

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, July 15, 2014

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

1. Informational Items

A. Informational Presentations

1) School Improvement Efforts at MacArthur Elementary (Tabled)

Nathan Glockle, Principal at MacArthur Elementary, will present information on school improvement efforts and the progress being made at Laura MacArthur Elementary, which has just completed its second year as a Minnesota Department of Education Priority School.

Recommendation: This item was tabled.

2) Secondary Schools' Administrative Structure

4

Assistant Superintendent, Ed Crawford, shared information on the secondary schools' administrative structure for the 2014-15 school year.

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

3) 2013-14 Head Start Program Child Count (Tabled)

Pam Rees, Director of Head Start, will present a summary of the 2013-14 Duluth Public Schools Head Start Program Child Count.

Recommendation: This item was tabled.

2. Action Items

A. Presentation Items Requiring Approval

1) K-5 Social Studies Adoption

6

The K-5 Social Studies Committee has completed the curriculum review process for Elementary Social Studies. As a result of this extensive review process, which included curriculum writing, reviewing/aligning benchmarks, and evaluating materials from several vendors, it was determined that the components required for Social Studies delivery as well as content literacy needs will be best met with the purchase of the Pearson-Prentice Hall *My World Social Studies Program*. The components of this Program fit the need for social studies

delivery as well as content literacy and allows for flexibility in terms of instructional texts and leveled readers to promote growth in reading among diverse learners. The total cost of the adoption is \$238,381.92. Susan Schmidt, Social Studies Curriculum Coach, was available to answer any questions regarding the proposed adoption.

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

2) Grades Seven and Eight Social Studies Adoption

22

The Middle School Social Studies Committee, including all middle school social studies teachers, has completed the curriculum review process for Middle School Social Studies. As a result of this extensive review process, which included curriculum writing, reviewing/aligning benchmarks, and evaluating materials from several vendors, it was determined that Pearson-Prentice Hall *American History* and *My World Geography* textbooks are the best fit with regards to the Social Studies benchmarks. For example, the *American History* text fits the unique time period set out by the benchmarks as it is a custom Minnesota version and the overall layout of the text and individual pages is student-friendly and at an appropriate level. Differentiated reading level materials are available and included. Therefore, the Middle School Social Studies Committee is recommending the adoption of these textbooks. The total cost of the adoption is \$122,048.64. Susan Schmidt, Social Studies Curriculum Specialist, was available to answer any questions regarding the recommended adoption.

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

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

26

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

Duluth Area Family YMCA
University of Minnesota, Duluth

Recommendation: It is recommended that the Duluth School Board accept and approve the above Annual Data Sharing Agreements for the 2014-15 school year.

C. Policy 5085 - Student Discipline Policy

33

Attached are revisions to Policy 5085 - *Student Discipline Policy* for the second reading.

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

D. New Policy 5084 - *Bullying Prohibition Policy* 34

Attached for School Board review and approval for the first reading is new Policy 5084 - *Bullying Prohibition Policy*. Ron Lake, Climate Coordinator, was available to answer any questions regarding the recommended new policy.

Recommendation: It is recommended that the Duluth School Board accept and approve new Policy 5084 - *Bullying Prohibition* for the first reading.

E. Diploma Requests 41

The following student has completed all high school graduation requirements and should be awarded a diploma:

Donald Allan Rankin - June 5, 2014

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

F. 2014 Graduates 42

It is recommended by administration that the official minutes include a certified list of June 2014 graduates as submitted by the respective high schools.

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

**Education Committee Meeting
Tuesday, July 08, 2014
School Sites—Administrative Structure**

Denfeld

1 principal
1 Assistant Principal
1 AD
1 Dean of Student (Using discretionary funds)
2013-14 SY: Replace the Dean of Student with an assistant principal.

East

1 principal
1 Assistant Principal
1 AD
2014-15 SY: Add a Dean of Student using general funds

Lincoln Park Middle School

1 Principal
1 Assistant Principal
1 Dean of Student (Using discretionary funds)
2014-15 SY: Add a full time Social worker

Ordean-East

1 principal
1 Assistant Principal
1 Dean of Student (Using referendum dollars)

All of our elementary schools have 1 principal with the exception of **Laura MacArthur** that uses their SIG grant to hire an Assistant Principal.

Piedmont 2014-15 SY: Add a full time social worker. This individual will be mainly responsible for working with student behavior. (Use of discretionary funds)

The middle Schools receive \$369,000 of referendum dollars.

Teacher Evaluation

Minnesota Statutory Requirements

- A school board and exclusive representative of the teachers jointly agree to an annual teacher evaluation and peer review process for probationary and non-probationary teachers (or use the state model by default). Annual teacher evaluations are designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success
- Teacher evaluation processes must provide the requisite evaluations for probationary teachers—three evaluations annually with the first within 90 days of employment
- Teacher evaluation processes must establish a three-year professional review cycle for each teacher that includes a growth and development plan peer review, the opportunity to participate in a professional learning community, and at least one summative evaluation performed by qualified and trained evaluator
- Teacher evaluation processes must be based on professional teaching standards established in MN Rule 8710.2000
- Teacher evaluation processes must coordinate staff development activities with the evaluation process and outcomes
- Teacher evaluation processes must perhaps allow school time for coaching and collaboration
- Teacher evaluation processes must perhaps include mentoring and induction programs
- Teacher evaluation processes must allow teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes teachers' own performance assessment
- Teacher evaluation processes must use and agreed-upon teacher value-added assessment where value-added data are available and state or local student growth measures where value-added data are unavailable as a basis for 35 percent of teacher evaluation results
- Teacher evaluation processes must use longitudinal data on student engagement and connection and other student outcomes measures aligned with curriculum for which teachers are responsible
- Teacher evaluation processes must require qualified and trained evaluators to perform summative evaluations
- Teacher evaluation processes must give teachers not meeting professional teaching standards the support to improve with established goals and timelines
- Teacher evaluation processes must discipline teachers who do not adequately improve

Duluth K-5 Social Studies

School Information:

DULUTH IND SCHOOL DISTRICT 709

School/District Name

215 N 1st Ave E

Address

Duluth, MN 55802

City / State / ZIP

(218) 336-8700

Phone Number

Purchase Summary		
Description	Amount Free	Amount Charged
myWorld Social Studies 2013	\$204,350.10	\$220,724.00
Subtotal	\$204,350.10	\$220,724.00
8% Shipping & Handling		\$17,657.92
Total		\$238,381.92

* Prices effective through Sept. 30, 2014.

** Prices do not include applicable taxes.

**** Titles are subject to change without notice.

To Order:
 Curriculum Customer Service
 Email: k12cs@custhelp.com
 Phone: 1-800-848-9500
 Fax: 1-877-260-2530
 Online at OASIS: <http://k12oasis.pearson.com>
 usalspa_S00000122 06/19/2014

myWorld Social Studies 2013

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
Grade 1 Making our Way							
Student Materials							
1	SOCIAL STUDIES 2013 STUDENT EDITION WORKTEXT PLUS DIGITAL LICENSE 6-YEARBUNDLE GRADE 1	9780328700677	48.47	0	700	\$0.00	\$33,929.00
Teachers Materials							
1	SOCIAL STUDIES 2013 PROGUIDE TEACHER EDITION GRADE 1	9780328639670	165.97	30	0	\$4,979.10	\$0.00
2	SOCIAL STUDIES 2013 ACCELERATING THE PROGRESS OF ENGLISH LANGUAGE LEARNERS GRADE K/2	9780328673131	26.97	30	0	809.10	0.00
3	SOCIAL STUDIES 2013 ACTIVITY CARD BUNDLE GRADE 1	9780328694884	25.97	30	0	779.10	0.00
Leveled Readers Kit							
1	SOCIAL STUDIES 2013 LEVELED READER PACKAGE GRADE 1	9780328685639	79.97	30	0	\$2,399.10	\$0.00
Technology							
1	SOCIAL STUDIES 2013 EXAM VIEW CD-ROM GRADE 1	9780328639472	118.47	30	0	\$3,554.10	\$0.00
2	SOCIAL STUDIES 2013 MYSTORY VIDEO DVD GRADE 1	9780328694662	102.97	30	0	3,089.10	0.00
3	SOCIAL STUDIES 2013 TEACHER RESOURCE LIBRARY DVD GRADE 1	9780328697106	331.97	30	0	9,959.10	0.00
4	SOCIAL STUDIES 2013 SPANISH ACTIVITY CARD BUNDLE GRADE 1	9780328700745	28.97	30	0	869.10	0.00
Grade 2 We Do Our Part							
Student Materials							
1	SOCIAL STUDIES 2013 STUDENT EDITION WORKTEXT PLUS DIGITAL LICENSE 6-YEARBUNDLE GRADE 2	9780328700684	48.47	0	700	\$0.00	\$33,929.00
Teachers Materials							

