adaptations, instruction through electronic media, special educational services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or alternative learning center, selected to allow the pupil to progress toward meeting graduation standards although in a different setting.

EXPULSION OR EXCLUSION – “Expulsion” means a school board action to prohibit an enrolled student from further attendance for up to twelve months from the date the student is expelled. “Exclusion” means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. Expulsion and exclusion proceedings shall be in accordance with M.S. 121A.41, the Pupil Fair Dismissal Act.

A school board may expel for a period of at least one year a student who is determined to have brought a firearm to school. For the purposes of this section, firearm is as defined in United States Code, title 18, section 921.

In accordance with M.S. 121A.41, The Pupil Fair Dismissal Act, a student and his/her parent(s) or guardian(s) shall be served personally or by mail with notice of the expulsion hearing. The hearing will be held within ten days of service of the written note, unless continued pursuant to the statute. The recommendation of the hearing officer shall be made to the school board within two days of the end of the hearing. The decision of the school board shall be rendered at a special meeting within five days after receipt of the recommendation of the hearing officer. The student shall receive due process as set forth in M.S. 121A.41, The Pupil Fair Dismissal Act.

STUDENTS WITH DISABILITIES being served on an IEP are expected to follow the School Discipline Policy the same as other students. Standard disciplinary action or variance from that action must be stated in each IEP. Specific exceptions to

the code of conduct related to manifestation of the student's disability will also be included in the IEP. The basic additional rules for discipline concerning students with disabilities are as follows:

- a. School Rules – “Regular” school rules apply if and only if the student discipline rules are determined at an IEP meeting to be appropriate for the student.
- b. Maximum Suspension – No student with a disability may be suspended for more than ten total days in a school year unless due process procedures have been carefully followed.
- c. Manifestation Determination – An IEP team meeting must be held to conduct a manifestation determination for student misconduct resulting in under the following circumstances:
 - Prior to the commencement of an expulsion or exclusion,
 - Any decision to change the placement of a student due to the student's behavior,
 - Removal from school for more than five consecutive or ten cumulative consecutive school days,
 - A series of removals that constitute a pattern because the series of removals total more than 10 school days in a school year or parent request,
 - Student's behavior is substantially similar to the student's behavior in previous incidents that resulted in a series of removals,
 - School personnel removes a student to an interim alternative educational setting for not more than 45 school days for behavior involving,
 - Weapon (exception is blade of less than 2.5 inches in length 18 U.S.C. § 930 (g) (2)),
 - Illegal drugs,
 - Infliction of serious bodily injury (substantial risk of death; extreme physical pain; protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty 18 U.S. C. § 1365 (h) (3)).

~~when subjected to a series of removals that constitute a pattern, or at parent request.~~ The IEP meeting must be held within ten school days of the beginning date of suspension to determine whether misconduct is a manifestation of the student's disability.

When misconduct is determined to be a manifestation of the disability, and the IEP team has not created a positive behavior intervention plan (BIP) prior to removal, both a functional behavioral determination (FBA) and BIP must be developed as soon as possible, but not more than thirty school days from the time of the manifestation determination meeting. If the student already had a BIP at the time of the misconduct, the IEP team must review it and decide whether to modify it to address the misconduct (M.R. 3525.2550).

When the misconduct is not determined to be a manifestation of the disability, school personnel may apply relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to children without disabilities. Educational services would be provided for a removal from the educational setting, so as to enable the student to continue to participate in the general education curriculum and progress toward meeting IEP goals. The student may also receive, as appropriate, an FBA, BIP, and modification designed to address the behavior violation so that it does not recur.

- d. Positive Behavior Intervention – The district expects and encourages the planned development and use of positive behavioral interventions. The district discourages the use of punitive, aversive, or deprivational interventions.

REFERRAL TO JUVENILE AUTHORITIES – If a student's behavior may be a violation of law, the principal or designated representative may contact juvenile authorities or police. If the officer indicates that he/she is arresting the student, with or without a warrant, he/she shall have complete jurisdiction and responsibility in the matter and the principal shall not interfere with the student's removal from the building.

The student will, in all cases, be accorded the rights of due process.

INFORMATION AND REVIEW PROCESS – Students or parent(s) or guardian(s) who wish to discuss concerns or review actions taken, provided actions do not involve expulsion or suspension, may request a conference with school personnel. It is recommended that conferences occur between personnel closest to the concern and be solution-based toward district aims and vision.

POLICY REVIEW PROCESS – The school board shall conduct an annual review of the School Discipline Policy.

NOTE: Residential/Day Treatment and alternative sites will have some discretion in the application of the policy.

STANDARDS OF CONDUCT

Standards of conduct are developed to ensure the district's aim of high achievement and safe and welcoming environments. Disciplinary policies within the elementary and secondary schools shall be enforced within the general guidelines as set forth below and are designed to prevent student's inappropriate behavior from recurring. These guidelines clearly describe the various administrative actions that will be taken for violations of the law and the school district standards of behavior.

The listing of minimum actions does not require that a "step-by-step" progression of increasing severity be employed by an administrator in dealing with a violation. However, there should be a logical relationship between the severity of the offense and the administrative action. The intent of this section is to list the mandatory minimum disciplinary actions for each violation. The following represent the majority of violations that occur in the schools, but others may occur which will warrant disciplinary action. Principal discretion to the enforcement of policy will be used when age, **culture** and development/ability are factors to behavioral issues.

The assistant superintendent of schools will be consulted if any site desires to implement policy which exceeds the disciplinary action for violations stated in this handbook.

For students with a history of violent behavior, staff will be notified per Policy 5022 – Staff Notification of Violent Students.



	VIOLATION	DISCIPLINARY ACTION
ALCOHOL	<p>A student shall not possess, use, transmit, or be under the influence of alcoholic beverages of any kind:</p> <ul style="list-style-type: none"> ▪ On school grounds immediately before, during, or after school hours. ▪ On school grounds at any time when the school is being used by any school group. ▪ Off school grounds at a school activity, function, or event. ▪ On any district-provided transportation. ▪ In a school zone as defined by Minnesota Statutes. 	<ul style="list-style-type: none"> - <u>First Offense</u>: Mandatory notification of police; notification of parent(s) or guardian(s); 1 to 3 days in- or out-of school suspension; referral to building SST. - <u>Second Offense</u>: 3 days out-of-school suspension; referral to building SST. - <u>Third Offense</u>: 5 days out-of-school suspension. - <u>Fourth Offense</u>: Move for expulsion.
ARSON	<ol style="list-style-type: none"> 1. "Arson" – The intent or intentional destruction of or damage to any school building, school or personal property, injury to persons by means of fire or explosives. This includes all behaviors within the 'school zone' on school-sponsored/supervised activities. 	<ul style="list-style-type: none"> - <u>First Offense</u>: Mandatory notification of police, Fire Marshall, and F.I.R.S.T. Program; notification of parent(s) or guardian(s); refer for attendance at F.I.R.S.T. Program Saturday School; restitution if damage occurred; risk assessment and 3 days out-of-school suspension; consideration for expulsion. - <u>Second Offense</u>: 5 days out-of-school suspension; consideration for expulsion.
ARSON	<ol style="list-style-type: none"> 2. Failure to exercise ordinary caution resulting in fire within any area identified in #1 above, damage to school or personal property, or injury to person(s). 	<ul style="list-style-type: none"> - <u>First Offense</u>: Mandatory notification of police and Fire Marshall; notification of parent(s) or guardian(s); restitution if damage occurred; suspension; consideration for expulsion. - <u>Second Offense</u>: Consideration for expulsion.
ARSON	<ol style="list-style-type: none"> 3. False alarm or tampering with any part of a fire suppression system (including, but not limited to sprinkler, fire alarms, smoke detectors, fire extinguishers, or any other part of the fire suppression system). Giving a false alarm (police, fire, ambulance, 911) or tampering or interfering with any fire alarm system. 	<ul style="list-style-type: none"> - <u>First Offense</u>: Mandatory notification of Fire Marshall or appropriate authorities; notification of parent(s) or guardian(s); 3 days out-of-school suspension; consideration for expulsion. - <u>Second Offense</u>: Consideration for expulsion.
ARSON	<ol style="list-style-type: none"> 4. Matches, lighters, and other fire starting materials are not allowed on school premises. 	<p><u>First Offense</u>: Materials will be confiscated and parents may be notified.</p>
ASSAULT	<ol style="list-style-type: none"> 1. "Assault" is acting to cause fear in another of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another. 	<ul style="list-style-type: none"> - <u>First Offense</u>: Mandatory notification of police or probation officer, if applicable; notification of parent(s) or guardian(s); 1 to 3 days in- or out-of school suspension. - <u>Second Offense</u>: 3 to 5 days out-of-school suspension. - <u>Third Offense</u>: 3 to 5 days out-of-school suspension; consideration for expulsion.
ASSAULT	<ol style="list-style-type: none"> 2. "Aggravated assault" is committing an assault upon another person with a dangerous weapon or an assault that inflicts great bodily harm upon another person. (In cases involving harassment, as defined in the Harassment Policy, a district specialist will be consulted.) 	<ul style="list-style-type: none"> - Mandatory notification of police or probation officer, if applicable; notification of parent(s) or guardian(s); 3 to 5 days out-of-school suspension; consideration for expulsion depending on the severity of assault and past infractions.
ASSAULT	<ol style="list-style-type: none"> 3. "Criminal Sexual Assault" is defined by M.S. 609.341. (Refer to Sexual Harassment/Assault Response Protocol.) 	<ul style="list-style-type: none"> - <u>First Offense</u>: Mandatory notification of police or probation officer, if applicable; 3 to 5 days out-of-school suspension. - <u>Second Offense</u>: Move for expulsion.
ATTENDANCE	<p>Truancy/tardiness</p>	<ul style="list-style-type: none"> - See Policy 5025 and Regulation 5025R Attendance.



	VIOLATION	DISCIPLINARY ACTION
BOMB	A student shall not possess or commit crimes of violence using explosive devices including, but not limited to, bombs, grenades, rockets, mines, and fireworks. This also means devices that produce a chemical reaction that produces gas producing destructive effects.	- Mandatory notification of police or probation officer, if applicable; notification of parent(s) or guardian(s); 5 days out-of-school suspension; consideration for expulsion.
BOMB THREAT	A student shall not threaten directly or indirectly, to commit any crime of violence with purpose to cause evacuation of a school building or grounds or a school-related activity.	- Mandatory notification of police; notification of parent(s) or guardians(s); 3 to 5 days out-of-school suspension; consideration for expulsion. A plan for readmission must be developed, which may include a risk assessment if the student is to return to school.
BULLYING	A student shall not intentionally hurt another person or group of people , either physically or psychologically. A student may not participate in or conspire with others to engage in harassing acts that injure, degrade, or disgrace other individuals or groups of people. No student may intentionally or knowingly act in a manner where they should reasonably believe that the other person or group of people will regard the act as offensive or provocative. This includes off-campus behavior that negatively impacts effective school operations or the rights of others to an education or instruction.	- First Offense: Student conference; notification of parent(s) or guardian(s); consideration for 1 day in- or out-of-school suspension or dismissal; conference with parent(s) or guardian(s) if suspended. - Second Offense: 3 days out-of-school suspension. - Third Offense: 5 days out-of-school suspension; consideration for expulsion.
CYBER BULLYING	A student shall not use technology to intentionally hurt another person, either physically or psychologically. (e-mailing, instant messaging, text messaging, personal web pages such as MySpace or Facebook) to bully, intimidate and harass a person or group of people. A student may not participate in or conspire with others via technology to engage in acts that injure, degrade or disgrace other individuals or groups of people. No student may intentionally or knowingly act in a manner where they should reasonably believe that the other person or group of people will regard the act as offensive or provocative. This includes off-campus behavior that negatively impacts effective school operations or the rights of others to an education or instruction.	- First Offense: Student conference; notification of parent(s) or guardian(s); consideration for 1 day in- or out-of-school suspension or dismissal; conference with parent(s) or guardian(s) if suspended. - Second Offense: 3 days out-of-school suspension. - Third Offense: 5 days out-of-school suspension; consideration for expulsion.
COMPUTER	Data tampering, unauthorized use of data, violations of Policy 3187- Use Policy for Internet Access and Regulation 3187R - Internet Use Regulations (i.e. software modification or copyright violation, any attempt to install or use software that has not been approved by the district, violation of district network security, hardware damage/vandalism, etc.) is prohibited.	- First Offense: Loss or restriction of technology use; notification of parent(s) or guardian(s) and police or probation officer, if applicable; required restitution by parent(s) or guardian(s) and student; student conference; consideration for 1 to 3 days in- or out-of-school suspension. - Second Offense: Loss or restriction of technology use; 1 to 3 days out-of-school suspension; consideration for expulsion; required restitution by parent(s) or guardian(s) and student.
CONTROLLED SUBSTANCE (Prescription)	A student shall not possess, use, transmit or be under the influence of a controlled substance that is not prescribed to the student by a licensed health care professional: <ul style="list-style-type: none"> ▪ On school grounds immediately before, during, or after school hours. ▪ On school grounds at any time when the school is being used by any school group. ▪ Off school grounds at a school activity, function, or event. ▪ On any district-provided transportation. ▪ In a school zone as defined by Minnesota Statutes. Refer to Regulation 6180R – Procedures of Administration of Medication During the School Day	- First Offense: Mandatory notification of police; notification of parent(s) or guardian(s); 1-3 day suspension; referral to building SST. - Second Offense: 3 days out-of-school suspension; referral to building SST. - Third Offense: 5 days out-of-school suspension. - Fourth Offense: Move for expulsion.



