

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, April 22, 2014

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

1. Informational Items

A. Informational Presentations

- 1) Service Learning Project - *Healthy Hunters* Presentation (This item will be presented at a later date.)

Mary Dedeke, Americorps Promise Fellow Volunteer, and several Denfeld students will present information on an exciting Service Learning Project - *Hunters for Health*. The intended outcome of this project is for students to implement healthier eating habits in their lives and possibly share some ideas on how to implement healthier food in the cafeteria at Denfeld.

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

- 2) Residential Treatment Program Presentation 5

Denise Clairmont, Principal of the Residential Treatment Programs, provided an informational presentation on Duluth Public Schools Residential Treatment Programs.

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

B. Grant Applications (None)

2. Action Items

A. Presentation Items Requiring Approval

- 1) Achievement and Integration Plan for 2015-17 11

William Howes, Coordinator of Office of Education Equity, presented the proposed Achievement and Integration Plan for 2015-17.

Recommendation: It is recommended that the Duluth School Board accept and approved the proposed Achievement and Integration Plan for 2015-17.

- 2) Duluth Public Schools Annual Head Start Self Assessment 55

Pam Rees, Director of Head Start, presented the Duluth Public Schools Annual Head Start Self Assessment results for review and approval.

Recommendation: It is recommended that the Duluth School Board accept and approve the Duluth Public Schools Annual Head Start Self Assessment results for review and approval.

3) Duluth Public Schools Annual Head Start Community Assessment 67

Pam Rees, Director of Head Start, presented the Duluth Public Schools Annual Head Start Community Assessment results for review and approval.

Recommendation: It is recommended that the Duluth School Board accept and approve the Duluth Public Schools Annual Head Start Community Assessment results.

4) 2014-15 Federal Head Start Grant Application 70

The Federal Head Start Grant proposal for FY 14-15 was approved by the Head Start Policy Council and is presented to the Duluth School Board by Pam Rees, Director of Head Start, for review and approval for submission.

Recommendation: It is recommended that the Duluth School Board accept and approve the Federal Head Start Grant proposal FY 14-15 for submission.

B. Extended Field Trip Requests 71

Duluth Public Schools FCCLA-HERO students will be traveling to Brooklyn Park, Minnesota from April 27-29, 2014 to participate in the State Leadership Conference and Competition. This is a National qualifying event where students attend leadership sessions, compete at the State level, and receive Chapter recognition. The total cost of the trip is \$2,901 and will be funded with student fees and grant dollars.

Duluth Public Schools FFA students will be traveling to the University of Minnesota - St. Paul Campus and Hampton Inn - Shoreview to participate in the State FFA Convention where they will attend leadership workshops, compete at the State level, and receive campus tours.

Duluth East High School Symphony and Wind Ensemble students will be traveling to New York and New Jersey from April 3-8, 2014 where they will perform in various venues and participate in tours. It is expected that students will experience a higher level of musicianship through performing, attending a Broadway Musical Production, and visiting Radio City Music Hall. Student fees will cover the entire cost of the trip.

Recommendation: It is recommended that the Duluth School Board accept and approve the above Extended Field Trip Requests.

C. Policy 6151 Addition of an Athletic Program 80

Attached are revisions to Policy 6151 *Addition of an Athletic Program* for the second reading. Athletic Directors, Tom Pearson and Shawn Roed, were available to answer any questions.

Recommendation: It is recommended that the Duluth School Board accept and approve the second reading of Policy 6151 *Addition of an Athletic Program*.

D. Policy 5060 - Collection, Maintenance, Dissemination, and Retention of Student Records and Information 82

Revisions to Policy 5060 - *Collection, Maintenance, Dissemination, and Retention of Student Records and Information* are attached for the first reading.

Recommendation: It is recommended that the Duluth School Board accept and approve revisions to Policy 5060 - *Collection, Maintenance, Dissemination, and Retention of Student Records and Information* for the first reading.

E. Policy 5093 - Duluth Public Schools ISD 709 Restrictive Procedures Plan 83

Attached are revisions to Policy 5093 - *Duluth Public Schools ISD 709 Restrictive Procedures Plan* for the first reading. Laura Fredrickson, Director of Special Services, was available to answer any questions.

Recommendation: It is recommended that the Duluth School Board accept and approve Policy 5093 - *Duluth Public Schools ISD 709 Restrictive Procedures Plan* for the first reading.

F. Resolution E-1-14-3169 - Acceptance of Grant Awards to Duluth Public Schools 89

Attached is Resolution E-4-14-3169 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards from the following organization:

Delta Dental

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-4-14-3169 - Acceptance of Grant Awards to Duluth Public Schools.

G. Diploma Requests 90

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

Olivia Kathleen Jensen - March 11, 2014

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

NORTHWOOD CHILDREN'S HOMES

Northwood's Main and West Campus are 24 hour residential treatment facilities. Northwood's provides intensive mental health services for children ages 5 to 17. The main campus houses 40 boys and girls. The west campus houses 48 boys and girls. Individuals are assigned to teams of 10-12 students. Students must have a clinical diagnosis. Students are referred by mental health professionals, county social workers, hospitals, child care providers or parents. Student's length of placement varies from a short term of 3 to 6 months to long terms up to 12 months. Students come from all over the state.

Northwood's Intensive Day Treatment programs are yearlong servicing students with behavioral, emotional, or learning problems. The Day Treatment Program allows students to receive education, counseling, behavior management, and family services daily while living at home. Students come from Duluth and surrounding areas.

Little Learner's Enrichment Center is located next to Northwood Main. This program services toddlers to preschoolers experiencing emotional, behavior, or learning problems. The Little Learners program follows an early childhood educational model.

Northwood Diagnostic and Assessment Center provides comprehensive evaluations, diagnoses, and family assessments for children ages 5-17. Students live in the diagnostic program for 35 days or less.

Therapeutic foster care program offers after care services to assist children and families after discharge from there other programs.

Northwood also has 6 CADI homes in Duluth. Each home has 4 students either male or female ages 6-21. These students receive education at one of two campus schools or local Duluth public schools or colleges.

Chester Creek Academy and Merritt Creek Academy are Northwood's two school programs. Chester Creek Academy is made up of students in grades K-12. There is one Kindergarten class with a teacher and six students. Elementary students are divided by grade with one teacher taking the lower grades (1-3) and the other the higher with grades (4-5). These classes are self-contained. The teachers each teach their own groups the subjects of math, language arts, social studies, and science. Elementary students also receive instruction by specialists in the subjects of art, music, media, and physical education. Duluth curriculum and texts are used as well as

supplementary materials to enhance student learning. All teachers have smart boards. Students have access to a computer lab. Middle and high school students are divided into 5 groups and rotate as a group among 5 teachers. Middle and high school students receive daily instruction in the subjects of math, English, social studies, science, and life skills. Students are also given the opportunity for credit recovery through the district's online A plus program. All seven teachers are licensed in the area of special education. Students receive physical education classes taught by a physical education teacher. All teachers work collaboratively with Northwood treatment staff and team leaders to enhance student success. Teachers and treatment staff meet daily to review student expectations and goals. Treatment staff is available within the school to provide emotional or behavioral support for students throughout the day. Teachers, team leaders, and administrators meet monthly to review programming and student needs. There are four special education paraprofessionals that also assist students within the classrooms with daily assignments and behavioral support. Some students receive educational services full or part time within the other Duluth public schools. Merritt Creek Academy is made up of students in grades 1-12. Both school programs are similar in makeup but Merritt Creek has more day treatment and elementary students than Chester Creek Academy. Merritt Creek Academy has four elementary classrooms with four Special Education teachers. Merritt Creek Academy has five secondary teachers. As like Chester, students rotate as groups to each teacher. Teachers each instruct in their areas of expertise. Students have access to a computer lab as well as chrome books. Credit recovery using District A plus program is available to students. Students have the opportunity to attend other Duluth schools full or part time.