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
1	SOCIAL STUDIES 2013 PROGUIDE TEACHER EDITION GRADE 2	9780328639687	\$165.97	30	0	\$4,979.10	\$0.00
2	SOCIAL STUDIES 2013 ACCELERATING THE PROGRESS OF ENGLISH LANGUAGE LEARNERS GRADE K/2	9780328673131	26.97	30	0	809.10	0.00
3	SOCIAL STUDIES 2013 ACTIVITY CARD BUNDLE GRADE 2	9780328694891	25.97	30	0	779.10	0.00
Leveled Readers Kit							
1	SOCIAL STUDIES 2013 LEVELED READER PACKAGE GRADE 2	9780328685684	95.97	30	0	\$2,879.10	\$0.00
Technology							
1	SOCIAL STUDIES 2013 EXAM VIEW CD-ROM GRADE 2	9780328639489	118.47	30	0	\$3,554.10	\$0.00
2	SOCIAL STUDIES 2013 MYSTORY VIDEO DVD GRADE 2	9780328694679	123.47	30	0	3,704.10	0.00
3	SOCIAL STUDIES 2013 TEACHER RESOURCE LIBRARY DVD GRADE 2	9780328697113	331.97	30	0	9,959.10	0.00
Grade 3 We Are Connected							
Student Materials							
1	SOCIAL STUDIES 2013 STUDENT EDITION WORKTEXT PLUS DIGITAL LICENSE 6-YEARBUNDLE GRADE 3	9780328700691	48.47	0	700	\$0.00	\$33,929.00
Teachers Materials							
1	SOCIAL STUDIES 2013 PROGUIDE TEACHER EDITION GRADE 3	9780328639694	165.97	30	0	\$4,979.10	\$0.00
2	SOCIAL STUDIES 2013 ACCELERATING THE PROGRESS OF ENGLISH LANGUAGE LEARNERS GRADE 3/5	9780328673148	26.97	30	0	809.10	0.00
3	SOCIAL STUDIES 2013 ACTIVITY CARD BUNDLE GRADE 3	9780328694907	40.47	30	0	1,214.10	0.00
Leveled Readers Kit							
1	SOCIAL STUDIES 2013 LEVELED READER PACKAGE GRADE 3	9780328685738	127.97	30	0	\$3,839.10	\$0.00

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
Technology							
1	SOCIAL STUDIES 2013 EXAM VIEW CD-ROM GRADE 3	9780328639496	118.47	30	0	\$3,554.10	\$0.00
2	SOCIAL STUDIES 2013 STUDENT EDITION DVD-ROM GRADE 3	9780328640614	30.47	30	0	914.10	0.00
3	SOCIAL STUDIES 2013 MYSTORY VIDEO DVD GRADE 3	9780328694686	164.47	30	0	4,934.10	0.00
4	SOCIAL STUDIES 2013 TEACHER RESOURCE LIBRARY DVD GRADE 3	9780328697120	331.97	30	0	9,959.10	0.00
5	SOCIAL STUDIES 2013 SPANISH ACTIVITY CARD BUNDLE GRADE 3	9780328700769	44.47	30	0	1,334.10	0.00
Grade 4 Regions							
Student Materials							
1	SOCIAL STUDIES 2013 STUDENT EDITION WORKTEXT PLUS DIGITAL LICENSE 6-YEARBUNDLE GRADE 4	9780328700707	68.47	0	700	\$0.00	\$47,929.00
Teachers Materials							
1	SOCIAL STUDIES 2013 PROGUIDE TEACHER EDITION GRADE 4	9780328639700	241.47	30	0	\$7,244.10	\$0.00
2	SOCIAL STUDIES 2013 ACCELERATING THE PROGRESS OF ENGLISH LANGUAGE LEARNERS GRADE 3/5	9780328673148	26.97	30	0	809.10	0.00
3	SOCIAL STUDIES 2013 ACTIVITY CARD BUNDLE GRADE 4	9780328694914	45.47	30	0	1,364.10	0.00
Leveled Readers Kit							
1	SOCIAL STUDIES 2013 LEVELED READER PACKAGE GRADE 4	9780328685783	143.97	30	0	\$4,319.10	\$0.00
Technology							
1	SOCIAL STUDIES 2013 EXAM VIEW CD-ROM GRADE 4	9780328639502	118.47	30	0	\$3,554.10	\$0.00
2	SOCIAL STUDIES 2013 STUDENT EDITION DVD-ROM GRADE 4	9780328640621	43.47	30	0	1,304.10	0.00

10

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
3	SOCIAL STUDIES 2013 MYSTORY VIDEO DVD GRADE 4	9780328694693	\$185.47	30	0	5,564.10	0.00
4	SOCIAL STUDIES 2013 TEACHER RESOURCE LIBRARY DVD GRADE 4 REGION	9780328697137	475.97	30	0	14,279.10	0.00

Grade 5 Building Our Country**Student Materials**

1	MYWORLD SOCIAL STUDIES 2012 MINNESOTA STUDENT EDITION + DIGITAL COURSEWARE 6-YEAR LICENSE BUNDLE GRADE 5	9781256960669	61.97	0	700	\$0.00	\$43,379.00
2	SOCIAL STUDIES 2013 ATLAS GRADE 3/5	9780328698271	16.47	2,100	0	34,587.00	0.00

Teachers Materials

1	SOCIAL STUDIES 2013 PROGUIDE TEACHER EDITION GRADE 5A	9780328639656	237.97	30	0	\$7,139.10	\$0.00
2	SOCIAL STUDIES 2013 ACCELERATING THE PROGRESS OF ENGLISH LANGUAGE LEARNERS GRADE 3/5	9780328673148	26.97	30	0	809.10	0.00
3	SOCIAL STUDIES 2013 ACTIVITY CARD BUNDLE GRADE 5A	9780328694921	45.47	30	0	1,364.10	0.00

Leveled Readers Kit

1	SOCIAL STUDIES 2013 BUILDING OUR COUNTRY LEVELED READER PACKAGE GRADE 5	9780328685837	143.97	30	0	\$4,319.10	\$0.00
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Technology

1	SOCIAL STUDIES 2013 EXAM VIEW CD-ROM GRADE 5A	9780328639519	118.47	30	0	\$3,554.10	\$0.00
2	SOCIAL STUDIES 2013 MYSTORY VIDEO DVD GRADE 5A	9780328694709	184.97	30	0	5,549.10	0.00

Grade K Here We Are**Student Materials**

1	SOCIAL STUDIES 2013 STUDENT EDITION WORKTEXT + DIGITAL COURSEWARE 6-YEARLICENSE GRADE K	9780328700660	39.47	0	700	\$0.00	\$27,629.00
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	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
Leveled Readers Kit							
1	SOCIAL STUDIES 2013 LEVELED READER PACKAGE GRADE K	9780328685592	79.97	30	0	\$2,399.10	\$0.00
Technology							
1	SOCIAL STUDIES 2013 EXAM VIEW CD-ROM GRADE K	9780328639465	118.47	30	0	\$3,554.10	\$0.00
Kindergarten Package							
1	SOCIAL STUDIES 2013 KINDERGARTEN PACKAGE	9780328709342	599.97	30	0	\$17,999.10	\$0.00
Subtotal						\$204,350.10	\$220,724.00
Purchase Subtotal						\$204,350.10	\$220,724.00
8% Shipping & Handling							\$17,657.92
Totals						\$204,350.10	\$238,381.92

Proposal Grand Total: \$238,381.92

Districts/schools registering to use OASIS for the first time receive a promo code for 3% freight. This code is good for every K12 order shipped via ground purchased through OASIS for the first 30 days after an account is activated.

To register for OASIS: <http://k12oasis.pearson.com>
 For OASIS assistance: 1-800-850-9124

- * Prices effective through Sept. 30, 2014.
- ** Prices do not include applicable taxes.
- *** Titles are subject to change without notice.

Note: This is a cost proposal. It is not a formal contract.

Ordering Information:

Schools: Simply enclose your official purchase order, authorized signature, and title.

Teachers: We can bill your school if you provide an approved P.O.

Individuals: Please enclose check, money order, or credit card information.

Shipping Charges:

All orders are billed approximately 10% shipping & handling.

Orders under \$100 may be billed more.

International and overseas shipping and handling are slightly higher.

Special handling is additional on all orders.

All prices are in U.S. dollars, guaranteed until Sept. 30, 2014. Please call for current prices.

Districts/schools registering to use OASIS for the first time receive a promo code for 3% freight. This code is good for every K12 order shipped via ground purchased through OASIS for the first 30 days after an account is activated.