	VIOLATION	DISCIPLINARY ACTION
DISRUPTIVE/DISORDERLY CONDUCT/INSUBORDINATION	<p align="center">MINOR INFRACTIONS</p> <p>A student shall not participate in actions that interfere with the rights of others to an education, instruction, and/or with the effective operations of the school. Such actions include off-campus behavior that negatively impacts effective school operations or the rights of others to an education or instruction including but not limited to: Refusal to follow school rules and regulations, refusal to follow directions given by a staff member, loud/boisterous behavior, inappropriate language, rude gestures, defiance, lying, throwing objects, running, leaving school grounds without proper authorization, and distributing unauthorized materials on school property.</p>	<ul style="list-style-type: none"> - Student conference; possible notification of parent(s) or guardian(s); possible detention or 1 to 3 days in- or out-of-school suspension.
	<p>Attire - Attire or personal grooming that presents a risk to health, safety, property, interferes with education, or violates Policy 4015 and Regulation 4015R Prohibiting Harassment and Violence is prohibited. Hats, caps, scarves, jackets, and coats are to be stored in student lockers during the school day.</p>	<ul style="list-style-type: none"> - Student conference; notification of parent(s) or guardian(s). Student will be required to modify his/her attire in such a manner that it no longer violates this policy. The student may be sent home to modify unacceptable attire. Articles may be confiscated and returned to the parent(s) or guardian(s) at their request.
DISRUPTIVE/DISORDERLY CONDUCT/INSUBORDINATION	<p align="center">MAJOR INFRACTIONS</p> <p>Academic Dishonesty – A student shall not cheat in any form on school grounds or in any school-related activity. This includes plagiarizing (copying from print, the internet, or other electronic resources, purchasing or copying another person’s work, and paraphrasing without citing the source).</p>	<ul style="list-style-type: none"> - First Offense: Teacher conference with student; teacher discretion for consequences. - Second Offense: Notification of parent(s) or guardian(s) and/or conference; teacher discretion for consequences. - Third Offense: Administration conference; consideration for loss of credit; consideration for 1 to 3 days in- or out-of-school suspension.
	<p>Gambling – A student shall not gamble in any form on school grounds or in any school-related activity.</p>	<ul style="list-style-type: none"> - Referral to juvenile authorities or police and notification of parent(s) or guardian(s).
	<p>Motor Vehicle Infractions</p> <ol style="list-style-type: none"> 1. Parking - A student shall not park in an unauthorized area on school property or park on school property without a valid school permit. 2. Reckless or Careless Driving – A student shall not drive on or near school property in such a manner as to endanger persons or property. 	<ul style="list-style-type: none"> - Parking ticket; possible loss of parking privileges; possible towing at owner’s expense. - Suspension; notification of police and parent(s) or guardian(s); suspension of parking privileges.
	<p>Record and Identification Falsification - A student shall not falsify signatures or data, refuse to give proper identification or give false identification when requested to do so by a staff member, or give a false name or date of birth to police.</p>	<ul style="list-style-type: none"> - Student conference; notification of parent(s) or guardian(s); possible result in a court referral for giving a false name or date of birth to police.
	<p>Transportation Infractions – A student shall not participate in disruptive, distracting, or destructive conduct that interferes with the safe and orderly operation of the transporting of students.</p>	<ul style="list-style-type: none"> - First Offense: Student conference; notification of parent(s) or guardian(s). - Second Offense: Up to 1 week suspension of bus privileges. - Third Offense: Up to 2 week suspension of bus privileges. - Fourth Offense: Up to 1 month suspension or possible loss of all bus privileges for the remainder of school year. - NOTE: Reporting to local police of misbehavior on a school bus causing an immediate and substantial danger to self or surrounding persons or property is required by law.
	<p>Trespassing – A student shall not be physically present in a school building without permission, after being requested to leave by a school official, or after suspension or expulsion.</p>	<ul style="list-style-type: none"> - First Offense: Student conference; notification of parent(s) or guardian(s) and police; possible 1 day in- or out-of-school suspension. - Second Offense: 2 days out-of-school suspension; referral to building SST.



	VIOLATION	DISCIPLINARY ACTION
EXTORTION	A student shall not obtain property from another by verbal intimidation.	<ul style="list-style-type: none"> - <u>First Offense</u>: Mandatory notification of police or probation officer, if applicable; notification of parent(s) or guardian(s); 1 to 3 days in- or out-of-school suspension. - <u>Second Offense</u>: 3 to 5 days out-of-school suspension. - <u>Third Offense</u>: Move for expulsion.
FIGHTING	"Fighting" is mutual combat in which both parties have contributed to the situation by verbal and/or physical action.	<ul style="list-style-type: none"> - <u>First Offense</u>: Mandatory notification of police or probation officer, if applicable; notification of parent(s) or guardian(s); 1 to 3 days in- or out-of-school suspension. - <u>Second Offense</u>: 3 to 5 days out-of-school suspension. - <u>Third Offense</u>: 3 to 5 days out-of-school suspension; consideration for expulsion.
GANG ACTIVITY	Gang activity is strictly prohibited. A "gang" is herein identified as any group that participates in disruptive, intimidating, illegal, and/or violent activities as defined in this policy.	<ul style="list-style-type: none"> - <u>First Offense</u>: Student conference; notification of parent(s) or guardian(s); police notification; consideration for 1 to 3 days in- or out-of-school suspension. - <u>Second Offense</u>: 1 to 3 days in- or out-of-school suspension. - <u>Third Offense</u>: 3 days out-of-school suspension. <p><u>NOTE</u>: Repeated offenses involving assault, intimidation, or other illegal activity may result in recommendation for expulsion.</p>
HARASSMENT	<ul style="list-style-type: none"> ▪ Sexual harassment ▪ Sexual orientation harassment ▪ Religious harassment ▪ Ethnic/racial harassment (racial slurs, displays, emblems, graffiti, etc.) ▪ Disability harassment as defined in Policy 4015 and Regulation 4015R Prohibiting Harassment and Violence. (These actions may also constitute harassment as defined in Policy 4015 and Regulation 4015R Prohibiting Harassment and Violence.) 	<ul style="list-style-type: none"> - <u>First Offense</u>: Student conference; notification of parent(s) or guardian(s); consideration for 1 day in-school suspension or dismissal; mandatory filing of a complaint with ISD 709 Human Resources. - <u>Second Offense</u>: 3 days out-of-school suspension. - <u>Third Offense</u>: 5 days out-of-school suspension.
HAZING	"Hazing" means committing an act against a student or coercing a student into committing an act that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization. "Student organization" means a group, club, or organization having students as its primary members or participants. Hazing may be reported to any staff member or administrator. Refer to Policy 5083 Hazing Prohibition.	<ul style="list-style-type: none"> - <u>First Offense</u>: 1 to 3 days out-of-school suspension. - <u>Second Offense</u>: 3 to 5 days out-of-school suspension. - <u>Third Offense</u>: 5 days out-of-school suspension.
HOMICIDE	A student shall not commit homicide, which means the killing of one human being by the act, procurement, or omission of another.	Mandatory notification of police; move for expulsion.
ILLEGAL DRUGS	<p>A student shall not possess, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, intoxicants of any kind, look-alike drugs, or substances that may have the appearance of an illegal substance, such as catnip, oregano, flour, saccharin, or other items or paraphernalia:</p> <ul style="list-style-type: none"> ▪ On school grounds immediately before, during, or after school hours. ▪ On school grounds at any time when the school is being used by any school group. ▪ Off school grounds at a school activity, function, or event. ▪ On any district-provided transportation. ▪ In a school zone as defined by Minnesota Statutes. 	<ul style="list-style-type: none"> - <u>First Offense</u>: Mandatory notification of police; notification of parent(s) or guardian(s); 1 to 3 days suspension; referral to building SST. - <u>Second Offense</u>: 3 days out-of-school suspension; referral to building SST. - <u>Third Offense</u>: 5 days out-of-school suspension. - <u>Fourth Offense</u>: Move for expulsion. <p><u>NOTE</u>: Students who sell or deal controlled substances on school premises may be subject to expulsion on the first offense.</p>
OVER THE COUNTER MEDICATIONS AGAINST SCHOOL POLICY	Refer to Regulation 6180R – Procedures of Administration of Medication During the School Day	<p><u>First Offense</u>: Student conference; notification of parent(s) or guardian(s); consideration for 1 to 3 days in- or out-of-school suspension.</p> <p><u>Second Offense</u>: 3 to 5 days out-of-school suspension; consideration for expulsion.</p> <p><u>NOTE</u>: The school may revoke a student's privilege to possess and use non-prescription pain relievers if the school determines that the student is abusing the privilege.</p>



	VIOLATION	DISCIPLINARY ACTION
PYROTECHNICS	A student shall not possess or detonate fireworks.	<ul style="list-style-type: none"> - <u>First Offense</u>: Notification of parent(s) or guardian(s); 1 to 3 days in- or out-of-school suspension. - <u>Second Offense</u>: 3 days out-of-school suspension; consideration for expulsion.
ROBBERY	A student shall not obtain property from another by use of force or threat of force.	<ul style="list-style-type: none"> - <u>First Offense</u>: Mandatory notification of police or probation officer, if applicable; notification of parent(s) or guardian(s); 3 days out-of-school suspension. - <u>Second Offense</u>: 3 to 5 days out-of-school suspension. - <u>Third Offense</u>: Move for expulsion.
TERRORISTIC THREATS	A student shall not threaten to commit any crime of violence with the purpose to terrorize another person.	<ul style="list-style-type: none"> - Mandatory notification of police; notification of parent(s) or guardian(s); 3 to 5 days out-of-school suspension; consideration for expulsion. A plan for readmission must be developed, which may include a risk assessment if the student is to return to school.
THEFT	A student shall not intentionally take, use, transfer, conceal, or retain possession of personal property of another without the other's consent and with intent to deprive the owner permanently of possession of the personal property.	<ul style="list-style-type: none"> - <u>First Offense</u>: Notification of parent(s) or guardian(s), police, or probation officer, if applicable; required restitution by parent(s) or guardian(s) and student; student conference; 1 to 3 days in- or out-of-school suspension. - <u>Second Offense</u>: 3 days out-of-school suspension; consideration for expulsion; required restitution by parent(s) or guardian(s) and student.
THREAT/INTIMIDATION	A student shall not use words or gestures to intimidate or incite fear in another person.	<ul style="list-style-type: none"> - <u>First Offense</u>: Student conference; notification of parent(s) or guardian(s); consideration for 1 day in-school suspension or dismissal; conference with parent(s) or guardian(s) if suspended; mandatory filing of a complaint with ISD 709 Human Resources. - <u>Second Offense</u>: 3 days out-of-school suspension. - <u>Third Offense</u>: 5 days out-of-school suspension; consideration for expulsion.
TOBACCO	A student shall not use, possess, or visibly display tobacco products/smoking materials on school grounds, in a school zone, owned or leased vehicles or sites leased by the school district as defined by Minnesota Statutes. Exception noted in MN Statute 144.4169: it shall not be a violation of this policy for an American Indian student to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support with the permission of student's parent or guardian and with written or verbal notice to the site administrator or principal.	<ul style="list-style-type: none"> - <u>First Offense</u>: Mandatory notification of police; student conference; notification of parent(s) or guardian(s); tobacco ticket. - <u>Second Offense</u>: 1 day in- or out-of-school suspension. - <u>Third Offense</u>: 1 to 3 days out-of-school suspension.
VANDALISM/PROPERTY RELATED	<ol style="list-style-type: none"> 1. A student shall not willfully, cut, deface, or otherwise damage in any way any property, real or personal. This includes school busses. <hr style="border-top: 1px dashed black;"/> <ol style="list-style-type: none"> 2. A fee will be charged for lost or destroyed textbooks, workbooks, or library books. 	<ul style="list-style-type: none"> - Required restitution by parent(s) or guardian(s) and student; consideration for notification of police; 1 to 3 days in- or out-of-school suspension. <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> - Parent(s) or guardian(s) and student shall be liable for fees charged by the school district.
VERBAL ABUSE	A student shall not engage in obscene or abusive language/comments.	<ul style="list-style-type: none"> - <u>First Offense</u>: Student conference; parent(s) or guardian(s) conference; consideration for 1 day in-school suspension or dismissal. - <u>Second Offense</u>: 2 days out-of-school suspension. - <u>Third Offense</u>: 3 days out-of-school suspension. <p>NOTE: Engaging in obscene or abusive language directed towards a staff member will result in automatic mandatory in- or out-of-school suspension.</p>



	VIOLATION	DISCIPLINARY ACTION
WEAPON	<p>“Dangerous weapon” means any firearm, whether loaded or unloaded, knives, stun guns, martial arts instruments, mace or any device designed as a weapon, or any other device or instrument which in the manner it is used or intended to be used is calculated or likely to produce death or great bodily harm. This includes any look-alike object that may have the appearance of a weapon or dangerous instrument. A student shall not knowingly possess, store, handle, transmit, use, or encourage or aid any student to possess, store, handle, or transmit these weapons in:</p> <ul style="list-style-type: none"> ▪ Any school building. ▪ On any school premises. ▪ On any school-provided transportation. ▪ Off the school grounds at any school-related activity, event, or function. ▪ In a school zone as defined by Minnesota Statutes. 	<p>– Mandatory notification of police or probation officer, if applicable; notification of parent(s) or guardian(s); 1 to 5 days out-of-school suspension; possible expulsion. Weapon will be confiscated by building administration.</p> <p><u>NOTE:</u> A school board may expel for a period of at least one school year a student who is determined to have brought a firearm to school.</p> <p>For the purpose of this section, firearm is defined in United States Code, title 18, section 921.</p>

4015 - Prohibiting Harassment and Violence, and Bullying

General Statement of Policy

Independent School District 709 (ISD 709) is committed to creating and maintaining a learning and working environment where all individuals are treated with respect and dignity. Every individual has the right to learn/work in an environment free of harassment, and violence and bullying.