Enrollment: This school year, Chester Creek Academy has enrolled 123 students.

Merritt Creek Academy has enrolled 128 students.

ARROWHEAD JUVENILE CENTER/ARROWHEAD ACADEMY

Arrowhead Juvenile Center provides correctional services to the Arrowhead Region. The Arrowhead Region is comprised of the following counties: Carlton, Cook, Koochiching, Lake and St. Louis. The Center provides services to young people 18 years old and younger. The Center has a capacity of servicing 48 people. The students are divided into 4 groups based on their reasons for placement. Three groups are male only. One group is female. They have 24 designated placements for treatment and 25 placements for detention. Of the 24 treatment placements, 16 are reserved for long term placements. Length of stay varies depending upon why the student was admitted. Length of stay can be from 1 to over 90 days. Students are placed at Arrowhead Juvenile Center for violation of probation or by the court system. Daily, students attend therapy groups based on their individual needs. Students are provided educational opportunities as well. Some students work on obtaining their GED, others have attended a community college, or other Duluth Public School. The majority of students attend the Center's school.

Arrowhead Academy is the name of the school program. Students remain in their four treatment groups throughout the day within the educational program. There are 4 fulltime teachers at Arrowhead Academy. All teachers are licensed in the area of Special Education. Special educational services are continued for all students with current individual educational plans from their home schools. Home schools are notified as students are enrolled. All due process laws and regulations are adhered to. Teachers or students rotate on an hourly base. Teachers instruct in their area of expertise. Students receive daily instruction in the areas of: math, language arts, social studies, science, and life skills. Teachers all have access to smart boards, computers, and there is a computer lab for student use. Students are assessed using the STAR test to determine grade levels in the area of reading and math. Students continue to work toward meeting graduation requirements of their home school district. Some students do graduate from high school while attending Arrowhead Juvenile Center. School personnel work cooperatively with treatment staff to clearly understand each individual's needs. School staff meets daily with treatment team member to discuss how students are doing. School staff, treatment supervisors, and administrators meet weekly and bi-monthly to discuss programming.

Enrollment: This school year, 123 students have been enrolled.

LUTHERAN SOCIAL SERVICES/BETHANY CRISIS SHELTER/BETHANY SCHOOL

Bethany Crisis Shelter provides 24 hour short termed emergency shelter care for children 0-17 years of age and grades K-12. Youth are referred by county social services, the court system, and area law enforcement. A comprehensive assessment is completed by Lutheran Social Services to determine each individual's areas of strengths and needs. Family support and services are offered. Students remain attending their home schools whenever possible. For those students requiring other options education is provided.

Bethany School is a home bound program where students receive two hours of instruction daily. The teacher is a Duluth Public School teacher with a .3 position. The teacher is a special education licensed teacher. Students either complete homework from their home school or receive daily instruction in reading and math. Students have access to computers while at Bethany School. Students are able to continue their education also on line using the Duluth Public Schools A plus credit recovery program.

Enrollment: This school year, 58 students have been enrolled.

ESSENTIA HEALTH MILLER DWAN CHILD AND ADOLESCENT BEHAVIORAL HEALTH/LAKESIDE ACADEMY

Miller Dwan Child and Adolescent Behavior Health Program provide inpatient mental health services for youth ages K-12. Youth are divided into two groups adolescent and pre-adolescent. The adolescent group is comprised of youth in grades 7-12 and the pre-adolescent group is grades K-6. The group's size runs between 14-16 individuals. The pre-adolescent group is usually smaller. Youth may reside in the states of Minnesota, Wisconsin, and/or Michigan. Miller Dwan Child and Adolescent Behavior Health Service provide crisis programming. The crisis program is for those youth who are displaying violent, behavioral, suicidal, or homicidal tendencies. The placement is short termed from 5 to 7 days. Youth receive a comprehensive assessment. Daily, youth receive skill development through groups and education to allow them to go back home to live safely

Lakeside Academy is the school's name. The educational program consists of each group receiving two hours of instruction daily. The teacher is a Duluth Public School teacher with a full time position. The teacher is a special education licensed teacher. Students either complete homework from their home school or receive daily instruction in reading and math. Students are able to continue their education also on line using the Duluth Public Schools A plus credit recovery program. This school year, 289 students have been enrolled.

ESSENTIA HEALTH AMBER WING/SUPERIOR ACADEMY

Amber Wing is an offsite partial hospitalization program providing intensive assessment and treatment to youth age's birth to 25 experiencing mental health or chemical dependency issues. Individuals are grouped according to clinical and developmental needs. The substance abuse program services youth ages 12-18. Individuals enter Amber Wing for 1 to 3 weeks. Amber Wing offers intensive outpatient therapy services for individual ages 18-25. Referrals to Amber Wing are made by parents, social workers, probation officers, doctors, therapists or any other providers. A discharge conference is held for every individual with school districts invited to ensure a smooth transition.

Superior Academy is the name of the school program within Amber Wing. There are two full time teachers at Amber Wing. Students receive two hours of classroom instruction daily. Students are encouraged to bring assignments from their home schools. There are 5 different school groups: elementary students are in grades K-5, Middle group are students in grades 6-8, teens or high are students in grades 9-12. Currently there are two teen groups. There is also a chemical dependency group consisting of students aged 12-18. The teachers currently share the middle group. One teacher instructs the elementary and high group, while the other has the other high group and chemical dependency group. Teachers use Duluth public schools curriculum and textbooks. Students may also use the online program A plus. A variety of instructional strategies and techniques are used to keep students engaged by both teachers. Teachers work collaboratively with therapists and other Amber Wing staff to ensure students' needs are met. The teachers notify school districts of enrollments and discharges. Students with Individual Education Plans continue to receive services.

Enrollment: This school year, 215 students have been enrolled. Students come from Duluth and the surrounding area.

WOODLAND HILLS

Woodland Hills Residential Program addresses youth's behavioral, emotional, chemical and mental health needs. Woodland Hills service youth ages 12-17. Youth are referred from throughout the state of Minnesota. Out of state referrals are also considered. The average stay of an individual is 6 to 9 months.

Intensive Day Treatment is provided for local youth experiencing emotional, behavioral, and mental health issues. Youth attend school daily as well as receiving intensive group or individual therapy. Youth live at home and are transported daily to Woodland Hills Academy.

Chisholm 30 Program is a part of Woodland Hills. This program focuses on behavior management and accountability. Youth are placed through court and social services. Individuals attend for a period of 14 to 21 days or 20 to 30 days.

90/120 Program is another short term placement available to youth focusing on behavior management and/or chemical health issues.

Community Transition Program focusses on education, employment, and developing life skills in youth ages 16-18. Individuals work on earning a high school diploma or GED.

