

## Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

### Agenda

Tuesday, June 19, 2012

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

### 1. Informational Items

#### A. Informational Presentations

##### 1) Lowell to Lakewalk Trail Presentation

Richard Haney, along with other members of the Lowell to Lakewalk Trail Planning Group, presented their concepts for the Lowell to Lakewalk Trail, a planned multi-use, bicycle, pedestrian link that would increase *Safe Routes to Schools* for our students.

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

##### 2) 2012 Duluth East Daredevils Robotics Team Demonstration

The 2012 Duluth East Daredevils Robotics Team, the top team among all Minnesota teams who just recently had another very successful run at the World Championship in St. Louis, recapped their season and shared a demonstration with Allie, their robot.

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

##### 3) Duluth Internet Safety and Duluth Public Schools Compliancy with Children's Internet Protection Act (CIPA) Presentation 4

Keith Anderson, Bart Smith, and Tammi Wilkins presented information on the Duluth Public Schools Compliancy with CIPA.

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

#### B. Grant Applications

##### 1) Ordean Foundation Grant Application 12

Deidre Quinlan, Teen Parent Specialist, has applied for a grant from the Ordean Foundation in the amount of \$46,066. If awarded funds will be used to support the new Habitat Program Teen Parent Collaborative, which will provide a bridge between the educational services offered

through the Duluth School District, the district child care services offered through the Duluth YWCA where parenting students will receive parenting education and child care for their children, and Habitat Health Services, a school based clinic for pregnant and parenting teens and their children.

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

## 2. Action Items

### A. Presentation Items Requiring Approval

#### 1) 2012-13 State Head Start Grant Application 19

Pam Rees, Director of Head Start, presented the 2012-13 Head Start Grant Application for review and approval as required by the Minnesota Department of Education.

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

### B. Access to Internet Student Data - Non-District Employees - This item was pulled at Education Committee Meeting. 23

It is requested that the following organizations be granted access to the Student Information System to support District functions from July 1, 2012 to June 30, 2013.

MN Reading Corps  
 UWS  
 Human Development Center  
 College of St. Scholastica Education Department  
 Grant Community School Collaborative  
 United Way of Greater Duluth  
 Woodland Hills Academy  
 University of MN Upward Bound  
 Chester Creek & Merritt Creek  
 Duluth Area Family YMCA  
 MN Alliance with Youth

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

### C. Approval of 2012-13 Enweyang Ojibwe Language Nest Program at UMD 34

Attached for review and approval is a Memorandum of Understanding for the 2012-13 Enweyang Ojibwe Language Nest Program, which is the continuation of a partnership between the Duluth Public Schools and UMD that began the Fall of 2010. The program involves the regular attendance of

Duluth Public Schools kindergarten students at UMD where they participate in an Ojibwe language immersion program every morning from 8:45 a.m.- 12:30 p.m. and in the Duluth Public Schools Kindergarten Program every afternoon from 12:30-3:30 p.m.

Recommendation: It is recommended that the Duluth School Board accept and approve the Memorandum of Understanding for the 2012-13 Enweyang Ojibwe Language Nest Program.

D. Diplomas

38

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

Raheim Gow - June 7, 2012  
 Michael Anthony Andrews - June 6, 2012  
 Devante Atkins - June 6, 2012  
 Kelsey Charlene Myrum - June 6, 2012  
 Damien Perry - May 10, 2012  
 Tyler Irving Mead - June 5, 2012  
 Kelsea Corrine Peterson - June 5, 2012  
 Robert C. Trudeau - June 5, 2012  
 Falisha Ann Kwapick - May 14, 2012  
 Robert Martin Gjerdahl - June 5, 2012  
 Jeffrey H. Massey Jr. - June 5, 2012  
 Brian Paul LaPrairie - June 5, 2012  
 Derek Marlin Nelson - June 5, 2012  
 Christopher John Reimer Isaacson - June 5, 2012  
 Evelyn Marie Pleus - June 5, 2012  
 Rachel Kay Sunde - June 5, 2012  
 Michell Lynn Anderson - May 9, 2012  
 Leigh Morgan Heveron - May 10, 2012  
 Jeremy Allen Victor - June 5, 2012  
 Gelasia Frances Weidman - May 7, 2012  
 Joshua D.W. Radosevich - January 19, 2012  
 Jesse Jerome Jon Napier - June 5, 2012  
 Shalya Tieray Cornell - June 5, 2012  
 Cassandra Lynn Dukart - June 5, 2012  
 Nicholas John Wosmek - June 5, 2012

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

## 3187R – INTERNET USE REGULATIONS

These regulations pertain to the use of District and personal technology resources while on school property, in school vehicles and at school-sponsored activities, as well as the use of District technology resources via off-campus access.

### A. Appropriate Use of Technology Resources for Students

#### (1) Introduction

The Duluth Public Schools is pleased to offer students access to District computers, communications systems<sup>1</sup>, the Internet and an array of technology resources to promote educational excellence. Each student is responsible for his/her use of technology, whether personal or District-provided. While using District and personal technology resources on school property, in school vehicles and at school-sponsored activities, as well as using District technology resources via off-campus remote access, each student must act in an appropriate manner consistent with school, District, and legal guidelines in this limited forum. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about his/her responsibilities and to establish expectations when using technology.

#### (2) Using the Internet and Communications Systems<sup>1</sup>

District technology resources are provided to students to conduct research, complete assignments, and communicate with others in furtherance of their education.

- (a) Access is a privilege not a right; as such, general rules of school behavior apply.
- (b) Access to these services is given to students who agree to act in a considerate and responsible manner. Just as students are responsible for good behavior in a classroom or a school hallway, they must also be responsible when using school computer networks or personal technologies.
- (c) Students must comply with District standards and honor this agreement to be permitted the use of technology.
- (d) All digital storage **that is provided by the District** is District property, and as such, authorized district employees ~~will~~ **may** review files and communications to maintain system integrity and ensure that students are using technology responsibly.
- (e) Students should not expect that files stored on District servers **District provided file storage** will be private.
- (f) The educational value of technology integration in curriculum is substantial. Access to the Internet will enable students to use extensive online informational resources.
- (g) Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, profane, sexually oriented or potentially offensive to some people. While the intent is to make Internet access available to further educational goals and objectives, students may find ways to access these other materials as well. The Duluth Public Schools does not condone or permit the use of this material and uses content filtering software to protect students to the extent ~~possible~~ **reasonable**.
- (h) Parents and guardians must be aware that content filtering software ~~are~~ **is** not completely fail-safe and while at school, direct supervision by school personnel of each student using a computer is desired but not always possible.

- (i) Students are expected to use technology resources in a manner consistent with the rules below and will be held responsible for their intentional misuse.
- (j) The Duluth Public Schools believes that the benefits of student access to the Internet in the form of information resources and opportunities for collaboration exceed any disadvantages.
- (k) Ultimately, parents and/or guardians are responsible for setting and conveying the standards that their children should follow when using technology. If a student accidentally accesses inappropriate material they should back out of that information at once and notify the supervising district employee.
- (l) *When on district property or at a district sponsored event personal technologies must use district provided internet.***

### **(3) Proper and Acceptable Use of All Technology Resources**

All District technology resources, including but not limited to District computers, communications systems<sup>1</sup> and the Internet, must be used in support of education and academic research and must be used in a manner consistent with the educational mission and objectives of the Duluth Public Schools.

Activities that are permitted and encouraged include:

- (a) school work;
- (b) original creation and presentation of academic work;
- (c) research on topics being studied in school;
- (d) research for opportunities outside of school related to community service, employment or further education consistent with District requirements

Activities that are not permitted when using District or personal technologies include but are not limited to:

- (a) plagiarism or representing the work of others as one's own;
- (b) any activity that violates a school rule or a local, state, federal, or copyright law;
- (c) using obscene language; harassing, insulting, ostracizing, cyber bullying or intimidating others;
- (d) representing Copyright ©, Registered ®, and/or Trademark ™ materials as one's own work;
- (e) searching, viewing, communicating, publishing, downloading, storing, or retrieving materials that are not related to school work, community service, employment, or further education (thus, searching inappropriate materials is not permitted);
- (f) damaging or modifying computers, networks or District-installed software;
- (g) intentional or neglectful transmission of viruses or other destructive computer files; hacking into District or external technology systems; intentionally bypassing District filters;
- (h) use of USB, bootable CDs, or other devices to alter the function of a computer or a network;
- (i) subscription to any online services or ordering of any goods or services;
- ~~(j) use of personal e-mail accounts, not District-provided e-mail accounts, on the District network;~~
- (k) online sharing of any student's or staff member's name, home address, phone number or other personal information;

- (l) non-educational uses such as games, role-playing multi-user environments, gambling, junk mail, chain mail, jokes or raffles;
- (m) **non-district supported participation** participating in online chat rooms **Web 2.0 tools** or **including but not limited to** using instant messaging, **texting and social media** unless specifically assigned by a district employee;
- (n) use of District resources for commercial purposes, personal financial gain, or fraud, including but not limited to any activity that requires an exchange of money and/or credit card numbers, any activity that requires entry into an area of service for which the school will be charged a fee, any purchase or sale of any kind; and any use for product advertisement or political lobbying;
- ~~(o) any activity that requires entry into an area of service for which the school will be charged a fee, any purchase or sale of any kind; and any use for product advertisement or political lobbying;~~
- ~~(p) accessing or attempting to access instant messages, chat rooms, forums, e-mail, message boards, or hosting personal web pages during the instructional day. Teachers may authorize students to use Internet communication that includes filtered email for instructional purposes only.~~
- (q) pornographic, obscene, or vulgar images, sounds, music, video, language or materials, including screen savers, backdrops, and/or pictures, are prohibited
- (r) downloading, uploading, or importing games, screen animations as well as programs or files that can be run or launched.
- (s) Illegal use or transfer of copyrighted materials to a school-owned computer including laptops, technology device is prohibited. ~~Students should only download/import music or materials (files) that they are authorized or legally permitted to reproduce, or for which they have the copyright.~~
- (t) File sharing unless District approved.
- (u) Adding, modifying or deleting files, except in the student's 'directory' or 'home directory,' are prohibited.
- (v) Putting non-school related material (files) on a school **district technology devices** ~~file server~~ is prohibited.
- (w) Altering/modifying the original District pre-set software image is prohibited. Examples include, but are not limited to:
  1. loading/installing any software applications
  2. changing the desktop picture
  3. changing the computer name
  4. changing or removing operating system extensions
  5. altering security software
  6. altering the pre-loaded operating system or applications
  7. taking apart the computer for access to internal parts

Students are expected to report harassment, threats, hate-speech and inappropriate content to a teacher or administrator. If a student has any questions about whether a specific activity is permitted, he or she should ask a districted employee.

