

## Education Committee-Regular School Board Meeting

Duluth Public Schools, ISD 709

### Agenda

Tuesday, July 17, 2012

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

## 1. Informational Items

### A. Informational Presentations

#### 1) Summer Reading Campaign

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Carla Harrold, Reading Curriculum Specialist, shared updated information on the Summer Reading Program, which is an initiative to help combat summer reading loss that research shows contributes to the achievement gap. Title I funds were used to purchase books for all students in Title I elementary and middle schools.

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

#### 2) Student Support Team (SST) Review Committee Update

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Members of the SST Review Committee reported on the current work the group is doing and share their recommendations for moving forward as a District in regards to the SST process, which will include a new SST Policy to be presented to the School Board for a first reading in the early fall.

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

#### 3) Multiple Measurement Ratings (MMR)

19

On May 22, 2012 the Minnesota Department of Education released the Multiple Measurement Ratings (MMR) for Minnesota schools. This new accountability system is made possible through the State's No Child Left Behind (NCLB) waiver and will replace the Adequate Yearly Progress (AYP) measurement that was historically used in holding schools accountable. Tawnyea Lake, Director of Performance, Evaluation, and Assessment, provided an overview of this new accountability system. She also shared Duluth Public Schools MMR results.

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

B. Grant Applications - None

C. National Automotive Technicians Education Foundation (NATEF), Inc. On-site Evaluation and Accreditation Process 36

Matthew Rannila, Automotive Instructor, has applied for and been approved for an on-site evaluation of the Duluth Public Schools Automobile Technician Training Program in the areas of Brakes, Electrical/Electronic Systems, Engine Performance, and Suspension and Steering for accreditation renewal approval. His goal is to complete all requirements and be approved for accreditation by the fall of 2012.

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

2. Action Items

A. Presentation Items Requiring Approval - None

B. Resolution E-7-12-3040 - Acceptance of Grant Awards to Duluth Public Schools 39

Attached is Resolution E-7-12-3040 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards for the following organizations:

Ordean Foundation  
 Captain Planet Foundation  
 Duluth Superior Area Community Foundation -Duluth Public Schools  
 Endowment Fund

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-7-12-3040 - Acceptance of Grant Awards to Duluth Public Schools.

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

**(This item was pulled at the Education Committee Meeting and is pending legal consultation.)**

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  
 Lutheran Social Services  
 Men as Peacemakers

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

D. Local Education Agency (LEA) Authorizer

It is recommended that the Duluth School Board authorize Charlie Leibfried, Federal Programs Supervisor, to act as the LEA representative for the Duluth Public Schools in filing application for funds as provided under Public Law 103-382 for the 2012-13 School Year.

Recommendation: It is recommended that the Duluth School Board accept and approve this item authorizing Charlie Leibfried to act as the LEA representative for the Duluth Public Schools for the 2012-13 School Year.

E. Resolution E-7-12-3037 - Support for the Continued Development of the Lowell to Lakewalk Trail 49

Attached is Resolution E-7-12-3037 - Support for Continued Development of the Lowell to Lakewalk Trail, to accept and approve supporting the continued development of the trail, which is 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 accept and approve Resolution E-7-12-3037 - Support for Continued Development of the Lowell to Lakewalk Trail.

F. Diplomas 50

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

Michael W. Lindorff - June 5, 2012  
 Thomas G. Krause - June 5, 2012

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

G. 2012 Graduates 51

It is recommended by administration that the official minutes include a

certified list of June 2012 graduates as submitted by the respective high schools.

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

# Summer Reading

It is estimated that the "summer slide" accounts for as much as 85% of the reading achievement gap between lower-income students and their middle- and upper-income peers (Allington, 2009).



1. Idea
2. Charlie Leibfried & Katie Kaufman
3. Books
4. Partnerships: KBJR & Duluth Public Library
5. Sponsors: Kraus-Anderson & Johnson Controls
6. Billboards, Mailers, Lunch Program

# Dream Big READ!

## Children Who Read Succeed



NEWS CENTER DULUTH KRAUS-ANDERSON UNIVERSITY GRADUATE Johnson Controls DULUTH SCHOOLS

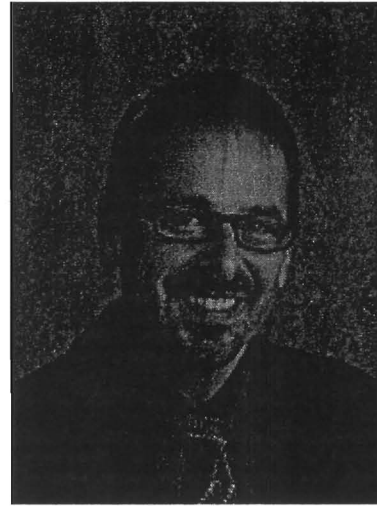


BULLS  
SENIOR ARISE

A strong body of research shows that without practice students lose reading skills over the summer months.

1. Regardless of ethnicity, socioeconomic level, or previous achievement, children who read four or more books over the summer fare better on reading-comprehension tests in the fall than their peers who read one or no books over the summer (Kim, 2004).
2. Teachers typically spend between four to six weeks re-teaching material students have forgotten over the summer (Alexander, 2007).
3. It is estimated that the “summer slide” accounts for as much as 85% of the reading achievement gap between lower-income students and their middle- and upper-income peers (Allington, 2009).
4. During the school year, lower-income children’s skills improve at close to the same rate as their more advantaged peers—but over the summer, middle- and upper-income children’s skills continue to improve, while lower income children’s skills do not (Krashen, 1993).
5. Third graders who can’t read on grade level are four times less likely to graduate by age 18 than a proficient reader (Hernandez, 2011).
6. Studies show that making sure there are always interesting books at home can increase the likelihood of a child being a frequent reader, especially among ages 9-11 and 15-17 (Yankelovich, 2010).
7. Researchers have found that children who grow up in homes with many books gain higher academic achievement than children from bookless homes, independent of their parents’ education, occupation, and class (Evans, 2010).

From Scholastic Summer Reading Literature, 2012



Dear Parent or Guardian,

Experts agree that children who read during the summer months keep their reading skills sharp and are better prepared for the challenges of the next grade level. With this in mind, the Duluth Public School district is happy to provide you with the enclosed books and activity sheets designed to motivate students to read this summer.

This book pack will also provide you with an opportunity to spend quality time with your child while you help to build their comprehension, vocabulary, and critical thinking skills. The tips for families listed on the reverse side of this letter provide strategies and suggestions to help you make the most of summer reading opportunities. There are lots of fun ways to extend the learning and incorporate reading into vacation time!

In addition to the books and activity sheets, be sure to check out the Scholastic Summer Challenge website at [www.scholastic.com/summer](http://www.scholastic.com/summer) for free summer reading resources, including games, message boards, book logs, a book trivia Web cast, and information about reading for the world record.

I hope that by exposing children to exciting books written by popular authors, featuring a wide range of engaging characters, we can encourage all, Duluth Public School District students to become lifelong readers and learners.

Sincerely,

**William Gronseth**  
Superintendent of Schools

### **1. Lead by example.**

Read the newspaper at breakfast, pick up a magazine at the doctor's office, and stuff a paperback in your beach bag. If kids see the adults around them reading often, they will understand that literature can be a fun and important part of their summer days.

### **2. Talk it up.**

Talking with your kids about what you have read also lets them know that reading is an important part of your life. Tell them why you liked a book, what you learned from it, or how it helped you - soon they might start doing the same.

### **3. Help kids find time to read.**

Summer camp, music lessons, baseball games, and videos are all fun things kids like to do during the summer. However, by the end of the day, children may be too tired to pick up a book. When planning summer activities with children, remember to leave some time in their schedules for reading. Some convenient times may be before bedtime or over breakfast.

### **4. Relax the rules for summer.**

During the school year, children have busy schedules and often have required reading for classes. Summer is a time when children can read what, when, and how they please. Don't set daily minute requirements or determine the number of pages they should read. Instead, make sure they pick up books for fun and help find ways for them to choose to read on their own. You may even want to make bedtime a little bit later if you find that your child can't put down a book.

### **5. Have plenty of reading material around.**

Books aren't the only things that kids can read for fun. Be sure to have newspapers, magazines, and informational material on hand that might spark the interest of a young reader.

### **6. Use books to break the boredom.**

Without the regular school regimen, adults and kids need more activities to fill the hours. Books that teach kids how to make or do something are a great way to get kids reading and keep them occupied. Don't forget to take your kids' favorite books along on long road trips.

### **7. Read aloud with kids.**

Take your children to see a local storyteller or be one yourself. The summer months leave extra time for enthusiastic read-alouds with children no matter what their age. Don't forget to improvise different voices or wear a silly hat to make the story that much more interesting!

Duluth Public Library  
Summer 2012

Dream Big  
READ!

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Summer Reading: June 11 - July 27

Dream big at the library this summer!

Visit the library beginning **June 11** and pick up a Summer Reader packet. Keep track of your reading time during the summer - we'll give you an easy way to do it! There are prizes for every 5 hours of reading. When you reach 25 hours, you'll get to choose a paperback book to keep! The Summer Reading program ends **July 27**. Packets are available while supplies last.

## Kaleidoscope

Free entertainment programs for children are held outdoors on the Main Library's Plaza, rain or shine. Programs will be on **Tuesdays at 10:30 a.m.** and repeated at **1:30 p.m.**; each program lasts about 45 minutes. An adult should accompany children under eight. Sign language interpretation will be provided for the afternoon performances. Promotional photos will be taken at the programs. Please talk to program staff if you do not wish your child to be photographed.

**July 10** Back by popular demand! **The Okee Dokee Brothers**, Joe and Justin, are childhood best friends who now create original, award-winning music inspired by their own backyard adventures. In every song there's room for kids to dance and parents to feel like kids again.

**July 17** Touring the planet for over two decades, **Kenny Ahern** provides hilarious physical comedy and audience fun. This former Ringling Brothers Circus clown - and Kaleidoscope favorite - provides a show that both adults and kids will love.

**July 24** **Star Michaelina's** eye-popping magic, exhilarating energy and wacky physical comedy combine into this high-energy one-woman show with lots of audience participation.

**July 31** During Glen Everhart's **Heebie Jeebies Family Comedy Music Show**, kids will laugh, move and dance their way through original kids' comedy songs. How about *I've Got The Heebie Jeebies* or *Camp Ishy-fishy-stinky-socky-skeeter-slappy-toad-a-hoppy-burpa-lotta-woods-a-tickle-ee?*



The parking lot next to the Depot is closed for construction this summer. The library suggests you allow more time for parking when planning your visits.