Woodland Hills Academy is the name of the school program. Students remain within their groups based on gender and needs. Within the residential program there are two female groups and the rest are male. All teachers are special education licensed with the exception of the health/physical education and a title one teacher. Students rotate to different teachers to receive instruction in the areas of math, English, social studies, science, health/physical education and basic skills. Students are assessed to determine grade levels in the areas of math and reading. Small group instruction is provided to students to strengthen skills in the areas of math or language arts.

Day treatment students are divided between two teachers by gender. Students rotate as a group between the two teachers. One teaches math and social studies and the other science and English. Both teach life skills to their own group. This group also receive Health/PE and basic skills instruction. Residential staff is in the classrooms hourly to provide emotional or behavioral support to students in crisis. All teachers and residential staff work cooperatively to enhance student support and success.

This school year 215 students have been enrolled.

Achievement and Integration Plan FY15 Budget Summary		
Staff/Programming	Description	Amount 2014-15
Administration	Coordinator & Office Support Specialist Salaries + Benefits, related office expenses (printing, water, etc.)	\$150,000.00
Professional Development	Substitute Teachers (\$25,000), Certified Staff Stipends (\$25,000), Benefits (\$8,500), Travel (\$20,000), Contracted Services (\$26,000), Printing (\$500), General Supplies (\$6,000), Food (\$4,000)	\$115,000.00
Integration Specialists	9 Staff Salaries + Benefits (\$481,086), Transportation Support (\$4,000) Contracted Services (\$5,000)	\$490,086.00
Achievement Centers - Staffing	2 Coordinator Salaries + Benefits (\$106,908), 2 Assistants Salaries + Benefits (\$73,300), 4 Promise Fellows (\$27,600)	\$207,808.00
Achievement Centers - Programming	Tutors (\$5,000), Supplies (\$2,000), Learning Materials (\$4,000), Transportation for College Trips, After-School Programs, Leadership Training, and Internships (\$16,000), Contracted Services (\$6,000), Google Chromebooks + Cart for each Center *Year-1 only (\$23,900 = 70 Chromebooks & 2 Carts)	\$57,151.00
PASS Program - Family Engagement	Parent Involvement Programming sessions @6 sites (\$2,000/site program - Printing, Transportation, Food, Materials, Contracted Services)	\$12,000.00
Myers-Wilkins / Lowell	STEM Integration Teacher @M-W (\$92,000), 1.5 FTE Literacy Coaches @ \$92,000 - 1.0 FTE Lowell, 0.5 FTE M-W (\$138,000), Response to Interventions Tutors @Lowell (6 tutors = \$21,600), Professional Development (\$65,000.72), Field Trips, Transportation and in-school opportunities for the students (\$28,400), After-school and summer school programs (\$40,000), Diversity Coordinator (\$36,000), Bussing Transportation for Immersion and School Enrollment Choices (\$90,000), Ojibwe Immersion Program Assistant (\$36,000)	\$547,000.72
Denfeld High School	Ojibwe Language Teacher 0.2 fte	\$18,400.00
		\$1,597,445.72

Achievement and Integration Plan Summary- Duluth Public Schools July 1, 2014 – June 30, 2017

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

Important Information:

The Achievement and Integration for Minnesota legislation has many new requirements for the uses of Integration Revenue. One important change is the requirement that all strategies/activities within the Achievement and Integration Plan be within two goal areas of Achievement or Integration and are measurable by SMART goals, where separate Achievement and Integration goals and activities are identified for Myers-Wilkins Elementary school as the Racially Identifiable School (RIS) within our district. In our efforts to reduce academic and enrollment disparities based on students' race, ethnicity, and economic background at Myers-Wilkins, Lowell Elementary has been identified as a neighboring collaborative site to assist in providing equitable achievement programming and access to school enrollment choices for families within the Myers-Wilkins attendance area.

Due to the technical nature of the Achievement and Integration Plan Template that is required to use for submission to MDE, an Achievement and Integration Plan summary is presented here that indicates all strategies/activities included within the plan with their corresponding goal area and the budgeted amount for each activity. The School Board will be provided with a completed template of the Duluth Public Schools Achievement and Integration Plan at the Education Committee meeting.

	Narrative-Activity Description	Budget Amount
	<p>Administration: The Office of Education Equity (OEE) is an administrative office staffed with a Coordinator and Office Support Specialist within the central administrative offices of the Duluth Public Schools. The Coordinator is an integral part of the Duluth Public Schools administrative team to ensure the implementation of the Achievement and Integration Plan strategies and activities, manage the Achievement and Integration Revenue budget, and fulfill all reporting requirements. The Coordinator also serves on multiple district committees and leadership teams to assist in ensuring the academic success of all students.</p>	\$150,000.00

Goal Area	Narrative-Activity Description		Budget Amount
Achievement	Integration Specialists:	<p>The Integration Specialist position is an integral part of the Duluth Public Schools' Continuous Improvement Plan in the areas of Response to Interventions support, Increasing Graduation Rate and Drop-out Prevention, Academic Proficiency, and Family Engagement. There will be eight (8) full-time and three (3) part-time (American Indian focus) Integration Specialists for the Duluth Public Schools; one full-time and one part-time at each of the two middle schools and high schools, and one full-time and one part-time at each of the elementary schools at Myers-Wilkins, Lowell, and Laura MacArthur. There will be one position that splits their time between Piedmont and Stowe elementary schools. Integration Specialists at the elementary level play an active role in providing support for academic interventions in Reading and Math based on the Response to Intervention plan at their site. Integration Specialists at the middle and high schools play an active role in academic proficiency, increasing graduation rates and preventing drop-outs, and career and college readiness. Integration Specialists at all levels spend a majority of their time at their site focused on the academic success of the students on their caseload. Caseloads of no more than 35 students are developed utilizing data from MCA and Benchmark assessments. Protected Class students who are shown to be in need of Strategic or Intensive Interventions based on the MTSS are offered Integration Specialist services. Personal Learning Plans (PLP) are developed for all students that are included on a caseload. Integration Specialists at all site levels provide programming during and after school in the area of academic support, as well as leadership skills and cultural identity. A Check & Connect modeled program is utilized at all site levels to ensure daily coursework completion and appropriate levels of attendance. Integration Specialists also coordinate and facilitate the PASS Family Engagement programming at their site and offer support in school-to-home communication.</p>	\$490,086.00