#### (4) Online Assessments

Student assessments may be conducted using technologies such as the Internet or audience response systems. Normally, students will use these technologies as a part of their instructional day. Privacy and security, as defined above, along with confidentiality of assessment responses, are expected.

## (5) Vandalism

Any intentional act by a student that damages District technology hardware, software, operating systems, data, or services will be considered vandalism and will be subject to school rules and disciplinary procedures. Any intentional act that requires a person's time to repair, replace, or perform corrective work on District technologies or data is also considered vandalism.

## (6) Consequences of Misuse

- (a) Misuse of personal<sup>2</sup> or District technology resources while on school property, in school vehicles and at school-sponsored activities, as well as the use of District technology resources via off-campus remote access may result in disciplinary action up to and including expulsion.
- (b) This regulation shall be used in conjunction with Duluth Public Schools' student policies. In addition, the student's use of District technologies may be suspended or restricted.
- (c) A school may temporarily hold (pending parental and/or same-day pick up) personal technology resources that are used inappropriately.
- (d) Individual schools may choose to have additional rules and regulations pertaining to the use of personal, resources in their respective buildings.
- (e) Intentional unauthorized access and/or damage to hardware, software, operating systems, data; or services may be punishable under local, state, or federal law.

## (7) Student Access

Parents or guardians who do not wish their children to access the Internet must return the ~~"No Internet Access Form"~~ **"Student Internet Permission Form"** to their children's schools by the date indicated on the form. These forms will be distributed to all households with the Back-to-School information in August prior to the start of the school year.

~~The schools' library systems are computerized and are accessed only through the Internet. In addition, the Internet is used extensively for research; and e-mail is accessed through the Internet. If this form is returned, the child's use of Library Media Center resources will be limited to only word processing, individual computer applications, and other school non-electronic resources.~~

## (8) Student Photographs and Works Displayed on the Internet

Parents or guardians who do not wish their children's pictures or their children's student work to be displayed on the Internet must return the ~~"Student Photographs and Works Displayed on the Internet"~~ **"Request To Deny Public Access To Directory Information and Annual Notification Of Rights Under the Family Education Rights And Privacy Act (FERPA)"** form to their children's schools by the date indicated on the form. These forms will be distributed to all households with the Back-to-School information in August prior to the start of the school year.

~~The Duluth Public Schools may display student pictures and work on the Internet within the following guidelines:~~

- ~~(a) The child may be identified only by first name or nickname, grade, and/or school.~~
- ~~(b) No addresses, telephone numbers or other identifying information may be included in conjunction with a child's name, picture, or work.~~
- ~~(c) If a teacher of child would like to include other information, the teacher must receive written approval from the parent/guardian. No address or telephone numbers can be used even with parent/guardian permission.~~

## **B. Appropriate Use of Technology Resources for Staff**

Employees of Duluth Public Schools are granted the privilege of using technology only in an authorized and acceptable manner. Generally, a use is unacceptable if it conflicts with Duluth Public Schools or the individual department's purpose, goal, or mission, or interferes with an employee's authorized job duties or responsibilities as determined by his/her immediate supervisor. For purposes of this policy, the term "staff" includes permanent and temporary personnel, substitutes, contract personnel, hourly non-contract personnel, student teachers, volunteers, and outside agency personnel ~~granted~~ **allowed** use of District technology access.

Administration reserves the right to archive, monitor, review, and audit an employee's use of technology at any time. By using technology, the user consents to this monitoring.

### **(1) Proper and Acceptable Use of All Technology Resources**

Examples of acceptable uses include, but are not limited to, the following types of communication:

- (a) for educational purposes;
- (b) with students, staff, parents, and other customers of the District;
- (c) with federal, state, and local government personnel or agencies, and private businesses with which the School District conducts business;
- (d) for professional development;
- (e) for administrative purposes;
- (f) limited and judicious use of technology for personal use so long as the use is not unacceptable use or violation of School Board policy or the law, and work productivity is not impacted. Employees are to use technology for personal use during designated break time or before/after scheduled work hours;
- (g) limited and judicious use of technology for union business. Prior authorization is required from the Department of Human Resources **or Superintendent**.

Activities that are not permitted when using District or personal technologies include but are not limited to:

- (a) excessive personal use of technology. Personal use will be deemed excessive if, in the opinion of an employee's immediate supervisor, the use detracts from the individual employee's or the department's productivity;
- (b) communicating to promote personal business ventures (e.g., advertise, promote, or attempt to sell any product, investment, insurance, or other financial proposition) or solicit funds for personal business, political, religious, or other personal causes;
- (c) communicating for illegal purposes including, but not limited to: political lobbying, violating copyright laws, ~~using~~, downloading, ~~or~~ copying, **or using** unauthorized

- software (including screensavers), creating or knowingly spreading viruses, impersonating another user, or accessing restricted systems;
- (d) interfering with or disrupting network users, services, or equipment including, but not limited to: creating or forwarding chain letters, subscribing to any form of personal mailing list; damaging equipment, accessing a system (including using another user id and/or password) without authorization, altering software settings such operating system configurations (except for wallpaper, default colors, and other standard desktop customization settings), or destroying communications systems or electronic files;
  - (e) accessing or distributing any communication which may constitute or contain intimidating, hostile, pornographic, offensive or discriminatory material on the basis or sex, race, color, religion, nation origin, sexual orientation or disability;

## **(2) Social Media Networks**

The District recognizes the importance of online social media networks as a communication and e-learning tool. Toward that end, the District provides access to password-protected social media tools and District-approved technologies for e-learning and encourages use of District tools for collaboration by employees. However, public social media networks, outside of those sponsored by the District, may not be used for classroom instruction or school-sponsored activities without the prior authorization of the Superintendent, or designee, and parental consent for student participation on social networks. The District may use these tools and other communication technologies in fulfilling its responsibility for effectively communicating with the general public.

The District recommends ~~Edmodo~~ **Google Apps** as its password protected social medial tool for educational use. The District has greater authority and responsibility to protect minors from inappropriate content and can limit public access within this limited public forum.

All social networking must be conducted using district-approved and/or provided and password-protected social media tools and technologies for e-learning. The District prohibits social networking relationships on non-district approved networks between ~~I.S.D. #709~~ employees in their roles as employees and students as well as between ~~I.S.D. #709~~ employees and alumni under the age of 18. The District does not discourage staff from having social networking relationships with students who are family members. "Family members" include the immediate family of a staff member, spouse, or registered domestic partner and shall include father, mother, brother, sister, husband, wife, child, grandparent, aunt, uncle, niece, nephew, brother-in-law, sister-in-law, daughter-in-law, sister-in-law, and grandchild. Teachers are reminded of their responsibility to abide by the professional code of ethics at all times, including during the use of social networking sites. Employees have responsibility for maintaining appropriate employee-student relationships at all times and have responsibility for addressing inappropriate behavior or activity.

## **(3) Consequences of Misuse**

- (a) Misuse of personal or District technology resources while on school property, in school vehicles and at school-sponsored activities, as well as the use of District technology resources via off-campus remote access may result in disciplinary action up to and including termination.

- (b) Intentional unauthorized access and/or damage to networks, servers, user accounts, passwords, or other District resources may be punishable under local, state, or federal law.

### **C. Privacy and Security**

Students and staff must use District technologies responsibly and in a secure manner. They must not share their logins, passwords, or access with others. By using technology, staff is agreeing to, and understands, it is their responsibility to protect employee and/or student information accessed through the Financial/Human Resources information system and/or student information system, and will not release the data to any unauthorized employees or outside agencies.

### **D. Reliability and Limitation of Liability**

- (a) The Duluth Public Schools makes no warranties of any kind, expressed or implied, for the technology resources it provides to students and staff.
- (b) The Duluth Public Schools will not be responsible for any damages suffered by the student, including those arising from non-deliveries, mis-deliveries, service interruptions, unauthorized use, loss of data, and exposure to potentially harmful or inappropriate material or people. This applies to personal use of technology by students and staff.
- (c) Use of any information obtained via the Internet or communications technologies is at the student's or staff's own risk.
- (d) The Duluth Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through the Internet.
- (e) The student and his/her parent/guardian will indemnify and hold the Duluth Public Schools harmless from any losses sustained as the result of misuse of the District's technology resources by the student.

<sup>1</sup>(Communication systems include e-mail, web social media, phones, pagers, text messaging, instant messaging, blogging, podcasting, listservs, and/or other emerging technologies).

<sup>2</sup>(Personal technologies include but are not limited to cell phones, digital and image devices, handheld electronic devices, two-way radios, and/or other emerging technologies).