There's more fun on the back!



Main Library  
520 W. Superior St.  
Youth Services - 730-4200/option 4



Mt. Royal Branch Library  
105 Mt. Royal Shopping Circle  
730-4290

West Duluth Branch Library  
5830 Grand Avenue  
730-4280

# Drop-in FUN for Kids

Minnesota Reading Corps volunteers will be leading activities, songs and stories for kids in the Main Library's Green Room. Stop in any time during the programs to join the fun! Children under age 8 should be accompanied by an adult.

## Wednesday, June 20 - Bubbleology

2 - 4 p.m.

Bubbles, bubbles everywhere! Learn how to make and blow bubbles. Who can make the biggest bubble? Test your skills outside on the Library Plaza.

## Friday, June 22 - Let's Go Fly a Kite

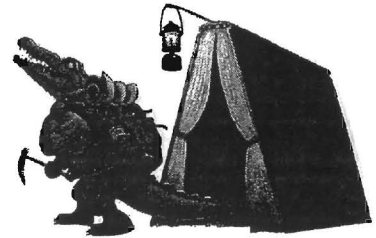
10:30 a.m. - 12:30 p.m.

Learn about flight and flying! Design and build your own kite to bring home and test. How high will it soar?

## Monday, June 25 - Dino Dig

10:30 a.m. - 12:30 p.m.

Roar like a dinosaur! Join us for stories, songs and fossil making.



## Monday, June 25 - Earthworm Extravaganza

2 - 4 p.m.

Wiggle and giggle as we hear nightcrawler tales, create worm art, and learn how to make your own worm terrarium!

## Tuesday, June 26 - All Out Games

10:30 a.m. - 12:30 p.m. OR

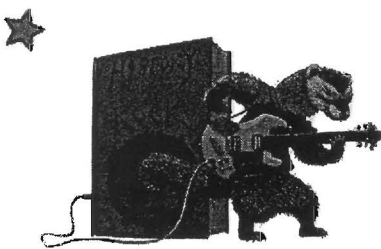
2 - 4 p.m.

Come and play some of the great games the library has to offer. Learn how to make your own game to take home for your own family game night!

## Wednesday, June 27 - Puppet Party

2 - 4 p.m.

Create your own puppet to present in a fairy-tale puppet show.



Look for our  
**SUMMER**  
movie schedule!



2012 Summer Programs are sponsored by Arrowhead Library System, Friends of the Duluth Public Library,  
Port of Duluth Kiwanis and the Minnesota Reading Corps

Duluth Public Library  
[www.duluth.lib.mn.us](http://www.duluth.lib.mn.us)



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# Things to Do at the Duluth Public Library

1. GET A LIBRARY CARD! (see information on the back of this sheet)



2. Check out a book and take it home

3. Play Connect Four or another board game

4. Draw pictures

5. Put a puzzle together

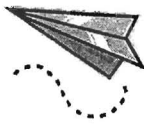
6. Look at special displays of books

7. Tell a joke to the librarian

8. Ask about free passes to museums

9. Find a book about making paper airplanes

10. Find a recipe for making cookies



11. Learn to use the library catalog

12. Look at a magazine

13. Finish your homework

14. Play a game on a computer

15. Pick up a free bookmark

16. Ask for help to find a good book

17. Explore the whole library

18. Play with other kids in the play area

19. Use an Internet computer

20. Get a cold drink of water

21. See what you can find in the dollhouse



22. Check out a movie to watch at home



23. Put on a puppet show in the play area

24. Look out the windows at the harbor

25. Learn how to take care of your pet

26. Read to a doll, a bear or a younger brother or sister

27. Learn to use the eHomework computer

28. Meet new friends

29. Find the dinosaur books (hint: look under the dinosaur kite!)



30. Read a graphic novel

31. Find the first letter of your name on the front of the Youth Services desk

32. Look at the NEW books



33. Start to read a new series

34. Find Duluth on the globe or a map

35. Color in a coloring book (ask for crayons at the desk)

36. Look at cool stuff hanging from the ceiling

37. Look at the posters

38. Listen to a story on the TumbleBooks computer

39. Find the I Spy books

40. READ TOGETHER!

## How to Apply for a Library Card

Apply in person at any of the Duluth Public Library locations:

**Main Library**  
 520 West Superior St.  
 Duluth, MN 55802  
 Ph: 218-730-4200/option 3

**Mt. Royal Branch Library**  
 105 Mt. Royal Shopping Circle  
 Duluth, MN 55803  
 Ph: 218-730-4290

**West Duluth Branch Library**  
 5830 Grand Avenue  
 Duluth, MN 55807  
 Ph: 218-730-4280

A parent or guardian with a picture ID and proof of address must be with applicants under age 14. For a child age 5 or under, the parent or guardian must have a valid library card; the parent or guardian may apply for that library card at the same time as the child.

Applicants aged 14 and older must bring a picture ID and proof of address, or be with a parent or guardian with a picture ID and proof of address.

Call 218-730-4200/option 1 for library hours.

Fill in the application form below and bring it to the library on your next visit. Additional forms are available at each location.

Barcode: <input type="checkbox"/> Duluth <input type="checkbox"/> ALS <input type="checkbox"/> Temp <input type="checkbox"/> Reciprocal/Compact Borrower Previous Barcode: Associated Barcode:		<u>Library Use Only</u> <input type="checkbox"/> New <input type="checkbox"/> Rereg <input type="checkbox"/> Other <hr/> <input type="checkbox"/> Main <input type="checkbox"/> MTR <input type="checkbox"/> West		Date: Patron Code: Statistical Code: Ex Date: Staff Initials:	
Last Name:		First Name:		Middle Name:	
Street Address:					
City:				County:	
State:	Zip Code:	Township (If out of city limits):		Phone:	
Birthday (month, day, year):		Driver's License Number (or ID):		Email:	
How would you like to be contacted for reserves, overdues & reminders? <input type="checkbox"/> Phone OR <input type="checkbox"/> Email					
Password (4-16 characters):  A password, used with your library card number, allows you to access your library account information online and/or at library computers.			Do you want to maintain a permanent reading history? <input type="checkbox"/> Yes <input type="checkbox"/> No A permanent reading history is a list of the items you have checked out for the previous 3 years or up to 500 items. It is accessed with your library card and password online and/or at library computers.		
Signature of Applicant:			Signature of parent or guardian: (For applicants under 14 years old)		
By signing this, I understand that it is unlawful not to return materials and I will be held fully responsible for all materials checked out on this card. Parents, not library staff, are ultimately responsible for the selections of minors.					

## Managing Multiple Initiatives at the Elementary Level

How is your district coordinating/comprehensively addressing the following initiatives: Teacher Evaluation Process, Minnesota Blueprint for Literacy, Reading Well by 3<sup>rd</sup> Grade, “New” Criteria for Specific Learning Disability, Alternative Delivery of Specialized Services Grant?

### Teacher Evaluation Process

\*\*\*Must coordinate staff development activities under sections [122A.60](#) and [122A.61](#) with this evaluation process and teachers' evaluation outcomes;

Effective staff development activities include:

focus on the school classroom and *research-based strategies* that improve student learning; provide opportunities for teachers to *use student data as part of their daily work* to increase student achievement; improve student achievement of state and local education standards in all areas of the curriculum *by using best practices methods*; effectively meet the needs of a diverse student population, including *at-risk children, children with disabilities, and gifted children*, within the regular classroom and other setting;

\*\* Must use an agreed upon *teacher value-added assessment model* for the grade levels and subject areas for which value-added data are available and *establish state or local measures of student growth* for the grade levels and subject areas for which value-added data are not available as a basis for 35 percent of teacher evaluation results;

The purpose of the Minnesota Growth calculation is to compute a standardized growth score for each students who took the same test in two consecutive administrations (e.g., students who took the reading MCA in grades 3 and 4). The Minnesota Growth methodology qualifies as a "grade to-grade" growth model..which....possesses some of the same features that make ...value-added modeling useful.

### Minnesota Blueprint for Literacy

Priority 1:

Develop an infrastructure to implement and sustain high quality literacy practices statewide.

MDE has partnered with the National Center on State Implementation and Scaling Up of Evidence-based Practices (SISEP). This partnership will provide the support necessary to ensure we incorporate the *science and research* behind effective implementation .... It is the goal of the MDE to operationalize systemic change from within .. by examining and understanding educational practices (*the what*) and developing the capacity (*the how*) to support those practices system-wide (Fixsen, Blase, Horner & Sugai, 2009).

Goal #1: Improve literacy outcomes for our state’s most disadvantaged learners by developing a cohesive state literacy plan highlighting instructional practices for reading, writing and oral language grounded in evidence and scientifically based research. To build coherent systems of education.. several key factors need to be incorporated... *data-driven decision making* process, a focus on *evidence based practices*, alignment of curriculum, instruction and assessment practices, instructional leadership, job-embedded professional development plans, and *multi-tiered systems of support* to fully meet the needs of all learners from birth through grade 12.

Goal #2: Increase Teacher Effectiveness and Instructional Leadership for ALL Birth-Grade 12 Educators in *using evidence and scientifically-based reading and writing research* to improve instructional literacy practices at all levels.

## Reading Well by 3<sup>rd</sup> Grade

- Reading Well by Grade 3
  - Scientifically based reading instruction
  - Parent notification
  - Intervention
  - Staff development
- Local Literacy Plan
  - To ensure reading proficiency by the end of Grade 3
- Provide comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4
- Identify before the end of kindergarten, grade 1, and grade 2 students who are at risk of not learning to read and not reading at grade level before the end of second grade
- Locally adopted assessment method and data reported to commissioner annually by June 1
- Local literacy plan
  - a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3.
  - The plan must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs.
  - The district must post its literacy plan on the official school district Web site.
- Includes Proficiency Aid and Growth Aid
- Proficiency aid = \$85 x school's enrollment on October 1 of the previous year x percent of third graders meeting or exceeding proficiency on the third grade reading MCA, averaged across the previous three test administrations (FY 10, 11 & 12 for FY 13 aid).
- Growth aid = \$85 x school's enrollment on October 1 of the previous year x percent of fourth graders making medium or high growth on the reading MCA, averaged across the previous three test administrations.
- For FY 2013 only, state total aid is capped at \$48,585,000. No proration is anticipated, but will depend on 2011 & 2012 test results.