Goal Area	Narrative-Activity Description		Budget Amount
Achievement	Achievement Centers:	At each of the two high schools, Achievement Centers will be an approved elective course implemented in Year 2 of the plan. Up to thirty-five (35) students will be selected to enroll in an Achievement Center class through an application process. Students will learn organizational and study skills, learn and apply divergent thinking strategies, work on critical thinking and high-level questioning skills through project-based learning focused on inquiry, collaboration, and organization, get academic help from peers and college tutors, and participate in culturally-based enrichment and motivational activities to increase engagement in the learning processes of school to better ensure students graduate from high school and are college-and-career-ready. In addition to the elective course, students will be guided to enroll in at least one of their school's honors, CITS, or Advanced Placement® courses. There will be three (3) full-time staff for each center that will be supervised by the OEE Coordinator. The center will remain open throughout the day and after school for continuous support of the Achievement Center Students and the necessary programming required for the success of the students and the program. Achievement Center programming includes: 1) After-School Programming - The integration of culturally-based programming and Cultural Identity Development is the primary focus of after-school programming efforts through the utilization of the interest areas of the students. 2) Improved Academic Success of Students - Tutoring, Academic Counseling, Basic Skills Test preparation, Homework Completion. 3) Increased Graduation Rates & Career and College Readiness - College Exposure Opportunities, College & Career Workshops, Summer & School-year Internships, ACT Preparation, Individual Assistance with College and Financial Aid Applications, Ongoing Communication with Achievement Center Graduates. 4) Youth Leadership Development & Community Involvement - Connections with Community Activities, Culturally-Specific Leadership Programming, Leadership Opportunities Locally and Beyond. 5) Increased Family Involvement & Connections - Family Events, Home Visits & Family Contacts. As students progress in the Achievement Center their academic proficiency and confidence, cultural identity & competency, and leadership capacity will improve. They will become academically successful leaders and role models for other students in their schools, families, and communities.	\$264,959.00
Achievement	High School Ojibwe Language Teacher:	The High School Ojibwe Language Teacher position provides instruction in the American Indian language of Ojibwe at Denfeld High School and ALC (Alternative Learning Center). This provides students the opportunity to not only gain the often required 2 credits of World Language for college or university entrance, but also creates the pathway for the implementation of a CITS (College in the Schools) course in Ojibwe Language in years 2 and 3 of this plan. This will increase college readiness rates, as well as increase the number of American Indian and Free-and-Reduced-Lunch eligible students enrolled in rigorous courses.	\$18,400.00

Goal Area	Narrative-Activity Description		Budget Amount
Achievement	PASS Program:	The Parents And Students Succeeding (PASS) Program is a Family Engagement strategy designed to bring schools, parents, and the community together for the benefit of student achievement. PASS is a PIQE (Parent Institute for Quality Education) model designed for parents to gain access to district, school, and classroom resources and increase communication with school staff, as well as foster educational learning environments at home that assist students in academic achievement in school. Programming will be provided for parents at Myers-Wilkins Elementary, Lowell Elementary, Lincoln Park Middle School, Ordean East Middle School, Denfeld High School, and East High School.	\$12,000.00
Achievement	Professional Development:	The OEE Professional Development program will provide training and resources for district staff designed to improve achievement of all students in the Duluth Public Schools and increase cultural fluency, competency, and interaction. Training and resources will be provided in the areas of Multi-Tiered System of Support, Response to Interventions, Professional Learning Communities, Differentiated Instruction techniques, Multicultural Curriculum Integration, Racial Identity Development, Culturally Responsive Classroom Management, and Cultural Competency & Understanding.	\$115,000.00
Racially Identifiable School Narrative-Activity Description			
Achievement	Literacy Coaches:	Literacy Coaches are skilled teachers, highly trained in Literacy instruction, that work within Myers-Wilkins and Lowell elementary schools with high concentrations of protected students to provide focused literacy interventions to students in grades Kindergarten to 2nd grade who are identified within the "Strategic" or "Intensive" ranges of the MTSS, as measured by benchmark assessments. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of literacy.	\$138,000.00
Achievement	STEM Integration Specialist:	The STEM (Science, Technology , Engineering and Math) Specialist will be fully trained in STEM integration and collaborate with classroom teachers at Myers-Wilkins Elementary to develop lessons that will integrate STEM content within other content areas, develop learning activities that investigate the natural world, engage in meaningful, purposeful and relevant, hands-on, inquiry-based, project-based learning experiences. This position will collaborate with each grade level team to fully develop and implement STEM units and service learning projects that are aligned with the philosophy of STEM. STEM programming has been identified as an attractor for White, Non-FRP students to attend the RIS and is one of multiple Integration Goal strategies to reduce the percentage of Protected Class students enrolled at the RIS.	\$92,000.00

Goal Area	Racially Identifiable School Narrative-Activity Description		Budget Amount
Achievement	Field Trips and In-school Learning Opportunities:	An important component to establishing Myers-Wilkins as a STEM school is to provide the students with hands-on learning opportunities and experiences that will connect directly with the curriculum and service learning opportunities within their community. Some of the activities that will be included are trips to out-of-school centers such as the Great Lakes Aquarium, Duluth Children's Museum, Lake Superior Zoo, Minnesota Zoo, EPA lab, the Minnesota Science Museum, Deep Portage Environmental Center, UMD sugar bush, and area colleges/universities and local business that have a focus on science or engineering. Representatives from these centers will also be invited into Myers-Wilkins classrooms. Myers-Wilkins will host a minimum of one Family Night each month during the school year to help connect the content and learning within the school setting with the families of the students. All family nights will be free, with transportation provided for those who need it.	\$28,400.00
Achievement	Professional Development:	The Myers-Wilkins/Lowell Professional Development program will provide training and resources for teachers and administrators designed to improve academic achievement for all students at the two sites. Training and resources will be provided in the areas of Multi-Tiered System of Support, Response to Interventions, Professional Learning Communities, STEM Integration techniques and resources, and Responsive Classroom Management.	\$65,000.72
Achievement	Response to Interventions Tutors:	Lowell School will have a reading and math intervention classroom where students come for thirty-minute daily interventions in small groups. Small groups will be taught by an Interventionist or trained tutor who addresses skill areas identified by benchmark data. Research suggests optimal small intervention groups range from 3-6 students per adult for Tier 2 Interventions and 2-3 students per adult for Tier 3 Interventions. Trained tutors will assist in providing more students who need Tier 3 Interventions with additional instruction in a smaller-group setting. Tutors will receive training and support from certified Literacy and Math Specialists in techniques and learning materials to be utilized for interventions at each level and content area. This is an integral part of the MTSS plan for Lowell Elementary.	\$21,600.00
Achievement	Intervention Learning Materials:	Intervention learning materials for reading and math will be purchased to increase the availability of resources to the reading and math resource rooms and classrooms at Lowell. Lowell School began building a teacher resource area with literature leveled by Fountas and Pinnell reading levels to provide materials to be used in classrooms, including academic intervention rooms, to allow students to be reading books at their correct reading levels. Research suggests that student academic achievement, confidence, and self-esteem increase with the use of leveled reading. The research based math interventions that are being used at Lowell School require manipulative materials for individual instruction in small groups. The materials purchased will be shared amongst intervention teachers, tutors, and classroom teachers. They will support the Storytown and Expressions curriculum used by the Duluth Public Schools allowing students to learn at their own level and accelerate those who need intervention.	