In this school district, harassment, and violence and bullying - whether verbal, physical, or cyber that which creates a hostile climate - is unacceptable and will not be tolerated. Harassment, and violence and bullying are unlawful, hurt all people, and have no legitimate educational purpose. Any employee or student who engages in such conduct shall be disciplined as provided by law, district policies, and applicable labor agreements.

Therefore, it is the policy of ISD 709 to maintain a learning and working work and learning environment that is free of harassment, and violence and bullying based on sex, sexual orientation, race/ethnicity, religion or religious practices, disability, and other forms of harassment as defined in this policy.

Harassment based on sex, sexual orientation, race/ethnicity, and religious beliefs or practices are also forms of discrimination which violate either Section 703 of Title VII of the Civil Rights Act Of 1965, as amended, 42 U.S.C. Section 2000e, et seq. and or the Minnesota Human Rights Act, Minnesota Statute Sections 363.01 - 363.20, and may represent a criminal law violation.

Violence based on sex, sexual orientation, race/ethnicity, religious or disability is a physical act of aggression, intimidation, and/or degradation directed toward a person or group of persons because of their sex, sexual orientation, race/ethnicity, religion or religious practices, or disability.

Bullying based on the threat of intentionally hurting another person physically or psychologically or participating in or conspiring with others to engage in acts that injure, degrade, or disgrace other individuals, including, but not limited to the use of technology is prohibited and violates Minn. Statute Sections 121A.0695

It shall be a violation of this policy for any student or school personnel of ISD 709 to harass a pupil or other school personnel through conduct or communication of a sexual nature or regarding sexual orientation, race/ethnicity, religion, or religious practices, disability, and other forms of harassment as defined by this Policy and Policy 4015R. (For purposes of this policy, school personnel includes School Board members, administrators, teachers, school employees, agents, volunteers, contractors, or other persons subject to the supervision and control of ISD #709.)

It shall be a violation of this policy for any student or school personnel of ISD 709 to inflict, threaten to inflict, or attempt to inflict violence relating to sex, sexual orientation, race/ethnicity, religion or religious practices, disability or other forms of violence as defined by this policy upon any pupil or school personnel.

ISD 709 will act with reasonable diligence to investigate take action to investigate, respond, remediate and discipline all complaints, either formal or informal, oral or written of

improper actions or statements which may constitute sexual, sexual orientation, ethnic/racial, religious, disability, or other harassment, ~~and~~ violence ~~and bullying~~ as defined in this Policy and Policy 4015R. Furthermore, ISD 709 intends to provide support for students identified as the victims of these acts in compliance with Minn. Statute Sections 121A.0695

ISD 709 also reserves the right to investigate and discipline any student or employee for derogatory statements or conduct related to sex, sexual orientation, race/ethnicity, religion or religious practices, or disability, which ~~do~~ does not constitute harassment, ~~and~~ violence ~~and bullying~~ on the aforementioned bases, but are nonetheless unacceptable.

For more detailed information on this policy, including definitions for terms used in this policy and the reporting procedures for this policy, please see Policy 4015R.

Adopted: 5-11-82 ISD 709

Revised: 6-10-86

12-10-91

10-19-93

6-20-95

2-15-00

9-17-02

4-16-13

6140.10 - Co-Curricular Activities Participation Fees

Participation fees are charged to students who participate in the following co-/extra-curricular activities. Activities have been placed within categories depending upon the amount of money paid for coaching/advisor stipends, the number of games or contests held during a season, transportation costs associated with the activity, lease and rental costs, and the amount of money paid to officials and judges. The fee structure to be implemented as of August 1, 2013 is as follows:

Category One	Category Two	Category Three	Category Four
\$500	\$235	\$185	\$60
Hockey	Baseball	Cross Country Running	Math Team
	Basketball	Swimming	Knowledge Bowl
	Speech	Tennis	Drama
	Football	Track	
	Soccer	Cheerleading (Per Year)	
	Softball	Danceline (Per Year)	
	Volleyball	Golf	
	Swimming	Skiing-Alpine	
	Debate	Skiing-Nordic	

The participation fee is reduced for students who qualify for reduced lunch to \$25.00 for all activities. The participation fee is waived for students who qualify for free lunch. The family maximum fee will be \$1000.

All participation fees must be paid prior to the first scheduled event.

Participation Fee Refunds

Students who choose to participate in athletics must realize there are no guarantees regarding playing time or injuries. No participation fees will be refunded after the day prior to the first scheduled event.

Adopted: 6-18-96 ISD 709

Revised: 9-19-00

1-15-2002

11-21-2006

8-19-2008

6-16-2009

8-16-2011

5-21-2013

RESOLUTION

Acceptance of Grant Awards to Duluth Public Schools

55

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	Duluth Superior Area Community Foundation – Scott D. Anderson Leadership Foundation Fund	Rory Johnson	Scott Anderson Leadership Forum – Year XI	\$25,490	Funds from this grant award will be used to support the Eleventh Annual Scott Anderson Leadership Forum this summer.
2	Northland Foundation	Ronald Hagland	Educators Impacting Student Achievement	\$3,000	Funds from this grant award will be used to bring Ronald F. Ferguson, PhD of Harvard University to Duluth to speak to educators and the community regarding the Tripod Project as part of the Duluth Public Schools' effort to provide Achievement Gap training support.
3	Duluth Superior Area Community Foundation – Duluth Public Schools Endowment Fund	Various	Various	\$12,723	Funds from these thirteen grant awards will be used to provide supplemental funding to enrich the academic, cultural, athletic, and overall experiences of Duluth Public Schools students and staff. See the attached spreadsheet with additional details.
4	MSHSL Foundation	Shawn Roed	MSHSL Foundation Grant	\$2,220	Funds from this grant award will be used to support East High School's Captain's Leadership Program, which is a course that will take leaders from being elected team captains to effective team captains when leading their teams.
5	Flint Hills	Jim Olson	Flint Hills Grant	All expenses associated with field trip	Funds from this grant award will finance a field trip for Nettleton's fourth grade students traveling to the State Capitol and Minnesota Zoo.



Jennifer L. Carey, *Chair*

Claudia Scott Welty, *Vice Chair*

Amy Kuronen, *Treasurer*

Howard T. Klatzky, *Secretary*

Lyle W. Northey,
Immediate Past Chair

Ryan Boman

Marlene David

Bethany M. Owen

Philip D. Rolle

Arend J. Sandbulte

Mia Thibodeau

Renée M. Wachter

James E. Zastrow

Holly C. Sampson, *President*

April 26, 2013

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

Dear Mr. ^{Bill}Gronseth:

I am pleased to inform you that the Board of Trustees, at its meeting on 4/24/2013 approved a grant of \$25,490 from the Scott D. Anderson Leadership Foundation Fund for your project/program - "Scott Anderson Leadership Forum - Year XI."

Enclosed please find our Grant Agreement. If these conditions are acceptable to you, please return the signed and dated document to us as soon as possible. Once the agreement has been received, a check in the amount of \$25,490 will be mailed to ISD#709 - Duluth Public Schools.

As we understand the term of this grant to be through 12/31/2013, please submit a Final Project Report, including all requested materials, by 2/28/2014. The form is available on our web site (www.dsacommunityfoundation.com). The report will help us determine the effectiveness of this grant.

We also request that the Community Foundation be credited for this grant in all related publicity materials and that you forward copies of those materials to us for our files. Credit lines should read, "Funded (or Funded in part) by the Scott D. Anderson Leadership Foundation Fund of the Duluth Superior Area Community Foundation."

We are very pleased to be able to help you with your project and wish you continued success.

Sincerely,


Holly C. Sampson
President

Enclosures

Private giving for the public good.

"Fostering generosity, civic engagement, and inclusiveness"

Zeitgeist Arts Building • 222 East Superior Street, Suite 302 • Duluth, MN 55802

P: 218.726.0232 • F: 218.726.0257

info@dsacommunityfoundation.com • www.dsacommunityfoundation.com



RECEIVED

APR 29 2013

Office of the Superintendent

**DULUTH SUPERIOR AREA COMMUNITY FOUNDATION
GRANT AGREEMENT**

The undersigned hereby agrees to the following grant conditions:

1. To use the funds only for the designated purpose as described in the grant application and subsequent grant notification letter; to notify the Duluth Superior Area Community Foundation of and obtain its consent to any substantial deviation from said grant application, to use the grant in accordance with current and applicable laws and pursuant to the Internal Revenue Code, as amended, and the regulations issued there under; and to not use the funds for any purpose prohibited by law.
2. To maintain its books and records to show, and separately account for, the funds received under this grant, and to maintain records of expenditures adequate to identify the purposes for which, and manner in which, grant funds have been expended. Expenses charged against this grant may not be incurred prior to the date the grant period begins or subsequent to its termination date. The grantee will return any unexpended funds to the Foundation at the close of the grant period.
3. To ensure the grant funds are not used to commit, advocate, facilitate or participate in terrorist acts, to influence legislation, to influence the outcome of any public election, or to carry on a voter registration drive.
4. To permit the Duluth Superior Area Community Foundation, at its request, to have reasonable access to the grantee's files and records for the purpose of making such financial audits, verifications, and investigations as it deems necessary concerning the grant, and to maintain such files and records for a period of at least four years after completion or termination of the project.
5. To return to the Duluth Superior Area Community Foundation any unexpended funds or any portion of the grant which is not used for the purposes specified herein.
6. To recognize the Duluth Superior Area Community Foundation in all publicity materials related to the funded project or program, as specified in the grant notification letter.
7. To submit the Final Project Report, including all requested materials, by 2/28/2014 as specified in the grant notification letter.

Name of Organization: ISD#709 - Duluth Public Schools
215 North First Avenue East
Duluth, MN 55802

Payee: ISD#709 - Duluth Public Schools
215 North First Avenue East
Duluth, MN 55802

Project Title: Scott Anderson Leadership Forum - Year XI

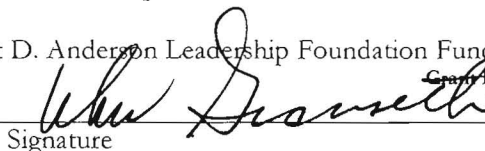
Grant Amount: \$25,490

Fund: Scott D. Anderson Leadership Foundation Fund

Grant Number: 20130270

William Gronseth

Printed Name



Signature

Superintendent of Schools

Title

April 29, 2013

Date

~Please remember that in order to promptly process your agreement and distribute funds, this form must be signed and returned to the Community Foundation within a month of the date received. An extension may be approved if necessary.

March 22, 2013

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Project # 13-10379

Ronald Hagland
Duluth Public Schools, ISD #709
215 E 1st St
Duluth, MN 55802

Dear Ronald Hagland:

I am pleased to inform you that the Northland Foundation has reviewed your proposal for the ***Educators Impacting Student Achievement*** and has approved a grant of **\$3,000.00** for the period (04/01/2013 to 05/31/2013) to **Duluth Public Schools, ISD #709**. If the timeline for your project is different than what is identified above, please notify us and your reporting date will be adjusted.

The Agreement of Grantee is attached for your review. If you agree with the conditions presented, please have it signed by the authorized official.

The Northland Foundation has implemented an Electronic Funds Transfer process (electronic checks) for grant payments. Enclosed is an ACH Credit Authorization Agreement form to be completed with the grantee organization or fiscal agent organization bank account information.