## “New” Criteria for Specific Learning Disability

The child must receive two interventions, as defined in Minnesota Statutes, section 125A.56, prior to evaluation,

**125A.56 Subdivision 1.Requirement.** (a) Before a pupil is referred for a special education evaluation, the district must conduct and document at least two instructional strategies, alternatives, or interventions using a *system of scientific, research-based instruction and intervention* in academics or behavior, based on the pupil's needs, while the pupil is in the regular classroom. The pupil's teacher must document the results.

The new rule has often been misinterpreted because “we aren’t doing RTI”. However, the law is not giving a choice regarding doing SRBI, it only gives districts a choice in how they ultimately validate inadequate progress— either by a rigorous plan detailed in the district TSES and delivered with fidelity (RTI), or confirming with additional testing and use of discrepancy model.

### **ADSIS – Alternative Delivery of Specialized Services**

Funds are from targeted state aid to fund special education services. A portion of funds are allocated to provide direct service and targeted interventions for students needing early intervention and prevention services. There is opportunity to align core components of State Literacy Plan in area of multi-tiered systems of support.

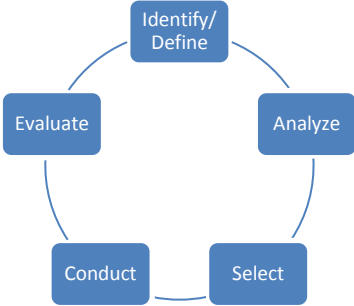
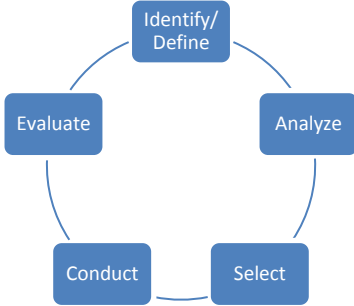
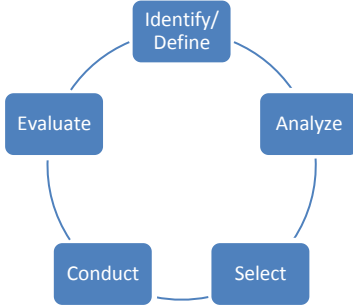
Funding information was out in Feb, 2012 but ISD 709 was not prepared to apply. This money has been available for over 5 years and Duluth could have been eligible for up to 500,000 dollars of funding each of these years.

### **Is your district prepared?**

How effective is your district in the following areas:

- Process for determining Scientific-Research Based vs. Research Informed vs. Reasoned Judgment
- Implementing 20-45 minutes of researched-based interventions in addition to core curriculum
- Matching instruction and interventions to accelerate growth in specific skill areas
- Collecting weekly/monthly/triannual progress monitoring data
- Using progress monitoring data to inform instruction and guide interventions
- Targeting resources to ensure 80% of students are successful in core instruction
- Collaboration and/or Co-teaching with gen-ed/sped/related service professionals/administration

# Building-wide Problem Solving Process

Tier 1 - General Education	Tier 2(3) - Collaborative Team	Tier – 3 Special Education
Goal= 80% of students successful in the curriculum	Goal=Target robust interventions for specific skills	Goal= Specialized instruction to address disabilities
		
Led By – Principal; Data Coach	Led by – Principal; Data Coach; School Psychologist	Led by Principal; Case Manager
<p><i>Identify</i> through</p> <ul style="list-style-type: none"> <li><b>Review</b> of records</li> <li>Parent Information</li> <li>Classroom Teacher <b>O</b>bservations</li> <li><b>T</b>est results from Universal Screening/benchmarks</li> </ul> <p><i>Analyze</i> through discussion at Grade-level meetings</p> <p><i>Select</i> interventions/differentiation based on Quality Practices and by teacher/parent/principal consensus</p> <p><i>Conduct</i></p> <ul style="list-style-type: none"> <li>Within the classroom</li> <li>Utilizing flexible small groups, volunteers, guided reading/math</li> </ul> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> <li>Within classroom using benchmarks/work samples</li> <li>Determine if student needs referral to Collaborative Team</li> <li>Classroom and building data to determine effectiveness of instruction/curriculum</li> </ul>	<p><i>Identify</i> through parent/teacher referral</p> <p><i>Analyze</i> through</p> <ul style="list-style-type: none"> <li><b>Review</b> of records/previous plan</li> <li><b>I</b>nterview parent/teacher/student                             <ul style="list-style-type: none"> <li>- Information Processing</li> <li>-Motivation/other factors</li> </ul> </li> <li><b>O</b>bservation of student in classroom</li> <li><b>T</b>est results of informal testing of specific Academic skills or Behavior charts</li> </ul> <p><i>Select</i> interventions(SRBI) by matching analysis of student needs with a standard protocol.</p> <p><i>Conduct</i></p> <ul style="list-style-type: none"> <li>By a teacher (Title I/gened/sped/other/ADSIS?)</li> <li>During a common grade-level time for interventions</li> </ul> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> <li>Using weekly or bi-weekly progress monitoring</li> <li>Determine if student needs Comprehensive Eval</li> <li>Effectiveness of selected interventions</li> </ul>	<p><i>Identify</i> through parent/CT referral</p> <p><i>Analyze</i> through Comprehensive Evaluation</p> <ul style="list-style-type: none"> <li><b>Review</b> information gathered by Collaborative Team process</li> <li><b>I</b>nterview parent/teachers/student - Follow-up regarding specific concerns not identified earlier.</li> <li><b>O</b>bserve systematically in multiple environments</li> <li><b>T</b>est specific areas of concern using standardized measures</li> </ul> <p><i>Select</i> based on eligibility and identified needs</p> <p><i>Conduct</i> SPED services/IEP or refine interventions to be conducted by collaborative team</p> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> <li>Individual Progress Reports and continuous progress monitoring</li> <li>Data of referrals vs. qualifiers</li> <li>Rates of growth from sped services vs. collaborative SRBI's</li> <li>#of students not Qing, but needing intensive service</li> </ul>

## Building-wide Problem Solving Process –

### Goal: Match instruction/efforts to efficiently and effectively meet student needs

Tier 1 – Grade Level Problem Solving Team	Tier 2(3) - Collaborative Problem Solving Team	Tier – 3 Special Education PST
<p><b>What’s needed:</b></p> <p>Systematic approach to documenting results of universal screening and pairing that with a defined instructional strategy or resource.</p> <p>Focus interventions on Instruction, Curriculum, and their Effectiveness, not just the Learner.</p> <p>Define district recommended strategies and resources and what student weaknesses they are intended to address.</p> <p>Simple form for documenting this process for each student (Do all students need an ILP, or should focus only be on those not meeting standards?)</p> <p>Simple/automatic progress monitoring so team can make informed decisions about next steps – continue, modify or refer to next level of PST.</p> <p>Training of teachers of purpose, process, and cultural implications to get understanding and buy-in.</p> <p><b>Questions:</b></p> <p>Are the current benchmarks the most efficient and effective? Is there another level of diagnostics needed at this level?</p> <p>Should this process be embedded / support teacher evaluations? Should monitoring and implementing it be part of principal evaluations?</p>	<p><b>What’s needed:</b></p> <p>Referral form that indicates strengths/weaknesses, hypothesis of problem, and baseline data.</p> <p>Process for further refining the definition of the problem and needed next steps</p> <p>Standard intervention protocols matched to specific needs that include progress monitoring and integrity checks.</p> <p>Simple form for documenting integrity and effectiveness of intervention.</p> <p>Process and guidelines for analyzing data to determine next steps - continue, modify or refer to next level of PST.</p> <p>Training of teachers of purpose, process, and cultural implications to get understanding and buy-in.</p> <p><b>Questions:</b></p> <p>How do we get time and resources to do this? How do we modify process in the interim? How do we raise demands on teachers without giving time, resources, or a workable alternative?</p> <p>How do we monitor effectiveness of interventions and the process /ensure interventions are effective for most students?</p>	<p><b>What’s needed:</b></p> <p>Referral form that clearly states the problem behavior/ academic weaknesses so the evaluation procedures can focus on further refining the problem-statement and generate better recommendations/hypothesis of what will work.</p> <p>Strong leadership and guidelines to ensure previous process was followed adequately.</p> <p>Evaluation form template to ensure consistent documentation and analysis of results is focused on eligibility AND instructional recommendations.</p> <p>Culturally competent evaluators and appropriate evaluation tools.</p> <p>Training of teachers of purpose, process, and cultural implications to get understanding and buy-in.</p> <p><b>Questions:</b></p> <p>How is SPED going to deliver services that are more robust/effective than the SRBI’s delivered at Tier 2?</p> <p>How will SPED interventions be monitored and assessed for effectiveness?</p> <p>What will we do with students that will have a well defined statement of need, but don’t qualify?</p>

# Duluth Public Schools Accountability Results

Multiple Measurement  
Rating (MMR) – Initial  
Designation

Tawnyea Lake, PhD  
Director of Assessment, Evaluation, and Performance

# Multiple Measurement Rating (MMR) - Background

Feb 2012 – US Dept of Education approved MDE's NCLB Waiver Request

Waiver will be in effect for 3 years, or until NCLB is re-authorized

# What is our new accountability system?

- Focuses on closing the achievement gap and promoting high growth for all students
- Built around multiple measurements - MMR
- Creates incentives for high performance
- Directly addresses the achievement gap for the first time
- Provides support for locally-developed school improvement plans

# MMR Defined

- MMR consists of four measurements:
  - Proficiency
  - Student Growth
  - Achievement Gap Closure
  - Graduation Rate

\*\*All schools are given an annual MMR

# MMR Defined

- Each domain worth 25 points
- MMR is generated by dividing the total number of points earned by the total number of points possible
  - Most elementary and middle schools = 75 points
  - Most high schools, 100 points possible
- The MMR is a 0-100 percentage
- Title I Schools are rank ordered and 5 groups are identified

# Title I School Labels

- **Reward Schools** – Highest 15% of Title I Schools in the state based on MMR.
- **Focus Schools** – The lowest 10% of Title I schools on FR rating (achievement gap) and/or graduation rate under 60%.
- **Priority Schools** – Lowest 5% of Title I schools in the state based on MMR.
- **Celebration Schools** – Highest 25% of Title I schools based on MMR (may apply to be Celebration School).
- **Continuous Improvement Schools** – Lowest 25% of Title I schools based on MMR (TBD in August 2012).