Goal Area	Racially Identifiable School Narrative-Activity Description		Budget Amount
Achievement	After School and Summer School Programs:	The Summer School programming and After-School programming will provide the students at Myers-Wilkins safe, nurturing, and enriching experiences designed to help build students' academic, creative, and life skills. The programs are run and organized by the Myers-Wilkins Community School Collaborative (MWCSC) in collaboration with the Myers-Wilkins principal and staff. The average attendance in the programs is 120 for the summer program and 150 for each session of the after-school program. Each child that participates in the programs has an individual learning plan with math and/or reading goals developed in cooperation with the classroom teacher and MWCSC staff. All of the goals for each individual student clearly state the student needs that are identified by current data from the teacher.	\$40,000.00
Achievement	Diversity Coordinator:	The roles of the Myers-Wilkins Diversity Coordinator for the first year will be to actively promote school enrollment choices for Myers-Wilkins and Lowell families, provide support for families so that they feel welcome at the schools, help to organize and implement activities to bring the students and families of Lowell and Myers-Wilkins together and to be available to help families meet specific needs such as transportation to school and special events. The Diversity Coordinator will be well-versed in the programming at both Lowell and Myers-Wilkins to ensure that families know about the opportunities at both buildings, help them with transportation options and help organize the Myers-Wilkins Parent Advisory Group to encourage families to have a voice in during-and-after-school programming and activities.	\$36,000.00
Integration	Immersion Program Assistant:	The Immersion Classroom Assistant position is a vital part of the success of any World Language Immersion Program. This required position will assist the teacher and other staff in the implementation of the Ojibwe Language Immersion classroom. All other costs related to this program are supported by Duluth Public Schools general fund and the American Indian Education Program. The Ojibwe Immersion Program at Lowell Elementary School will serve dual purposes in the area of achievement and integration. Research on immersion education programs around the country shows increased academic performance amongst students enrolled in Language Immersion programs. In the area of integration, American Indian families in the Duluth School District have indicated the need for Ojibwe Immersion programming in the Duluth Public Schools. Myers-Wilkins Elementary (RIS) has the highest population of American Indian students in the district. Through the collaboration between Lowell Elementary and Myers-Wilkins Elementary (RIS), the Ojibwe Immersion program will be one of the strategies implemented to decrease racial and economic enrollment disparities at the RIS. Steps will be taken to ensure equitable access to educational resources and programming, including bus transportation between the attendance areas with a priority given to students within the RIS attendance area to attend Lowell Elementary, which is outside their attendance area.	\$36,000.00

Goal Area	Racially Identifiable School Narrative-Activity Description		Budget Amount
Integration	STEM Integration:	STEM programming has been identified as an attractor for White, Non-FRP students to attend the RIS and is one of multiple Integration Goal strategies to reduce the percentage of Protected Class students enrolled at the RIS. This is a program with enrollment strategies specifically designed to decrease racial and economic enrollment disparities at the RIS.	*Cost are associated in Achievement Goal area for STEM Integration
Integration	Transportation for School Enrollment Choices:	In order to ensure equitable access to school enrollment choices being offered to families in the RIS attendance area and to allow greater access to the RIS for White, Non-FRP families in the Lowell attendance area, bussing transportation routes will be provided between attendance areas of the RIS (Myers-Wilkins) and the neighboring collaboration site of Lowell Elementary. There will be a priority status for students in the RIS attendance area to attend Lowell, which is outside their attendance area.	\$90,000.00
Total			\$1,597,445.72

Minnesota Department of
Education

**Achievement and Integration Plan
 July 1, 2014 – June 30, 2017**

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

District ISD# and Name: 709

Duluth

District Status: (RIS) Racially Isolated
 School (only)
 Name of Collaborative: Duluth

Superintendent's Name: William
 Gronseth
 Phone: 218.336.8752
 E-mail:
 william.gronseth@duluth.k12.mn.us

District Office Address:
 Street Address: 215 N 1st Ave E
 City, State, ZIP: Duluth, MN 55802

Document prepared by:
 Name: William Howes
 Title: Office of Education Equity
 Coordinator
 Phone: 218.336.8714
 E-mail: william.howes@isd709.org

Board Approval Date: Click here to enter text.

Integration Collaborative Member Districts

List all districts in your integration collaborative and their integration status: RI=racially isolated district, RIS=racially isolated school, RI/RIS=racially isolated district and racially isolated school, A=adjoining district, V=voluntary district.

Note: If your district is eligible for this program solely because you have one or more racially identifiable schools within your district, you are not currently required to participate in an integration collaborative and may delete the text boxes below.

Please return this completed plan by March 15, 2014 to mde.integration@state.mn.us.
Electronic submission is required.

Address general questions on the data or plan submission process to Kari-Ann Ediger, Office of Equity and Innovation, 651-582-8269, Kari-Ann.Ediger@state.mn.us.

**Racially Identifiable Schools
 (RIS) within a District**

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below:

1. Myers-Wilkins Elementary
 School

Plans for racially identifiable schools will follow the same format provided for districts within an integration collaborative. The RIS plan section starts on the final page

Achievement Goal One

Goal Statement: The proficiency GAP between the students in sub-groups listed below enrolled the full academic year for all grades tested within 709 Duluth on all state Reading accountability tests (MCA) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of American Indian, Black, Hispanic, and FRP student groups as follows within our District (see table A):

A. Reading **Proficiency INCREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Duluth	RI/RIS					
<i>All students</i>		56.5%	67.5%	72.9%	78.25%	21.8%
<i>American Indian</i>		35.3%	51.5%	59.6%	67.7%	32.4%
<i>Black</i>		26.7%	45.1%	54.2%	63.4%	36.7%
<i>Hispanic</i>		51.4%	63.6%	69.6%	75.7%	24.3%
<i>White</i>		60.5%	70.4%	75.4%	80.3%	19.8%
<i>Non-FRP</i>		70.8%	78.1%	81.8%	85.4%	14.6%
<i>FRP</i>		38.3%	53.8%	61.5%	69.2%	30.9%

B. Reading **GAP DECREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Duluth	RI/RIS					
<i>American Indian</i>		25.2%	18.9%	15.8%	12.6%	12.6%
<i>Black</i>		33.8%	25.4%	21.1%	16.9%	16.9%
<i>Hispanic</i>		9.1%	6.9%	5.7%	4.6%	4.6%
<i>FRP</i>		32.5%	24.4%	20.3%	16.3%	16.3%

Goal Statement: The proficiency GAP between the students in sub-groups listed below enrolled the full academic year for all grades tested within 709 Duluth on all state Math accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of American Indian, Black, Hispanic, and FRP student groups as follows within our District (see table A):

A. Math **Proficiency INCREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Duluth	RI/RIS					
<i>All students</i>		49.8%	66.5%	70.1%	74.90%	25.1%
<i>Protected Class</i>						
<i>American Indian</i>		28.0%	52.0%	58.0%	64.0%	36.0%
<i>Black</i>		26.9%	51.3%	57.4%	63.5%	36.6%
<i>Hispanic</i>		41.9%	61.3%	66.2%	71.0%	29.1%
<i>White</i>		52.7%	68.5%	72.5%	76.4%	23.7%
<i>Non-FRP</i>		62.6%	75.0%	78.2%	81.3%	18.7%
<i>FRP</i>		32.3%	54.9%	60.6%	66.2%	33.9%

B. Math GAP DECREASE:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Duluth	RI/RIS					
<i>Protected Class</i>						
<i>American Indian</i>		24.7%	16.5%	14.5%	12.4%	12.4%
<i>Black</i>		25.8%	17.2%	15.1%	12.9%	12.9%
<i>Hispanic</i>		10.8%	7.2%	6.3%	5.4%	5.4%
<i>FRP</i>		30.3%	20.1%	17.6%	15.2%	15.2%

Activity 1
Integrated Learning Environments

Activity details:

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd. 2(b))

Narrative Description of Strategies/Activities:

Integration Specialists: The Integration Specialist position is an integral part of the Duluth Public Schools' Continuous Improvement Plan in the areas of Response to Interventions support, Increasing Graduation Rate and Drop-out Prevention, Academic Proficiency, and Family Engagement. There will be eight (8) full-time and three (3) part-time (American Indian focus) Integration Specialists for the Duluth Public Schools. Staff will be assigned to elementary, middle school, and high school sites determined by need for support services provided by the Integration Specialist program. Integration Specialists at the elementary level play an active role in providing support for academic interventions in Reading and Math based on the Response to Intervention plan at their site. Integration Specialists at the middle and high schools play an active role in academic proficiency, increasing graduation rates and preventing drop-outs, and career and college readiness. Integration Specialists at all levels spend a majority of their time at their site focused on the academic success of the students on their caseload.