Please return the signed Agreement of Grantee and ACH Credit Authorization forms immediately to the Northland Foundation via email (scanned copies), fax (218-723-4048), or USPS (hard copies) in order for our accounting department to release your payment from Republic Bank.

The Northland Foundation will issue a single payment for this grant. If all of the grant conditions are met, this payment will be distributed in the sum of **\$3,000.00 on 05/01/2013**.

The Northland Foundation will be making public news releases through the regional media regarding all of the grants awarded. Please utilize your community media resources to announce receipt of these funds to your project. The Northland Foundation would appreciate being acknowledged as a source of support in all news releases initiated by you. Please provide us with copies of any press coverage and photographs received by your project, as well as any media releases and program materials you produce. These will be added to your file and may be utilized by the Northland Foundation in our public information efforts.

As you will note, one of the conditions of the Agreement of Grantee is the submission of a final report on the activities, outcomes, and financial expenditures of your project. We will expect this report from you by: **05/31/2013**.

Please provide us sufficient narrative to describe the activities and impact of your project. For your convenience, you may access the report form through the Grantee Portal. If you do not have access to the Portal, the reporting form for grants "\$5,000 and Under" is available on-line at www.northlandfdn.org/Grants/ReportingForms. The completed report can be submitted electronically to carole@northlandfdn.org.

On behalf of the Northland Foundation, I would like to extend sincere congratulations to you and your organization. Please call Carole Saylor, Grants Manager if you have any questions. I look forward to learning about the progress and success of your project.

Sincerely,



Thomas S. Renier
President

Attachments
cc: Carole Saylor
Carol Chipman



AGREEMENT OF GRANTEE

As a condition of a total grant of **\$3,000.00** from the Northland Foundation to **Duluth Public Schools, ISD #709** in support of the ***Educators Impacting Student Achievement*** request, the undersigned agrees:

1. To use the funds only for the designated purpose as described in the grant notification letter dated 03/19/2013 and to notify the Northland Foundation of and obtain its consent to any substantial deviations from said grant application.
2. To maintain its books and records to show, and separately account for, the funds received under this grant, and to maintain records of expenditures adequate to identify the purposes for which grant funds have been expended.
3. To permit the Northland Foundation, at its request, to have complete access to the grantee's files and records for the purpose of making such financial audits, verifications, and investigations as it deems necessary concerning the grant, and to maintain such files and records for a period of at least four years after completion or termination of the project.
4. To repay to the Northland Foundation any portion of the grant which is not used for the purposes specified herein or in the grant application.
5. To not use the funds for any purpose prohibited by law, and to immediately notify the Northland Foundation of any lawsuit or any proceedings before any federal, state, or local administrative agency, which may be initiated against it.
6. To submit progress reports to the Northland Foundation, detailing activities and progress in accomplishing the objectives of the project, as well as all expenditures made in administration of the grant, as requested by the Northland Foundation staff.
7. Upon completion of the period for which funds were granted, to submit a detailed final report of the activities carried out under the grant, a final expenditures report, and an evaluation of what has been accomplished by the project.
8. That the total amount of this grant, or any payment thereof, may be discontinued, modified or withheld at any time when, in the judgment of the Northland Foundation, such action is necessary to comply with requirements of the law.

Name of Organization or Fiscal Agent

Authorized by Organization
(Administrator, Officer, Board Chair, Superintendent)

Date

Project # 13-10379



ACH Credit Authorization Agreement for automatic deposits

GRANT # 13-10379

Please complete and return to the Northland Foundation

Contact Name

Contact email address

Organization Name (Grantee)

Contact Phone Number

Fiscal Agent Name/Contact Name/Phone Number (if acting as fiscal agent for Grantee)

Financial Institution

Account Name

Financial Institution - Street Address

Financial Institution - City/State/Zip

Bank Routing Number

Account Number at Financial Institution

<input type="checkbox"/> Savings Account	<input type="checkbox"/> Checking Account
--	---

I authorize Northland Foundation and the financial institution listed above to initiate electronic monthly payment credit entries, and if necessary, debit entries for adjustments to any credit entries in error to above named account. We will contact you before any adjusting entries are made. This authority will remain in effect until I have cancelled it in writing or for the duration of the Grant.

Authorized Signature / Title

Date

Please attach voided check here:

Northland Foundation
202 W. Superior St. #610
Duluth, MN 55802
(218)723-4040
Fax: (218)723-4048
1-800-433-4045
www.northlandfdn.org



Duluth Public Schools Fund - Grants for 2012-2013 School Year

	Project Name	School	Principal	Applicant #1	Applicant #2	Amount Approved
1	Native American Three Sisters Gardening	Congdon Park Elem.	Kathi Kusch-Marshall	Cindy Miller	Carol Gallinger	\$1,185.00
2	Pieces	Denfeld HS	Tonya Sconiers	Robert Fox	Kevin Michalicek	\$400.00
3	PBIS Positive Behavior Reinforcement Plan	Denfeld HS	Tonya Sconiers	Barb Wiklund	Tom Tusken	\$800.00
4	Chemisty Comes Alive - Or Dead	Congdon Park Elem.	Kathi Kusch-Marshall	Carolyn Heistad	Robert Fox	\$388.00
5	Bark and Bake	Lowell Elem.	Tom Maki	Gwyn Curran	Jane Sullivan	\$600.00
6	The Sky is the Limit!	Laura MacArthur Elem.	Nathan Glockle	JoAnn Margo		\$850.00
7	Versa Tiles	Nettleton Elem.	Stephanie Heilig	Linda Pelto		\$600.00
8	Arts Literacy in a Secondary Setting	Denfeld HS	Tonya Sconiers	Lisa Ann Larson		\$1,000.00
9	Linked Art/Veteran Project	Denfeld HS	Tonya Sconiers	Joe Schinger		\$1,500.00
10	Work Within the Classroom	Denfeld HS	Tonya Sconiers	Terry Norton		\$1,100.00
11	Choose to Read, Learn to Read, Love to Read	Laura MacArthur Elem.	Nathan Glockle	Susan Borich		\$1,800.00
12	Duluth East Habitat Plan	Duluth East HS	Laurie Knapp	Shawn Roed	Jenifer Madole	\$1,000.00
13	Daredevil Robotics Summer Lego Camp	Duluth East HS	Laurie Knapp	Tim Velner		\$1,500.00
					Total =	\$12,723.00

We received some great news; I applied for, and received a MSHSL Foundation grant for \$2,200 for my captain's leadership program!

We had a total of 62 student leaders/captains complete the program this year representing 24 sports/activities!

The Certified Team Captain course will take leaders from being an elected team captain to being effective team captain when leading their team to an unforgettable season!

Students on average took 6 hours to complete the course!

SHAWN ROED
 Activities Director
 Duluth East High School
 301 N 40th Ave E
 Duluth, MN 55804

SR

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“The strength of the group is the strength of the leader.” —Vince Lombardi



MSHSL Foundation
2100 Freeway Blvd.
Brooklyn Center, MN 55430
763-560-2262

WELLS FARGO BANK, NA
MINNEAPOLIS, MN 55479
17-1/910

2961

4/8/2013 63

PAY TO THE ORDER OF Duluth East High School

\$ **2,200.00

Two Thousand Two Hundred and 00/100*****

DOLLARS 

Duluth East High School
Attn: Shawn Roed
301 North 40th Ave East
Duluth, MN 55804

Shawn R. Roed
[Signature]
[Signature]

⑈002961⑈ ⑆091000019⑆ 2019371434⑈

Minnesota State High School League Foundation

2961

Date	Type	Reference	Original Amt.	Balance Due	4/8/2013 Discount	Payment
4/4/2013	Bill		2,200.00	2,200.00		2,200.00
					Check Amount	2,200.00

Minnesota State High School League Foundation

TO: Duluth East
FROM: Executive Director, MSHSL Foundation
RE: Spring 2013 Grant
DATE: April 2013

Enclosed please find a check from the MSHSL Foundation in the amount of \$2,200.00. This check responds to the request you made and submitted by the appropriate deadline.

Please affirm the following and return this memo to the MSHSL Foundation no later than April 30, 2013.

On behalf of Duluth East, I affirm that the check from the MSHSL Foundation will be deposited into our school account and that the money granted to Duluth East will be

DISTRICT 709 FIELD TRIP REQUESTS

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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: Samuel K...
 Not Recommended Date: 4/15/13

Assistant Superintendent: Recommended Name: E. Crawford
 Not Recommended Date: 5/6/13

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: April 5th, 2012

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Physics Department, East H.S.
2. Contact Person (Responsible for Checklist Completion): Ted J. Ford, Physics Teacher
3. Field Trip Date(s): May 2-4, 2013 Destination: Chicago, Ill
4. Field Trip Overview (Include events, establishments and locations): Please see attached Itinerary
5. Field Trip Departure from School (Date and Time): 5:15 AM, May 2

Field Trip Return to School (Date and Time): 10:00 PM May 4

6. Objectives of Field Trip: The objective of the trip it to provide the opportunity for my physics students to take a fantastic field trip to Chicago. Students from past trips have come back with great experiences; seeing first hand physics, science, technology, along with diversified activities which round out the entire trip. Please look over the flyer for specifics on the trip. With traveling by coach there and back and only being gone for three long days, we pack a lot into the trip for lowest possible cost.

7. Relationship to Curriculum or Student Learning: Physics shows how the world works and puts relationships into proper perspective by using equations and math. By visiting United States premiere high particle physics proton accelerator, FermiLab, the students will see and understand the application of much of what we have been covering this last year. Topics such as particle acceleration, centripetal forces, electrostatic Van de Graaff generator, antimatter, electrostatic force fields, sub atomic particles, neutrinos, and a whole lot more. They also will see the wonders of science at the museum of science and industry where physics is being applied in the real world

8. Planned Follow-up Field Trip Activities: _____

Student evaluation of trip, classroom slide presentation of the trip with all students.

9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$5,700
Total Meals	\$ 300
Total Lodging	\$4,000
Total Transportation	\$6,000
<input type="checkbox"/> School District Vehicle(s)	
<input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: <u>Minnesota Coaches, Duluth</u>	
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$
Other: Substitute teachers	\$ 500
Total	\$16,500

Revenues	
District Budget	\$
Code:	
Booster Group	\$
Donations	\$ 450
Student Fees	\$16,170
Total Additional Stipends:	\$
Total	\$16,620

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.

66

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

TIME

LOCATION

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

Signature of Contact Person:



FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person:



CHICAGO 2013 ITINERARY

May 2nd to May 4th (Thur. – Sat.)

67

THURSDAY

5:00 A.M Load bus at East HS (Back parking lot)

5:15 Leave East HS. **DON'T BE LATE!** (>2.5 hrs)

7:50 Arrive at Eau Claire for brunch. **30 min stop** (>3.0 hrs)

11:15 Lunch at Spring Green (0.5 hr)

12:00 Arrive at The House on the Rock, a very unique experience. (2 hr tour)

2:00 Board bus for Chicago. (>3.5 hrs)

5:30 Arrive at the motel. Unpack, get situated. We'll go for supper 20 minutes after we arrive. Return to hotel/rec. area: pool, hot tub, sauna, exercise facility, etc. Room Captains meeting directly after we return from supper. Pool & rec area closes at 10:00 pm

11:00 Everyone in own room. Get some sleep. **Friday is a l o n g day.**

FRIDAY

6:30 A.M. Up for breakfast. The hotel's "free" breakfast is a good meal. Breakfast area opens at 6:30 am.

8:00 Be on bus. Leave hotel and travel to Fermi Lab (>0.5 hr) Starts at Wilson Hall, a video presentation and view the Laboratory from the 15th floor windows and visit various displays located there. Linear Accelerator building, the components in the linear accelerator gallery and the Main Control Room. Divide into team #. (9:00-1:30)

12:00 Lunch on your own at restaurant in the atrium of the main building.

1:30 Meet in Atrium just inside exit doors for a photo op. We leave for the Navy Pier, shop, play games, etc. **Do not leave the Pier for any reason at any time.** (1:30) (>1.0 hr)

6:15 Meet by the Seadog Crusises (South side of the pier) for 70 mph tour on Lake Michigan. (4:00-4:30)
Rest of the time enjoy the Navy Pier. Supper on your own at the Navy Pier's restaurants. **Be finished by 6:15**

6:30 Meet just inside front entrance for walk to busses. **DON'T** be late.
We'll travel to the Sears Tower. This is the world's #3 tallest building. (7:00-7:45)

8:15 Meet in lower (basement) floor by second (middle) gift shop from the elevator. We'll walk to our bus.

8:30 Leave for the motel and the Rec. Center. (0.5 hr) Pool & rec area closes at 11:00 pm

11:00 Everyone in own room. Get some sleep.

SATURDAY

6:45 A.M. Everyone up. Have breakfast, check out of your hotel room, pay for any additional charges you have.

8:15 Load up and leave for Museum of Science and Industry. We arrive there about 9:15.
If you go to the Museum Store on lower level (beyond escalators) be sure you come back with one of our chaperones.
Eat lunch at one of the Museum's restaurants. (9:30-12:20)

12:30 Meet in Group Room just before the exit (way we came in) and head for home.
(>Toma 5:00, 1 hr stop, 3.5 hr to Duluth) We'll stop for supper along the way.