# MMR – Proficiency

- **Proficiency domain uses the AYP index model**
- Schools earn points based on weighted percentage of subgroups making AYP
- Weighting is based on the size of subgroups
- Unlike in AYP, in MMR Proficiency, groups can't make AYP through Safe Harbor

# MMR – Growth

- **Growth measures ability of schools to get students to exceed predicted growth**
- Growth predictions based on students' last assessment result
- Predictions generated by looking at two cohorts of students, where they scored one year and where they scored the next year
- Student growth score based on being above or below prediction
- School growth score is average of student growth scores

# MMR – Achievement Gap Reduction

- **Measures the ability of schools to get higher levels of growth from lower-performing subgroups than statewide average growth for higher performing subgroups**
- Growth of individual subgroups of students of color compared to growth of white students, Els compared to non-Els, FRPs compared to non-FRPs, Sped compared to non-Sped
- Subtract schools' growth scores for lower performing groups from statewide average of higher performing groups
- Negative score indicates success

# MMR- Graduation Rate

- **Looks at the percentage of subgroups that made AYP in graduation rate**
- Uses same methodology as Proficiency domain
- Current AYP grad rate targets are 85%
- Groups can only get credit for meeting the target, not through year-to-year improvements

# Focused Rating

- This rating includes two parts, each worth 25 points:
  - Achievement Gap Reduction as indicated in the MMR
  - Focused Proficiency Score which is the Proficiency Rating minus the “All” and “White” groups
- This rating only applies to Title I Schools and is used to determine Focus Schools
- Even though it only applies to Title I Schools, other schools may use their FR as a measure of overall school effectiveness with achievement gap work

# MMR - Initial Designation

- Will change in August 2012 using Spring 2012 Reading and Math MCA data
- Will be shared with media and accessible on MDE website on May 22<sup>nd</sup>, 2012
  - School MMR – Initial Designation; Combo of 2010, 2011 and reading and math
  - Title I MMR Designation of Reward, Focus or Priority
- Embargoed until May 22<sup>nd</sup> – no public reporting by schools until that time

# Local MMR Results/Designations

- 2 Focus Schools
  - Morgan Park Middle School
  - Piedmont Elementary School
- 1 Priority School
  - Laura MacArthur Elementary School

	MMR	FR
<b>Morgan Park</b>	8.08%	15.49%
<b>Laura MacArthur</b>	8.78%	16.71%
<b>Lincoln (Piedmont)</b>	15.08%	19.52%
<b>Central (Denfeld)</b>	34.90%	19.20%
<b>Lowell</b>	36.46%	50.17%
<b>Woodland</b>	42.96%	52.27%
<b>Nettleton</b>	47.68%	61.93%
<b>Stowe</b>	52.11%	74.78%
<b>Merritt Creek Academy</b>	52.95%	62.70%
<b>Homecroft</b>	56.27%	64.58%
<b>Area Learning Center</b>	57.81%	63.01%
<b>Chester Creek Academy</b>	64.75%	72.62%
<b>Lakewood</b>	67.19%	71.03%
<b>Lester Park</b>	72.26%	75.81%
<b>East</b>	80.45%	78.15%
<b>Congdon Park</b>	84.74%	79.87%

# Celebrations – State Ranks

	Top 25%	Top 10%	Top 5%	Top 1%
<b>Proficiency</b>				Congdon Park* Lakewood* Lowell* Lester Park Woodland* East*
<b>Growth</b>	Nettleton* Lester Park*	Homecroft*	Congdon Park*	
<b>Achievement Gap Reduction</b>	Nettleton*	Homecroft*		
<b>Graduation</b>				Central East

\* Indicates improvement from 2009-2010 to 2010-2011

# Celebrations – Domain Improvements

1 Domain	2 Domains	3 Domains	4 Domains
East	Congdon Park Homecroft Lakewood Laura MacArthur Merritt Creek Academy Lester Park	Lowell Nettleton Woodland	

Note: Elementary and Middle Schools are only evaluated on 3 domains

# Next Steps

- District and identified schools will meet regularly with Regional Center of Excellence staff
- Focus and Priority Schools will develop Title I plan and budget, due September 2012
- Information will be used to guide school improvement efforts for all schools in the district



**NATIONAL AUTOMOTIVE TECHNICIANS EDUCATION FOUNDATION, INC.**

May 24, 2012

Mr. Jim Arndt  
Principal/CTE Administrator  
Denfeld High School  
401 N 44th Ave W  
Duluth, MN 55807

Dear Mr. Arndt:

Your application for the on-site evaluation of your Automobile technician training program has been approved in the following area(s): Brakes, Electrical/Electronic Systems, Engine Performance, and Suspension & Steering. Your application on file will be valid through 11/04/2013. Should your program not complete the accreditation/renewal of accreditation process by 11/04/2013, you will be required to resubmit your application, and begin the process anew. *Note: The above date refers only to the length of time your application is valid for. Programs in the accreditation renewal process should not mistake this date for their expiration date.*

You will be notified in writing once an Evaluation Team Leader (ETL) has been assigned to your program. Please contact this person quickly to finalize plans for your visit. Also remember that the team packets you purchased will be sent directly to your ETL.

While you are awaiting an ETL assignment, we recommend using this time to prepare for your on-site evaluation. **The document *Recommendations for a Successful On-site Evaluation* has been enclosed and is intended to serve as a guideline, including suggestions for a positive on-site evaluation experience.** Please take a moment to read thoroughly, paying special attention to item 3, which states course of study materials must be received by your ETL at least two weeks in advance of your scheduled on-site evaluation date(s). We recommend organizing these materials now, so that your evaluation date can take place in a timely manner.

Should you have any questions or need further information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads 'Brittany Miller'.

Brittany Miller  
School Services Coordinator

BM

cc: Mr. Matthew Rannila, Instructor

**101 BLUE SEAL DRIVE, S.E., SUITE 101, LEESBURG, VA 20175**  
**PHONE: 703-669-6650 FAX: 703-669-6125**  
**www.natef.org**



**NATIONAL AUTOMOTIVE TECHNICIANS EDUCATION FOUNDATION, INC.**

## **RECOMMENDATIONS FOR A SUCCESSFUL ON-SITE EVALUATION**

### **Helpful Hints And Suggestions**

Congratulations! NATEF has approved your program for an on-site evaluation. NATEF is in the process of assigning an Evaluation Team Leader (ETL) to your program. We make every effort to assign an ETL to your program within 30 days. NATEF will send you a letter with contact information for your ETL as soon as that individual is assigned. We would like to take this opportunity to share with you some hints and suggestions for a positive on-site evaluation process.

The entire evaluation process should be viewed with the goal of overall program improvement. However, since the evaluation requires the program to be reviewed by their peers, a certain amount of anxiety can be expected. Some say that anxiety results from the pride instructors and administrators have in their school, their program, and their desire for continuous improvement.

The following hints and suggestions were developed as a result of NATEF's extensive experience working with programs and ETLs. Given that not all training programs are the same, no two on-site evaluations are exactly the same. In the final analysis, direct communication between the on-site coordinator and their assigned ETL will be the key for a positive experience.

1. Keep in mind that the on-site visit serves two purposes:

First - It allows the evaluators a chance to review the information that you and/or your Advisory Committee used to rate your program for the self-evaluation. In other words, they validate that you are doing what you say you are doing.

Second - The feedback provided by the team can be used to make improvements to your program.

2. Initiate contact with your ETL once he or she is assigned. Identify a date that will work for both of you for the on-site. Please keep in mind that for an Initial Accreditation, a two-day on-site is required, while the Renewal of Accreditation usually requires only one day. Make sure that the day(s) you select is a normal school day when students are in class.

3. Have your Course of Study information ready to send to the ETL. Please refer to item 4 in the procedures section of the Program Standards for all that you are required to send. If you have any questions about the materials you must include, you can discuss this with the ETL when you plan

for the on-site. Remember that the ETL must receive this information at least two weeks prior to the on-site.

4. Inform the Administrator, school counselor, and other instructors involved with the program of the date of the on-site and request that they be present and available for at least part of the day(s). It is helpful if they are present during the introductions. It is important that the Administrator and the instructors attend the debriefing by the team at the conclusion of the evaluation. The schedule for the on-site evaluation should span a routine eight hour day with the start and finish times established by mutual agreement between the ETL and the on-site coordinator (8:00 – 4:00 is typical, but other schedules are acceptable).

5. Prepare your students and your facility for the evaluation. Students should be aware that the program is being evaluated and that the team will be observing classroom and lab/shop activities. The team will make every effort to not disrupt normal activities. This is an opportunity for your program to demonstrate for others how well it meets industry standards.

6. Make provisions for a space for the on-site team to work where they won't be disturbed and where they have access to your materials. **Ensure that all materials are assembled according to Standard and number. Highlight pertinent information for easy identification and review by the team. Use the Program Evaluation guide in Appendix A of the Program Standards for tips on information you may wish to provide for the evaluation team.** Please do not become alarmed if the team asks for additional information or clarification. They are just doing their job for NATEF.

7. It is appropriate and helpful if you provide lunch (at school) for the team during the on-site evaluation.

8. At the close of the evaluation, the team will debrief the program on their observations. Comments may include observations of commendation as well as suggestions for possible improvements. The team does not indicate whether a program will be granted accreditation. The NATEF office will provide notification of your program's accreditation status following the review of the evaluation team's final report. If improvements must be made, NATEF will let you know what must be accomplished and verified by the ETL prior to accreditation.

Best wishes for a successful evaluation process!

## RESOLUTION

### Acceptance of Grant Awards to Duluth Public Schools

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

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

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

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

	Organization	Author/Contact	Project Title	Award Amount	Terms
1	Ordean Foundation	Deidre Quinlan	Teen Parent Collaborative	\$40,000	Funds from this grant award 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.
2	Captain Planet Foundation	Shawn Roed	Sustainable Duluth Public Schools Captain Planet Foundation Grant	\$1,000	Funds from this grant award will be used toward a campus wide habitat plan that will help in making East High School sustainably support wildlife, clean water, and a healthy ecosystem.
3	Duluth Superior Area Community Foundation – Duluth Public Schools Endowment Fund	Various	Various	\$11,095	Funds from these fourteen grant awards will be used to provide supplemental funding to enrich the academic, cultural, athletic, and overall experiences of Duluth Public Schools students and staff. See the attached spreadsheet with additional details.



RECEIVED 40

JUN 14 2012

Office of the Superintendent

# ORDEAN

FOUNDATION

June 12, 2012

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

Dear Mr. Gronseth:

I am pleased to inform you that the Ordean Foundation Board of Directors has acted favorably on your request. The Board agreed to provide a \$40,000 grant for Teen Parent Collaborative for a period not to exceed one year.

Enclosed are three copies of the Grant Agreement for your signature.