<p>Ship To: Please Print</p> <p>NAME: _____</p> <p>E-MAIL ADDRESS: _____</p> <p>INSTITUTION: _____</p> <p>ADDRESS: _____</p> <p>CITY: Duluth STATE: MN ZIP: 55802</p> <p>PHONE #: (218) 336-8700 BEST TIME TO CALL: _____</p>	<p>Bill To:</p> <p>NAME: _____</p> <p>E-MAIL ADDRESS: _____</p> <p>INSTITUTION: _____</p> <p>ADDRESS: _____</p> <p>CITY: Duluth STATE: MN ZIP: 55802</p> <p>PHONE #: (218) 336-8700 BEST TIME TO CALL: _____</p>
<p><input type="checkbox"/> Pre-Paid Order</p> <p><input type="checkbox"/> Check <input type="checkbox"/> Money Order Enclosed</p> <p>PURCHASE ORDER NO. _____</p> <p>AUTHORIZED SIGNATURE _____ TITLE _____</p>	<p><input type="checkbox"/> Credit Card Order:</p> <p><input type="checkbox"/> VISA <input type="checkbox"/> MasterCard <input type="checkbox"/> American Express <input type="checkbox"/> Discover</p> <p>CARD NO _____ EXP. DATE _____</p> <p>SIGNATURE _____</p>

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 Monday-Friday, 8am - 5pm EST; 8am - 6pm DST
 Order OASIS: <http://k12oasis.pearson.com>

For additional information regarding product go to:
<http://www.pearsonschool.com>

Social Studies Update and Adoption Proposal

Susan Schmidt, Social Studies Curriculum Coach

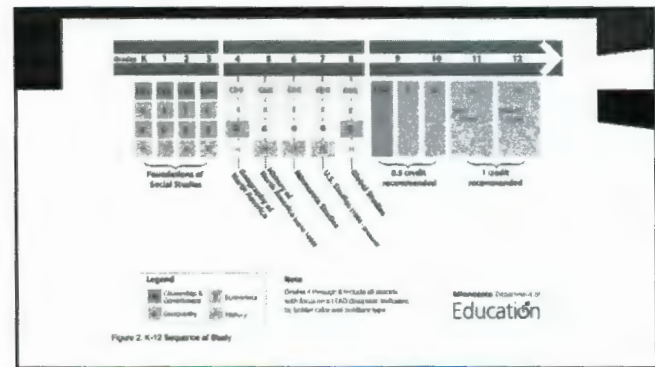
Status of Social Studies

Minnesota Standards in Social Studies were adopted by the legislature in May 2013. They were to be implemented in the 2013-14 school year.

Status of Social Studies

The Standards require an integrated approach among four strands as well as content literacy and content specific to Minnesota's American Indian cultures.

Standards at a Glance
<https://drive.google.com/a/sd709.org/file/d/0B80xibTQA4teFyZTE2ZFEOUGa/eqit?usp=sharing>



Status of Social Studies

K-5: Last Adoption in 1999

- Texts do not align to new content standards
- Parts have been lost
- Difficult to use
- Reading level not appropriate

As a result, social studies is ignored at worst, inconsistent at best.

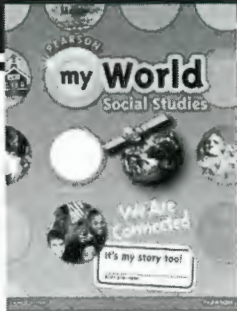
MacMillan/McGraw Hill

K-5 Proposal

- During June teachers worked to align social studies with content literacy benchmarks and identify curriculum needs.
- Teachers reviewed samples and heard presentations from textbook companies.
- Knowing the demands of the social studies standards, teachers were able to make an informed decision regarding which materials would best meet their needs.

K-5 Proposal


Teachers k-5 unanimously agreed that the Pearson myWorld series addresses nearly every social studies benchmark as well as our literacy goals.



Benchmark correlations
http://www.pearsonschools.com/correlations/MN_myWorld_SS_2013_Gr%204.pdf


K-5 Proposal

The series allows students to utilize both a hands-on text as well as on-line components that is heavily connected to the myStory writing program.



K-5 Proposal


Teachers receive a support materials in the form of customizable lesson plans, interactive whiteboard activities, and assessments.



~Please see the quote sheet provided in the handouts

Status of Social Studies


7th Grade attempted to implement their new benchmarks but found that they were lacking resources that addressed the time periods now required by the benchmarks.



(2006)


Status of Social Studies

8th Grade were not set to work with new benchmarks until this coming year - the new World Studies course. They will need a new resource for this course as well. Because of the nature of cultural geography, the 2005 book is outdated and inadequate.



Middle School Proposal

7th and 8th Grade teachers reviewed samples for benchmarks, content literacy needs, readability, size/weight. Again, the Pearson products were superior in addressing the state requirements in both social studies and content literacy as well as up-to-date information.



~Please see the quote sheet provided in the handouts

http://www.pearsonschools.com/correlations/MS/myWorld_Grade%207-8_2014.pdf

Status of Social Studies

High School

- 9: Civics and Geography*
- 10: US History
- 11: World History or International Studies*
- 12: Government/Economics

9th Grade Proposal



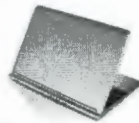
“Current” Civics book - 1997

Course requires civics benchmarks as well as career exploration, and geography application benchmarks in GIS systems and population models.

This course needs to be flexible, technology-based, and up-to-date.

9th Grade Proposal

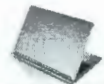
Currently we have two Civics teachers in each high school. We would like to propose that each of those teachers be provided with classroom carts of Chromebooks in order to implement the needs of their courses.



9th Grade Proposal

Students will be able to access Geographic Information Systems, the Minnesota Career Inventory System, as well as up-to-date current events related to civic education.

We believe we can deliver all of the content with the Chromebooks with no other adoption/purchase.



10th and 12th Grades

10th Grade History, 12th Grade Government, and Economics books are dated, but adequate for one more year. We anticipate new editions of each of these titles next year and would like the option to wait until the most recent editions are available for review.



2009



2000



2005

11th Grade

World History

State standards are massive in scope. The current text barely works as it does not address more current benchmarks



2004

International Studies

Addresses same required benchmarks as World History but allows students to choose a more current focus. The text is inadequate and outdated - no similar book seems to currently exist.



2003

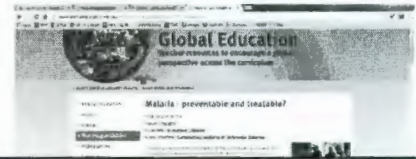
11th Grade

International Studies

The nature of the course allows our students to work with current world political and cultural issues. It is a very valuable course that requires considerable preparation in order to keep it current. We would also like to propose Chromebooks as a way to access the most up-to-date data and current events.

11th Grade

We would like to work as a team to create a course framework and materials that are current, balanced, and allow students to think critically about issues; discuss and/or write about them; and develop informed opinions about the world.



Chromebook Early Estimate

I still need to work with technology regarding a quote, but here are the best estimates at this point:

40 Chromebooks per classroom @ \$300 each + \$1500 cart = \$13,500 per cart
 \$13,500 per cart x 6 classrooms = \$81,000 total for three courses
 Estimated average replacement timeline seems to be 4 years
 Additional need: training and writing/sharing lessons and materials.

(Textbook adoption price for the 8th grade only, 700 copies = \$51,429)

Thank you...

Your Social Studies teachers thank you for your time and consideration of these requests!

Learning Targets

- I can identify countries from which immigrants came to the US
- I can explain the diversity of Americans and what they value
- I can compare and contrast different viewpoints on immigration and citizenship
- I can explain why and how the US census is used
- I can analyze migration patterns within the US by using a variety of sources
- I can analyze a population pyramid (population pyramids-US and other; impact of changing birth/death rates)
- I can make inferences and conclusions about physical geography and areas of population concentration in the US and Minnesota.
- I use a demographic transition model to analyze changes in population (reasons for population centers; growth/decline of cities; changes in representation in US government)
- I can compare demographic statistics and population data
- I can use geospatial technologies to analyze population and economic distribution
- I can use geospatial technologies to make decisions
- I can explain how social, political and economic processes influence the characteristics of places and regions
- I can explain spatial distribution of significant cultural and/or ethnic groups
- I can use diffusion models to explain the spread of culture.