Caseloads of no more than 35 students are developed utilizing data from MCA and Benchmark assessments. Protected Class students who are shown to be in need of Strategic or Intensive Interventions based on the MTSS are offered Integration Specialist services. Personal Learning Plans (PLP) are developed for all students that are included on a caseload. Integration Specialists at all site levels provide programming during and after school in the area of academic support, as well as leadership skills and cultural identity. A Check & Connect modeled program is utilized at all site levels to ensure daily coursework completion and appropriate levels of attendance. Integration Specialists also coordinate and facilitate the PASS Family Engagement programming at their site and offer support in school-to-home communication.

- Youth Leadership Development & Community Involvement – Connections with Community Activities, Culturally-Specific Leadership Programming, Leadership Opportunities Locally and Beyond.
- Increased Family Involvement & Connections – Family Events, Home Visits & Family Contacts.

As students' progress in the Achievement Center their academic proficiency and confidence, cultural identity & competency, and leadership capacity will improve. They will become academically successful leaders and role models for other students in their schools, families, and communities.

Key Indicators of Progress (KIP)

A1) *SMART goal for this strategy/activity:*
 The percentage of Protected Class students in grades 9-12 at Denfeld and East High Schools who enroll in a rigorous course (Advanced Placement, Honors, or CITS) will increase from 10.3% in 2013-14 to 14% in 2015-16, and 18% in 2016-17

A2) *Measures to track implementation and progress:*
 Class Rosters Review on Infinite Campus

List yearly progress targets
 Year 2: 14%
 Year 3: 18%

B1) *SMART goal for this strategy/activity:*
 The percentage of FRP students in grades 9-12 at Denfeld and East High Schools who enroll in a rigorous course (Advanced Placement, Honors, or CITS) will increase from 24.1% in 2013-14 to 28% in 2015-16, and 32% in 2016-17

B2) *Measures to track implementation and progress:*
 Class Rosters Review on Infinite Campus

List yearly progress targets
 Year 2: 28%
 Year 3: 32%

C1) *SMART goal for this strategy/activity:*
 The percentage of all students who take the ACT exam who are Protected Class students at Denfeld and East High Schools will increase from 10% in 2012-13 to 12% in 2014-15, 14% in 2015-16, and 16% in 2016-17.

C2) *Measures to track implementation and progress:*
 ACT Exam Report of Duluth Public Schools

List yearly progress targets
 Year 1: 12%
 Year 2: 14%
 Year 3: 16%

designed for parents to gain access to district, school, and classroom resources and increase communication with school staff, as well as foster educational learning environments at home that assist students in academic achievement in school. Programming will be provided for

parents at Myers-Wilkins Elementary, Lowell Elementary, Lincoln Park Middle School, Ordean East Middle School, Denfeld High School, and East High School.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity:*
By the end of 2014-15 school year, 50% of invited parents will have attended 2 or more Family Engagement sessions provided through the PASS Program

2) *Measures to track implementation and progress:*

Attendance sheets from all sessions checked against Parent Invitation List

Activity 5

Training teachers & administrators

Activity details:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities:

Professional Development: The OEE Professional Development program will provide training and resources for teachers

and administrators designed to improve achievement of all students in the Duluth Public Schools and increase cultural fluency, competency, and interaction. Training and resources will be provided in the areas of Multi-Tiered System of Support, Response to Interventions, Professional Learning Communities, Differentiated Instruction techniques, Multicultural Curriculum Integration, Racial Identity Development, Culturally Responsive Classroom Management, and Cultural Competency & Understanding.

Key Indicators of Progress (KIP)

A1) *SMART goal for this strategy/activity:*

The percentage of staff surveyed that respond that Staff Development activities are of high quality and included a focus on students of every culture and ability to be successful will increase each year

A2) *Measures to track implementation and progress:*

District Developed Staff Survey

B1) *SMART goal for this strategy/activity:*

By the end of the 2014-15, 60 or more certified staff will have participated in 3 or more Professional Development opportunities specifically offered by the Office of Education Equity

B2) *Measures to track implementation and progress:*

Participant Registration Sheets

Racially Identifiable School(s) Achievement Goal One

Goal Statement: The proficiency GAP between the students in sub-groups listed below enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Reading accountability tests (MCA) will **DECREASE** as follows within our School (see table B), by **INCREASING** the proficiency of the students in sub-groups listed below as follows within our School (see table A):

A. Reading *Proficiency INCREASE:*

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Myers-Wilkins	RI/RIS					
<i>All students</i>		45.1%	58.9%	65.7%	72.55%	27.5%
<i>American Indian</i>		30.0%	47.5%	56.3%	65.0%	35.0%
<i>Black</i>		32.6%	49.5%	57.9%	66.3%	33.7%
<i>White</i>		55.9%	67.0%	72.6%	78.0%	22.1%
<i>Non-FRP</i>		88.0%	91.0%	92.5%	94.0%	6.0%
<i>FRP</i>		36.1%	52.1%	60.1%	68.1%	32.0%

B. Reading *GAP DECREASE:*

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Myers-Wilkins	RI/RIS					
<i>American Indian</i>		25.9%	19.5%	16.3%	13.0%	13.0%
<i>Black</i>		23.3%	17.5%	14.6%	11.7%	11.7%
<i>FRP</i>		51.9%	38.9%	32.4%	26.0%	26.0%

Goal Statement: The proficiency GAP between the students in sub-groups listed below enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Math accountability tests (MCA) will **DECREASE** as follows within our School (see table B), by **INCREASING** the proficiency of the students in sub-groups listed below as follows within our School (see table A):

A. Math *Proficiency INCREASE:*

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Myers-Wilkins	RI/RIS					
<i>All students</i>		59.5%	73.0%	76.4%	79.75%	20.3%
<i>American Indian</i>		39.3%	59.6%	64.6%	69.7%	30.4%
<i>Black</i>		44.2%	62.8%	67.5%	72.1%	27.9%
<i>White</i>		72.0%	81.3%	83.7%	86.0%	14%
<i>Non-FRP</i>		88.6%	92.4%	93.4%	94.3%	5.7%
<i>FRP</i>		51.0%	67.3%	71.4%	75.5%	24.5%

B. Math GAP DECREASE:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Myers-Wilkins	RI/RIS					
<i>American Indian</i>		32.7%	21.8%	19.0%	16.4%	16.4%
<i>Black</i>		27.8%	18.5%	16.2%	13.9%	13.9%
<i>FRP</i>		37.6%	25.1%	22.0%	18.8%	18.8%

Achievement Goal One: Strategies and Activities**Activity 1**

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd.2(b))

Activity details:

Differentiated instruction and targeted interventions designed to increase student achievement

Narrative Description of Strategies/Activities:

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

<http://www.literacycoachingonline.org>

Formative Assessment and Assessment for Learning.pdf (pages 24-37)

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*
Fifty percent of students of a Protected Class and/or FRP students in grades K-2 who receive Literacy Coach interventions at Lowell and Myers-Wilkins will show an increase in skills by moving up at least one achievement level (ex: Partially Meet to Meets, Does Not Meet to Partially Meeting)

by Spring of 2015, as measured by the district's reading local benchmark assessments.