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

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

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

Sincerely,

Joe Everett  
Program Director

Enc.

Cc: Deidre Quinlan, Habitat Director

**GRANT AGREEMENT  
CONTRACT #12-667**

THIS AGREEMENT made this 12<sup>th</sup> day of June 2012 by and between INDEPENDENT SCHOOL DISTRICT #709, a Minnesota Corporation, hereinafter called Grantee, and ORDEAN FOUNDATION, a Minnesota Corporation, hereinafter called Ordean;

**WITNESSETH**

WHEREAS Grantee has applied to Ordean Foundation for a grant of Forty Thousand Sixty-Six and no/100 Dollars (\$40,066) and Ordean has agreed to make a grant to Grantee not to exceed Forty Thousand and no/100 Dollars (\$40,000) to provide funds for Teen Parent Collaborative at the YWCA Spirit Valley Childcare Center for a period not to exceed one year.

NOW THEREFORE, in consideration of said grant and the agreements herein contained, Ordean and Grantee hereby agree as follows:

1. Grantee shall use said grant solely for the respective purposes above set forth as described in the grant application dated May 15, 2012 as supplemented which is in the files of Ordean.
2. Said grant will be paid to Grantee on the following dates and in the following amounts:

**PAYMENT 1**

Thirteen Thousand Three Hundred Thirty Three and 33/100 Dollars (\$13,333.33) on or about September 1, 2012 upon execution of this agreement and presentation of an invoice requesting payment;

**PAYMENT 2**

Thirteen Thousand Three Hundred Thirty Three and 33/100 Dollars (\$13,333.33) on or about January 1, 2013 upon presentation of a Minnesota Common Report Form progress report for the September 1, 2012 to December 31, 2012 grant period and an invoice requesting payment;

**PAYMENT 3**

Thirteen Thousand Three Hundred Thirty Three and 34/100 Dollars (\$13,333.34) on or about April 1, 2013 upon presentation of a Minnesota Common Report Form progress report for the January 1, 2013 to March 31, 2013 grant period and an invoice requesting payment.

**NO GRANT PAYMENTS WILL BE MADE UNTIL EACH REQUIRED PROGRESS REPORT HAS BEEN PRESENTED TO ORDEAN. A MINNESOTA COMMON REPORT FORM SHALL BE SUBMITTED FOR THE FINAL GRANT PERIOD WITHIN THIRTY (30) DAYS OF THE END OF THE GRANT PERIOD.**

Any part of said grant which has been paid to Grantee and which has not been used by Grantee for the purposes aforesaid on or before August 31, 2013 shall be repaid by Grantee to Ordean on or before September 30, 2013.

3. Grantee shall furnish evidence satisfactory to Ordean that Grantee has firm commitments for cash contributions for the purposes hereinabove set forth from the grantee or other funding sources of not less than the additional amount required to fund the complete program of work described in the said application to Ordean. Further, that upon completion of the program year the Grantee shall furnish Ordean an accounting of application of funds demonstrating that the Grantee has applied said funds to the

program. During or immediately following the close of the program year, Ordean will evaluate progress in achieving stated goals and accomplishments of the program. It will be the responsibility of the Grantee to provide such records and data as is necessary to complete such evaluation. This Agreement shall not be construed to make Ordean liable to any person for the payment of salary wages or other benefits nor make Ordean the employer for any purpose, and Grantee agrees to indemnify Ordean against any claim of any participant and any claim of any other person, firm, corporation or government entity, arising out of said Program.

4. Grantee shall furnish Ordean a resolution duly adopted by the governing body of Grantee and certified by its Corporate Secretary or Assistant Secretary accepting the grant hereinabove described, evidencing the agreement of said governing body to all of the provisions in this grant agreement contained, and authorizing the execution of the grant agreement by Officers of Grantee.

5. Grantee shall furnish Ordean a letter from the Internal Revenue Service evidencing its determination that Grantee is an exempt organization under Section 501(c)(3) of the Internal Revenue Code and is not a private foundation which is not an operating foundation. Should the tax exempt status of the Grantee be revoked or changed at any time during the term of this contract, it is the responsibility of the Grantee to inform Ordean of said change or revocation within thirty (30) days of receipt of such notice from Internal Revenue Service or prior to the disbursement of any further funds, whichever shall occur first.

6. Grantee shall file in the Office of the Attorney General of Minnesota, and shall submit to Ordean in duplicate, a full and complete annual report on the manner in which said grant has been expended, Grantee's compliance with the terms of this agreement and the progress made toward achieving the purposes for which said grant was made within sixty (60) days following the end of each calendar year in which any part of said grant is received by Grantee, and all subsequent years, if any, in which such reports are required to comply with Treasury Regulations ss 53.4945-5, or any other law or regulation which may be applicable from time to time. If Grantee's taxable year is not a calendar year, such reports may be so filed and submitted within sixty (60) days following the end of Grantee's corresponding taxable years.

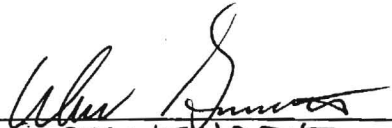
7. Grantee shall maintain complete records of its expenditures of said grant, and make the same available to Ordean at any reasonable time.

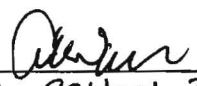
8. Grantee shall not use any part of said grant:

- (a) To carry on propaganda, or otherwise to attempt, to influence legislation (within the meaning of Section 4945 (d) (1) of the Internal Revenue Code),
- (b) To influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive (within the meaning of Section 4945 (d) (2) of the Internal Revenue Code),
- (c) To make any grant which does not comply with the requirements of Section 4945 (d) (3) or (4) of the Internal Revenue Code, or
- (d) To undertake any activity for any purpose other than one specified in Section 170 (c) (2) (B) of the Internal Revenue Code.

IN TESTIMONY WHEREOF, said parties have caused this agreement to be executed by their Officers thereunto duly authorized the day and year first above written.

INDEPENDENT SCHOOL DISTRICT #709

BY   
ITS SUPERINTENDENT

BY   
ITS SCHOOL BOARD

ORDEAN FOUNDATION

BY \_\_\_\_\_  
ITS President

BY \_\_\_\_\_  
ITS Secretary



June 22, 2012

Captain Planet Foundation Contact:  
 Becca Iverson  
 404-522-4270  
[grants@captainplanetfdn.org](mailto:grants@captainplanetfdn.org)

Sustainable Duluth Public Schools  
 Shawn Roed - Activities Director, Duluth East High School  
 301 North 40<sup>th</sup> Ave East - Duluth, MN 55804  
 Phone 218-336-8845 x2151/Fax 218-336-8856  
[shawn.roed@duluth.k12.mn.us](mailto:shawn.roed@duluth.k12.mn.us)

### **Captain Planet Foundation Awards Education Grant to Duluth East High School**

Duluth, MN – June 22, 2012 – The Captain Planet Foundation, an international environmental education foundation for youth based on the successful Captain Planet cartoon, is proud to announce that Duluth East High School has recently been awarded an educational grant of \$1,000. Duluth East High School will use these funds toward a campus wide habitat plan.

“We are thrilled to present this award to Duluth East High School,” says Christina Stevens, Executive Director of the Foundation. “We receive hundreds of submissions each year and have to be very selective to whom we award funding. This is one of the few projects from across the country that we chose to fund. We wish the Duluth East Greyhounds the great success as they work to implement this important project. It is our hope that our combined efforts will educate, empower, involve and invest today’s youth to cultivate a better tomorrow.”

“Duluth East High School is honored to receive this grant towards our campus wide habitat plan. We are excited to put this grant to work making our campus sustainably support wildlife, clean water, and a healthy ecosystem.” Shawn Roed, Duluth East High School.

#### **Project Description**

##### **The Duluth East Campus Collaboration:**

Classes/Programs: Science, Agriculture, Construction Technology, Forestry, Fish, and Wildlife, and Special Education. Student Groups: Green Club, Key Club, Executive Board, Association, and Future Farmers of America. Community involvement: Audubon Minnesota, Audubon Duluth, Stream Corps, DNR (School Forest), WLSSD, Sustainable Duluth Public Schools, Tomato Man Project, National Wildlife Federation, Duluth Community Gardens, and the City of Duluth.

##### **Highlights of the Campus Habitat Plan:**

- \*Removal of invasive plants (buckthorn and honeysuckle).
- \*Incorporate native plantings to reduce and deter erosion including: Native Grasses, flowers, bushes, and vines.
- \*Plant river birch and white birch trees on campus
- \*Plant Campus Orchard with fruit trees to be used in school lunch program

[133 Luckie Street NW, 2nd Floor • Atlanta, GA 30303 • 404.552.4270 • www.captainplanetfdn.org](http://133LuckieStreetNW.com)

- \*Become a DNR "Certified School Forest"
- \*Plant Native plants that support wildlife and that will reduce maintenance.
- \*Plant and maintain a school garden that will produce food for school lunch program.
- \*Become a National Wildlife Federation School yard habitat
- \*Construct and place habitat houses around campus including:
  - Robin, chickadee, and bat nest boxes
  - Chimney swift nest - \$250.00 (size?)
  - Butterfly and Bee houses
- \*Butterfly garden/Monarch way station
- \*Native Rain Garden

### **Please support our cause:**

- \*Monetary Donations
- \*Volunteers
- \*Donations plants
- \*"Expert" support

Shawn Roed - Activities Director, Duluth East High School  
 301 North 40<sup>th</sup> Ave East - Duluth, MN 55804  
 Phone 218-336-8845 x2151/Fax 218-336-8856  
[shawn.roed@duluth.k12.mn.us](mailto:shawn.roed@duluth.k12.mn.us)

### **About Sustainable Duluth Public Schools:**

In January of 2008, the Superintendent and a core group of activists began the organizational work for the creation of Sustainable Duluth Public Schools (SDPS). SDPS now has broad student, faculty, and administrative representation and multiple guest community members, who meet regularly throughout the school year.

### **Sustainable Duluth Public Schools Mission Statement:**

*"The eco-mission of Duluth Public Schools is to cultivate in our students and employees the respect, wisdom, values and aptitude needed to be ecologically, socially, and economically sustainable."*

### **About The Captain Planet Foundation**

Founded in 1991, CPF was created to support hands-on, environmental projects for youth. CPF's objective is to encourage innovative projects that empower today's children to become environmental stewards. For more information, visit [www.captainplanetfdn.org](http://www.captainplanetfdn.org). The Captain Planet Foundation (CPF) is located at 133 Luckie Street NW in Atlanta, Georgia. It can be reached by phone at (404) 522-4270.