### **References: MSBA/MASA Model Policy 524**

Duluth School District Policy 5085 (School Discipline Policy)  
 Duluth School District Policy 3090 (Copyright Policy)  
 Duluth School District Policy 4025 (Standards of Conduct for Personnel)  
 Duluth School District Policy 3187 (Use Policy for Technology and Internet Access)  
 Boulder (Colorado) School District Acceptable Internet Use Policy  
 Henrico (Virginia) County Public Schools Acceptable Use Policy  
 E-rate Central  
 Children's Internet Protection Act  
 Protecting Children in the 21<sup>st</sup> Century Act

Approved: 12-16-97 ISD 709

Revised: 07-21-98

09-21-99  
02-15-00  
06-19-01  
02-19-02  
04-20-04  
06-12-07  
11-20-07  
05-04-2010  
9-20-2011  
4-02-2012  
5-24-2012

Approved:



# DULUTH PUBLIC SCHOOLS

*Preparing all students for successful lives in the twenty-first century . . .  
success in the workplace, success in the home, and success in the community*

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May 15, 2012

Joe Everett, Director  
Ordean Foundation  
501 Ordean Building  
424 W Superior Street  
Duluth, MN 55802

SUBJECT: 2013 Funding for the Habitat Program Teen Parent Collaborative

Dear Mr. Everett,

Attached is the Minnesota Common Grant Application requesting funding for the new Habitat Program Teen Parent Collaborative. The Collaborative will provide a bridge between the educational services offered through the Duluth School District, the district child care services offered through the Duluth YWCA where parenting students may receive parenting education and child care for their children, and Habitat Health Services, the school based clinic for pregnant and parenting teens and their children.

The Teen Parent Collaborative will work to incorporate the comprehensive services available through many other local community agencies that also serve this population into the programming provided at the Duluth YWCA location and thus reduce service delivery costs, reduce redundancy of service provider efforts, as well as simplify access to a broad spectrum of assistance for the teen parents. With your ongoing support, Habitat continues to explore new collaborative opportunities in the larger community and works to incorporate into the program the findings reflected in leading research on infant mental health, attachment theory and brain development.

Questions concerning this grant application should be directed to Deidre Quinlan at Habitat at 336-8700 ex 1504 or 591-4475. Thank you in advance for your consideration.

Sincerely,

William L. Gronseth  
Superintendent of Schools

WLG/skt

# Minnesota Common Grant Application Form

Date of application: May 15, 2012 Application submitted to: Ordean Foundation

## Organization Information

**Habitat Program**

*Name of organization* *Legal name, if different*

401 North 44<sup>th</sup> Avenue West Duluth, MN 55807

*Address* *City, State, Zip* *Employer Identification Number (EIN)*

218.336.8700 x 2028 218.336-8840 41-6003776

*Phone* *Fax* *Web site*

William Gronseth Superintendent, Duluth Public Schools 218.336.8752

*Name of top paid staff* *Title* *Phone* *E-mail*

Deidre Quinlan, MSW, LICSW Teen Parent Specialist 218.336-8700 x 2015 Deidre.quinlan@duluth.k12.mn.us

*Name of contact person regarding this application* *Title* *Phone* *E-mail*

Is your organization an IRS 501(c)(3) not-for-profit?  Yes  No  
 If no, is your organization a public agency/unit of government?  Yes  No

If no, check with funder for details on using fiscal agents, and list name and address of fiscal agent:  
 Duluth ISD #709 41-6003776

Historic Old Central High School 215N First Ave East, Duluth, MN 55802 *Fiscal agent's EIN number*

## Proposal Information

Please give a 2-3 sentence summary of request:

This is a request for funding to help coordinate the transition to a new location at the Duluth YWCA and to put in place a cost effective system of core services and supports for pregnant and parenting students and their children in the district to be provided in partnership with community stakeholders.

Population served: Pregnant and parenting teens and their children Geographic area served: Duluth ISD #709 & surrounding areas.

Funds are being requested for (check one) *Note: Please be sure funder provides the type of support you are requesting.*

General operating support  Start-up costs  Capital  
 Project/program support  Technical assistance  Other (list) \_\_\_\_\_

Project dates (if applicable): September 1, 2012 – August 31, 2013 Fiscal year end: June 30

## Budget

Dollar amount requested: \$ 40,066

Total annual organization budget: \$110,066

Total project budget (for support other than general operating): \$ 40,066

## Authorization

Name and title of top paid staff or board chair: William Gronseth, Superintendent of Duluth Public Schools



Signature \_\_\_\_\_

## I. Organizational Information

*Brief summary of organization history, including the date your organization was established, mission and goals, current programs, relationship with other programs*

The Habitat Program is a comprehensive, school-based collaborative model established in 1982 through a community grant/school District partnership. The program serves pregnant and parenting students and their children in the Duluth Public Schools. Services include on-site child care for infants and toddlers (six weeks - 33 months), a school based health care clinic, advocacy, tutoring, counseling and social support services. Forty five percent of our program participants represent communities of color, and all of the families in our program qualify for free and reduced lunch and are Title 1 eligible.

One of the primary goals of Habitat, and an important facet of a comprehensive program for pregnant and parenting teens, is to build the parenting capacity of the participants. We recognize that many of the young parents served in our program have limited parenting skills because of their problematic history, not simply because they are adolescents. High quality child care is offered to serve as a compensatory social experience for young children of these high risk families. Curriculum, program delivery strategies, frequency of these services, as well as skill level of staff all affect the quality of outcome of these efforts in the delivery of service to participants. Habitat childcare staff are trained to provide responsive and intentional experiences in the Center to help develop "smart babies". We use this strategy to enhance both parent and baby's skill levels in social interactions and to encourage positive growth in the relationship.

A second goal of Habitat is to increase high school completion rates for parenting teens. Studies show that more than 80% of teen mothers who do not attend high school with their peers will not receive a high school diploma. However, more than 84% of Habitat participants complete high school (UMD statistics). Teen mothers are also more likely to end up on welfare – an estimated 80% of unmarried teen mothers rely on welfare at least some time in their lives. High school graduation greatly reduces the likelihood of the parents (and subsequent generations) becoming dependent on the welfare system.

The third and final goal of Habitat is to reduce additional unintended pregnancies. Nationally, twenty five percent of teen mothers will have a second child within two years of their first. Research shows that few programs have been able to effectively assist adolescent mothers to delay a subsequent pregnancy. Those that have been successful, like Habitat, provide intensive counseling services. More than 95% of Habitat graduates have chosen to delay a second pregnancy until after completion of high school.

*Your organization's relationship with other organizations working with similar missions. What is your organization's role to these organizations?*

Habitat also coordinates with a network of community partners to create the Teen Parent Collaborative, a safety net of services for young parents and their children. All of these services exist autonomously in our community, and Habitat offers a central location where multiple services and clients intersect. These on-site partners include Early Childhood/Family Education (ECFE), Early Childhood Special Education (ECSE), UMD Dept. of Social Work, UMD School of Medicine, UMD Speech/Pathology Department, UMD Early Childhood Education, St. Louis Co Public Health, Duluth Public Library, Program of Promise, SMDC, LSS, and Fond Du Lac Public Health. This collaboration of community providers works together to support the educational efforts of the District by providing expertise and by augmenting classroom services on site, as well as supporting the unique developmental needs of the infants and toddlers enrolled in our child care center. Habitat has been able to build and sustain these collaborative partnerships with funding from the Ordean Foundation.

Once again this year, UMD speech pathology graduate students facilitated the Interact Program, an interactive model designed to encourage language growth and communication

between moms and babies. Supervised by American Speech Language Hearing Association certified speech language pathologists, UMD Speech/Pathology graduate students facilitated small group discussion, demonstrations, parent-child play times, and individualized sessions. Through these shared experiences, graduate students helped parents gain support and practical ideas for parenting children experiencing speech delays and encouraged language growth and communication between moms and babies.

UMD early childhood students used the child care center for practicum experience. Some students implemented a videotaping curriculum called Seeing is Believing©. Through guided self observation, teen parents are encouraged to build on parenting strengths in the context of a supportive, nurturing relationship between the staff and the family. Habitat used Seeing is Believing© with young parents for the past three years in a partnership with UMD Early Childhood undergraduate students. This practicum experience allows college students the opportunity to join with parents in a parallel process of self discovery. UMD students also had the opportunity this year to participate in a reflective practice experience. Three students from the Community Partners class observed and implemented strategies in the toddler classroom with a high risk young child. Observations and interactions were discussed in a weekly group session facilitated by Habitat's clinical social worker. This weekly meeting provided an opportunity for reflection and coaching, and to help build the reflective functioning of the UMD students.

As Habitat evolves and grows, we continue to move our program in new directions that support evidence based research and best practice within the context of the community based collaborative. We are also working to build capacity in our community. We ask for your continued support in these efforts.

*Number of Board members (please see attachment), full time paid staff, part time paid staff and volunteers (please see attachment)*

Through the District, Habitat employs 4 positions: The Clinical Social Worker (.4 FTE district funded, .3 FTE grant funded) and 3 Child Care Workers (2.7 FTE). This is a reduction from past years that will be addressed in further detail below.

In addition, our collaborative efforts bring together those agencies in the community who provide services specific to this population. Private programs, individual providers, and public agencies that work with adolescent parents and their children have a vehicle through which to come together and partner to meet the diverse needs of these families.

## **II. PURPOSE OF THE GRANT**

*Opportunities, challenges, and issues or needs currently facing your organization.*

Almost half of all poor children in this nation are born to an adolescent parent; this population of children is at high risk for poor health and poor developmental outcomes. Children of teen mothers are at an increased risk of cognitive and developmental delays, low birth weight, prematurity, poverty, growing up in a single parent family, welfare dependency, poor school performance, insufficient health care, inadequate parenting, and abuse and neglect.

Being an adolescent parent does not in and of itself equal poor family outcomes. But for the adolescent faced with domestic violence, homelessness, physical and emotional abuse, school failure, mental illness, alcohol and drug abuse, and/or poverty, having a baby becomes a manifestation of these other contributing factors. The combination of these environmental stressors and/or maladaptive behaviors can have dire consequences on the development of the children of teen parents.