Social Studies Benchmarks

- 9.3.2.3.1 Make inferences and draw conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations and geospatial technologies. (DOK 3)
- 9.3.3.7.3 Explain how social, political and economic processes influence the characteristics of places and regions. (DOK 2)
- 9.3.1.2.1 Use geospatial technologies to make and justify decisions about the best location for facilities. (DOK 4)
- 9.3.1.2.2 Use geospatial technologies to develop plans for analyzing and solving local and regional problems that spatial dimensions. (DOK 4)
- 9.3.3.7.1 Explain the spread of culture using the concept of diffusion and diffusion models. (DOK 3)
- 9.3.3.7.2 Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing. (DOK 2)
- 9.3.3.5.2 Use the demographic transition model to analyze and explain the impact of changing birth and death rates in major world regions. (DOK 4)
- 9.3.3.5.4 Explain migration patterns in the modern era at a range of scales, local to global. (DOK 2)
- 9.3.3.5.1 Describe the patterns of human population distribution in the United States and major regions of the world. (DOK 2)
- 9.3.3.5.3 Compare the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables. (DOK 3)

Content Literacy Benchmarks

- 9.12.6.6 Compare the point of view of two or more authors or creators for how they treat the same or similar topics, including which details they include and emphasize or exclude in their respective accounts **including points of view about Minnesota American Indian history.**
- 9.12.7.7 Integrate quantitative or technical analysis (charts, maps, research data) with qualitative analysis in print or digital text.
- 9.12.8.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

Essential Questions

- Why do people move?
- How does a government use geographic information to effectively provide for its citizens?
- Why are there centers of population?
- Why do people create, structure, and change government?

Skills/Understandings

-

Vocabulary

diffusion
immigration
immigrant
emigration
emigrant

geospatial
migration
birth rate
death rate

Population pyramid
census
demographic
push/pull factors

18

Assessment

Activities/Methods

Opportunities for Cross-Curricular Learning

Cultural Responsiveness/Differentiation Strategies

Resources

Civics Text – Chapter 1, sec. 3

U.S. Census <http://www.census.gov/2010census/popmap/>

MAGE Lesson Plans Trick - Google: **MAGE lesson plan and the benchmark number** (i.e. MAGE lesson plan 9.3.3.7.2)

MAGE lesson plan on demographic transition model

<http://lt.umn.edu/mage/wp-content/uploads/2012/06/Lesson-1-Demographic-Transition-Model.pdf>

Population Reference Bureau

<http://www.prb.org/Publications/Datasheets/2012/world-population-data-sheet/world-map.aspx#/map/population>

Austin, Minnesota and its Future (lesson plan) <http://lt.umn.edu/mage/wp-content/uploads/2014/03/Sanders-Austin-Final.pdf>

7 Billion http://www.worldof7billion.org/teacher_resources

By the Billions, New York Times lesson

http://learning.blogs.nytimes.com/2011/05/23/by-the-billions-creating-and-comparing-population-growth-projections/?_php=true&type=blogs&r=0

Association of American Geographers <http://www.aag.org>

National Council for Geographic Education <http://www.ncge.org>

Minnesota Legislature-Geographic Information Systems <http://www.gis.leg.mn>

National Geographic Society <http://www.nationalgeographic.com>

Teaching Geography from the Annenberg Foundation <http://www.learner.org/workshops/geography/>

From MCSSE: WHY STUDY GEOGRAPHY?

To be successful contributors to a democratic society, all individuals need to have an understanding of geography, which means that they need to have an understanding of the spatial context of people, places and environments on Earth. The geographically literate person knows where important things are, why they are located in those places and the significance of the locational patterns of the world. Furthermore, she comprehends the nature and significance of multiple connections between people and places around the world. This statement on the nature of geographic education is based on Geography for Life: National Geography Standards developed by the Geography Education Standards Project on behalf of the American Geographical Society, Association of American Geographers, National Council for Geographic Education and the National Geographic Society.

Subject	Social Studies
Grade Level	4th Grade
Curricular Unit/Theme	4-5 The United States: The Northeast
Timeline	Quarters 2 [4 weeks]

<p>Big Ideas Essential Questions</p>	<ul style="list-style-type: none"> ● What are the important characteristics of the United States? ● How has population changed over time? ● How has geography influenced population? ● Why do people migrate? ● Why do regions develop? ● How do geographic features influence economic activities? ● How can maps help us compare time periods?
<p>Benchmarks and Depth of Knowledge</p> <p>Content Literacy Benchmarks</p>	<p>4.3.1.2.2 Use photographs or satellite-produced images to interpret spatial information about the United States, Canada, and Mexico. (DOK 2)</p> <p>4.3.2.3.1 Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico. (DOK 1)</p> <p>4.3.3.6.1 Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada.(DOK 2)</p> <p>4.3.4.9.1 Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications. (DOK 3)</p> <p>4.3.4.10.1 Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States and Canada. (DOK 3)</p> <p>-----</p> <p>4.1.1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (DOK 3)</p> <p>4.2.1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (DOK 3)</p> <p>4.2.2.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (DOK 3)</p> <p>4.2.5.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (DOK 3)</p> <p>4.2.10.10 Read and comprehend complex literary and informational texts independently and proficiently. (DOK 3)</p>
<p>Learning Targets</p>	<ul style="list-style-type: none"> ● I can create and use maps of the United States. ● I can use tools to answer questions about the United States. ● I can recognize the states of the United States. ● I can recognize the neighbors of the United States. ● I can explain why different regions have developed in the United States. ● I can explain how geographic features have influenced agriculture. ● I can use maps from different time periods to help compare a region over time. ● I can explain changes in U.S. population distribution over time. ● I can explain how U.S. geographic features have impacted population distribution. ● I can explain how humans in the U.S. have adapted to, or changed the environment.

<p>Common Assessments</p>	<p>4.3.1.1.1 Pearson My World Map and Globe (SSH 10-21), TODALS SMARTBOARD in TeacherStudent Share 20</p> <p>4.3.1.2.1 Pearson My World Map and Globe (SSH 10-21), Student edition, pg. SSH 12,</p> <p>4.3.1.2.2 Pearson My World online maps; Google Maps, Google Earth</p> <p>4.3.2.3.1 Pearson My World CH 1, student edition, page 31-32 (CH 1 Assessment)</p> <p>4.3.2.4.1 Pearson MyWorld outline maps, CH 5 Assessment (pg. 173) - The Northeast , CH 6 Assessment (pg. 213) - The Southeast, CH 7 Assessment (pg. 247)- The Midwest, CH 8 Assessment (pg. 287) - The Southwest, CH 9 Assessment (pg 327) - The West, iLearn States for iPad, Learn States App for Chrome,</p> <p>4.3.2.4.2 Pearson MyWorld outline maps, Map and Globe (pg. SSH 13 - Hemispheres Assessment), other supplemental materials from Pearson</p> <p>4.3.1.1.2 Pearson My World outline maps, Map and Globe (pg. SSH 20 - Use Latitude and Longitude for Exact Location)</p> <p>4.3.3.5.1 U.S. Census Population Clock, no assessment yet</p> <p>4.3.3.6.1 Pearson My World CH 1, student edition, page 31-32 (CH 1 Assessment)</p> <p>4.3.4.9.1 Pearson My World CH 1, student edition, page 31-32 (CH 1 Assessment)</p> <p>4.4.2.4.1 Minnesota Geospacial Information Office, no assessment yet</p> <p>4.3.4.10.1 Pearson My World CH 1, student edition, page 31-32 (CH 1 Assessment)</p> <p>4.3.4.10.2 Pearson MyWorld CH 5 Assessment (pg. 173) - The Northeast , CH 6 Assessment (pg. 213) - The Southeast, CH 7 Assessment (pg. 247)- The Midwest, CH 8 Assessment (pg. 287) - The Southwest, CH 9 Assessment (pg 327) - The West</p> <p>4.4.1.2.1 Pearson My World CH 5 Assessment (pg. 173) - The Northeast , CH 6 Assessment (pg. 213) - The Southeast, CH 7 Assessment (pg. 247)- The Midwest, CH 8 Assessment (pg. 287) - The Southwest, CH 9 Assessment (pg 327) - The West</p>
<p>Instructional Resources and Materials</p>	<p>4.3.1.1.1 Pearson My World Map and Globe (SSH 10-21)</p> <p>4.3.1.2.1 Pearson My World Map and Globe (SSH 10-21)</p> <p>4.3.1.2.2 Pearson My World online maps; Google Maps, Google Earth</p> <p>4.3.2.3.1 Pearson My World CH 1, L4 People and the Land, page 24-30</p> <p>4.3.2.4.1 Pearson My World outline maps, CH 5 - The Northeast , CH 6 - The Southeast, CH 7 - The Midwest, CH 8 - The Southwest, CH 9 - The West, iLearn States for iPad, Learn States App for Chrome,</p> <p>4.3.2.4.2 Pearson My World outline maps, Map and Globe (SSH 13 - Hemispheres), other supplemental materials from Pearson</p> <p>4.3.1.1.2 Pearson My World outline maps, Map and Globe (SSH 20 - Use Latitude and Longitude for Exact Location)</p> <p>4.3.3.5.1 U.S. Census Population Clock My Word 5-4</p> <p>4.3.3.6.1 Pearson My World CH 1, L1 - Land and Regions in the United States, pg. 7</p> <p>4.3.4.9.1 Pearson My World CH 1, L4 - People and the Land, pg. 24</p> <p>4.4.2.4.1 Minnesota Geospacial Information Office</p> <p>4.3.4.10.1 Pearson MyWorld CH 1, L3 Regions and Resources, pg. 18</p> <p>4.3.4.10.2 Pearson My World CH 5 - The Northeast , CH 6 - The Southeast, CH 7 - The Midwest, CH 8 - The Southwest, CH 9 - The West</p> <p>4.4.1.2.1 Pearson My World CH 5 - The Northeast , CH 6 - The Southeast, CH 7 - The Midwest, CH 8 - The Southwest, CH 9 - The West</p>