9:30 - 10:30 Arrive at East HS.

You should make your own arrangements for a ride home. Call when we get close to Superior, rather than have someone wait for us.

FIELD TRIP REQUEST FORM

Date of Submission: 4/22/2013

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip:

Denfeld Automotive AYES Program-SkillsUSA Club-National Conference

2. Contact Person (Responsible for Checklist Completion):

Matthew Phil Rannila, ISD 709 Automotive Instructor

3. Field Trip Date(s): June 24-28 2013 Destination: Kansas City, Missouri

4. Field Trip Overview (Include events, establishments and locations):

Arrive in Kansas City 6/24, participate in SkillsUSA events 6/24/2013 to 6/28/2013. Please see attached itinerary/event schedule.

5. Field Trip Departure from School (Date and Time):

Leave Duluth 4 a.m. 6/24/2013, Four persons will travel in rental car- Auto Instructor and Auto student, Culinary Arts Instructor and Culinary student-to Minneapolis, board coach at 8 a.m. and arrive in Kansas City at 6p.m.

Field Trip Return to School (Date and Time): _____

The Duluth party of 4 will leave Kansas City 6/28/2013 at 11:30 p.m., travel by coach to Minneapolis, arriving at 11 a.m. and travel back to Duluth by rental car, arriving in Duluth at approximately 3 p.m.

6. Objectives of Field Trip: Main objective is to participate in all SkillsUSA events, seminars, and learning opportunities, followed up by the Automotive Service Technology Competition on June 27, and concluding with the SkillsUSA Closing Session and Award Ceremonies on June 28, 2013

7. Relationship to Curriculum or Student Learning:

SkillsUSA is an integrated component of the AYES Automobile program, and Denfeld Automotive is an AYES School.

8. Planned Follow-up Field Trip Activities:

Upon returning to Duluth, the student will update his resume/portfolio, finalize his post-secondary career pathway, and prepare for technical school in the fall of 2013.

9. Field Trip Budget Request- This is for the Automotive Technology Instructor and student. Student will contribute toward his registration fees of \$185 and pay for his own meals. Funds from SkillsUSA fundraising events will pay for balance of student registration.

Estimated Expenses	
Total Admission/Fees	\$390
Total Meals -Instructor	\$125
Total Lodging	\$785

Total Transportation		\$50 for Instructor and \$50 for Student for SkillsUSA coach
<input type="checkbox"/> School District Vehicle(s) <input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: _____ Not available from SkillsUSA at this time <input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____		
		\$190 for Rental car for round trip commute to Mpls to board coach
Total Additional Stipends:		\$
Other:		\$
Total		\$1590

Revenues		
District Budget	Code: <i>Perkins</i>	\$ <i>900</i>
Booster Group		\$
Donations		\$
Student Fees	<i>activity acct.</i>	\$ <i>600</i>
Total Additional Stipends:		\$
Total		\$ <i>1500</i>

MPK

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

TIME

LOCATION

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

Signature of Contact Person:

Matthew Paul Rasmala

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:

Matthew Paul Rasmala

TENTATIVE AGENDA- *Subject to change*

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MONDAY, June 24

- | | |
|--|---|
| 7:30 AM | • State Directors Breakfast and Meeting to follow |
| 2:00 - 6:00 PM | • Registration Materials should be picked up in hotel lobby |
| Please have dinner prior to arriving for Mandatory State Delegation Meeting | |
| 6:30 PM | • State Delegation Meeting- Mandatory Meeting for Contestant and Advisor |
| | • Professional Development Test given for all student competitors |

TUESDAY, June 25

- | | |
|----------------------|---|
| 12:00 Noon - 6:00 PM | • Set up Displays and Promotional Bulletin Boards |
| 8:00 AM - 4:00 PM | • TECHSPO & Career Fair |
| 11:00 – 6:00 PM | • Contest orientation meetings |
| 8:30 – 4:45 PM | • TAG TUESDAY (DELEGATES- State Officers will attend) |
| 2:00 PM | • Joint Delegate Session |
| 7:00 – 10:00 PM | • Champions Night at the Power & Lights District |
| 7:30 -8:30 PM | 100% Advisors Reception – must have invite to attend |

WEDNESDAY, June 26

- | | |
|--------------------|--|
| 7:30 AM | • Leadership Contests- report to Contest Area |
| 8:00 AM - 5:00 PM | • Pre-contest meetings for skill contests |
| 7:45 AM | • Teacher's Continental Breakfast |
| 8:30 AM - 9:45 AM | • Teacher's Session |
| 8:00 AM – 5:00 PM | • SkillsUSA Championships (open to the public) |
| 8:00 AM - 4:00 PM | • TECHSPO & Career Fair |
| 9:00 AM – 4:00 PM | • Delegate Meetings |
| 10:30 AM- 1:30 PM | • SkillsUSA' Amazing Race |
| 10:30 AM - 4:00 PM | • Skills University |
| 2:30 PM | • SkillsUSA Corporate Meeting |
| 7:00 PM | • Opening Ceremony & Ribbon Cutting Ceremony |

THURSDAY, June 27

- | | |
|--------------------|---|
| 7:30 AM & 8:00 AM | • Contestants report to Contests area |
| 8:00 AM | • Leadership Contest Finals |
| 8:30 AM | • Official SkillsUSA Championships Ribbon Cutting |
| 9:00 AM – 4:00 PM | • SkillsUSA Championships (open to the public) |
| 8:00 AM - 4:00 PM | • TECHSPO & Career Fair (<i>Indoor Exhibits close at 3:00 pm</i>) |
| 10:00 – 2:00 PM | • Skills University |
| 1:00 PM | • Meet the Candidates / Delegate Assembly Business Meeting |
| 6:30 PM - 10:00 PM | • "SkillsUSA Night" – Worlds of Fun Amusement Park |

FRIDAY, June 28

- | | |
|--------------------|---|
| 7:30 am | • State Directors' Breakfast |
| 8:00 AM - 12:00 PM | • Contest Breakfasts, Luncheons and Debriefings |
| 8:00 AM | • Timberland Community Service Project |
| 9:00 AM | • Champions 5K Race |
| 9:00 AM - 1:00 PM | • SkillsUSA University |
| 10:30 PM | • Delegate Assembly Business Meeting / Meet the Candidates |
| 6:00 PM | • Awards Ceremony |
| 9:00 PM | • Minnesota Rally & Recognition at Hotel- Taco or Pizza Buffet will be served |
| 11:00 PM | • MN Buses Depart for home |



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: Jim Arudo
 Not Recommended Date: 4/30/13

Assistant Superintendent: Recommended Name: E. Crawford
 Not Recommended Date: 5/6/13

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: East Culinary Arts
2. Contact Person (Responsible for Checklist Completion): Glewn D'Amour
3. Field Trip Date(s): June 24-28-13 Destination: Kansas City Missouri
4. Field Trip Overview (Include events, establishments and locations): Arrive in Kansas 6-24 participate in Skills USA events 6-24 to 28-2013. See attached Itinerary/Event Schedule
5. Field Trip Departure from School (Date and Time): 4am 6-24-2013 in rental car to mpis
Field Trip Return to School (Date and Time): 6-28-2013 3pm After meeting Skills USA BUS
6. Objectives of Field Trip: to win culinary competition - to teach student ^{MPIS} how to compete as well as participate in other learning opportunities
7. Relationship to Curriculum or Student Learning: Competition is a big part of Culinary Arts. Skills USA is a long time partner with many schools
8. Planned Follow-up Field Trip Activities: Student was just accepted to the Culinary Arts Institute in New York.
9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$ 390
Total Meals	\$ 125
Total Lodging	\$ 785
Total Transportation	\$ 50.00
<input type="checkbox"/> School District Vehicle(s)	50.00
<input type="checkbox"/> Commercial Transportation Carrier ~ Name: <u>Rented by Skills USA</u>	190.00
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____	to and from MPIS
Total Additional Stipends:	\$
Other:	\$
Total	\$ 1590

BOS (\$50.00 Instructor
50.00 Student
190.00 rental car to and from MPIS

Revenues		
District Budget	Code: <u>Perk inc</u>	\$ 990
Booster Group		\$
Donations		\$
Student Fees	<u>Activity Acct</u>	\$ 600
Total Additional Stipends:		\$
Total		\$ 1590

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

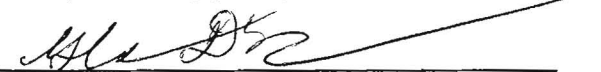
DIRECTIONS: Please complete checklist. No attachments are necessary.

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

TIME

LOCATION

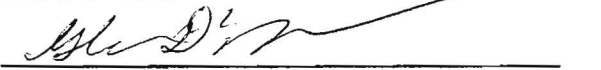
- Maintain Student Roster and Check-in/Check-out Procedure
- Arrangement for Safety Needs (i.e. crossing guards)

Signature of Contact Person: 

FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person: 

MONDAY, June 24

- 7:30 AM • State Directors Breakfast and Meeting to follow
- 2:00 - 6:00 PM • Registration Materials should be picked up in hotel lobby
- Please have dinner prior to arriving for Mandatory State Delegation Meeting**
- 6:30 PM • State Delegation Meeting- **Mandatory Meeting for Contestant and Advisor**
- Professional Development Test given for all student competitors

TUESDAY, June 25

- 12:00 Noon - 6:00 PM • Set up Displays and Promotional Bulletin Boards
- 8:00 AM - 4:00 PM • TECHSPO & Career Fair
- 11:00 - 6:00 PM • Contest orientation meetings
- 8:30 - 4:45 PM • TAG TUESDAY (DELEGATES- State Officers will attend)
- 2:00 PM • Joint Delegate Session
- 7:00 - 10:00 PM • Champions Night at the Power & Lights District
- 7:30 - 8:30 PM 100% Advisors Reception – must have invite to attend

WEDNESDAY, June 26

- 7:30 AM • Leadership Contests- report to Contest Area
- 8:00 AM - 5:00 PM • Pre-contest meetings for skill contests
- 7:45 AM • Teacher's Continental Breakfast
- 8:30 AM - 9:45 AM • Teacher's Session
- 8:00 AM - 5:00 PM • SkillsUSA Championships (open to the public)
- 8:00 AM - 4:00 PM • TECHSPO & Career Fair
- 9:00 AM - 4:00 PM • Delegate Meetings
- 10:30 AM - 1:30 PM • SkillsUSA' Amazing Race
- 10:30 AM - 4:00 PM • Skills University
- 2:30 PM • SkillsUSA Corporate Meeting
- 7:00 PM • Opening Ceremony & Ribbon Cutting Ceremony

THURSDAY, June 27

- 7:30 AM & 8:00 AM • Contestants report to Contests area
- 8:00 AM • Leadership Contest Finals
- 8:30 AM • Official SkillsUSA Championships Ribbon Cutting
- 9:00 AM - 4:00 PM • SkillsUSA Championships (open to the public)
- 8:00 AM - 4:00 PM • TECHSPO & Career Fair (*Indoor Exhibits close at 3:00 pm*)
- 10:00 - 2:00 PM • Skills University
- 1:00 PM • Meet the Candidates / Delegate Assembly Business Meeting
- 6:30 PM - 10:00 PM • "SkillsUSA Night" – Worlds of Fun Amusement Park

FRIDAY, June 28

- 7:30 am • State Directors' Breakfast
- 8:00 AM - 12:00 PM • Contest Breakfasts, Luncheons and Debriefings
- 8:00 AM • Timberland Community Service Project
- 9:00 AM • Champions 5K Race
- 9:00 AM - 1:00 PM • SkillsUSA University
- 10:30 PM • Delegate Assembly Business Meeting / Meet the Candidates
- 6:00 PM • Awards Ceremony
- 9:00 PM • Minnesota Rally & Recognition at Hotel- Taco or Pizza Buffet will be served
- 11:00 PM • MN Buses Depart for home



Shonda Peller

DISTRICT 709
FIELD TRIP REQUESTS

FCCLA - NLC 77 7/8/13

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

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: *Joni Amdt*
 Not Recommended Date: 5/2/13

Assistant Superintendent: Recommended Name: *E. Crawford*
 Not Recommended Date: 5/6/13

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:

78

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: FCCLA-HERO
2. Contact Person (Responsible for Checklist Completion): Shonda Peller
3. Field Trip Date(s): est 7-8-13/7-12-13 Destination: Nashville, TN
4. Field Trip Overview (Include events, establishments and locations):
Opryland hotel & convention center
tourists options available
5. Field Trip Departure from School (Date and Time): 7/8/13
Field Trip Return to School (Date and Time): 7/12-13
6. Objectives of Field Trip: Complete at National Leadership Conference
State Leadership training
Spirit of Advising - present
7. Relationship to Curriculum or Student Learning:
CTSO - FCCLA / community awareness/campaign
8. Planned Follow-up Field Trip Activities: publication of survey results
and spread awareness of distracted-free
9. Field Trip Budget Request partnership w/ organization in town driver

Estimated Expenses		
Total Admission/Fees	<u>est -</u>	\$ 300
Total Meals		\$ 100
Total Lodging	<u>700</u>	\$ 700
Total Transportation		\$ 450 ⁰⁰
<input type="checkbox"/> School District Vehicle(s) <input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____ <input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____ <u>Airlines - will book separate</u>		
Total Additional Stipends:		\$
Other:	<u>shuttles/tripper</u>	\$ 100 ⁰⁰
Total		\$ 1650⁰⁰

Revenues		
District Budget	Code: <u>(C. PERKINS)</u>	\$
Booster Group		\$
Donations	<u>- possible grant TSD</u>	\$?
Student Fees	<u>student</u>	\$
Total Additional Stipends:		\$
Total		\$ 1650⁰⁰

1,650 | 1 advisor - GRANT (C. PERKINS)
1,650 | Student - ACTIVITY ACCOUNT SELF PAY

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. *N/A summer*
- Plan Administration of Student Medication and First Aid Needs (if necessary)
Guide: Contact School Nurse. *N/A summer*
- 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 *will attached upon confirmed*

TIME

LOCATION

Nashville, Tenn.