To ensure that these high risk children have an opportunity to achieve appropriate health and developmental outcomes, school readiness, and ultimate success in life, these young families need access to comprehensive support services for both the parent and the child. Collaborative services should include health care, quality child care, mental health care, parenting education, social services, and case management.

The Habitat program, with support from both the Duluth Public Schools and community stakeholders, has provided many of these essential services over the past twenty plus years. During this time, we have seen our population change. Historically we have served young parents

for whom adolescent parenting is an adaptive life course, meaning they were doing well and were side tracked for a period of time because of an unplanned pregnancy; they typically pulled their resources together and moved on. In recent years, our population has shifted significantly to represent young mothers for whom the pregnancy has been a manifestation of broader involvement in problem behaviors and problematic relationships (i.e., mental illness, crime, domestic violence, school failure, poverty, homelessness). For the children of teen mothers who have a history of behavior and relationship concerns, there is particular risk to the children for emotional and behavioral problems. These young families need intervention services that focus on both the young mothers' needs and the building of a secure and stable relationship between the mother and the infant (the dyad).

As the District continues making significant changes in facilities, staffing and operations, the Habitat Program budget will once again be cut to help balance the 2012 school year budget. These deeper cuts follow on the heels of last year's 2011 budget cuts to the existing structure of the Habitat program that have compromised the outcomes and quality of the program design; specifically, the elimination of the Habitat classroom teacher and a reduction of more than 50% in space allocation for the center with the move from Central High School to the newly remodeled Denfeld High School. With the loss of a classroom teacher and designated classroom space, we have learned a hard lesson. Not only did we lose a teacher and the designated time and space for a parenting class, but we also lost the structured setting in the daily schedule that ensures all of the teen parents are together for a specific period of time each day. Having lost the structured classroom time has resulted in the inability to facilitate group cohesion, a decline in buy in to norms and expectations of the program, and no designated time to build relationships with staff. We have become like any other childcare center where parents drop off their children and leave. Although unplanned, this has been a valuable lesson in program design because it has turned out not to be effective in reaching our goals. Parents have been less successful in school as measured in grades, attendance and graduation rates. We have lost parents who have dropped out of school or are now in residential treatment programs.

More than ever, this experiment in program reductions has shown the District that without Habitat in its entirety, teen parents struggle. The program does not work when offered in bits and pieces. With this realization we entered into thinking about what Habitat needs to be successful in the 2012-2013 school year. But once again the District has proposed a \$110,000 cut to the budget, virtually eliminating the childcare component from the model.

At the same time, the Habitat Teen Parent Specialist has been partnering with the YWCA to implement the Circle of Security® Parent Education Curriculum to the parents with children enrolled in the YWCA childcare center, including the teen mothers enrolled in the YWCA Young Mother's Program. The Teen Parent Specialist has also offered training to the staff on attachment theory through the lens of the Circle of Security®. This working partnership has strengthened the relationship between the YWCA and Habitat and has helped identify common goals; in particular, how to collaboratively improve services in our community to adolescent parents and their children. With that in mind, the two organizations began brainstorming on ways we could partner in our work. Together we identified ways to reduce competing services and complement/strengthen programming. The YWCA has agreed to offer childcare to the Habitat infant population and to designate physical space for parenting classes and programming to the parenting students. The District has agreed to offer transportation, parenting class for elective school credit, and district staff support by continuing to employ the Teen Parent Specialist. This partnership restores Habitat to the original model and meets the District's goal of eliminating the cost of Habitat childcare from the 2012 budget.

There are other ways we continue to make improvements to our program model. Throughout the past decade, developmental research has demonstrated that understanding the organization of infant and parent behaviors as a relationship between the two produces better outcomes, rather than assess the parent's behavior or the infant's behavior as the potential focus of change. For this reason, the infant/parent relationship (the dyad) is becoming the centerpiece of our program efforts. We are now focusing our program growth and development on enhancing services that promote parent/child attachment, including model projects like Seeing is Believing®,

Interact Program, and Circle of Security®. This is a significant shift given the fact that Habitat has its origins within a secondary education school structure.

With funding from the Ordean Foundation, Habitat staff continue to receive training in one of the few evidence based programs developed specifically to address the relationship between parent and infant - The Circle of Security®. The Circle of Security® (COS) model includes both a group based parent education and also a cognitive restructuring intervention designed to shift patterns of care giving interactions in high-risk parent-child dyads to a more appropriate developmental pathway. Parents learn to increase their sensitivity and appropriate responsiveness to the child's signals; to increase their ability to reflect on their own and the child's behavior, thoughts and feelings; and to reflect on experiences in their own childhood that affect their current care giving patterns.

The Circle of Security Project is user-friendly. Through the use of videotape, parents work both individually and in groups to learn about patterns of interaction between parent and child. This includes teaching parents basic attachment theory while guiding them through taped reviews. It is based extensively upon attachment theory (from the work of John Bowlby and Mary Ainsworth).

To be able to utilize the key themes of the Circle of Security® protocol (attachment theory basics, building observational skills, increasing sensitivity to cues, building reflective dialogue, and exploring defensive processes) requires specific training. In the summer of 2009, with funding from the Ordean Foundation, the Habitat Teen Parent Specialist, who is a clinical social worker, participated in a two-week introductory training in the COS model. She also completed in 2008 two weeks of intensive training in attachment theory at the University of Minnesota. In January 2010, she passed her clinical examination and is now certified as a Parent Educator, and in May 2012 she completed her clinical supervision and is a certified provider and an endorsed reflective consultant.

The Habitat Teen Parent Specialist offers the Circle of Security cognitive restructuring intervention with families who need more intensive intervention. The Habitat Specialist is participating in long distance clinical supervision via a secure internet site as she introduces the intervention during weekly sessions with young Habitat mothers and their children. Sessions with mom and baby are videotaped at the UMD Speech/Pathology lab and group sessions are videotaped at Habitat and then saved to a secure web page that can be accessed by the Teen Parent Specialist and the supervising clinician in Spokane, Washington, where the Circle of Security originated. In this way, the Specialist receives up to five hours weekly of clinical supervision. Habitat parents are paid a stipend for their participation in the COS intervention program.

SMDC Corporate Contributions and the Ordean Foundation both financially support an on-site, school based health clinic for both moms and babies. Established in 1995, the Habitat clinic focuses on health promotion and risk reduction. The overall goal is to provide medical, mental health, and social support to parenting teens and their children to mitigate the potential negative consequences of teen parenting and to raise overall quality of life. With an SMDC Family Nurse Practitioner as its primary medical provider, the clinic offers preventive and urgent care, health maintenance, well child care, reproductive health, and health education. The clinic uses a collaborative community model to work closely with the parents' and babies' primary health care providers. Funding for the Nurse Practitioner for the past four years has been provided through SMDC Corporate Contributions. This year Corporate Contributions also provided funding for the Teen Parent Specialist to support the implementation of the Circle of Security. We recently were invited to once again apply for funding for the 2012-2013 school year.

With funding from Essentia Corporate Contributions and the Ordean Foundation, the Teen Parent Specialist (a clinical social worker) is on staff to provide intensive Circle of Security early intervention groups, counseling services, social and emotional support for both mothers and babies, and crisis intervention services. Young parents are also supported in accessing financial, medical, and housing assistance, mental health treatment, and other social, emotional, and parent support services. Over two thirds of the young parents in Habitat received mental health services during the past school year.

With funding from Sheltering Arms, the Teen Parent Specialist has partnered with the YWCA to introduce the Circle of Security to staff. Using videotape from the classroom, the Specialist meets regularly with YWCA to look for examples on video of Circle moments from interactions between staff and children in the childcare center. This provides a hands-on learning experience and a user-friendly way to learn attachment theory and the social emotional needs of children. The Specialist also offers monthly group based parent education classes using the Circle of Security. This model of integrating services to both staff and parents guarantees that everyone is using the same language when talking about the behaviors and needs of children.

In addition to delivering direct services, the program also serves as a learning lab. Habitat provides UMD School of Medicine students an opportunity to perform pediatric physical exams and to interact with teen parents under the supervision of a physician faculty. Habitat students are paid a stipend through Ordean Foundation for acting as a parent/child model for the medical students. UMD and St. Scholastica graduate students complete field placements on-site, and St. Scholastica RN students incorporate Habitat into their public health/nursing rotation.

*Overall goal of the organization*

The goal for the Habitat Program over the next year is to work toward the design of a model collaborative program for high risk parents and their children that will integrate four essential components:

- A community based collaborative approach to services that include family support, parent education and early intervention, physical and mental health, and social services
- Culturally sensitive programming to meet the diverse needs of our clients
- Quality infant and early childhood care
- Optimal physical and learning environment for babies and parents

Focusing on these essential components, we hope to move the Habitat Program from being a school based program to being a community sponsored project that partners with a variety of stakeholders including the Duluth Public Schools. The primary goal of Habitat since its inception has been to help parenting students graduate from high school while building the parenting capacity of the participants and improving outcomes for their children. With these grant dollars, we continue to focus our efforts on growing and refining our service delivery model to represent best practice in the field.

The coming school year presents Habitat with a unique challenge. Because of the pending changes in the program design which will affect everyone including staff, students, and babies, all will need additional support. Habitat will continue next year at YWCA Spirit Valley. There will be growing pains with the merger of public school students with residents of the YWCA Spirit Valley Young Mothers Program into one classroom location. This puts this vulnerable population who live on the fringe at even higher risk of getting lost. In the midst of all this change, Habitat needs to remain a secure base to help these high risk families continue on a path toward success. At the same time, the Habitat program must prepare for its own transitions and program changes.