Prerequisite Skills, Knowledge, &/or concepts	Identify the physical and human characteristics of places, including real and imagined places. (K) Compare physical and human characteristics of a local place and a place far away on a globe or map (1) Identify causes and consequences of human impact on the environment and ways that the environment influences people. (2) Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world (3)
Cross-curricular connections	
Instructional Strategies for Cultural Responsiveness	
Suggested Strategies for Differentiation (e.g., remedial and extending learning)	
Essential Vocabulary, Signs, and/or Symbols	
Links for Professional Development	

Notes:

Duluth American History and Geography

School Information:

DULUTH IND SCHOOL DISTRICT 709

School/District Name

215 N 1ST AVE E

Address

DULUTH, MN 55802

City / State / ZIP

(218) 336-8700

Phone Number

Purchase Summary		
Description	Amount Free	Amount Charged
America: History of our Nation 2014	\$13,144.40	\$51,429.00
myWorld Geography 2011	\$13,038.08	\$61,579.00
Subtotal	\$26,182.48	\$113,008.00
8% Shipping & Handling		\$9,040.64
Total		\$122,048.64

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America: History of our Nation 2014

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
America: History of our Nation 2014							
ALL							
1	AMERICA: HISTORY OF OUR NATION 2013 MINNESOTA STUDENT EDITION + 6 YEAR LICENSE GRADE 7	9781256990376	73.47	0	700	\$0.00	\$51,429.00
2	AMERICA: HISTORY OF OUR NATION 2014 SURVEY TEACHER EDITION GRADE 8	9780133230093	111.97	8	0	895.76	0.00
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4	AMERICA: HISTORY OF OUR NATION 2014 PEARSON TEACHER ACCESS PACK GRADE 8	9780133227987	337.97	8	0	2,703.76	0.00
5	AMERICA: HISTORY OF OUR NATION 2011 ALL-IN-ONE TEACHING RESOURCES	9780132516938	490.47	8	0	3,923.76	0.00
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9	AMERICA: HISTORY OF OUR NATION 2011 HISTORIANS APPRENTICE ACTIVITY PACK	9780133715101	223.97	8	0	1,791.76	0.00
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24

Description	ISBN	Price	Quantity		Total	
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myWorld Geography 2011

Description	ISBN	Price	Quantity		Total		
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Survey Edition							
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Teacher Resources							
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Assessment							
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2	MIDDLE GRADES SOCIAL STUDIES 2011 GEOGRAPHY EXAMVIEW COMPUTER TEST BANK CD-ROM	9780133736823	147.47	8	0	1,179.76	0.00
					Subtotal	\$13,038.08	\$61,579.00
					Purchase Subtotal	\$26,182.48	\$113,008.00
					8% Shipping & Handling		\$9,040.64
					Totals	\$26,182.48	\$122,048.64

Proposal Grand Total: \$122,048.64

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<p><input type="checkbox"/> Pre-Paid Order</p> <p><input type="checkbox"/> Check <input type="checkbox"/> Money Order Enclosed</p> <p>_____ PURCHASE ORDER NO.</p> <p>_____ AUTHORIZED SIGNATURE</p> <p>_____ TITLE</p>	<p><input type="checkbox"/> Credit Card Order:</p> <p><input type="checkbox"/> VISA <input type="checkbox"/> MasterCard <input type="checkbox"/> American Express <input type="checkbox"/> Discover</p> <p>_____ CARD NO</p> <p>_____ SIGNATURE</p> <p>_____ EXP. DATE</p>

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**DATA SHARING AGREEMENT FOR RELEASE
OF DATA UNDER "SCHOOL OFFICIAL" EXCEPTION**

This Data Sharing Agreement ("Agreement") between Independent School District No. 709, Duluth Public Schools ("District") and Duluth Area Family YMCA, is entered into as of July 1, 2014 ("Effective Date"). The District and Duluth Area Family YMCA are referred to collectively as the "Parties."

WHEREAS, certain individuals affiliated with Duluth Area Family YMCA (hereinafter "Requesting Entity") will provide *Evaluation of Program Effectiveness* to the District for the 2014-2015 school year; and

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

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

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

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

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

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

1. **Services Provided to District.** Requesting Entity is a **NON-PROFIT ORGANIZATION** whose *TUTOR* will provide *EDUCATIONAL SUPPORT* to the District. The services to be provided to the District are institutional services and functions for which the District would otherwise use its own employees.
2. **Protected Student Data Defined.** "Protected Student Data" means any data defined as "personally identifiable information" contained in educational records

as the term is defined in FERPA and its implementing regulations, 20 U.S.C. § 1232g and 34 C.F.R. § 99.31, or “educational data” as defined in the MGDPA, Minn. Stat. § 13.32.

3. **Types of Data to be Accessed.** In the course of providing the services described in Paragraph 1, individuals affiliated with Requesting Entity will have a legitimate need to access Protected Student Data in the form of ATTENDANCE, GRADES, Benchmark Assessments, AND SCHEDULES. The data described in this Paragraph is subject to disclosure restrictions imposed by FERPA and the MGDPA.
4. **District’s Control over Use and Maintenance of Data.** The following terms and conditions will govern the manner in which individuals affiliated with Requesting Entity will have access to Protected Student Data:
 - a. Evaluator and Evaluator Assistants shall be the only representatives of Requesting Entity granted access to Protected Student Data in accordance with the terms of this Agreement. Protected Student Data shall not be shared with any employee, agent, volunteer, or other affiliate of Requesting Entity who is not within the group of individuals defined in this Paragraph. Prior to being granted access to Protected Student Data, each Evaluator and Evaluator Assistants must review and sign the acknowledgement and consent form attached hereto as Exhibit A.
 - b. Requesting Entity shall not attempt to use, access, or maintain Protected Student Data for any reason other than purposes legitimately necessary for its Evaluator and Evaluator Assistants to provide the services referenced in Paragraph 1. Requesting Entity shall not maintain its own files, documents, or any other form of records containing Protected Student Data or attempt to obtain access to Protected Student Data for anyone other than an individual described Paragraph 4(a).
 - c. The use and maintenance of Protected Student Data by TUTOR shall be at all times subject to the District’s direct control.
 - d. Individuals providing services as Evaluator and Evaluator Assistants shall be granted access to Protected Student Data through the District’s Infinite Campus system in a manner deemed appropriate by the District. Requesting Entity shall supply the District with a list of the names of the individuals providing services as Evaluator and Evaluator Assistants to the principal of the building in which each individual will be providing services. Upon receipt of the list of names, the District will determine using its sole discretion the extent to which each individual will be granted

access to Protected Student Data through the Infinite Campus system. Under no circumstance will an individual be granted greater access to Protected Student Data than what is legitimately necessary to effectively provide the services listed in Paragraph 1. The District retains the right to alter at any time and in its sole discretion the manner in which individuals providing services as Evaluator and Evaluator Assistants access Protected Student Data. No individual will be granted access to Protected Student Data unless the person has signed the form attached as Exhibit A and provided a copy to the principal of the building in which the individual will be providing services.