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

Signature of Contact Person:



FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person:



Schedule At-A-Glance

(Tentative agenda as of February 21, 2013, – Subject To Change)

Thursday, July 4	Saturday, July 6	Sunday, July 7	Monday, July 8	Tuesday, July 9	Wednesday, July 10	Thursday, July 11
<p>2:00 p.m. - 4:00 p.m. Board of Directors Executive Committee Meeting</p> <p>5:00 p.m. - 9:00 p.m. Board of Directors Committee Meetings</p>	<p>EARLY REGISTRATION 7:00 a.m. - 8:00 a.m. State Advisers Only</p> <p>8:00 a.m. - 12:00 p.m. 1:30 p.m. - 6:00 p.m. All Delegates</p>	<p>REGISTRATION 7:30 a.m. - 12:00 p.m. 1:30 p.m. - 6:00 p.m.</p>	<p>REGISTRATION DESK 7:30 a.m. - 7:00 p.m.</p>	<p>REGISTRATION DESK 7:30 a.m. - 3:00 p.m.</p>	<p>REGISTRATION DESK 7:30 a.m. - 5:30 p.m.</p>	<p>REGISTRATION DESK 7:30 a.m. - 3:00 p.m.</p>
<p>Friday, July 5</p> <p>9:00 a.m. - 12:00 p.m. Board of Directors Committee Meetings</p> <p>1:00 p.m. - 6:00 p.m. Board of Directors Meeting</p> <p>12:00 noon - 7:00 p.m. CEAT Meeting</p> <p>3:00 p.m. - 6:00 p.m. New State Advisers Orientation</p> <p>6:15 p.m. - 10:15 p.m. Tours</p>	<p>8:30 a.m. - 1:00 p.m. State Advisers Business Meeting and Professional Development</p> <p>8:30 a.m. - 10:15 p.m. Tours</p> <p>9:00 a.m. - 10:00 a.m. NOC Test</p> <p>10:30 a.m. - 12:00 p.m. NOC Adviser Orientation</p> <p>10:30 a.m. - 12:00 p.m. NOC Orientation</p> <p>12:00 p.m. - 1:00 p.m. NOC Nominating Committee Meeting</p> <p>1:00 p.m. - 3:00 p.m. NOC Think Tank</p> <p>1:00 p.m. - 6:00 p.m. Competitive Events Registration Packet Pick-up (Advisers Only)</p> <p>1:00 p.m. - 9:00 p.m. NOC Nominating Committee Interviews</p> <p>3:00 p.m. - 4:00 p.m. FACS Knowledge Bowl Volunteer Orientation</p> <p>3:30 p.m. - 4:30 p.m. Culinary Arts - Consultants & Evaluators Meeting</p>	<p>6:00 a.m. - 6:30 a.m. FCCLA Run4Red 5k Fun Run/ Walk Registration & Warm Up</p> <p>6:30 a.m. - 8:30 a.m. FCCLA Run4Red 5k Fun Run/ Walk</p> <p>6:00 a.m. - 11:00 p.m. State Photos</p> <p>7:00 a.m. - 5:00 p.m. Culinary Arts Competition (offsite)</p> <p>9:00 a.m. - 11:00 a.m. NOC Think Tank</p> <p>9:00 a.m. - 11:00 a.m. State Officer Training I</p> <p>9:00 a.m. - 3:00 p.m. NOC Nominating Committee Interviews</p> <p>9:00 a.m. - 9:15 p.m. Tours</p> <p>9:30 a.m. - 11:30 a.m. STAR Events Lead/Asst Lead Consultants Organizational Meeting</p> <p>10:00 a.m. - 12:00 p.m. Adviser Academy Track 1 (By Appointment Only)</p> <p>11:00 a.m. - 11:45 a.m. FACS Knowledge Bowl Participant Orientation</p>	<p>6:00 a.m. - 7:00 a.m. Zumba®</p> <p>7:30 a.m. - 8:00 a.m. Voting Delegates Packet Pickup</p> <p>7:30 a.m. - 7:30 p.m. Swag Stop Hours</p> <p>8:00 a.m. - 10:00 a.m. NOC Networking</p> <p>8:00 a.m. - 9:30 a.m. and 9:45 a.m. - 11:15 a.m. Adviser Professional Development Sessions</p> <p>8:00 a.m. - 3:00 p.m. STAR Events</p> <p>8:00 a.m. - 3:45 p.m. Leadership Academy</p> <p>9:00 a.m. - 9:45 a.m. Volunteer Usher Orientation – Youth Workshop</p> <p>10:00 a.m. - 10:45 a.m. Volunteer Usher Orientation- General Sessions</p> <p>10:30 a.m. - 12:00 p.m. NOC Speeches – Group A (NEC, Voting Delegates & Spectators)</p> <p>10:30 a.m. - 12:00 p.m. NOC Team Building – Group B</p>	<p>6:00 a.m. - 7:00 a.m. Zumba®</p> <p>7:00 a.m. - 7:15 a.m. NOC Nominating Committee Meeting</p> <p>7:15 a.m. - 7:30 a.m. NOC Letter Drop #2</p> <p>7:30 a.m. - 7:30 p.m. Swag Stop Hours</p> <p>8:00 a.m. - 10:00 a.m. Adviser Academy-Track 3 (By Appointment Only)</p> <p>8:00 a.m. - 11:30 a.m. Career Explorations</p> <p>8:00 a.m. - 9:00 a.m.; 9:15 a.m. - 10:15 a.m.; and 10:30 a.m. - 11:30 a.m. Youth Sessions (Rotates with Exhibits)</p> <p>8:00 a.m. - 1:00 p.m. Exhibits and Spotlight on Projects</p> <p>8:00 a.m. - 3:00 p.m. STAR Events</p> <p>8:15 a.m. - 9:45 a.m. and 10:00 a.m. - 11:30 a.m. Adviser Professional Development Sessions</p> <p>9:00 a.m. - 9:00 p.m. 2013-2014 NEC Workshop</p>	<p>7:00 a.m. - 12:00 p.m. 2013-2014 NEC Workshop</p> <p>7:30 a.m. - 7:30 p.m. Swag Stop Hours</p> <p>8:00 a.m. - 10:15 a.m. State Officer Training II</p> <p>8:00 a.m. - 11:00 a.m. Adviser Recognition Session</p> <p>8:00 a.m. - 9:00 a.m.; 9:15 a.m. - 10:15 a.m.; and 10:30 a.m. - 11:30 a.m. Youth Workshops</p> <p>8:00 a.m. - 12:00 p.m. STAR Demo Taping</p> <p>8:00 a.m. - 12:30 p.m. Exhibits</p> <p>8:00 a.m. - 3:45 a.m. Leadership Academy</p> <p>8:30 a.m. - 10:00 a.m. National Association of Parliamentarians Membership Exam</p> <p>10:30 a.m. - 11:30 a.m. Capitol Leadership Kickoff</p> <p>11:00 a.m. - 12:00 p.m. FCCLA 102</p> <p>11:00 a.m. - 12:00 p.m. NOC Debrief</p>	<p>7:30 a.m. - 9:30 a.m. STAR Events Recognition Session – North Atlantic/Pacific Region</p> <p>9:30 a.m. - 3:30 p.m. STAR Events Results Pick-up (State Advisers Only)</p> <p>10:00 a.m. - 12:00 p.m. STAR Events Recognition Session – Central Region</p> <p>12:30 p.m. - 2:30 p.m. STAR Events Recognition Session – Southern Region</p>

Schedule At-A-Glance

(Tentative agenda as of February 21, 2013, – **Subject To Change**)

<p>4:30 p.m. - 5:30 p.m. Culinary Arts - Participants Orientation</p> <p>6:00 p.m. - 7:00 p.m. State Advisers Recognition Reception</p> <p>7:30 p.m. - 8:30 p.m.; 8:45 p.m. - 9:45 p.m.; and 10:00 p.m. - 11:00 p.m. State Meetings</p>	<p>12:00 p.m. - 3:00 p.m. FACS Knowledge Bowl</p> <p>11:30 a.m. - 1:30 p.m. Adviser-to-Adviser (By Appointment Only- Bring Lunch)</p> <p>11:30 a.m. - 1:30 p.m. FCCLA 101</p> <p>1:00 p.m. - 3:00 p.m. Adviser Academy Track 2 (By Appointment Only)</p> <p>12:30 p.m. - 2:30 p.m. National Network Trainings (By Appointment Only)</p> <p>2:00 p.m. - 5:00 p.m. Competitive Events Registration Packet Pick-up (Advisers Only)</p> <p>3:00 p.m. - 4:30 p.m. NOC Fishbowl</p> <p>4:00 p.m. - 5:00 p.m. STAR Events Room Consultants and Evaluators Meeting</p> <p>4:00 p.m. - 5:30 p.m. Adviser Networking</p> <p>4:00 p.m. - 5:30 p.m. Youth Networking</p> <p>4:30 p.m. - 5:30 p.m. Voting Delegates Orientation (including NOC)</p> <p>4:30 p.m. - 7:00 p.m. NOC Nominating Committee Deliberation</p> <p>6:00 p.m. - 7:00 p.m. STAR Events Participant Orientation</p> <p>7:00 p.m. - 8:00 p.m.;</p>	<p>11:30 a.m. - 4:00 p.m. Exhibits and Spotlight on Projects</p> <p>1:00 p.m. - 2:30 p.m. NOC Speeches – Group B (NEC, Voting Delegates & Spectators)</p> <p>1:00 p.m. - 2:30 p.m. NOC Team Building – Group A</p> <p>2:45 p.m. - 3:30 p.m. Alumni & Associates Reception</p> <p>4:00 p.m. - 6:30 p.m. Opening General Session Group A: North Atlantic & Southern Regions</p> <p>8:00 p.m. -10:30 p.m. Opening General Session Group B: Central & Pacific Regions</p> <p>10:30 p.m. - 11:30 p.m. NEC Voting</p> <p>5:30 p.m. - 6:30 p.m.; 6:45 p.m. -7:45 p.m.; 8:00 p.m. -9:00 p.m.;</p> <p>9:15 p.m. -10:15 p.m.; and 10:30 p.m. -11:30 p.m. State Meetings</p> <p>*Group A General Session attendees will be assigned to state meetings while Group B attends the second Opening General Session.</p> <hr/> <p>STAR Events <i>Advocacy*</i> <i>Chapter Service Project Display</i> <i>Chapter Service Project Manual</i> <i>Chapter Showcase Display</i> <i>Chapter Showcase Manual</i> <i>Early Childhood*</i></p>	<p>10:15 a.m. -11:45 a.m. Adviser Academy-Track 4</p> <p>12:30 p.m. - 2:30 p.m. Business & Recognition Session</p> <p>3:00 p.m. - 8:45 p.m. Special Event at Nashville Shores <i>(Additional departure for STAR Participants)</i></p> <hr/> <p>STAR Events <i>Applied Technology</i> <i>Career Investigation</i> <i>Entrepreneurship</i> <i>Environmental Ambassador</i> <i>Fashion Design</i> <i>Hospitality, Tourism, Recreation</i> <i>Illustrated Talk</i> <i>Interior Design</i> <i>Interpersonal Communications</i> <i>Job Interview</i> <i>Leadership</i> <i>Life Event Planning</i> <i>Parliamentary Procedure</i> <i>Promote and Publicize FCCLA!</i></p> <p><i>Digital Stories for Change</i> <i>No Kid Hungry</i> <i>Virtual Poster</i></p>	<p>1:00 p.m. - 1:45 p.m.; and 2:00 p.m.- 2:45 p.m. Youth & Adviser Workshops Group A – North Atlantic & Southern Regions</p> <p>1:00 p.m. - 3:00 p.m. Career Explorations Group A – North Atlantic & Southern Regions</p> <p>1:00 p.m. - 3:00 p.m. Closing General Session- Installation Group B – Central & Pacific Regions</p> <p>4:30 p.m. - 6:30 p.m. Closing General Session- Installation Group A – North Atlantic & Southern Regions</p> <p>4:00 p.m. - 6:00 p.m. Career Explorations Group B – Central & Pacific Regions</p> <p>4:30 p.m. - 5:15 p.m.; and 5:30 p.m. - 6:15 p.m. Youth & Adviser Workshops Group B – Central and Pacific Regions</p> <p>6:30 p.m. - 11:00 p.m. Gala</p>
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Schedule At-A-Glance