2) *Measures to track implementation and progress:*

Local Benchmark Assessments (Letter Sound Fluency and Oral Reading Fluency), Student Participation Data by Quarter.

Activity 2**Integrated Learning Environments***Activity details:*

Innovative, research-based instruction

Narrative Description of Strategies/Activities:

STEM Integration Specialist: The STEM (Science, Technology, Engineering and Math) Specialist will be fully trained in STEM integration and collaborate with classroom teachers at Myers-Wilkins Elementary to develop lessons that will integrate STEM content within other content areas, develop learning activities that

Key Indicators of Progress (KIP)1) *SMART goal for this strategy/activity:*

The percentage of 5th grade FRP students at Myers-Wilkins Elementary who score Proficient on the Science MCA Assessment will increase from 32.6% proficient in 2012-13 to 40% proficient on the 2014-15 Science MCA Assessment.

investigate the natural world, engage in meaningful, purposeful and relevant, hands-on, inquiry-based, project-based learning experiences. This position will collaborate with each grade level team to fully develop and implement STEM units and service learning projects that are aligned with the philosophy of STEM. STEM programming has been identified as an attractor for White, Non-FRP students to attend the RIS and is one of multiple Integration Goal strategies to reduce the percentage of Protected Class students enrolled at the RIS.

2) *Measures to track implementation and progress:*

Science MCA Score Report

Activity 3**Integrated Learning Environments**

Activity details: Innovative programs that will increase racial and economic integration within the targeted school or district

*Narrative Description of Strategies/Activities:***Field Trips and In-School Learning Opportunities:**

An important component to establishing Myers-Wilkins as a STEM school is to provide the students with hands-on learning opportunities and experiences that will connect directly with the curriculum and service learning opportunities within their community. Some of the activities that will be included are trips

to out-of-school centers such as the Great Lakes Aquarium, Duluth Children's Museum, Lake Superior Zoo, Minnesota Zoo, EPA lab, the Minnesota Science Museum, Deep Portage Environmental Center, UMD sugar bush, and area colleges/universities and local business that have a focus on science or engineering. Representatives from these centers will also be invited into Myers-Wilkins classrooms. Myers-Wilkins will host a minimum of one Family Night each month during the school year to help connect the content and learning within the school setting with the families of the students. All family nights will be free, with transportation provided for those who need it.

Key Indicators of Progress (KIP)

27

A1) *SMART goal for this strategy/activity:*
90% of all students who participate in an out-of-school learning experience will be able to demonstrate how the activity was related to classroom content and/or state

standard with a minimum score of 4 out of a 5 point rubric

A2) *Measures to track implementation and progress:*
Field-trip Connection Assessment Form

B1) *SMART goal for this strategy/activity:*
90% of the families who participate in an evening STEM family night will answer on an exit survey that the evening activities met their expectations and helped them to learn about what their child(ren) are learning as part of the STEM curriculum

B2) *Measures to track implementation and progress:*
STEM Family Night Exit Survey

Activity 4

Integrated Learning Environments

Activity details:

Differentiated instruction and targeted interventions designed to increase student achievement

Narrative Description of Strategies/Activities:

After-School and Summer School Programs: The Summer School programming and After-School programming will provide the students at Myers-Wilkins safe, nurturing, and enriching experiences designed to help build students' academic, creative, and life skills. The programs are run and organized by the Myers-Wilkins Community School Collaborative (MWCSC) in collaboration with the Myers-Wilkins principal and staff. The average attendance in the programs is 120 for the summer program and 150 for each session of the after-school program. Each child that participates in the programs has an individual learning plan with math and/or reading goals developed in cooperation with the classroom teacher and MWCSC staff. All of the goals for each individual student clearly state the student needs that are identified by current data from the teacher.

Key Indicators of Progress (KIP)

A1) *SMART goal for this strategy/activity:*
Within two weeks of beginning a program, 100% of the students who participate in the afterschool COMPASS program or the summer school academic program will have

an individual learning plan with clearly stated goals and outcomes

A2) *Measures to track implementation and progress:*
Individual Learning Plan Review of Participants

B1) *SMART goal for this strategy/activity.*

By the end of the 2014-15 school year, or the end of the summer program, 90% of the participating students will have reached 90% of their personal academic goals

B2) *Measures to track implementation and progress:*

Personal Academic Goals Report review

Activity 5

Training teachers & administrators

Activity details:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities:

Professional Development: The Myers-Wilkins/Lowell Professional Development program will provide training and resources for teachers and administrators designed to improve academic achievement for all students at the two sites. Training and resources will be provided in the areas of Multi-Tiered System of Support, Response to Interventions, Professional Learning Communities, STEM Integration techniques and resources, and Responsive Classroom Management.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity.*

By the end of the 2014-15 school year, 90% of Lowell and Myers-Wilkins classroom teachers will have participated in professional development training in Professional Learning Communities,

Responsive Classroom, STEM, and/or Daily Five workshops

2) *Measures to track implementation and progress:*

Participant Registration Sheets

Activity 6

Integrated Learning Environments

Activity details:

Differentiated instruction and targeted interventions designed to increase student achievement

Narrative Description of Strategies/Activities:

Intervention Learning Materials:

Intervention learning materials for reading and math will be purchased to increase the availability of resources to the reading and math resources rooms and classrooms at Lowell. Lowell School began building a teacher resource area with literature leveled by Fountas and Pinnell reading levels to provide materials to be used in classrooms,

including academic intervention rooms, to allow students to be reading books at their correct reading levels. Research suggests that student academic achievement, confidence, and self-esteem increase with the use of leveled reading. The research based math interventions that are being used at Lowell School require manipulative materials for individual instruction in small groups. The materials purchased will be shared amongst intervention teachers, tutors, and classroom teachers. They will support the Storytown and Expressions curriculum used by the Duluth Public Schools allowing students to learn at their own level and accelerate those who need intervention.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity.*
By the end of the 2014-15 school year, 100% of materials purchased for reading and math interventions will be catalogued and staff will be informed of the process to utilize materials in providing interventions

Activity 7

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd.2(b))

Activity details:

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd. 2(b))

Narrative Description of Strategies/Activities:

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

<http://www.literacycoachingonline.org>

Formative Assessment and Assessment for Learning.pdf (pages 24-37)

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity.*
The number of students working with trained tutors as determined by benchmark data, using a one-to-four tutor to student ratio, will increase from 4 students per

2) *Measures to track implementation and progress:*

Teacher Resource Area Inventory List,
Email to Staff on the Process

Response to Intervention Tutors: Lowell School will have a reading and math intervention classroom where students come for thirty-minute daily interventions in small groups. Small groups will be taught by an Interventionist or trained tutor who addresses skill areas identified by benchmark data. Research suggests optimal small intervention groups range from 3-6 students per adult for Tier 2 Interventions and 2-3 students per adult for Tier 3 Interventions. Trained tutors will assist in providing more students who need Tier 3 Interventions with additional instruction in a smaller-group setting. Tutors will receive training and support from certified Literacy and Math Specialists in techniques and learning materials to be utilized for interventions at each level and content area. This is an integral part of the MTSS plan for Lowell Elementary.

grade in 2013-14 to 12 students per grade in 2014-15

2) *Measures to track implementation and progress:*

Quarterly Student Participation Data report

Integration Goal One

Directions: If one of the following three options describes your district's integration goal, include that goal in the *narrative goal statement* text box below. 30

- Your district's integration strategy involves *School Enrollment Choices*. List your district's yearly student demographic targets within this section.