- f. The individuals providing services as shall not copy, duplicate, alter, modify, or otherwise make changes to or reproductions of Protected Student Data unless legitimately necessary to perform the services described in Paragraph 1. If any individual who has been granted access to data in accordance with this agreement has maintained copies or other reproductions of Protected Student Data for legitimate purposes, such copies or other reproductions must be destroyed within 30 days of the expiration of this Agreement.
 - g. The District reserves the right to restrict, modify, or discontinue the use and maintenance of Protected Student Data authorized by this agreement for any reason. If the District exercises its sole discretion to restrict or cancel access to data, Requesting Entity and/or its affected representatives shall destroy any copies or reproductions of data which they no longer have access in accordance with the timeframe and requirements of Paragraph 4(f) of this Agreement.
5. **Rediscovery of Protected Student Data.** In the course of performing the services described in Paragraph 1, the Parties agree that individuals providing services to the district as Evaluator and Evaluator Assistants shall not disclose Protected Student Data to any representative of Requesting Entity not within the class of individuals identified in Paragraph 4(a) or any person or party other than a school official with a legitimate need to access the data unless disclosure is specifically authorized or required by law. In the event a parent or eligible student requests disclosure of Protected Student Data to a third party, Requesting Entity and its representatives shall direct the requesting parent or eligible student to the appropriate building principal, who will process each request to disclose Protected Student Data in accordance with applicable District policies and procedures.
6. **Data Related to 21st Century Community Learning Center and True North AmeriCorps Evaluations.** The Parties agree that data maintained by the District with respect to individuals who perform services on a voluntary basis for the

District is defined as personnel data by the MGDPA, Minn. Stat. § 13.43. In the event Requesting Entity requests information from the District that is not classified as public data pursuant to Minn. Stat. § 13.43, subd. 2, Requesting Entity shall obtain a written consent of the subject of the data prior to requesting the data from the District.

- 7. **Term.** This agreement shall be valid from the date duly approved by both Parties through June 30, 2013. On July 1, 2014, this agreement shall terminate and the District will terminate the ability of the individuals described in Paragraph 4(a) to access Protected Student Data.
- 8. **Successors and Assigns.** This Agreement will be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns. No Party may assign or transfer this Agreement or any of its rights, interests or obligations hereunder without the prior written consent of the other Party.
- 9. **Amendment/Modification.** This Agreement may be amended or modified only by a writing executed by the Parties. No custom or practice of the Parties at variance with the terms hereof will have any effect.
- 10. **Entire Agreement.** This Agreement constitutes the entire agreement and understanding of the parties relative to the subject matter hereof. The parties have not relied upon any promises, representations, warranties, agreements, covenants or undertakings, other than those expressly set forth or referred to herein. This Agreement replaces and supersedes any and all prior oral or written agreements, representations and discussions relating to such subject matter.

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

DATE: June 26, 2014

Duluth Area Family YMCA
 By: [Signature]
 TITLE: Community Services YMCA Director

INDEPENDENT SCHOOL DISTRICT NO. 709

DATE: _____

By: _____
School Board Chair

**DATA SHARING AGREEMENT FOR RELEASE
OF DATA UNDER "SCHOOL OFFICIAL" EXCEPTION**

This Data Sharing Agreement ("Agreement") between Independent School District No. 709, Duluth Public Schools ("District") and UNIVERSITY OF MN, DULUTH, is entered into as of July 1, 2014 ("Effective Date"). The District and UNIVERSITY OF MN, DULUTH are referred to collectively as the "Parties."

WHEREAS, certain individuals affiliated with UNIVERSITY OF MN, DULUTH (hereinafter "Requesting Entity") will provide *ASSISTANCE TO THE TEACHER IN THE CLASSROOM* to the District for the 2014-2015 school year; and

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

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

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

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

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

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

1. **Services Provided to District.** Requesting Entity is a *UNIVERSITY* whose *STUDENT TEACHERS* will provide *ASSISTANCE TO THE TEACHER IN THE CLASSROOM* to the District. The services to be provided to the District are institutional services and functions for which the District would otherwise use its own employees.

2. **Protected Student Data Defined.** “Protected Student Data” means any data defined as “personally identifiable information” contained in educational records as the term is defined in FERPA and its implementing regulations, 20 U.S.C. § 1232g and 34 C.F.R. § 99.31, or “educational data” as defined in the MGDPA, Minn. Stat. § 13.32.

3. **Types of Data to be Accessed.** In the course of providing the services described in Paragraph 1, individuals affiliated with Requesting Entity will have a legitimate need to access Protected Student Data in the form of ATTENDANCE, GRADES AND SCHEDULES. The data described in this Paragraph is subject to disclosure restrictions imposed by FERPA and the MGDPA.

4. **District’s Control over Use and Maintenance of Data.** The following terms and conditions will govern the manner in which individuals affiliated with Requesting Entity will have access to Protected Student Data:
 - a. *STUDENT TEACHERS* shall be the only representatives of Requesting Entity granted access to Protected Student Data in accordance with the terms of this Agreement. Protected Student Data shall not be shared with any employee, agent, volunteer, or other affiliate of Requesting Entity who is not within the group of individuals defined in this Paragraph. Prior to being granted access to Protected Student Data, each *STUDENT TEACHERS* must review and sign the acknowledgement and consent form attached hereto as Exhibit A.

 - b. Requesting Entity shall not attempt to use, access, or maintain Protected Student Data for any reason other than purposes legitimately necessary for its *STUDENT TEACHERS* to provide the services referenced in Paragraph 1. Requesting Entity shall not maintain its own files, documents, or any other form of records containing Protected Student Data or attempt to obtain access to Protected Student Data for anyone other than an individual described Paragraph 4(a).

 - c. The use and maintenance of Protected Student Data by *STUDENT TEACHERS* shall be at all times subject to the District’s direct control.

 - d. Individuals providing services as *STUDENT TEACHERS* shall be granted access to Protected Student Data through the District’s Infinite Campus system in a manner deemed appropriate by the District. Requesting Entity shall supply the District with a list of the names of the individuals providing services as *STUDENT TEACHERS* to the principal of the building in which each individual will be providing services. Upon receipt of the list of names, the District will determine using its sole discretion the extent to which each individual will be granted access to Protected Student Data through the

Stat. § 13.43. In the event Requesting Entity requests information from the District that is not classified as public data pursuant to Minn. Stat. § 13.43, subd. 2, Requesting Entity shall obtain a written consent of the subject of the data prior to requesting the data from the District.

- 7. **Term.** This agreement shall be valid from the date duly approved by both Parties through June 30, 2014. On July 1, 2015, this agreement shall terminate and the District will terminate the ability of the individuals described in Paragraph 4(a) to access Protected Student Data.
- 8. **Successors and Assigns.** This Agreement will be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns. No Party may assign or transfer this Agreement or any of its rights, interests or obligations hereunder without the prior written consent of the other Party.
- 9. **Amendment/Modification.** This Agreement may be amended or modified only by a writing executed by the Parties. No custom or practice of the Parties at variance with the terms hereof will have any effect.
- 10. **Entire Agreement.** This Agreement constitutes the entire agreement and understanding of the parties relative to the subject matter hereof. The parties have not relied upon any promises, representations, warranties, agreements, covenants or undertakings, other than those expressly set forth or referred to herein. This Agreement replaces and supersedes any and all prior oral or written agreements, representations and discussions relating to such subject matter.

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

DATE: 6/9/14

UNIVERSITY OF MN, DULUTH
By: *Jill P. Portance*
[TITLE] Dean

INDEPENDENT SCHOOL DISTRICT
NO. 709

DATE: _____

By: _____
School Board Chair

5085 - School Discipline Policy

The School Board believes that a self-disciplined citizenry is essential for the maintenance of a free society.

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

Under no circumstances will vandalism, violence, destructive acts, intimidation, extortion, harassment, malicious disturbances, use of controlled substances, or any other violations of the law be tolerated, condoned, or excused. Immediate steps will be taken to discipline any student involved in such behavior.

Because of its major importance, the complete text of the School District's School Discipline Policy for Elementary and Secondary Schools (~~14 pages~~) follows the above policy statement and should be considered as included in as School Board Policy Regulation 5085R.

References: MSA 121A.47 - 121A.55

Adopted: 06-10-1975 ISD 709

Revised: 06-14-1983

08-17-1993

01-18-1994

06-20-1995

07-16-1996

07-15-1997

07-21-1998

07-20-1999

07-18-2000

07-17-2001

06-17-2003

07-20-2004

07-19-2005

07-18-2006

07-17-2007

07-15-2014

~~Internet Users — The 18 pages referred to in policy 5085 has its own link. To access, return to the WORD index on the left hand side and click on "Student Discipline Policy".~~

5084 BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The Duluth School District cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the Duluth School District and the rights and welfare of its students and is within the control of the Duluth School District in its normal operations, it is the Duluth School District's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the Duluth School District in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on Duluth School District property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the Duluth School District or the safety or welfare of the student, other students, or employees. The misuse of technology including, but not limited to, teasing, intimidating, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, contractor, or other employee of the Duluth School District by sending or posting e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs, also may constitute an act of bullying regardless of whether such acts are committed on or off Duluth School District property and/or with or without the use of Duluth School District resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the Duluth School District shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with Duluth School District's policies and procedures. The Duluth School District may take into account the following factors:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from Duluth School District property and events and/or termination of services and/or contracts.