*Objectives or ways in which you will meet the goals, activities and who will carry out these activities; time frame in which this will take place.*

Please refer to the following work plan spreadsheet.

## Duluth Head Start SFY13

### Application for State Head Start Funds

**Total Grant - \$395,273.**

**Salaries and benefits - \$324,207.** This includes all State only staff as well as 20% of support staff such as the director, service area coordinators, clerical, etc.

Other expenses are detailed on budget page and include 5.3 hours of mental health consultation, contracted services with the YWCA of \$15,500 including classrooms supplies, funds for parent involvement, pay for substitutes to allow Head Start to mentor and coach childcare staff and trainings.

**Children served-39**

- 21 aged Birth-3
- 18 aged 3-5

**Families in Transition Option** will serve 18 children total with 11 infants and toddlers receiving year round services. Summer staffing is limited to 1 part-time teacher. In the fall, we will have 2-30 hour a week teachers.

New next year will be collaboration between ECFE, Head Start, Safe Haven Shelter and the Family Justice Center. We will work together to support a parent-child group at the Family Justice Center with the hopes of helping families struggling with homelessness find support and reduce the drop off effect we have documented and connect to people and agencies that build on strengths.

**YWCA Childcare Collaboration Option** will serve 21 children total with 10 infants and toddlers receiving year round services. Summer staffing is limited to 1 part-time teacher who works a flexible calendar year round. This represents a cut of 1-25 hour teacher.

# Head Start Program

A Rule by the Children and Families Administration on 11/09/2011

[PDF](#) [XML](#) [Print](#) [Public Inspection](#)

Publication Date:

Wednesday, November 09, 2011

Agencies:

Department of Health and Human Services  
Administration for Children and Families

Action:

Final Rule.

Dates:

This regulation is effective on December 9, 2011.

Effective Date:

12/09/2011

Entry Type:

Rule

Page:

70010-70032 (23 pages)

Document Citation:

76 FR 70010

CFR:

45 CFR 1307

RIN:

0970-AC44

Document Number:

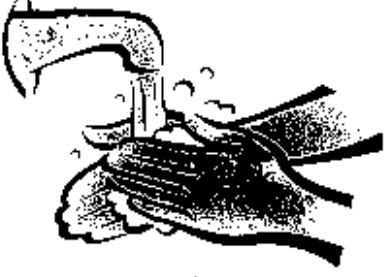




2011-28880

## Summary

This final rule amends the Head Start Program regulations to implement statutory provisions of the Improving Head Start for School Readiness Act of 2007 to establish a system of designation renewal to determine if Head Start and Early Head Start agencies are delivering high-quality and comprehensive Head Start and Early Head Start programs that meet the educational, health, nutritional, and social needs of the children and families they serve and meet program and financial management requirements and standards. This system of designation renewal will determine which grantees must compete for on-going funding. This final rule is consistent with Executive Order 13563 and in particular its requirement, in section 6, of “periodic review of existing significant regulations.” Show citation box

# DULUTH HEAD START SCHOOL READINESS GOALS

With Spring Outcomes 2011-2012

	<p style="text-align: center;"><b>PHYSICAL DEVELOPMENT &amp; HEALTH</b></p> <p style="text-align: center;">85% on target</p>	<ol style="list-style-type: none"> <li>1. Children will develop and demonstrate healthy and safe habits</li> <li>2. Children will develop and demonstrate gross and fine motor control that enables them to participate in physical activities</li> </ol>
	<p style="text-align: center;"><b>APPROACHES TO LEARNING</b></p> <p style="text-align: center;">62% on target</p>	<ol style="list-style-type: none"> <li>1. Children will develop and demonstrate the ability to express themselves through creative art forms.</li> <li>2. Children will develop and demonstrate the ability to cooperate, attend and persist in learning activities.</li> </ol>
	<p style="text-align: center;"><b>SOCIAL &amp; EMOTIONAL DEVELOPMENT</b></p> <p style="text-align: center;">70% on target</p>	<ol style="list-style-type: none"> <li>1. Children will develop and demonstrate the ability to form close relationships with other people.</li> <li>2. Children will express and manage emotions and explore new environments.</li> </ol>
	<p style="text-align: center;"><b>LANGUAGE &amp; LITERACY</b></p> <p style="text-align: center;">75% on target</p>	<ol style="list-style-type: none"> <li>1. Children will develop and demonstrate expressive and receptive language skills to communicate with others and get their needs met.</li> <li>2. Children will develop and demonstrate awareness and the skills necessary to talk, read and write.</li> <li>3. Children who are dual language learners will develop and demonstrate increasing skills in their home language while acquiring beginning proficiency in English Language Learning.</li> </ol>
	<p style="text-align: center;"><b>COGNITION &amp; GENERAL KNOWLEDGE</b></p> <p style="text-align: center;">78% on target</p>	<ol style="list-style-type: none"> <li>1. Children will develop and demonstrate increasing knowledge and skills in the areas of math, science and social studies.</li> <li>2. Children will develop and demonstrate an increasing ability to use logic and reasoning to solve problems.</li> </ol>

## 2011-2012 Early childhood Mental Health for School Success

### PROGRAM OUTCOME WORKSHEET

### Duluth Head Start Social Emotional & Approach to Learning Ongoing Assessment Data

The following percentages represent the gains made by preschool children (3 & 4 yr. olds) in Duluth Head Start who were assessed in fall and spring. These assessments were created with the assistance of our Mental health consultants and are based on the Second Step Social-Emotional curriculum used in Head Start classrooms. Some modifications were made between the 2010-2011 and the 2011-2012 school year.

Assessment Indicator	Percentage of gain fall to spring 2010-2011	Assessment Indicator	Percentage of gain fall to spring 2011-2012
<b>Social-Emotional</b>			
Forms relationships with adults	44%	Forms trusting relationships with adults	41%
Interacts with peers	48%	Joins in play & cooperates with peers; problem solves	48%
Identifies feelings in others	73%	Identifies feelings in others	61%
Identifies feelings in self	52%	Identifies feelings in self	61%
Demonstrates a range of emotions	56%	---	---
Shows care and concern for others	59%	---	---
Identifies calming down strategies or behaviors in response to strong emotions	59%	Calms down in response to strong emotions	63%
<b>Approach to Learning:</b>			
Demonstrates initiative & curiosity	43%	---	---
Maintains focused attention; manages distractions	47%	Manages distractions; stays focused; perseveres	43%
---	---	Contributes to a positive classroom climate by following rules and helping with jobs	50%
---	---	Expresses self through art or construction	52%
---	---	Expresses self through music or movement	55%
---	---	Expresses self through creative dramatics	49%

ANNUAL DATA SHARING AGREEMENT

July 1, 2012 to June 30, 2013

THIS AGREEMENT, by and between INDEPENDENT SCHOOL DISTRICT 709 (hereinafter "ISD 709") and **MN READING CORPS**.

WITNESSETH

NOW, THEREFORE, the Duluth Public Schools and **MN READING CORPS** in consideration of mutual promises, covenants and agreements contained herein, hereby agree as follows:

That any ISD 709 educational data shared with any employee, agent, or public official of the **MN READING CORPS** is for the sole purpose of grading, schedules, and attendance.

That the **MN READING CORPS** recognizes and agrees that educational data is protected by law and may not be disclosed except as otherwise provided by law.

**MN READING CORPS** will submit to ISD 709 site principals a list of employee names that will have access to student data.

The parties mutually agree to comply in all respects with the Minnesota Government Data Practices Act. The **MN READING CORPS** further agrees to comply with any requests of ISD 709 that are necessitated by the obligations under said act.

INWITNESS WHEREOF, the parties hereby have executed this agreement on the dates indicated below. This agreement is valid from July 1, 2012 to June 30, 2013. It must be renewed by the June 2012 School Board Meeting or when directed by the ISD709 program director. This contract is not automatically renewable.

**MN READING CORPS** will instruct all their employees that are approved access to ISD 709 student data about the requirement to protect student data.

Date: 5-11-12

By: *Audrey Suker*  
**MN READING CORPS**  
Audrey Suker

INDEPENDENT SCHOOL DISTRICT 709

Date: \_\_\_\_\_

By: \_\_\_\_\_  
Duluth School Board Chair

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MAY 22 2012  
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ANNUAL DATA SHARING AGREEMENT  
July 1, 2012 to June 30, 2013

THIS AGREEMENT, by and between INDEPENDENT SCHOOL DISTRICT 709 (hereinafter "ISD 709") and **UWS**.

WITNESSETH

NOW, THEREFORE, the Duluth Public Schools and **UWS** in consideration of mutual promises, covenants and agreements contained herein, hereby agree as follows:

That any ISD 709 educational data shared with any employee, agent, or public official of the **UWS** is for the sole purpose of grading, schedules, and attendance.

That the **UWS** recognizes and agrees that educational data is protected by law and may not be disclosed except as otherwise provided by law.

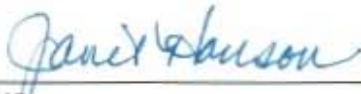
**UWS** will submit to ISD 709 site principals a list of employee names that will have access to student data.

The parties mutually agree to comply in all respects with the Minnesota Government Data Practices Act. The **UWS** further agrees to comply with any requests of ISD 709 that are necessitated by the obligations under said act.

INWITNESS WHEREOF, the parties hereby have executed this agreement on the dates indicated below. This agreement is valid from July 1, 2012 to June 30, 2013. It must be renewed by the June 2012 School Board Meeting or when directed by the ISD709 program director. This contract is not automatically renewable.

**UWS** will instruct all their employees that are approved access to ISD 709 student data about the requirement to protect student data.