(Tentative agenda as of February 21, 2013, – **Subject To Change**)

		<p>8:15 p.m. - 9:15 p.m.; and 9:30 p.m. - 10:30 p.m. State Meetings 9:00 p.m. - 9:15 p.m. NOC Letter Drop #1</p> <hr/> <p>STAR Events Culinary Arts*</p> <p>* Includes Postsecondary</p>	<p><i>Fashion Construction</i> <i>Focus on Children</i> <i>Food Innovations</i> <i>National Programs in Action</i> <i>Nutrition and Wellness</i> <i>Recycle and Redesign</i> <i>Teach and Train*</i></p> <p>* Includes Postsecondary</p>			
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DISTRICT 709
FIELD TRIP REQUESTS

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

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

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

DEFINITIONS:

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

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

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

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: Joni Ault
 Not Recommended Date: 5/2/13

Assistant Superintendent: Recommended Name: E. Crawford
 Not Recommended Date: 5/6/13

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: : **HOSA 11th and 12th Grade**
2. Contact Person (Responsible for Checklist Completion): **Kimberly S. Olson** _____
3. Field Trip Date(s): June 25-30 Destination: Nashville, Tennessee _____
4. Field Trip Overview (Include events, establishments and locations): **See attached (waiting for the state advisor to send this out)**
5. Field Trip Departure from School (Date and Time): June 25 @ TBA _____
 Field Trip Return to School (Date and Time): June 30 @ TBA _____
6. Objectives of Field Trip: **Students will be competing at National HOSA(Health Occupations Students of America) National Conference Leadership.**
7. Relationship to Curriculum or Student Learning: **Health Occupations Students of America is a National Career and Technical Student Organization (CTSO) endorsed by the Department of Education and the Health Occupations Education Division of the Association of Career and Technical Education.**

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

 HOSA provides, Leadership, teamwork, Program of Study and Career Pathways Partnerships for CTE, Implementing of health Science Programs, Increase effectiveness in teaching, Legislative training, confident speaking, and writing skills.
8. Planned Follow-up Field Trip Activities: Article for paper.

9. Field Trip Budget Request Awaiting for a schedule to be put out by National HOSA. These prices are estimates from last year.

Estimated Expenses	
Total Admission/Fees ~\$80.00 ~ 2 chaperones	\$ 160.00
Total Meals Three meals a day at five days \$27.00/day = \$135.00 x 2	\$ 270.00
Total Lodging \$181.50/night x five nights \$907.50	\$ 907.50
Total Transportation	\$ 40.00
<input type="checkbox"/> School District Vehicle(s)	
x Commercial Transportation Carrier ~ Name: Super shuttle round trip \$40.00 approx.	
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$0.00
Other: Airfare Approx. \$643.00 x2 if greater than ten students, chaperone needed \$1,286	\$ 1,286.00
Total	\$ 2,663.50

Revenues		
District Budget	Code:	\$

Booster Group	\$
Donations	\$
Student Fees Admission \$80.00 ~11 students	\$ 880.00
Meals \$27.00~11 students	\$ 1,485.00
Lodging \$907.50 x 11 students	\$ 9,982.50
Shuttle ~ 40.00 X 11 Students	\$ 440.00
Airfare 11 @ ~ \$643.00	\$ 7073.00
Total Additional Stipends:	\$ 0.00
Total "Students will all be self-pay"	\$ 19,860.50

C. PERKINS PAY FOR STAFF.

REGISTRATION	160	85
MEALS	270	
LODGING	907	
GROUND	40	
AIRFARE	1286	
	<u>2663</u>	

BALANCE IS STUDENT ACTIVITY AND SELF PAY

19860
- 2663
<u>17,197</u>

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
_____	See attached email _____
_____	_____
_____	_____
_____	_____

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

Signature of Contact Person: Kimberly Olson Instructor

FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Note: Attach tentative planned itinerary.

x Arrange Funding of Expenses During Trip

x Arrange Meal Plans

x Arrange Lodging Plans and Room Assignments

x Collect Family Emergency Information for Students

Example: Home phone numbers, emergency contacts, medical information

Additional Information

Note: Provide any additional information.

Signature of Contact Person: Kimberly Olson Instructor

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: 4th grade - Nettleton
2. Contact Person (Responsible for Checklist Completion): James Olson
3. Field Trip Date(s): June 4-5 2013 Destination: Minnesota Zoo & Capital
4. Field Trip Overview (Include events, establishments and locations): Minnesota Zoo & Capital

5. Field Trip Departure from School (Date and Time): June 4, 2013 8:10 AM
 Field Trip Return to School (Date and Time): June 5, 2013 1:45 PM

6. Objectives of Field Trip: Learning about Minnesota history & Government and animals & habitats

7. Relationship to Curriculum or Student Learning: Social Studies - 50 states & Government Science - habitats & ecosystems

8. Planned Follow-up Field Trip Activities: These are the culminating events of our studies

9. Field Trip Budget Request - Trip is being paid for by the Flint Hills Grant

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

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

8:10 - 6-4
2:00 - 6-4
4:00 - 6-4
10:30 - 6-5

LOCATION

Depart circle at Wattleton for Zoo
Depart Zoo for Capital
Depart Capital for Zoo
Depart Zoo for Wattleton

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

Signature of Contact Person: 

FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person: 

Animal Explorers Overnight

Sample Field Trip Schedule: (times are subject to change)

Day 1 - June 4, 2013

9:00am 8:10	Depart School for MN Zoo, Admission to MN Zoo; self guided tour of trails (dependent on your schedule and distance)
2:00pm	Leave for St. Paul-Minnesota State Capitol
2:30pm	Arrive at Minnesota State Capitol
3:00pm	Tour of the MN State Capitol
4:00pm	Depart Capitol
4:30pm	Arrive at MN Zoo; Welcome and Introductions
5:00pm	Meet an aquarist-Behind the Scenes tour
6:00pm	Dinner-pizza
6:45pm	Shark and tidepool activities/ behind the scenes tours
10:00pm	Bed time

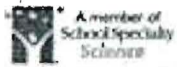
Day 2-June 5, 2013

7:00am	Breakfast and T-shirts
8:00am	Pack up belongings. Exclusive Gift Store shopping. Journal reflection time
9:00am	MN Zoo opens
9:15 am	Depart for IMAX
9:30am	IMAX movie-Kenya 3D: Animal Kingdom
10:15am	Bag Lunch pick-up-Call of the Wild
10:30am	Depart Zoo

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651.429.1291 office
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Prepared On: May 8, 2013

Valid Through: June 7, 2013

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DELTA EDUCATION PRICE QUOTE

Prepared for: AARON SALMELA
DULUTH PUBLIC SCHOOLS
215 NORTH 1ST AVENUE EAST
DULUTH, MN 55802

PHONE 218.336.8940 x4143
EMAIL Aaron.Salmela@duluth.k12.mn.us

Complete Kits	\$	46,605.00			
Teacher Materials	\$	-			
Measurement Toolkits	\$	-			
Refill Kits	\$	-			
Reading Components	\$	-			
Living Materials	\$	-			
Conversion / Upgrade Kits	\$	-			
Misc/Catalog Items	\$	-	5%	Shipping & Handling	\$ 2,330.25
Online	\$	-		Living Material Shipping	\$ -
			0.0%	Est. Sales Tax	\$ -
				Total*	\$48,935.25
Customer Savings:					
FREE Professional Development Days		2	\$1,200.00	=	\$2,400.00
Reduced Shipping & Handling				=	\$3,998.55
Discounted / Bonused Materials				=	\$6,135.00
			Total Savings		\$12,533.55

Part number	Item	Type	Unit Price	Qty	Extended Price	Comments
742-5005	KIT FOSS TREES CR05	Kit	\$ 559.00	15	\$ 8,385.00	
742-5013	KIT FOSS INSECTS CR05	Kit	\$ 645.00	15	\$ 9,675.00	
742-5020	KIT FOSS STRUCTURES OF LIFE CR05	Kit	\$ 499.00	15	\$ 7,485.00	
742-3316	TOOL KIT FOSS STRUCT CR00	Toolkit	\$ 194.00	15	\$ -	BONUS
1012487	KIT FOSS SUN, MOON, & STARS CR09	Kit	\$ 749.00	15	\$ 11,235.00	
742-5025	KIT FOSS WATER CR05	Kit	\$ 655.00	15	\$ 9,825.00	
742-3327	TOOL KIT FOSS WATER CR00	Toolkit	\$ 215.00	15	\$ -	BONUS

* Please add sales tax where applicable. Exempt residents please provide Tax Exemption Certificate.

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Prepared On: May 8, 2013

Valid Through: June 7, 2013

DELTA EDUCATION PRICE QUOTE

Prepared for: AARON SALMELA
DULUTH PUBLIC SCHOOLS
215 NORTH 1ST AVENUE EAST
DULUTH, MN 55802

PHONE 218.336.8940 x4143
EMAIL Aaron.Salmela@duluth.k12.mn.us

Complete Kits	\$	-		
Teacher Materials	\$	-		
Measurement Toolkits	\$	-		
Refill Kits	\$	-		
Reading Components	\$	39,156.40		
Living Materials	\$	-		
Conversion / Upgrade Kits	\$	-		
Misc/Catalog Items	\$	-		
Online	\$	-		
			Subtotal \$	39,156.40
			5% Shipping & Handling \$	1,957.82
			Living Material Shipping \$	-
			0.0% Est. Sales Tax \$	-
			Total*	\$41,114.22
<u>Customer Savings:</u>				
Reduced Shipping & Handling	=		\$3,440.79	
Discounted / Bonused Materials	=		\$5,832.00	
Total Savings				\$9,272.79

Part number	Item	Type	Unit Price	Qty	Extended Price	Comments
542-2003	SS FOSS EARTH MAT CR05 PKG/8	Reading	\$ 55.00	40	\$ 2,200.00	
542-2001	SS FOSS MAG & ELEC CR05 PKG/8	Reading	\$ 55.00	20	\$ -	BONUS
542-2015	SS FOSS WATER CR05 PKG/8	Reading	\$ 55.00	20	\$ -	BONUS
542-2019	FOSS SS LANDFORMS- NATL PKG/8	Reading	\$ 59.00	20	\$ -	BONUS
542-7113	FOSS SS LEVERS&PULLEYS PKG/8	Reading	\$ 59.00	20	\$ -	BONUS
538-6514	BBK DSFR WEATHER EA	Reading	\$ 29.00	40	\$ 1,160.00	
538-6492	DSFR WEATHER PKG/8	Reading	\$ 42.00	40	\$ 1,680.00	
538-6050	READER DSM-3 CLASSROOM PLANTS PKG/8	Reading	\$ 42.00	40	\$ 1,680.00	
538-6092	READER DSM-3 WEATHER WATCHING PKG/8	Reading	\$ 42.00	40	\$ 1,680.00	
538-6059	READER DSM-3 FOOD CHAINS AND WEBS PKG/8	Reading	\$ 42.00	40	\$ 1,680.00	
538-6072	READER DSM-3 PLANT AND ANIMAL LIFE PKG/8	Reading	\$ 42.00	40	\$ 1,680.00	
1278102	RDR DSCR OUR SOLAR SYSTEM RED P/8	Reading	\$ 58.00	40	\$ 2,320.00	
1278103	RDR DSCR EARTH MOON & SUN RED P/8	Reading	\$ 58.00	40	\$ 2,320.00	
1278155	TG DSCR OUR SOLAR SYSTEM RED&PUR	TG	\$ 7.95	40	\$ -	BONUS
1278156	TG DSCR EARTH MOON & SUN RED&PUR	TG	\$ 7.95	40	\$ -	BONUS
1278179	SKB DSCR OUR SOLAR SYSTEM RED&PUR P/32	Reading	\$ 7.95	40	\$ -	BONUS
1278180	SKB DSCR EARTH MOON & SUN RED&PUR P/32	Reading	\$ 7.95	40	\$ -	BONUS
1431087	Why Living Things Need Library (5 books/set)	Reading	\$ 29.95	40	\$ 1,198.00	

* Please add sales tax where applicable. Exempt residents please provide Tax Exemption Certificate.