G. The Duluth School District will act to investigate all complaints of bullying and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the Duluth School District who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to a student or a group of students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. Bullying includes, but is not limited to, conduct by a student against another student or a group of students that a reasonable person under the circumstances knows or should know has the effect of:

1. harming a student or a group of students;
2. damaging a student's or a group of students' property;

3. placing a student or a group of students in reasonable fear of harm to person or property;
 4. creating a hostile educational environment for a student or a group of students; or
 5. intimidating a student or a group of students.
- B. “Immediately” means as soon as possible but in no event longer than 24 hours.
- C. “On Duluth School District property or at school-related functions” means all Duluth School District buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for Duluth School District purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. Duluth School District property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the Duluth School District does not represent that it will provide supervision or assume liability at these locations and events.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to an appropriate Duluth School District official designated by this policy. A person may report bullying anonymously. However, the Duluth School District’s ability to take action against an alleged perpetrator based solely on an anonymous report may be limited.
- B. The Duluth School District encourages the reporting party or complainant to use the report form available from the principal of each building or available from the Duluth School District office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal’s designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving reports of bullying at the building level. Any person may report bullying directly to a Duluth School District human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the Duluth School District human rights officer by the reporting party or complainant.
- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform

the building report taker immediately. Duluth School District personnel who fail to inform the building report taker of conduct that may constitute bullying in a timely manner may be subject to disciplinary action.

- E. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.
- G. The Duluth School District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Duluth School District's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. DULUTH SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of bullying, the Duluth School District shall undertake or authorize an investigation by Duluth School District officials or a third party designated by the Duluth School District.
- B. The Duluth School District may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law.
- C. Upon completion of the investigation, the Duluth School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. Duluth School District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; Duluth School District policies; and regulations.
- D. The Duluth School District is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the Duluth School District. School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

VI. REPRISAL

The Duluth School District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the Duluth School District who retaliates against any person who makes a good faith report of alleged

bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

VII. TRAINING AND EDUCATION

- A. The Duluth School District annually will provide information and any applicable training to Duluth School District staff regarding this policy.
- B. The Duluth School District annually will provide education and information to students regarding bullying, including information regarding this Duluth School District policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying.
- C. The administration of the Duluth School District is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to victims of bullying.
- D. The Duluth School District may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

VIII. NOTICE

The Duluth School District will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

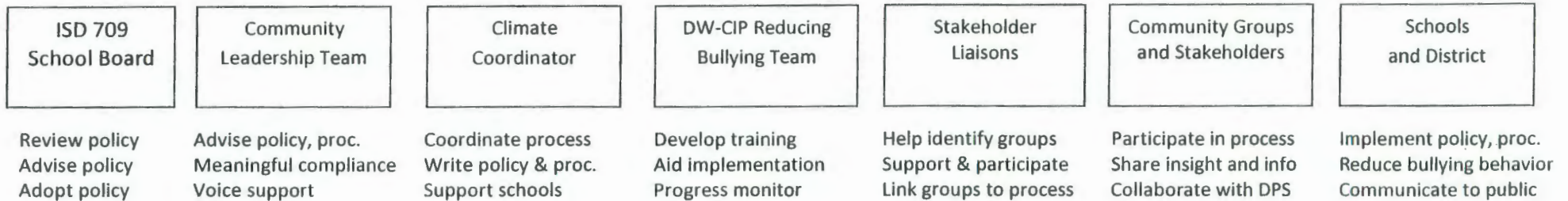
Adopted: 8-19-2014

Working Timeline; Safe and Supportive Schools Act
DW-CIP Goal; Reducing Bullying Behavior
Duluth Public Schools

- May '14** Contacted MDE regarding model policy
- Include new bullying behavior information in 2014-15 Handbook
- Work with DW-CIP Team Leads and Staff Dev Teams to coordinate training needs
- Continue developing initial training for staff
 Law; requirements, policy and procedure
 Prevent / Prepare / Respond / Recover
 Working with students, staff, and community experts
- June** Assemble Community Leadership Team
- Continue developing initial training for staff
- Adjust harassment policy through HR Committee
- Draft message to students (elementary and secondary scripts)
- July** Review model policies (as available)
- Adopt MSBA Policy as a foundation for future Duluth Public Schools Policy
- August** Initial Staff Training
- Create message to students
- Finalize and provide initial training for staff
- September** Share message to students, use new policy
- Sept-May '15** Work with Community Leadership Team and District Leaders to determine and implement process
- Community process; review and comment (students, parents, staff, and community members)
- Adjust adopted MSBA model policy specific needs of Duluth Public Schools
- Policy process for School Board to read and adopt adjusted policy
- Develop additional training content

Working Structure; Safe and Supportive Schools Act
 DW-CIP Goal; Reducing Bullying Behavior
 Duluth Public Schools

Safe and Support Schools Law:	MN law requiring public schools to develop policy and take action to prevent and remediate bullying.
MDE and MSBA Model Policy:	Policy examples written by MN Department of Education and MN School Board Association aligned to law.
Duluth Public Schools Policy:	Currently have one policy prohibiting violence, harassment, and bullying.
Regulations and Procedures:	Day to day actions taken by Duluth Public Schools to meet requirements of policy.
Beliefs, Values, Vision & Priorities:	Developed from 2012-13 Think Kids Community Conversations. Available on-line at www.isd709.org
Aims & Strategic Plan (dw-cip):	High Achievement, Safe & Welcoming, Efficient & Effective; 12 goals = district wide continuous improvement plan.
Reducing Bullying Goal Info:	<p>Targets: 10% or fewer students will respond they have “been bullied at least once in past month” 90% or more of staff will respond “bullying is not a problem at school”</p> <p>Baseline: 34% of students responded they have “been bullied at least once in past month” (12/13 yr) 39% of staff responded “bullying is not a problem at school” (12/13 yr)</p>



6/13/2014

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

Dear Mr. Gronseth,

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

Name of Graduate / School

Duluth Public Schools June 5, 2014

Donald Allan Rankin

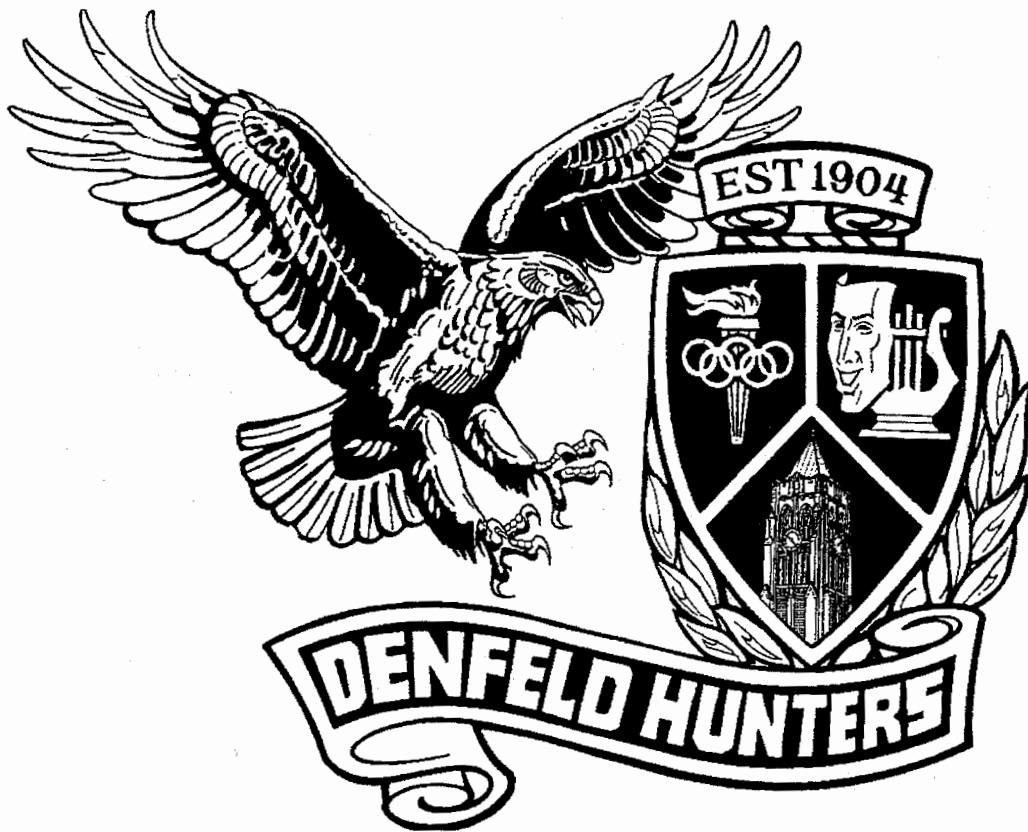
Please send diploma to Brenda at the Area Learning Center, Room 101

Adrian Norman
Assistant Principal

Brenda VanDell
Administrative Assistant
Area Learning Center

COMMENCEMENT

Class of 2014



Denfeld Auditorium

Thursday, June 5, 2014

7:00 PM

I, Tonya M. Sconiers, principal of Denfeld High School, certify that the following students have met the qualifications to graduate.