### **Committee Volunteers:**

- \***Jennifer Madole** - Agriculture Science Teacher  
 Duluth East High School Rm 3005 - 301 North 40th Avenue E.- Duluth, MN 55804  
 Phone: 218-336-8845 ext. 4039 Fax: 218-336-8859 [Jennifer.Madole@duluth.k12.mn.us](mailto:Jennifer.Madole@duluth.k12.mn.us)
- \***John Rudolph** – Science Teacher  
 Duluth East High School Rm 3013 - 301 North 40th Avenue E.- Duluth, MN 55804  
 Phone: 218-336-8845 ext. 2178 Fax: 218-336-8859 [john.Rudolph@duluth.k12.mn.us](mailto:john.Rudolph@duluth.k12.mn.us)
- \***Becky Wise** - Special Education Teacher/Case Manager/Key Club Advisor  
 Duluth East High School - 301 N. 40th Ave. East - Duluth, MN. 55804  
 (218)336-8845 Ext. 2349 Room # 3055 [rebecca.wise@duluth.k12.mn.us](mailto:rebecca.wise@duluth.k12.mn.us)
- \***Shawn Roed** - Activities Director, Duluth East High School  
 301 North 40<sup>th</sup> Ave East - Duluth, MN 55804  
 Phone 218-336-8845 x2151/Fax 218-336-8856 [Shawn.Roed@duluth.k12.mn.us](mailto:Shawn.Roed@duluth.k12.mn.us)

**DULUTH PUBLIC SCHOOLS FUND  
2012 APPLICATIONS**

#	PROJECT NAME	SCHOOL	RATING	PRINCIPAL	APPLICANT #1	APPLICANT #2	AMOUNT REQUESTED	AMOUNT APPROVED
1	Courtyard Garden	Denfeld High School	83	Tonya Sconiers	Terry Norton		\$2,000.00	\$400
2	Learning How to Learn in the 21st Century	Lester Park Elementary School	94 *	Bonnie Wolden	Anne Krafthefer		\$2,000.00	\$1,620
3	Youth Art Month: Art Shapes the World!	Woodland and Morgan Park Middle Schools	81	Denise Clairmond	Christine Valento		\$2,000.00	\$0
4	Nontraditional Physical Education in Small Spaces	Woodland Hills Academy	92 *	Gregg Maus	Ann Ek		\$2,000.00	\$1,475
5	Connecting Youth with the Community	REACH Program, Middle School Alternative Program	75	Bill Crandall	Annette Petersmeyer		\$2,000.00	\$0
6	Mapping our New Community	Ordean East Middle School	79	Gina Kleive	Debra Hannu		\$2,000.00	\$0
7	Heart Saver Students	East High School	75	Laurie Knapp	Laura LaFontaine		\$1,200.00	\$0
8	S.W.E.E.T. Program	Denfeld High School	92	Tonya Sconiers	Deb Wendling	Jeanne Tonkin	\$500.00	\$500
9	Connecting Community through Pen-pals in Spanish	Denfeld High School	86	Tonya Sconiers	Ann Kucinski		\$500.00	\$300
10	Literature Study Groups	School	67	Bonnie Wolden	Carol Gallinger		\$800.00	\$0
11	Project: Stand-Up!	Nettleton School	90	Stephanie Heilig	Dena Hagen		\$1,870.00	\$500
12	This Song is Our Song	Woodland Middle School/ Ordean East Middle School	72	Gina Kleive	Ginger Backus	Susan Jessico	\$2,000.00	\$0
13	Peaceful Pals	Homecroft	89	Sue Lehna	Gwyn Curran	Heather Anderson	\$1,800.00	\$900
14	Active Learning for Exceptional Students	Morgan Park Middle School	61	Denise Clairmont	Karla Winterfeld		\$1,500.00	\$0
15	Rain Garden Project	East High School/Grant Nettleton Elementary	91 **	Laurie Knapp /Stephanie Heilig	Heather Krause	Megan Dawson	\$1,150.00	\$0
16	Native American Studies/Cultural Diversity	Lester Park Elementary	77	Bonnie Wolden	Julie Sims		\$1,500.00	\$0
17	iPad for Eduacation	Woodland Middle School	61	Gina Kleive	Allen Ratai		\$500.00	\$0
18	The Wonder of Words--Building, Reading, Listening, and Writing Words in Kindergarten	Laura MacArthur	83	Nathan Glockle	Kim Eaton		\$2,000.00	\$1,000
19	Climate Science and Cultural History	Lester Park Elementary	93	Bonnie Wolden	Kathryn Kyyhkynen		\$700.00	\$700
20	Super Small Groups	Piedmont Head Start	82	Pam Rees	Sarah Walker		\$2,000.00	\$500
21	Ojibwe Shoulder Bag	Morgan Park Middle School	67	Denise Clairmont	Nancy Andrews		\$1,019.95	\$0
22	Moving Forward - Building on Success: Middle School School LEGO Robotics - Club and Competition	Woodland Middle School	93	Gina Kleive	Timothy J. Churchill		\$2,000.00	\$800
23	Ready, Set, Play!	Laura MacArthur Elementary School	79	Nathan Glockle	Susan Borich		\$2,000.00	\$0
24	Braille Library	Stowe	68	Cottingham	Phyllis Kruell	Karin Dahlberg	\$2,000.00	\$0

**DULUTH PUBLIC SCHOOLS FUND  
2012 APPLICATIONS**

25	Nook it Up!	Woodland (Ordean East) Middle School	64	Gina Kleive	Mary Courage		\$1,960.00	\$0
26	Daily 5 Training	Stowe Elementary	43	Cottingham	Richelle Peterson		\$1,785.00	\$0
27	American Student Alliance (NASA)	Denfeld High School	87	Tonya Sconiers	Joe Schingen	Frederick McDougall	\$1,000.00	\$700
28	Investigations in Math and Science	Duluth Head Start Program, Barnes Early Childhood Ctr.	87	Pam Rees	Sue McDonald		\$2,000.00	\$1,000
29	Using Yoga to Learn	Laura MacArthur Elementary	66	Nathan Glockle	Susan Borich		\$2,000.00	\$0
30	Science and Language: Creating Critical Thinkers	Laura MacArthur Elementary School	77	Nathan Glockle	Bobby Jo Mineheine		\$2,000.00	\$0
31	Unravel the Mystery of History Day	Woodland Middle School/Ordean East Middle School	85	Gina Kleive	Susan Jessico	Glenn Tracey	\$2,000.00	\$700
32	Tablets and Training	Unity / ALC	76	Bill Crandall	Brent Laurila	Dani Westholm	\$1,996.00	\$0
						<b>TOTAL</b>	<b>\$51,780.95</b>	<b>\$11,095</b>
	<b># of APPLICATIONS RECEIVED</b>	<b>32</b>						
	<b>APPROVED</b>	<b>14</b>						
	<b>DPS FUND AVAILABLE TO SPEND</b>	<b>\$11,095.00</b>						
	<b>DPS FUND AMOUNT APPROVED</b>	<b>\$11,095.00</b>						
	<b>Balance</b>							

Denfeld High School	83	Tonya Sconiers	Terry Norton		\$2,000.00	\$400
Lester Park Elementary School	94 *	Bonnie Wolden	Anne Krafthefer		\$2,000.00	\$1,145
Woodland Hills Academy	92 *	Gregg Maus	Ann Ek		\$2,000.00	\$1,000
Denfeld High School	92	Tonya Sconiers	Deb Wendling	Jeanne Tonkin	\$500.00	\$500
Denfeld High School	86	Tonya Sconiers	Ann Kucinski		\$500.00	\$300
Nettleton School	90	Stephanie Heilig	Dena Hagen		\$1,870.00	\$500
Homecroft	89	Sue Lehna	Gwyn Curran	Heather Anderson	\$1,800.00	\$900
East High School/Grant Nettleton Elementary	91 **	Laurie Knapp /Stephanie Heilig	Heather Krause	Megan Dawson	\$1,150.00	\$950
Laura MacArthur	83	Nathan Glockle	Kim Eaton		\$2,000.00	\$1,000
Lester Park Elementary	93	Bonnie Wolden	Kyyhkyne n		\$700.00	\$700
Piedmont Head Start	82	Pam Rees	Sarah Walker		\$2,000.00	\$500
Woodland Middle School	93	Gina Kleive	Timothy J. Churchill		\$2,000.00	\$800
Denfeld High School	87	Tonya Sconiers	Joe Schingen	McDougal l	\$1,000.00	\$700
Duluth Head Start Program, Barnes Early Childhood Ctr.	87	Pam Rees	Sue McDonald		\$2,000.00	\$1,000
Woodland Middle School/Ordean East Middle School	85	Gina Kleive	Susan Jessico	Glenn Tracey	\$2,000.00	\$700

\$23,520.00      \$11,095

## **RESOLUTION**

### **Support for Continued Development of Lowell to Lakewalk Trail**

WHEREAS, the Lowell to Lakewalk Trail is a planned multi-use, bicycle, pedestrian link, currently in the concept and development stage, and;

WHEREAS, the School Board of Independent School District 709 places a high value on active lifestyles; and

WHEREAS, the School Board of Independent School District 709 recognizes the need for more trails in the City of Duluth; and

WHEREAS, the School Board of Independent School District 709 recognizes that the concepts for the Lowell to Lakewalk Trail would increase safe routes to school for Duluth Public Schools students;

NOW, THEREFORE, BE IT RESOLVED, that the Duluth School Board of Independent School District 709 hereby encourages the continued development of the Lowell to Lakewalk Trail.



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 26, 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.

Please order Central diploma's for the students listed. They were in the Bridge program.

<u>Name of Graduate / School</u>	<u>Graduation Date</u>
CENTRAL HIGH SCHOOL	

Michael W. Lindorff	6/5/12
---------------------	--------

Thomas G. Krause	6/5/12
------------------	--------

Please send diploma to Brenda at Unity

William Crandall  
 Principal; Unity ALC

bmv

### ALMA MATER

Alma mater, fondly we bid thee adieu:  
Alma Mater, our hearts to thee are true.  
Loyal, faithful children we,  
Always loving, hon'ring thee;--  
Alma Mater, Salve.  
(All)

Now we leave thee, leave thy fos'tring care;  
In life's battle we our part must bear.  
May thy mem'ry in our hearts abide.  
Lighten all our onward path, our footsteps guide.  
(Solo)

Alma mater, fondly we bid thee adieu:  
Alma Mater, our hearts to thee are true.  
Loyal, faithful children we,  
Always loving, hon'ring thee;--  
Alma Mater, Salve.  
Alma Mater, Salve.  
Alma Mater  
(All)

### HALLS OF DENFELD

Oh we love the halls of Denfeld that surround us here today  
And we will not forget tho' we be near or far away.