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1015070	Weather Watchers Library (6 books/set)	Reading	\$	35.94	40	\$	1,437.60
1321182	Seasons Library (4 books/set)	Reading	\$	23.96	40	\$	958.40
1364858	Comparing Bugs Books (6 books/set)	Reading	\$	35.94	40	\$	1,437.60
1015067	Bugs Books (12 books/set)	Reading	\$	95.88	40	\$	3,835.20
1364854	Bugs Book Library (9 books/set)	Reading	\$	71.91	40	\$	2,876.40
1015113	Wild Weather Readers (6 books/set)	Reading	\$	69.99	40	\$	2,799.60
1392301	I Like Plants Library (6 books/set)	Reading	\$	41.70	40	\$	1,668.00
1015071	Wild Weather Library (8 books/set)	Reading	\$	63.92	40	\$	2,556.80
1429349	Clouds Close Up Library (4 books/set)	Reading	\$	27.80	40	\$	1,112.00
1445255	Space Explorations Library (8 books/set)	Reading	\$	71.92	40	\$	2,876.80

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Prepared On: May 8, 2013

Valid Through: June 7, 2013

DELTA EDUCATION PRICE QUOTE

Prepared for: AARON SALMELA
 DULUTH PUBLIC SCHOOLS
 215 NORTH 1ST AVENUE EAST
 DULUTH, MN 55802

PHONE 218.336.8940 x4143
 EMAIL Aaron.Salmela@duluth.k12.mn.us

Complete Kits	\$	28,575.00			
Teacher Materials	\$	-			
Measurement Toolkits	\$	-			
Refill Kits	\$	-			
Reading Components	\$	-			
Living Materials	\$	-			
Conversion / Upgrade Kits	\$	-			
Misc/Catalog Items	\$	-			
Online	\$	-			
				Subtotal \$	28,575.00
			5%	Shipping & Handling \$	1,428.75
				Living Material Shipping \$	-
			0.0%	Est. Sales Tax \$	-
				Total*	\$30,003.75
Customer Savings:					
FREE Professional Development Days		1	\$1,200.00	=	\$1,200.00
Reduced Shipping & Handling				=	\$2,466.75
Discounted / Bonused Materials				=	\$3,887.50
			Total Savings		\$7,554.25

Part number	Item	Type	Unit Price	Qty	Extended Price	Comments
742-5015	KIT FOSS BALANCE & MOTION CR05	Kit	\$ 535.00	5	\$ 2,675.00	
742-5014	KIT FOSS NEW PLANTS CR05	Kit	\$ 689.00	5	\$ 3,445.00	
742-5018	KIT FOSS PEB SAND & SILT CR05	Kit	\$ 689.00	5	\$ 3,445.00	
742-5016	KIT FOSS SOLIDS & LIQUIDS CR05	Kit	\$ 798.00	5	\$ 3,990.00	
742-5022	KIT FOSS MAGNETISM & ELEC CR05	Kit	\$ 765.00	5	\$ 3,825.00	
742-3294	TOOL KIT FOSS MAG&ELE CR00	Toolkit	\$ 139.95	5	\$ -	BONUS
742-5027	KIT FOSS MEASUREMENT CR05	Kit	\$ 799.00	5	\$ 3,995.00	
742-5033	KIT FOSS LANDFORMS CR05	Kit	\$ 730.00	5	\$ 3,650.00	
742-3360	TOOL KIT FOSS LANDFORMS CR00	Toolkit	\$ 64.80	5	\$ -	BONUS
742-5030	KIT FOSS LEVERS & PULLEYS CR05	Kit	\$ 710.00	5	\$ 3,550.00	
742-5036	KIT FOSS VARIABLES CR05	Kit	\$ 500.00	5	\$ -	BONUS
742-3404	TOOL KIT FOSS VARIABLES CR00	Toolkit	\$ 72.75	5	\$ -	BONUS

* Please add sales tax where applicable. Exempt residents please provide Tax Exemption Certificate.

PLEASE NOTE: YOU MUST INCLUDE A COPY OF THIS PROPOSAL WITH YOUR PURCHASE ORDER



Delta Education
...because children learn by doing.®



80 Northwest Blvd, Nashua, NH 03063
PO Box 3000, Nashua, NH 03061-3000
Phone: 800-338-5270 Fax: 866-767-6942

Regional Sales Manager - Bjorn Larson
651.895.3000 cell
651.429.1291 office
651.429.0320 fax

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Prepared On: May 8, 2013

Valid Through: June 7, 2013

DELTA EDUCATION PRICE QUOTE

Prepared for: AARON SALMELA
DULUTH PUBLIC SCHOOLS
215 NORTH 1ST AVENUE EAST
DULUTH, MN 55802

PHONE 218.336.8940 x4143
EMAIL Aaron.Salmela@duluth.k12.mn.us

Complete Kits	\$	57,315.00			
Teacher Materials	\$	-			
Measurement Toolkits	\$	-			
Refill Kits	\$	-			
Reading Components	\$	-			
Living Materials	\$	-			
Conversion / Upgrade Kits	\$	-			
Misc/Catalog Items	\$	-			
Online	\$	-			
				Subtotal	\$ 57,315.00
			5%	Shipping & Handling	\$ 2,865.75
				Living Material Shipping	\$ -
			0.0%	Est. Sales Tax	\$ -
				Total*	\$60,180.75
Customer Savings:					
FREE Professional Development Days		3	\$1,200.00	=	\$3,600.00
Reduced Shipping & Handling				=	\$5,502.45
Discounted / Bonused Materials				=	\$12,420.00
			Total Savings		\$21,522.45

Part number	Item	Type	Unit Price	Qty	Extended Price	Comments
1012487	KIT FOSS SUN, MOON, & STARS CR09	Kit	\$ 749.00	15	\$ -	BONUS
1354503	ONLINE ACCESS FOSS SUN MOON & STARS TEACHER	Online	\$ 79.00	15	\$ -	BONUS
1325206	KIT FOSS TREES + WEATHER SCI 3RD ED	Kit	\$ 919.00	15	\$ 13,785.00	
1325233	KIT FOSS INSECTS + PLANTS 3RD ED	Kit	\$ 794.00	15	\$ 11,910.00	
1325219	KIT FOSS STRUCTURES OF LIFE 3RD ED	Kit	\$ 994.00	15	\$ 14,910.00	
1325217	KIT FOSS WATER 3RD ED	Kit	\$ 1,114.00	15	\$ 16,710.00	

* Please add sales tax where applicable. Exempt residents please provide Tax Exemption Certificate.

	INTERESTED IN:	QUANTITY	COST/ITEM	SUBTOTAL
Kindergarten:	Trees	15	559	8385
Grade 1:	Insects	15	645	9675
Grade 3:	Sun, Moon, Stars	15	750	11250
	Structures of life	15	499	7485
Grade 4:	Water	15	1114	16710
			TOTAL:	53505

Foss Kit	Cost/Refill	Quantity	Cost
1st Grade:			
Pebbles Sand and Silt	323	10	3230
2nd Grade:			
New Plants	345	10	3450
Balance and Motion	268	10	2680
Solids and Liquids	400	10	4000
4th Grade:			
Magnetism and Electricity	383	10	3830
5th Grade			
Landforms	365	10	3650
Pullies and Levers	355	10	3550
Variables	250	10	2500
Measurement	800	10	8000
		Total	34890

SAK Kit Refill

	SAK Kit	Cost/Refill	Quantity	Cost
Grade 2:	Weather	2000	1	2000
Grade 4	Rocks and Minerals	2000	1	2000
			Total	4000

Book	Cost	Quantity	Cost
Kindergarten:			
Delta Science First Reader <i>Weather</i> 8 pk	42	40	1680
Big Book	29	40	1160
Why Living Things Need Library 5 titles 1 of each	29.95	40	1198
Weather Watchers Library Set of 6	35.94	40	1437.6
Seasons Library Set of 4	23.96	40	958.4
1st Grade:			
Comparing Bugs Library set of 6	35.94	40	1437.6
Bugs Book Library Set 1 = 12 books	95.88	40	3835.2
Set 2 = 9 books	71.91	40	2876.4
Exploring Earth Resources Library 7 books	45.43	40	1817.2
2nd Grade:			
Wild Weather Readers 6 books 6 of each title	69.99	40	2799.6
Classroom Plants Set of 8 (Delta Science Reader)	42	40	1680
Weather Watching Set of 6 (Delta Science Reader)	42	40	1680
I Like Plants Library 6 books	41.7	40	1668
Wild Weather Library 8 Books	63.92	40	2556.8
Clouds 4 Books	27.8	40	1112
3rd Grade:			
Delta Science Readers:			
Our Solar System and Beyond 8 pack	58	40	2320
Earth, Moom, and Sun System 8 pack	58	40	2320
Plant and Animal Life Cycles 8 pack	58	40	2320
Food Chains and Webs 8 pack	58	40	2320
Space Explorations Libraries 8 Titles	71.92	40	2876.8
4th Grade:			
Foss Kits readers			
Magnetism and Electricity 8 pack	55	40	2200
Water 8 pack	55	40	2200
Earth Materials 8 pack	55	40	2200
5th Grade:			
Foss Kit Readers			
Levers and Pullies 8 pack	59	40	2360
Landforms 8 pack	59	40	2360
Total:			51373.6

	Landforms		365	10		3650	
	Pullies and Levers		355	10		3550	
	Variables		250	10		2500	
	Measurement		800	10		8000	
					SUBTOTAL:		34890
		SAK Kit Refill					
	SAK Kit		Cost/Refill	Quantity		Cost	
Grade 2:							
	Weather		2000	1		2000	
Grade 4							
	Rocks and Minerals		2000	1		2000	
					SUBTOTAL:		4000
		Science Readers					
			Cost	Quantity		Cost	
	Book						
Kindergarten:							
	Delta Science First Reader <i>Weather</i> 8 pk		42	40		1680	
	Big Book		29	40		1160	
	Why Living Things Need Library 5 titles 1 of each		29.95	40		1198	
	Weather Watchers Library Set of 6		35.94	40		1437.6	
	Seasons Library Set of 4		23.96	40		958.4	
1st Grade:							

	Comparing Bugs Library set of 6		35.94	40		1437.6	
	Bugs Book Library Set 1 = 12 books		95.88	40		3835.2	
	Set 2 = 9 books		71.91	40		2876.4	
	Exploring Earth Resources Library 7 books		45.43	40		1817.2	
2nd Grade:							
	Wild Weather Readers 6 books 6 of each title		69.99	40		2799.6	
	Classroom Plants Set of 8 (Delta Science Reader)		42	40		1680	
	Weather Watching Set of 6 (Delta Science Reader)		42	40		1680	
	I Like Plants Library 6 books		41.7	40		1668	
	Wild Weather Library 8 Books		63.92	40		2556.8	
	Clouds 4 Books		27.8	40		1112	
3rd Grade:							
	Delta Science Readers:						
	Our Solar System and Beyond 8 pack		58	40		2320	
	Earth, Moom, and Sun System 8 pack		58	40		2320	
	Plant and Animal Life Cycles 8 pack		58	40		2320	
	Food Chains and Webs 8 pack		58	40		2320	
	Space Explorations Libraries 8 Titles		71.92	40		2876.8	
4th Grade:							
	Foss Kits readers						
	Magnetism and Electricity 8 pack		55	40		2200	
	Water 8 pack		55	40		2200	
	Earth Materials 8 pack		55	40		2200	
5th Grade:							
	Foss Kit Readers						
	Levers and Pullies 8 pack		59	40		2360	
	Landforms 8 pack		59	40		2360	
					SUBTOTAL:		51373.6

					TOTAL:		143769
					TOTAL WITHOUT READERS		92395

Column1	Column3	Column5	Column7
Delta Education Proposal			
PRODUCT:	PROPOSED BUDGET	REVISED COST	Difference
New kits 3rd Edition		60,180.75	
New Kits 2nd edition	53,505	48,935.25	-4,569.75
Refill Current Kits	34,890	30,003.75	-4886.25
Readers	51,373.60	41,114.22	-10259.38
Sak kit refill	4000	4000	0
Total with 2nd edition	143768.6	124,053.22	-19715.38
Total with 3rd edition	143768.6	131,311.72	-12456.88



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

April 23, 2013

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

Dear Mr. Gronseth,

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

Name of Graduate / School

Graduation Date

Miles Albert Palmer

4/22/2013

Please send diploma to Brenda at Unity

Adrian Norman
 Assistant Principal, Unity ALC

bmv



ALC/UNITY HIGH SCHOOL
 INDEPENDENT SCHOOL DISTRICT 709
 215 NORTH FIRST AVENUE EAST
 DULUTH, MINNESOTA 55802
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April 23, 2013

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

Dear Mr. Gronseth,

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

Name of Graduate / School

Graduation Date

Duluth Public Schools

Jessica Leigh Skulbru

4/18/13

Please send diploma to Brenda at Unity.

Adrian Norman, Asst. Principal

Brenda VanDell, Office Support Specialist
 Unity/ALC High School



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

April 23, 2013

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

Dear Mr. Gronseth,

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

Name of Graduate / School

Graduation Date

Jordan Stanley Potti

4/22/2013

Please send diploma to Brenda at Unity

Adrian Norman
Assistant Principal, Unity ALC

bmv