GRADUATES

Tonya M. Sconiers
4/6/14

Bryce Svea Alander %	Jennifer Irene Garthus	Austin Lonetto-Thompson	Andrew Ridderman-Nohl %
Jacob A. L. Anderson	Maggie Caitlin Giberson	Rhiannon E. Looney %	Logan Douglas Rudolph Lavalier ^A
Jordan A. M. Anderson	Keityn Benjamynd Gould	Heidi Marie Ludolph *%A	Cassidy Mary Ruffenach
Melinda Joan Aubin	Jessie A. Graves *%A	Steven N. Maciver %A	Ryan Rukavina
Darricka Janae Auginash	Alia Mirielle Gribbon	Jakob Malmstrom	Jordan Lee Saice
Hannah R. Bachinski %	Dillon Groff	Kayla J. Mandelin	Kylie Emily Schaub
Brooke Taylor Ballavance %	Kara Kay Gruver	Calianne Mary Eleanor Marsaa *%A	Connor Ryan Schick
Tyler Morgan Ballavance %	Gregory Paul Gustafson	Kevin Michael Marshall	Elliot Craig Schmaltz
Thomas G. Baribeau III	Benjamin Ralph Halverson	Crystal Lee McClarey	Hayden Leigh Schulte *%
Connor Lee Behm %A	Tristen M. Hanson	Andrew James McLaird	Melissa Marie Sedor
Co'sha Tee'Brianna Smith Bender	JaVontae Laquiel Harkins	Rachel Ellen McNeil %	Christopher D. Shober
Michael Neal Benjamin	Zachery D. Haugen *%A	Geena Ann Meger	Khalid Simmons
Angela Amanda Bergeson	Kevin Michael Hendrickson	Charles Patrick Meister	Hans Erich Slade *%A
Alex Donald Bergman %	Brittany Lee Heskin	Joseph M. Michalski	Allen Smith
Corey A. Blackwood	Alexandra Denise Hill %	David Tecumseh Miller	Kelsey Sophia Soderberg %
Grace Elizabeth Bolt %A	Jacob R. Huchel	Yevgeniia Mishchenko %	Carly A. Soiney
Megan Lynn Borich	Antoinette Lashaunda Huff	Annaka Grace Moeller	Autumn Faye Soli *%
Lashay Antoinette Bowman	Kelcy J. Huston *%A	Jack R. Monson *%A	Spencer-Michael Allan Sorenson
Justice C. Bressette	Esther Marie Jacobson	Dakota D. Morgandó	Richard J. Staples
Haley Marie Brown *%A	Markie Alana Jenny	Monique Marie Morrin	Brian Stevens
Ryan Butler	Steven A. Jewell	Kristin Roshelle Morrison %	Andrea Stewart
Peggy J. Campbell *%	Alyssa A. Johnson	Ka Moua	Derek Michael Swenson %
Jennifer Lee Ceryes *%	Austyn Evelyn Johnson	Maricris Aida Mudek %	Ciarra Ann Taipale
Kailey D. Chaffee	Benjamin Joseph Johnson %	Taneasha Maria-Suzanne Muonio *%	Emory James Caughlin Tarvas %
Kendra Clark	Haley Rose Johnson %A	Megan Marie Nace	Mariah Nichole Tatalovich
Deja Coiley	Lauren Marie Johnson *%A	Alexander Scott Dale Nelson	Taylor M. Teddy
Toby Tyler Cook	Zoe Laine Johnson	Rachel Marlene Netzel	McKenzie Marie Thomas
Tyler James Cooney	Alexander Ryan Kaptonak	Austin Matthew Nichols	Ella Grace Tirebuck
Allison Grace Cox ^	Amber M. Keeley	Rebekah Nielsen	William A. Trethewey
Rachel Ann Daigle	Samuel Alex Kemp	Michaela Alicia Nichole Nord	Mackenzie K. Tucker
Jesse James Dale	Jacob Jerome Kennedy	Megan Marie Noska	Madison N. Turchi
Thomas Dallmann	Jessica M. Kero %	Zachery Olsen	Mariah N. Twardowski %
Abigale LaMont Davis	Paige M. Kessler %	Taylor Marie Olson *%A	David E. Urness
Brian Timothy Davis	Jacob Robert Kidd	Trevhonte A. Opack	Joua Vang %
Matthew Ryan Day	Olivia Margaret Kinziger	Julie Annette Ostazeski ^	Nacomis VanMeter
Tyler Philip Day	Alexia Klaas ^	Ryan Joseph Ozan %	Aurora Waynerose Vautrin %
Matthew Richard Decker	Ashley Ellen Knase	Tanner Kole Pederson	Ariana Elizabeth Villanueva %
Scottie Elizabeth Deming	Katelyn Yvonne Knutson	Katlyn Michelle Persch *%A	Colin John Vogel
Samuel Green Deters	Austin C. Kolquist	Jordan William Peterson	Angelica L. Wagner
Christopher R. Dowd	Brianna Lynn Krause *%A	Saraiya Jennifer Piantek	Michael Vincent Watson
Alexander James Dudley	Shania Oksana Krause %	Taylor D. Pille %	Jack David Welch
Matthew A. East %A	Nichole E. Krook	Tristan Lawaine Pohl	Hanna L. West *%
Darby Rae Eilefson *%	Brandon Timothy Kucharski %	Lincoln Rockford Prout	Draven L. Weston
	Bryce W. Kucharski	Anthony John Puglisi	Elizabeth Miree Wiley
	Dustin L. LaBarge	Jenna Rae Puttkammer %	Rashonda ShaVae Williams
	Alex C. Larson	Tyler Raben	Tommy C. Wolfe *%A
	Benjamin D. Larson	Kaylee A. Rackliffe	Wyatt Bryan Wutz %A
	Megan S. Lazzaro *%A	Kjell Gregor Randa %	Cassey K. Zoltek
	Mercedes LaTonya LeBeau	Kelsey Rae Reckinger *%A	
	Jacob Michael LeBlanc	Lexy Megan Redenbaugh %	
	Madria T. Lehto *%	Kayla Lynn Reindl	
	Reid A. Lemker %A	Tara Lynn Reynolds	
	Jeremy David Lepak	Breanna D. Ricci	
	Kaitlyn Rose Levings	William Wilson Richardson III	

% Indicates Academic Letter
* Indicates Top 10% of the class
^ Indicates National Honor Society

SIXTY-FOURTH ANNUAL

Commencement

East High School
Class of 2014



Laurie K...
6/4/2014

Wednesday, June 4, 2014
7:30 PM

Symphony Hall - DECC

Adrian Norman
6/16/14

Graduates attending tonight's ceremony

46

AREA LEARNING CENTER

Alexa Jo Abrahamson
Rose Lynn Androsky
Kyle Anthany Dion
Keelie Ann Doucette
Allison Bernice Enger
Hayley Nicole Fermenich
Taylor Marie Gellatly
Zachary James Johnson
Drew Nathaniel Larson
Justice Layn Lundquist
Elizabeth Grace Moeller
Jessica Lynn Mullen

Katie Vianna Nelson
Jacey Noelle Norkunas
John JP Parker
Cherese Leanna Payne
Shae Seirra Radosevich
~~Cameron James Schmidt~~ not granted
Samantha Shaneen Scott
~~Darian Kendall Shaw~~ not granted
Robin Lee Stills
Jonathan Andrew Tassone
Melody Ann Tracey
Nahanni Kayla Wenell Desjarlait

GED

Kayla Anderson
Randy Anderson
Artaveus Atkins
Dale Carver
Ieesha Christensen
Susan Green
Tyler Hegg
Glenn Johnson
James Kalligher
Magdeline LaCroix
Anna Luehrs
Samantha McFarland
Matthew Scanlon
Jordan Smith
KeAnna Williams

ADULT DIPLOMA

Thomasina Robbins

BRIDGE/T12

Christopher John Lind
Jacob Robert Privette
Allen Michael Wever
Adam Michael Bourgoyne
Matthew Gregory Darling
Brandon Michael Duckworth-Kaitfors
James Don Horton
Katie Ruth Johnson
Jacob James Merrill
Sean Patrick Raimo

Graduation Ceremonies

*Adult Learning Center
Area Learning Center
Bridge & Transition 12 Programs*



Tuesday, June 3, 2014

7:00 P.M.

Symphony Hall

DECC

Duluth, Minnesota

*Thank you to everyone who has made this
Graduation ceremony memorable.*