To the hallowed halls of Denfeld every voice will bid farewell  
And shimmer off in twilight like the old tower bell.

One day a hush will fall, the foot steps of us all,  
Will echo down the hall and disappear.

But as we sadly start, our journeys far apart,  
A part of every heart will linger here.

In the sacred halls of Denfeld where we lived and learned to know  
That thru the years we'll see you in the sweet after glow.

### SCHOOL BOARD

Ann Wasson, *Chair*  
Mary Cameron  
Art Johnston  
Tom Kasper  
Mike Miernicki  
Judy Seliga-Punyko  
Bill Westholm

# COMMENCEMENT

## Class of 2012



*Duluth Denfeld Auditorium*

*Thursday, June 7, 2012*

*7:30 PM*

# PROGRAM

In order to preserve the dignity of this occasion, it is requested that no flash pictures be taken during the ceremony and that applause be held until all students have received their diplomas.

Prelude .....	Michelle Gribbon – Organist Alia Gribbon – Violinist
Processional – “Pomp and Circumstance” .....	Elgar (Please remain seated during Processional and Recessional)
“Honor Song” (please stand).....	Little Horse Singers
Class of 2012 Welcome .....	Adair Ballavance Senior Class Co-Advisor
“A Good Stretch” .....	Carter Bagley Class Speaker
“My Wish” .....	Rascal Flats  Combined Concert Choir and Faculty Chorus Director Mark Overland
“Be The Change You Seek” .....	Kayla Pederson Class Speaker
“It’s Time for Movin’ On” .....	Basig  Combined Concert Choir and Faculty Chorus Director Mark Overland
“YOLO” .....	Andrew Laughlin Class Speaker
Presentation of Class & Comments.....	Tonya M. Sconiers Principal
Acceptance of Class & Comments.....	William Gronseth Superintendent of Schools
Awarding of Diplomas.....	Art Johnston, Tom Kasper, Mike Miernicki, Judy Seliga-Punyko, Bill Westholm, Jim Arndt, Tom Tusken, Joan Fisketti, Carol Kropf, Ellie Martin & Ethan Fisher School Board Members/Principal on Special Assignment/ Assistant Principal/Counselors/Senior Class Co-Advisor
Response .....	Carter Bagley, Andrew Laughlin & Kayla Pederson
“Alma Mater” .....	A.F.M. Custance
“Halls of Denfeld” (Please stand) .....	Traditional  Combined Concert Choir and Faculty Chorus Director Mark Overland
Chimes .....	Naomi Robinson
Recessional – “Triumphal March” .....	Verdi

GRADUATES 6/8/12  
Class of 2012

Brandon Adamski**	Delek Derrang	Spring Johnson	Christy-Ann Misunas	Samantha Roossien
Jacob Albiston*	Emily DesMarais	Zekeill Johnson	Jesse Moder	Benjamin Rose
Amanda Allen	Lacy Dieter	Dakota Juarez	Courtney Moran	Clayton Ros 52
Tyler Ames	Tyler Dixon	Matthew Kako	Matthew Morschauser	Deion Running
Jarrod Amundson^	Aaron Donnahue	Connor Kalenowski	Makenzie Morse**	Alec Runnoe
Calvin Anderson*	Jeffery Dougherty	Namiko Kanatani	Jacob Mosqueda-Beaudoin	Asilee Rytie
Jacob Anderson	Patrick Dowd**	Maileana Kanewa**+	Xai Moua	Amessa Scanlon
Jake Anderson*	Darartu Dube	Aaron Kilen	Hunter Muklebus*	Chase Schaub
Nathan Anderson	Brandon Duckworth-Kaitfors	Aaron Kilgore	Thomas Mundhenke**	Katelyn Scheiber
Cameron Andrews	Amanda Durst	Ryan Kingbird	Cora Murphy	Amber Schlegler
Matthew Arthur*	Christian Elkam	Daniel Klaas	Nicole Mutchler*	Kaleb Scott
Michelle Aubin	Tanner Essery	Tiffany Kiemmack	Nicole Nelson*	Roni Scott
Alec Avery	Mitchell Faegre	Tyler Kolquist*	Scott Nelson	Megan Sedor
Ellen Badger^*+	Trisha Fagerness^*	Scott Koskela	Jessica Nemeck^*	Henry Sluka*
Carter Bagley^*	Demi Felver	Ashleigh Kucharski	Anika Nordlund**	Meagan Smolnikar
Tara Baker	Nicholas Forbort	Nathaniel LaFond^*+	Linnea Nyen	Jamie Snyder
Tyler Bandelin	Joseph Fosle	Thomas Lamphier	Morgan Nygaard	Keely Sobczak
Kelly Barnard	Justine Fosle	Thomas Landin	Calee Nylander	Thomas Sola
Zachary Bartl	Anna Fry	Scott Lange	Virginia Olsen	Jonah Sorell*
Allison Barton	Rebecca Fulda	Sarah Langlee^	Gwen Olson*	Temperance Staples
Benjamin Bastie	Sarah Fulda	Jennifer Larson	Jessie Olson	Madeline Stauber*
Heather Bauer*	Emily Giberson	William Laudenbach	Jordan Olson	Angela Steagall
Dominick Baumgartner	John Goodreau	Andrew Laughlin^*	Joseph Ostberg	Sarah Stevens^*
Alex Beauhier**	Khayman Goodsky	Nicholas Lavigne	Phillip Oswald^*	Jeffrey Stojewich
Anna Benko^*	Luke Goossens*	Cole Ledin	Garrett Otteson	Nick Stokes^*
Leah Bennett	Kelsey Gray	Connor Lehto^	Andrew Ozan	Kaitlyn Sundquist
Maria Bergquist	Margaret Grensing	Rebekah LeMay	Sara Ozan^*	Dale Suomala
Jacob Bergren	Dustin Grew	James Letcher, Jr.	Lester Padmore	Alexa Suzick
Nicole Besonen	William Grillo^	Holly Lind	Corrinda Parendo	Hannah Talbot
Cassandra Bijold	Allyson Gronseth**	Shawn Lindbeck	Kaitie Parker	Shanelle Taylor
Ashley Birdseye	Dustin Grund	Joshua Linder	Ashley Parrish	Corey Thieling^*
Hannah Blank	Tina Hall	Amber Lindholm^*	Jamie Paul**	Tiffany Thomas
Shaun Blasey	Autumn Hallfrisch	Jenna Lipovetz**	Kayla Pederson^*	Sarah Thompson
Kody Bolander	Steven Halver*	Dayin Liston	Jake Perrault	Joni Thompson-Mullen
Melissa Boman*	Leah Hamm^	Nikki Logergren	Alexandria Perrella^*+	Taylor Thury
Shane Bowen	Emily Hanson	Jacob Looney	Brandon Pesta	Amanda Toms^*
Daniel Brady	Lukas Hassett	Serena Lovald	Austin Peters	Heather Townsend
Marilyn Brakke^*+	Jon Heidelberger	Krystal Lowinski	Jake Peterson	Courtney Turner
Brady Brown*	Trent Hendrickson	Andrew Ludolph	Kelsea Peterson	Julia Turner^*
Daniel Buck	Natnan Hermanson	Jeffrey Lumppio	Mathew Peterson^*+!	Alexander Urrutia
Jordan Buetow*	Kieffer Higgins	Jordan Maciver**	Joseph Pierre	Kia Vann
Benjamin Campbell	Erick Hinnenkamp^	Camila MacNally**	Evelyn Pleus	Jules Vautrin
Crystie Carl^*	Sean Hobbs	Stephanie Madson	Matthew Poissant	Ryan Vezina
Alexander Carlberg^	Ryker Holm	Austin Manley**	Katie Postal**	Daniel Vos
Myles Carrillo	Hollyann Holter	Michael Manning	Melinda Provencher	Mekylie Wahedi
Emily Caven	James Horton	Melanie Marino	Taylor Quain	Serra Waldbillig
Alice Cervantes	Brianna Hiraban	Christopher Marsh	Morgan Reaves*	Kara Warren**
Gavin Chebor	Hailey Huberty	John Marshall	Morgan Reckinger**	Ryan Watson
Clair Chiverini*	Branden Hudacek	Lucas Mattila^*	Lindsey Redenbaugh**	Stephanie Weller
Samantha Ciurleo	Samuel Humes^*	Joseph Mattson	Leasha Reindl	
Tyler Cohenour	Heidi Ierien	Marisa McCannell	Raymond Reyes	Jaiden Wentz*
Joseph Connick	Lisa Indrevaag	Paige McColley	Jonathon Rhame	Chasadie West
Angela Conway	Val Jensen	Justin McIntosh*	Daquan Richard	Aston Whitfield
Robert Crawford	Brendan Johnson	Kyle McKean	Jodeston Robinson	Graham Whiting
Mason Crumley	Danielle Johnson*	Alec Meagher	Naomi Robinson*	Jairmin Williams*
Jessica Daniels	Haylee Johnson	Derek Meger	Dylan Rocklin^*	Marc Witte*
Karlee Davey	Katie Johnson	Jacob Merrill	Andrew Roline	Gabriella Wolfe
Andrew Day^	Reese Johnson	Kristen Meyer-Fladwood	Erica Ronning^	Sarah Young*

^ Grad with High Honors    \*Members of National Honor Society    + Cumulative GPA 4.0    \*Grad with Honors    ! Four years of Perfect Attendance

# Commencement<sup>53</sup>

## East High School Class of 2012



Wednesday, June 6, 2012  
7:30 PM

Symphony Hall - DECC

### EAST HIGH SCHOOL ALMA MATER

We hail our Alma Mater, its glorious name we praise.  
Each loyal son and daughter, too  
A joyous song we'll raise.  
Our birch trees white, our campus bright,  
Our clear, blue northern sky  
Will ever bring fond memories of our East High.

We fondly will remember, our lake of silvery blue  
And near its shores, our Alma Mater, glorious to view.  
We hold thee near; we hold thee dear.  
We cherish every tie.  
With reverence we will honor thee, our own East High

To faculty and classmates, we bid you fond farewell.  
Our banners fly; our hopes are high; our thoughts will  
always dwell.  
Our memories dear, will bring a tear.  
We'll often breathe a sigh.  
We'll ne'er regret, we'll ne'er forget, our old East High.