Date: 5.15.12

By:   
**UWS**  
Janet Hanson

INDEPENDENT SCHOOL DISTRICT 709

Date: \_\_\_\_\_

By: \_\_\_\_\_  
Duluth School Board Chair

ANNUAL DATA SHARING AGREEMENT

July 1, 2012 to June 30, 2013

THIS AGREEMENT, by and between INDEPENDENT SCHOOL DISTRICT 709 (hereinafter "ISD 709") and **HUMAN DEVELOPMENT CENTER**.

WITNESSETH

NOW, THEREFORE, the Duluth Public Schools and **HUMAN DEVELOPMENT CENTER** in consideration of mutual promises, covenants and agreements contained herein, hereby agree as follows:

That any ISD 709 educational data shared with any employee, agent, or public official of the **HUMAN DEVELOPMENT CENTER** is for the sole purpose of grading, schedules, and attendance.

That the **HUMAN DEVELOPMENT CENTER** recognizes and agrees that educational data is protected by law and may not be disclosed except as otherwise provided by law.

**HUMAN DEVELOPMENT CENTER** will submit to ISD 709 site principals a list of employee names that will have access to student data.

The parties mutually agree to comply in all respects with the Minnesota Government Data Practices Act. The **HUMAN DEVELOPMENT CENTER** further agrees to comply with any requests of ISD 709 that are necessitated by the obligations under said act.

INWITNESS WHEREOF, the parties hereby have executed this agreement on the dates indicated below. This agreement is valid from July 1, 2012 to June 30, 2013. It must be renewed by the June 2012 School Board Meeting or when directed by the ISD709 program director. This contract is not automatically renewable.

**HUMAN DEVELOPMENT CENTER** will instruct all their employees that are approved access to ISD 709 student data about the requirement to protect student data.

Date: May 10, 2012

By:   
**HUMAN DEVELOPMENT CENTER**  
Jim Gruba, CEO  
Jeff Herman

INDEPENDENT SCHOOL DISTRICT 709

Date: \_\_\_\_\_

By: \_\_\_\_\_  
Duluth School Board Chair

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MAY 14 2012  
TECHNOLOGY

ANNUAL DATA SHARING AGREEMENT

July 1, 2012 to June 30, 2013

THIS AGREEMENT, by and between INDEPENDENT SCHOOL DISTRICT 709 (hereinafter "ISD 709") and COLLEGE OF ST. SCHOLASTICA EDUCATION DEPARTMENT.

WITNESSETH

NOW, THEREFORE, the Duluth Public Schools and COLLEGE OF ST. SCHOLASTICA EDUCATION DEPARTMENT in consideration of mutual promises, covenants and agreements contained herein, hereby agree as follows:

That any ISD 709 educational data shared with any employee, agent, or public official of the COLLEGE OF ST. SCHOLASTICA EDUCATION DEPARTMENT is for the sole purpose of grading, schedules, and attendance.

That the COLLEGE OF ST. SCHOLASTICA EDUCATION DEPARTMENT recognizes and agrees that educational data is protected by law and may not be disclosed except as otherwise provided by law.

COLLEGE OF ST. SCHOLASTICA EDUCATION DEPARTMENT will submit to ISD 709 site principals a list of employee names that will have access to student data.

The parties mutually agree to comply in all respects with the Minnesota Government Data Practices Act. The COLLEGE OF ST. SCHOLASTICA EDUCATION DEPARTMENT further agrees to comply with any requests of ISD 709 that are necessitated by the obligations under said act.

INWITNESS WHEREOF, the parties hereby have executed this agreement on the dates indicated below. This agreement is valid from July 1, 2012 to June 30, 2013. It must be renewed by the June 2012 School Board Meeting or when directed by the ISD709 program director. This contract is not automatically renewable.

COLLEGE OF ST. SCHOLASTICA EDUCATION DEPARTMENT will instruct all their employees that are approved access to ISD 709 student data about the requirement to protect student data.

Date: 5-17-12

By:   
COLLEGE OF ST. SCHOLASTICA EDUCATION DEPARTMENT  
Dr. Jo Olsen

INDEPENDENT SCHOOL DISTRICT 709

Date: \_\_\_\_\_

By: \_\_\_\_\_  
Duluth School Board Chair

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MAY 21 2012  
TECHNOLOGY

ANNUAL DATA SHARING AGREEMENT

July 1, 2012 to June 30, 2013

THIS AGREEMENT, by and between INDEPENDENT SCHOOL DISTRICT 709 (hereinafter "ISD 709") and **GRANT COMMUNITY SCHOOL COLLABORATIVE**.

WITNESSETH

NOW, THEREFORE, the Duluth Public Schools and **GRANT COMMUNITY SCHOOL COLLABORATIVE** in consideration of mutual promises, covenants and agreements contained herein, hereby agree as follows:

That any ISD 709 educational data shared with any employee, agent, or public official of the **GRANT COMMUNITY SCHOOL COLLABORATIVE** is for the sole purpose of grading, schedules, and attendance.

That the **GRANT COMMUNITY SCHOOL COLLABORATIVE** recognizes and agrees that educational data is protected by law and may not be disclosed except as otherwise provided by law.

**GRANT COMMUNITY SCHOOL COLLABORATIVE** will submit to ISD 709 site principals a list of employee names that will have access to student data.

The parties mutually agree to comply in all respects with the Minnesota Government Data Practices Act. The **GRANT COMMUNITY SCHOOL COLLABORATIVE** further agrees to comply with any requests of ISD 709 that are necessitated by the obligations under said act.

INWITNESS WHEREOF, the parties hereby have executed this agreement on the dates indicated below. This agreement is valid from July 1, 2012 to June 30, 2013. It must be renewed by the June 2012 School Board Meeting or when directed by the ISD709 program director. This contract is not automatically renewable.

**GRANT COMMUNITY SCHOOL COLLABORATIVE** will instruct all their employees that are approved access to ISD 709 student data about the requirement to protect student data.

Date: May 15, 2012

By: Kathy Bogen  
**GRANT COMMUNITY SCHOOL COLLABORATIVE**  
Kathy Bogen

INDEPENDENT SCHOOL DISTRICT 709

Date: \_\_\_\_\_

By: \_\_\_\_\_  
Duluth School Board Chair

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MAY 17 2012  
TECHNOLOGY

ANNUAL DATA SHARING AGREEMENT

July 1, 2012 to June 30, 2013

THIS AGREEMENT, by and between INDEPENDENT SCHOOL DISTRICT 709 (hereinafter "ISD 709") and **UNITED WAY OF GREATER DULUTH**.

WITNESSETH

NOW, THEREFORE, the Duluth Public Schools and **UNITED WAY OF GREATER DULUTH** in consideration of mutual promises, covenants and agreements contained herein, hereby agree as follows:

That any ISD 709 educational data shared with any employee, agent, or public official of the **UNITED WAY OF GREATER DULUTH** is for the sole purpose of grading, schedules, and attendance.

That the **UNITED WAY OF GREATER DULUTH** recognizes and agrees that educational data is protected by law and may not be disclosed except as otherwise provided by law.


**UNITED WAY OF GREATER DULUTH** will submit to ISD 709 site principals a list of employee names that will have access to student data.

The parties mutually agree to comply in all respects with the Minnesota Government Data Practices Act. The **UNITED WAY OF GREATER DULUTH** further agrees to comply with any requests of ISD 709 that are necessitated by the obligations under said act.

INWITNESS WHEREOF, the parties hereby have executed this agreement on the dates indicated below. This agreement is valid from July 1, 2012 to June 30, 2013. It must be renewed by the June 2012 School Board Meeting or when directed by the ISD709 program director. This contract is not automatically renewable.

**UNITED WAY OF GREATER DULUTH** will instruct all their employees that are approved access to ISD 709 student data about the requirement to protect student data.

Date: 5/14/12

By:   
**UNITED WAY OF GREATER DULUTH**  
Emily Serrano-Rivera  
*Emily Serrano-Rivera*  
INDEPENDENT SCHOOL DISTRICT 709

Date: \_\_\_\_\_

By: \_\_\_\_\_  
Duluth School Board Chair

RECEIVED  
MAY 17 2012  
TECHNOLOGY

ANNUAL DATA SHARING AGREEMENT  
July 1, 2012 to June 30, 2013

THIS AGREEMENT, by and between INDEPENDENT SCHOOL DISTRICT 709 (hereinafter "ISD 709") and **WOODLAND HILLS ACADEMY**.

WITNESSETH

NOW, THEREFORE, the Duluth Public Schools and **WOODLAND HILLS ACADEMY** in consideration of mutual promises, covenants and agreements contained herein, hereby agree as follows:

That any ISD 709 educational data shared with any employee, agent, or public official of the **WOODLAND HILLS ACADEMY** is for the sole purpose of grading, schedules, and attendance.

That the **WOODLAND HILLS ACADEMY** recognizes and agrees that educational data is protected by law and may not be disclosed except as otherwise provided by law.

**WOODLAND HILLS ACADEMY** will submit to ISD 709 site principals a list of employee names that will have access to student data.

The parties mutually agree to comply in all respects with the Minnesota Government Data Practices Act. The **WOODLAND HILLS ACADEMY** further agrees to comply with any requests of ISD 709 that are necessitated by the obligations under said act.

INWITNESS WHEREOF, the parties hereby have executed this agreement on the dates indicated below. This agreement is valid from July 1, 2012 to June 30, 2013. It must be renewed by the June 2012 School Board Meeting or when directed by the ISD709 program director. This contract is not automatically renewable.

**WOODLAND HILLS ACADEMY** will instruct all their employees that are approved access to ISD 709 student data about the requirement to protect student data.