-- Robert J. Vickers

(Audience 1st and 3rd verses, A Cappella Choir 2nd verse)

**PRINCIPAL**  
Ms. Laurie Knapp

**ASSISTANT PRINCIPAL**  
Ms. Cheryl Lien

**SUPERINTENDENT**  
Mr. William Gronseth

**ASSISTANT SUPERINTENDENT**  
Mr. Ed Crawford

**SENIOR CLASS CO-ADVISORS**  
Ms. Janine Dahlquist  
Mr. Jerome D. Upton

**DULUTH SCHOOL BOARD MEMBERS**  
Ms. Ann Wasson, *Chair*  
Mr. Tom Kasper, *Vice Chair*  
Ms. Mary Cameron  
Mr. Art Johnson  
Mr. Mike Miernicki  
Ms. Judy-Seiga Punyko  
Mr. Bill Westholm

The Class of 2012 numbers 361 graduates.



# GRADUATES

East High Scholars: \* Students with a GPA of 3.6 and above (Gold Tassel)

\*\* Students ranking in the upper 5% of the graduating class (Silver Medallion) + Member of the National Honor Society (Gold Honor Cord)

54

Amanda Catherine Aho**	Samuel Robert Ellison	Colin James Metry	Amy Lynn Schumacher
Jordan Elizabeth Anderson*	Kathryn Dean Elmer*	Ammon Glen Milbridge-Scott	Samuel James Seelos
Alexander Manfred Anderson*	Daniel Scott Erickson**	Matthew David Miller*	Asher Bennett Seering*
Sara Marie Anderson	Jacquelyn Raye Erickson	Daniel Kolar Mina**	Kevin Jack Seiler*
Geoffrey Lee Jung Ash	Shaë Charity Erickson	Andrew Alexander Mix	Patrick Henrie Sevilla
Seth Avery Baker	Jacob William Ericson	Erin Elizabeth Monroe**	Jeffrey Donald Shand
Sonja Kathleen Bauman*	Lauren Anne Eselstrom	Amanda Rose Morgan-Redepenning	Evan David Shogen
Megan Miranda Bearez	Brianna Marie Ettestad**	Jörgen Lee Munson	Nickolas Glen Siegle
Joshua Monaghan Beery	Jazzelle Lee-Marie Evavold	Eric John Murphy ( <i>in absentia</i> )	Paige Mitchell Skoog
Jessica Christine Bendley**	Charlotte Rose Fabiny	Cassidy Rose Myhre	Hanna Nicole Slack
Francesca Rose Berarducci	Sean LeRoy Faerber*	Kelly Kay Nachtsheim	Alexander Walter Smith
Domerick Michael Bergeland	Colleen Louise Fehnel	Maria Cate Nelson*	Alyda Rae Smith*
Marilyn Aizaga Bermudez	James Donovan Feilman	Rachel Jane Nelson	Emerson Henjum Smith
Brenden James Berry*	Megan Helen Fillman	Rose Marie Nelson	Duncan Thomas Solem*
Brett Jeffrey Bertani	Keegan Joseph Flaherty*	Sara Jean Nelson	Leo P Sport
Craig James Duncan Best	Joseph Patrick Florestano**	Thor Ingemar Nelson	Taylor Anteriy Stafford
Matthew Doyle Biggs	Lucas John Fortier	Reice Edward Niemi ( <i>in absentia</i> )	Brian Andrew Stetson ( <i>in absentia</i> )
Joseph Ryan Billman**	Alexandra Erin Freeman**	Kedy Benjamin Nordstrom	Sydney Kate Steuerwald*
Danielle Renee Blasco	Derek Douglas Frisk	Raiya Lyn Norderland	Alexa Corinne Stewart**
Bradley Erik Boleman ( <i>in absentia</i> )	Sarah Kate Friske**	Hayden Richard Norris*	Maureen Dow Collins Stewart**
Adam Jacob Boucher	Joseph Dominic Furey	Ailee Cartie Norton	Michael Desotelle Streit**
Adam Bourgoyne	Zachary John Gaio	Joseph David Nyback	Eric David Strohman
Joseph Eldore Brodeson* ( <i>in absentia</i> )	Ana Marissa Gilbert*	Kaitlin Elise O'Connor ( <i>in absentia</i> )	Kaidyn Lee Sullivan
Miranda Leslie Brissett	Ben Joseph Gilbertson*	Gloria Chioma Ohaju	Jayd Stanley Sundberg
Keaira Rose Bruckelmyer	Nicole Michelle Giovannoni**	Nathan David Ojala ( <i>in absentia</i> )	Marya Lynn Sundberg*
Reed William Bruckelmyer	Eva Susanne Goellner**	Nathan Robert Olson	Brian Keith Swanson
Willie Robert Bruckelmyer	Berit Hansen Goodie**	Nichole Lee Olson*	Peter Olaf Swanson*
Sarah Ann Buckner	Zachary James Grafmyer	Sadie Maja Olson	Jasmine Rae Sward*
Grant Delaney Shadle Bujold*	Zachary Thomas Graves*	Trevor Donald Olson	Rafal Szmelter
Samantha Marie Bull**	Shannon Lee Green	Arianna Marie Osborne-McCarthy	James Dean Taft
Kaja Ashley Buraglio*	Nathan Brian Grote	Tristan Leigh Ostman	Darrell Patrick Tapa
Matthew Scott Burgie	BreAnna Lynn Groves	Alexander Dante Paciotti	Kevin Lee Tarnowski
Rachel Renee Burgie*	Joshua Adam Gruba	Shayna Rae Parrott	Cassidy Nicole Tate
Anna Grace Burkund**	Augusta Lyn GrumdaHL	Abbey Darlene Paulsen	Alexander Spalding Tessier
Tiffany Anne Nicole Bushnell	Christina Marie Hacking* ( <i>in absentia</i> )	Jared Dennis Paulsen	Jon Robert Tiburzi**
Christopher Eric Campbell	Ramin Hafezieh	Tanner Steele Paulson	Jack Lowell Tieberg
Kyle Lee Campion	Mara Clare Hagge**	Molly Jean Pavette*	Ashley Lynette Leraime Tift
Jared Timothy Carl	Emily Inga Hall**	Elana Mychal Pearson	Mary Catherine Titus
Hannah Rae Carlson	Gabriel Francesco Hanson*	Shannon Suzanne Peggs*	Alison Nicolette Tolo
Kyle Edward Carlson	Neil Cordell Hanson**	Benjamin Thomas Pelouquin	Domonic Alan Tominato
Leah Brooke Carlson	Patrick Joseph Hanson	Tyler Austin Larson	Nels Michael John Torgrimson
Nicole Lenore Carlson**	Logan Alexander Hapay	Jessica Ann Lawrence	Samuel Hoff Torvinen
Alexander McDougall Castle	Jontasha McKinney Harney	Tainika Abrienne Leach	Tasha Marie Treadwell
Amanda Kivi Certano*	Emma Leigh Harvie**	Peter William Lee	Anna Vera Urbaniak
Michael Vernon Chmielewski**	Ann Christina Harvieu**	Christina Marie Leighton** ( <i>in absentia</i> )	Ryan Joseph VanHousc
Ellen Elizabeth Choquette*	Caroline Elizabeth Henderson	Bauer Lawrence LeSavage**	Joseph Thomas Vecchi**
David Michael Chrysler	Collie Michael Henderson	Heather Lynn Leusman	Aaron Joseph Viele*
Skylar Caroline Clark	Victor Dwayne Henderson	Tatiana Rose Linné	Alisa Rose Vos
Danah Jenise Cleaton	August Thornton Henneck**	Jack Andrew Litman	Dustin Scott Wakefield
Lucas Randall Coen	Lisliet de las Mercedes Hernandez*	Johnathon Justin Little	Kacia Marie Walker
Quinton Rahman - Nasean Coleman	Alyssa Kay Hess**	Nicole Marianne Little	Ryan Allen Wall
Megan Ann Collins	Marshawn Raheem Hill	Yiming Liu**	Runnong Wang*
Kody Carl Cooke*	Sean Deonte Hill	Akela Danae Lloyd	Miranda Ann Wantaja
Jacob Brian Coyle	Elise Caroline Hinderliter	David John Lofkuen	Anthony William Jens Watson
Theodore Raymond Crutchley-Menor	Heather Marie Hoffman	Tyron N Long	Samuel James Watrus**
Kailah Jean Curfman	Jordan James Hoffmann	Janelle Mae Lovold	Adam George Murray Wegren**
Tyler James Dallum	Kyle Alan Holappa*	Mitchell Lenard Luoma	Anastasia Irena White*
Connor Mitchell Danielson	Steven Charles Holappa*	Thomas Joseph Lyle II	Jamie Leigh Whittinger
Emily Roberta Daugherty*	Andrew George Holstrom*	Jireh Mabamba	Lily Whitney-Eliaison**
Marissa Mia Davern	Shamika Rae Marie Hopkins	Valerie Suzanne Madden	Brennan James Williamson
Rachel Ann Davis*	Sigrid Marlene Hoversten-Mellen	John Nickerson Malban*	Anthony Walter Wilson
Ryan Keith Davis	Savannah Leigh Howes	Emma Leona Malley	Zachary James Wood
Logan Jacob Dawson	Jordan Tyler Hren	Justina Ella Malone	Johnny Bernard Woodard
Josiah James Dean	Tyshawn Damontae Hubbard	Destiny Rose Marks	Jamie Nyama Worlobah
Lauren Louise Degeberg	William Nels Husby	Garrett Richard Maron**	Jesse Alan Yeakle
Samuel Patrick DeLuca	Andrea Nicole Hyduke	Ashley Elizabeth Manuszak	Megan Agnes Yermatic
Carlie Ann Deziel**	Laurel Erin Ipsen	Travis Lawrence McClarey	Maggie Nicole Yetter*
Abram Phillip Diaz*	Maria Angelic Jackson	Mariaina Donn McCarrison	Chelsea Lynn Youngberg
Brianna Ann Dornbush	Michael Arthur Jackson	Kara Elizabeth Mehrman*	Aaron Daniel Zabinski*
Travis Richard Doyle	Elizabeth Anne Ting Jacobson**	Dakota Lon Mehrman-Viele	Sean Thomas Zakrajsek**
Angela Ann Duich*	Marcus Charles Jahn**	Laura Margaret Jahr	Kaitlin Elizabeth Zenger
Eileen Therese Markey Dwyer			Sarah Rose Zimmerman**
Hunter Patrick Edwards			Darrin Ray Zwak*