Date: May 14, 2012

By: Steve Mattson  
**WOODLAND HILLS ACADEMY**  
Steve Mattson, CEO

INDEPENDENT SCHOOL DISTRICT 709

Date: \_\_\_\_\_

By: \_\_\_\_\_  
Duluth School Board Chair

RECEIVED  
MAY 16 2012  
TECHNOLOGY

ANNUAL DATA SHARING AGREEMENT

July 1, 2012 to June 30, 2013

THIS AGREEMENT, by and between INDEPENDENT SCHOOL DISTRICT 709 (hereinafter "ISD 709") and **UNIVERSITY OF MN UPWARD BOUND**.

WITNESSETH

NOW, THEREFORE, the Duluth Public Schools and **UNIVERSITY OF MN UPWARD BOUND** in consideration of mutual promises, covenants and agreements contained herein, hereby agree as follows:

That any ISD 709 educational data shared with any employee, agent, or public official of the **UNIVERSITY OF MN UPWARD BOUND** is for the sole purpose of grading, schedules, and attendance.

That the **UNIVERSITY OF MN UPWARD BOUND** recognizes and agrees that educational data is protected by law and may not be disclosed except as otherwise provided by law.

**UNIVERSITY OF MN UPWARD BOUND** will submit to ISD 709 site principals a list of employee names that will have access to student data.

The parties mutually agree to comply in all respects with the Minnesota Government Data Practices Act. The **UNIVERSITY OF MN UPWARD BOUND** further agrees to comply with any requests of ISD 709 that are necessitated by the obligations under said act.

INWITNESS WHEREOF, the parties hereby have executed this agreement on the dates indicated below. This agreement is valid from July 1, 2012 to June 30, 2013. It must be renewed by the June 2012 School Board Meeting or when directed by the ISD709 program director. This contract is not automatically renewable.

**UNIVERSITY OF MN UPWARD BOUND** will instruct all their employees that are approved access to ISD 709 student data about the requirement to protect student data.

Date: 5/11/12

By: *Lesley Lilligren*  
**UNIVERSITY OF MN UPWARD BOUND**  
Lesley Lilligren,

INDEPENDENT SCHOOL DISTRICT 709

Date: \_\_\_\_\_

By: \_\_\_\_\_  
Duluth School Board Chair

RECEIVED  
MAY 15 2012  
TECHNOLOGY

ANNUAL DATA SHARING AGREEMENT

July 1, 2012 to June 30, 2013

THIS AGREEMENT, by and between INDEPENDENT SCHOOL DISTRICT 709 (hereinafter "ISD 709") and **CHESTER CREEK & MERRITT CREEK**.

WITNESSETH

NOW, THEREFORE, the Duluth Public Schools and **CHESTER CREEK & MERRITT CREEK** in consideration of mutual promises, covenants and agreements contained herein, hereby agree as follows:

That any ISD 709 educational data shared with any employee, agent, or public official of the **CHESTER CREEK & MERRITT CREEK** is for the sole purpose of grading, schedules, and attendance.

That the **CHESTER CREEK & MERRITT CREEK** recognizes and agrees that educational data is protected by law and may not be disclosed except as otherwise provided by law.

**CHESTER CREEK & MERRITT CREEK** will submit to ISD 709 site principals a list of employee names that will have access to student data.

The parties mutually agree to comply in all respects with the Minnesota Government Data Practices Act. The **CHESTER CREEK & MERRITT CREEK** further agrees to comply with any requests of ISD 709 that are necessitated by the obligations under said act.

INWITNESS WHEREOF, the parties hereby have executed this agreement on the dates indicated below. This agreement is valid from July 1, 2012 to June 30, 2013. It must be renewed by the June 2012 School Board Meeting or when directed by the ISD709 program director. This contract is not automatically renewable.

**CHESTER CREEK & MERRITT CREEK** will instruct all their employees that are approved access to ISD 709 student data about the requirement to protect student data.

Date: 5/14/12

By: [Signature] Passion/CCO  
**CHESTER CREEK & MERRITT CREEK**  
James Yeager [Signature]

INDEPENDENT SCHOOL DISTRICT 709

Date: \_\_\_\_\_

By: \_\_\_\_\_  
Duluth School Board Chair

RECEIVED  
MAY 15 2012  
TECHNOLOGY

ANNUAL DATA SHARING AGREEMENT

July 1, 2012 to June 30, 2013

THIS AGREEMENT, by and between INDEPENDENT SCHOOL DISTRICT 709 (hereinafter "ISD 709") and **DULUTH AREA FAMILY YMCA**.

WITNESSETH

NOW, THEREFORE, the Duluth Public Schools and **DULUTH AREA FAMILY YMCA** in consideration of mutual promises, covenants and agreements contained herein, hereby agree as follows:

That any ISD 709 educational data shared with any employee, agent, or public official of the **DULUTH AREA FAMILY YMCA** is for the sole purpose of grading, schedules, and attendance.

That the **DULUTH AREA FAMILY YMCA** recognizes and agrees that educational data is protected by law and may not be disclosed except as otherwise provided by law.

**DULUTH AREA FAMILY YMCA** will submit to ISD 709 site principals a list of employee names that will have access to student data.

The parties mutually agree to comply in all respects with the Minnesota Government Data Practices Act. The **DULUTH AREA FAMILY YMCA** further agrees to comply with any requests of ISD 709 that are necessitated by the obligations under said act.

INWITNESS WHEREOF, the parties hereby have executed this agreement on the dates indicated below. This agreement is valid from July 1, 2012 to June 30, 2013. It must be renewed by the June 2012 School Board Meeting or when directed by the ISD709 program director. This contract is not automatically renewable.

**DULUTH AREA FAMILY YMCA** will instruct all their employees that are approved access to ISD 709 student data about the requirement to protect student data.

Date: 5/11/12

By:   
**DULUTH AREA FAMILY YMCA**  
Chris Francis, President / CEO

INDEPENDENT SCHOOL DISTRICT 709

Date: \_\_\_\_\_

By: \_\_\_\_\_  
Duluth School Board Chair

RECEIVED  
MAY 15 2012  
TECHNOLOGY

ANNUAL DATA SHARING AGREEMENT

July 1, 2012 to June 30, 2013

THIS AGREEMENT, by and between INDEPENDENT SCHOOL DISTRICT 709 (hereinafter "ISD 709") and **MN ALLIANCE WITH YOUTH**.

WITNESSETH

NOW, THEREFORE, the Duluth Public Schools and **MN ALLIANCE WITH YOUTH** in consideration of mutual promises, covenants and agreements contained herein, hereby agree as follows:

That any ISD 709 educational data shared with any employee, agent, or public official of the **MN ALLIANCE WITH YOUTH** is for the sole purpose of grading, schedules, and attendance.

That the **MN ALLIANCE WITH YOUTH** recognizes and agrees that educational data is protected by law and may not be disclosed except as otherwise provided by law.


**MN ALLIANCE WITH YOUTH** will submit to ISD 709 site principals a list of employee names that will have access to student data.

The parties mutually agree to comply in all respects with the Minnesota Government Data Practices Act. The **MN ALLIANCE WITH YOUTH** further agrees to comply with any requests of ISD 709 that are necessitated by the obligations under said act.

INWITNESS WHEREOF, the parties hereby have executed this agreement on the dates indicated below. This agreement is valid from July 1, 2012 to June 30, 2013. It must be renewed by the June 2012 School Board Meeting or when directed by the ISD709 program director. This contract is not automatically renewable.

**MN ALLIANCE WITH YOUTH** will instruct all their employees that are approved access to ISD 709 student data about the requirement to protect student data.

Date: 5/10/12

By:   
**MN ALLIANCE WITH YOUTH**  
Sarah Dixon

INDEPENDENT SCHOOL DISTRICT 709

Date: \_\_\_\_\_

By: \_\_\_\_\_  
Duluth School Board Chair

RECEIVED  
MAY 15 2012  
TECHNOLOGY

**Memorandum of Agreement  
Between the Duluth Independent School District (“ISD 709”)  
And the University of Minnesota  
Through its Duluth Campus (“UMD”)  
For the Enweyang Ojibwe Language Nest**

- I. The ISD 709 and UMD, in the interest of fostering cooperation between institutions and to improve the cultural and language education experience of children and student teachers, hereby enter into this agreement involving the Language Nest. This working relationship involves the regular attendance (8:45 am - 3:30 pm, Monday through Friday) of ISD 709 students in an Ojibwe language immersion program at UMD. This agreement is in effect for programming beginning September 6<sup>th</sup>, 2012 and continuing until June 6<sup>th</sup>, 2013.
  
- II. The following articles delineate the understanding between Duluth ISD 709 and UMD:
  - A. Staff at the UMD Language Nest will be responsible for the recruitment and selection of 15 children from families for the program.
  
  - B. After a child’s guardian has signed a FERPA waiver substantially in the form attached hereto as Attachment A, the Offices of ISD 709 and the UMD Language Nest agree to share information on student in the following ways:
    - i. Regularly communicating on student performance, dispositions, and readiness.
    - ii. Jointly sharing information on home-school experience and communications.
  
  - C. Students will be contiguously enrolled in the UMD Language Nest program from 8:45 AM to 12:30 PM, and from 12:30 PM to 3:30 PM in the ISD 709 Kindergarten program. The Language Nest site is licensed through the Minnesota Department of Human Services (“DHS”).
  
  - D. Language Nest staff will work with Duluth ISD 709 Curriculum specialists to incorporate familiar Duluth Kindergarten routines, curriculum, and assessment strategies and topics in the delivery of language programming.
  
  - E. UMD agrees to provide the following in the establishment of the Language Nest
    - i. transportation costs for field trips (including bus monitor)
    - ii. licensed teacher who is a fluent Ojibwe speaker (between the hours of 8:45 AM and 12:30 PM)
    - iii. curriculum materials and supplies for all Kindergarten level programming in specialty subject areas and core academic areas
    - iv. a safe and supportive environment (classroom and playground) that meets safety standards) and that is equipped for Kindergarten program needs

- v. monitor and report student success in language/content areas
  - vi. curriculum activities parallel those done in the regular classroom (i.e. common literacy activities, routines, content areas)
  - vii. a lunch program that follows DHS and Minnesota Department of Education (“DOE”) nutritional guidelines and regulations
  - viii. classroom space that is available for ISD 709 program staff to use in afternoon Kindergarten programming
  - ix. office support person from 8:45 AM to 3:30 PM.
- F. Duluth ISD 709 agrees to provide the following in support and collaboration with the Language Nest
- i. licensed teacher (between the hours of 12:00 PM and 3:30 PM)
  - ii. curriculum and assessment support and expertise
  - iii. support and advocacy for the program at the community and district level
  - iv. sub-contract transportation for Language Nest travel
  - v. help facilitate communication with families
  - vi. obtain a release of information from parents so that the data from Section B of this MOA can be shared between Duluth ISD 709 and Language Nest staff
  - vii. liability insurance for all Language Nest students from 12:30 PM to 3:30 PM.
- G. Students eligible for the Language Nest program will be enrolled in the ISD 709 Kindergarten program. Admittance will be determined by the Language Nest teacher, the classroom teacher, and the family. Attendance, interest in the language, and academic and social readiness are key selection criteria.
- H. Both programs agree to observe the Duluth ISD 709 academic calendar.
- I. Both programs are committed to working together to provide for the advancement of core skills and the Ojibwe language.
- J. Each party will be solely responsible for their own costs incurred while performing under this Agreement. UMD will compensate ISD 709 for up to \$3197.09 pro-rated for each child not enrolled for the entire academic year.
- K. The sole relationship between the parties is that of parties to this Agreement, no partnership, agency, employment, or other relationship is hereby created or implied, and neither party has the authority to bind the other in any manner.

Duluth ISD 709 Program

Regents of the University of  
Minnesota, through its Duluth  
Campus



ATTACHMENT A

EDUCATION INFORMATION RELEASE

Child's Name: \_\_\_\_\_  
(Please Print)

Date: \_\_\_\_\_

Parent or Legal Guardian Name: \_\_\_\_\_  
(Please Print)

I would like my child to participate in the Language Nest/ Kindergarten program of the University of Minnesota Duluth ("UMD") and the Duluth Independent School District 709 ("ISD 709") hosted by UMD. As part of that participation, I understand that Duluth ISD 709 staff and UMD staff will share information about my child's educational performance, disposition, readiness, and other information related to the child's education.

In compliance with the "Family Educational Rights and Privacy Act of 1974" (as amended), ("FERPA"), I voluntarily grant to ISD 709 staff and UMD staff access to confidential records within my child's educational file and grant the staff permission to discuss such information with each other for the educational benefit of my child.

I am requesting this waiver be in effect so long as my child is enrolled in the Language Nest / Kindergarten programs.

Signed: \_\_\_\_\_



**Woodland Hills Academy**  
110 West Redwing Street  
Duluth, MN 55803  
Phone: (218) 728-7492  
Fax: (218) 728-7495

May 25, 2012

Mr. Ed Crawford  
Ind. School Dist. 709  
215 N. 1<sup>st</sup> Ave. E.  
Duluth, MN 55802

Dear Mr. Crawford,

This is to certify that the persons listed below have completed all of the requirements for High School graduation from the Duluth Public Schools and are eligible to receive their diplomas from the Duluth Public Schools.

<u>Name of Graduate / School</u>	<u>Graduation Date</u>
<u>Merritt Creek Academy</u>	6/7/2012
Raheim Gow	
<u>Woodland Hills Academy</u>	
Michael Anthony Andrews	6/6/2012
Devante Atkins	6/6/2012
Kelsey Charlene Myrum	6/6/2012

Scott Allen Lyons from Chester Creek Academy will be presented with a Certificate of Completion on 6/7/2012 as he prepares to move into the next phase of his education.

Gregg A. Maus

Principal,  
Residential and Day Treatment Schools

**MEMORANDUM**

TO: Curriculum Dept.  
FROM: Beth Tamminen, Adult Diploma Program  
SUBJECT: High School Diploma  
DATE: May 17, 2012

The following student completed all requirements for graduation from I.S.D. 709 in the Adult Diploma Program and requests his Duluth Public Schools diploma, dated May 10, 2012:

**Damien Perry**



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

May 10, 2012

William Gronseth  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> 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.

<u>Name of Graduate / School</u>	<u>Graduation Date</u>
DULUTH PUBLIC SCHOOLS	
Tyler Irving Mead	6/5/2012

Please send diploma to Brenda at Unity

William Crandall  
 Principal; Unity ALC

bmv



**DENFELD SENIOR HIGH SCHOOL**

401 N. 44<sup>th</sup> Ave. W.

Duluth, Minnesota 55807

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

• Athletics Fax: 218/336-8842



May 18, 2012

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

The following student completed her high school graduation requirements at the ALC School and requests a diploma.

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

Name	Kelsca Corrine Peterson
Date of Graduation	June 05, 2012

Thank you.

Sincerely,

  
Tonya M. Sconiers  
Principal



**DENFELD SENIOR HIGH SCHOOL**

401 N. 44<sup>th</sup> Ave. W.

Duluth, Minnesota 55807

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

• Athletics Fax: 218/336-8842



May 18, 2012

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

The following student completed his high school graduation requirements at the ALC School and requests a diploma.

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

Name	Robert C. Trudeau
Date of Graduation	June 05, 2012

Thank you.

Sincerely,

Tonya M. Sconiers  
Principal



**DENFELD SENIOR HIGH SCHOOL**

401 N. 44<sup>th</sup> Ave. W.

Duluth, Minnesota 55807

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

• Athletics Fax: 218/336-8842



May 15, 2012

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

The following student completed her high school graduation requirements at ALC School and requests a diploma.

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

Name                      Falisha Ann Kwapick  
Date of Graduation      May 14, 2012

Thank you.

Sincerely,

Tonya M. Sconiers  
Principal



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

May 22, 2012

William Gronseth  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> 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 their diploma from Duluth Public Schools.

<u>Name of Graduate / School</u>	<u>Graduation Date</u>
<b><u>DULUTH PUBLIC SCHOOLS</u></b>	
Robert Martin Gjerdahl	6/5/2012
Jeffrey H. Massey Jr.	
Brian Paul LaPrairie	
Derek Marlin Nelson	
Christopher John Reimer Isaacson	
Evelyn Marie Pleus	

Please send diploma to Brenda at Unity  
 William Crandall  
 Principal; Unity ALC

bmv



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

May 24, 2012

William Gronseth  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> 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 their diploma from Duluth Public Schools.

<u>Name of Graduate / School</u>	<u>Graduation Date</u>
<b><u>DULUTH PUBLIC SCHOOLS</u></b>	
<b>Rachel Kay Sunde</b>	<b>6/5/2012</b>

Please send diploma to Brenda at Unity  
 William Crandall  
 Principal; Unity ALC

bmv



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

May 9, 2012

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

Dear Mr. Gronseth,

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

Name of Graduate / School

Graduation Date

DULUTH PUBLIC SCHOOLS

Michell Lynn Anderson  
 (note: no e on Michell)

5/9/2012

Please send diploma to Brenda at Unity

William Crandall  
 Principal; Unity ALC

bmv



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

May 14, 2012

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

Dear Mr. Gronseth,

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

Name of Graduate / School

Graduation Date

DULUTH PUBLIC SCHOOLS

Leigh Morgan Heveron

5/10/2012

Please send diploma to Brenda at Unity

William Crandall  
 Principal; Unity ALC

bmv



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

May 10, 2012

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

Dear Mr. Gronseth,

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

Name of Graduate / School

Graduation Date

DULUTH PUBLIC SCHOOLS

Jeremy Allen Victor

6/5/2012

Please send diploma to Brenda at Unity

William Crandall  
 Principal; Unity ALC

bmv



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

May 15, 2012

William Gronseth  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> 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.

<u>Name of Graduate / School</u>	<u>Graduation Date</u>
DULUTH PUBLIC SCHOOLS	
Gelasia Frances Weidman	5/7/2012

Please send diploma to Brenda at Unity

William Crandall  
 Principal; Unity ALC

bmv



DENFELD SENIOR HIGH SCHOOL

401 N. 44<sup>th</sup> Ave. W.

Duluth, Minnesota 55807

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

• Athletics Fax: 218/336-8842



Jill Arndt  
Principal on  
Special Assignment

Ed Crawford  
Principal

Tonya M. Sconiers  
Assistant Principal

February 6, 2012

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

The following student completed his high school graduation requirements at Denfeld High School and requests a diploma.

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

Name	Joshua D.W. Radosevich
Date of Graduation	January 19, 2012

Thank you.

Sincerely,

Ed Crawford  
Principal



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

May 15, 2012

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

Dear Mr. Gronseth,

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

Name of Graduate / School

Graduation Date

DULUTH PUBLIC SCHOOLS

Jesse Jerome Jon Napier

6/5/2012

Please send diploma to Brenda at Unity

William Crandall  
 Principal; Unity ALC

bmv



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

June 5, 2012

William Gronseth  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> 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 their diploma from Duluth Public Schools.

Name of Graduate / School

Graduation Date

**DULUTH PUBLIC SCHOOLS**

**Shalya Tieray Cornell**

**6/5/2012**

**Cassandra Lynn Dukart**

**6/5/2012**

Please send diploma to Brenda at Unity

William Crandall  
 Principal; Unity ALC

bmv



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

June 5, 2012

William Gronseth  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> 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 their diploma from Duluth Public Schools.

Name of Graduate / School

Graduation Date

**DULUTH PUBLIC SCHOOLS**

**Nicholas John Wosmek**

**6/5/2012**

Please send diploma to Brenda at Unity  
 William Crandall  
 Principal; Unity ALC

bmv