Integration SMART goal statement for your RIS:

The percentage of Protected Class students in grades K-5 who enroll at Myers-Wilkins Elementary will decrease from 53.30% in 2013-14 to 52% in 2014-15, 50% in 2015-16, and 47% in 2016-17.

List any relevant targets for *each* member district in your collaborative

Name of District	Status	BASELINE data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Percentage Change
Myers-Wilkins	RI/RIS	-	-	-	-	-
<i>All students</i>		424				
<i>Protected Class</i>		53.30%	52%	50%	47%	6.3%
<i>American Indian</i>		19.10%				
<i>Asian</i>		3.07%				
<i>Black</i>		26.89%				
<i>Hispanic</i>		4.25%				
<i>White</i>		46.70%	48%	50%	53%	6.3%
<i>Non-FRP</i>		15.09%				
<i>FRP</i>		79.72%				

Integration Goal One: Strategies and Activities

Activity 1

Pre-K to Grade 12 Enrollment Choices

Activity details:

Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of Strategies/Activities:

Diversity Coordinator: The roles of the Myers-Wilkins Diversity Coordinator for the first year will be to actively promote school enrollment choices for Myers-Wilkins and Lowell families, provide support for families so that they feel welcome at the schools, help to organize and implement activities to bring the students and families of Lowell and Myers-Wilkins together and to be available to help families meet specific

needs such as transportation to school and special events. The Diversity Coordinator will be well-versed in the programming at both Lowell and Myers-Wilkins to ensure that families know about the opportunities at both buildings, help them with transportation options and help organize the Myers-Wilkins Parent Advisory Group to encourage families to have a voice in during-and-after-school programming and activities.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity:*
By September 4th, 2014, the Diversity Coordinator will ensure 100% of parents of Protected Class students at Myers-Wilkins Elementary school are informed of all school enrollment choices available to them.

Activity 2

Pre-K to Grade 12 Enrollment Choices

Activity details:

Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of Strategies/Activities:

Immersion Classroom Assistant: The Immersion Classroom Assistant position is a required position will assist the teacher and other staff in the implementation of the Ojibwe Language Immersion classroom. All other costs related to this program are supported by Duluth Public Schools general fund and the American Indian Education Program. The Ojibwe Immersion Program at Lowell Elementary School will serve dual purposes in the area of achievement and integration. Research on immersion education programs around the country shows increased academic performance amongst students enrolled in Language Immersion programs. In the area of integration, American Indian families in the Duluth School District have indicated the

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity:*
50% of American Indian students who enroll at Lowell Elementary as a result of the Ojibwe Immersion Program school

2) *Measures to track implementation and progress:*

Copies of Letters, Emails, Newsletters to parents; Parent Contact Log (phone call, home visit, etc.)

need for Ojibwe Immersion programming in the Duluth Public Schools. Myers-Wilkins Elementary (RIS) has the highest population of American Indian students in the district. Through the collaboration between Lowell Elementary and Myers-Wilkins Elementary (RIS), the Ojibwe Immersion program will be one of the strategies implemented to decrease racial and economic enrollment disparities at the RIS. Steps will be taken to ensure equitable access to educational resources and programming, including bus transportation between the attendance areas with a priority given to students within the RIS attendance area to attend Lowell Elementary, which is outside their attendance area.

enrollment choice will be from the Myers-Wilkins attendance area

2) *Measures to track implementation and progress:*

Class Roster Review, Monthly School Site Enrollment Reports, MARRS

Activity 3

Pre-K to Grade 12 Enrollment Choices

Activity details:

Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of Strategies/Activities:

STEM Integration: STEM programming has been identified as an attractor for White, Non-FRP students to attend the RIS and is one of multiple Integration Goal strategies to reduce the percentage of Protected Class students enrolled at the RIS. This is a program with enrollment strategies specifically designed to decrease racial and economic enrollment disparities at the RIS.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity.*

The percentage of White students in grades K-5 who enroll at Myers-Wilkins Elementary will increase from 46.70% in 2013-14 to 48% in 2014-15, 50% in 2015-16, and 53% in 2016-17.

2) *Measures to track implementation and progress:*

Monthly Enrollment Reports, MARRS

List yearly progress targets:

Year 1: 48%

Year 2: 50%

Year 3: 53%

Activity 4 – Incentive Revenue

Pre-K to Grade 12 Enrollment Choices

Activity details:

Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of Strategies/Activities:

Transportation for School Enrollment

Choices: In order to ensure equitable access to school enrollment choices being

offered to families in the RIS attendance area and to allow greater access to the RIS for White, Non-FRP families in the Lowell attendance area, bussing transportation routes will be provided between attendance areas of the RIS (Myers-Wilkins) and the neighboring collaboration site of Lowell Elementary. There will be a priority status for students in the RIS attendance area to attend Lowell, which is outside their attendance area. This activity qualifies for the use of Incentive Revenue.

Creating Efficiencies and Eliminating Duplicative Programs

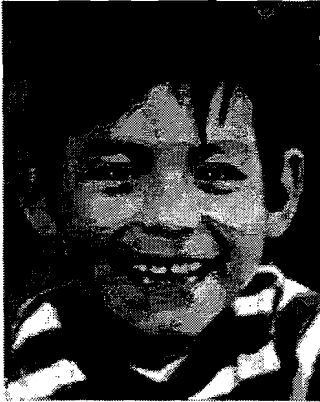
The Duluth Public Schools ISD #709 is not a Racially Isolated District, but a district with one Racially Identifiable School (RIS) site. The RIS within the Duluth Public Schools district is Myers-Wilkins Elementary. The Office of Education strives to create and implement quality innovative programming to assist in reducing the percentage of Protected Class students enrolled at Myers-Wilkins Elementary.

Community Planning

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Community Collaboration Council for each Racially Identifiable School(s): The Achievement and Integration Plan was developed through recommendations from the Education Equity Advisory Council - EEAC (Community Collaboration Council) and the Myers-Wilkins Elementary School Parent Advisory Council. Membership of both groups reasonably reflects the diversity of the Duluth Public Schools and Myers-Wilkins Elementary School (Racially Identifiable School). EEAC meets monthly throughout the academic school year as an advisory group to the Office of Education Equity and the Duluth Public Schools. In order to provide specific input and recommendations for this plan, EEAC met eight (8) times over a period of four months to identify recommendations for strategies/activities to be implemented in this Achievement & Integration plan. The Myers-Wilkins Parent Advisory Council meets monthly throughout the academic school year as an advisory group to the RIS. This council held two (2) meetings to provide specific input and recommendations for strategies/activities to be implemented at the RIS for this plan.

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Contents

SCHOOLS PRACTICE

Check and Connect: The role of monitors in supporting high- risk youth

Sandra L. Christenson, Christine M. Hurley, Julie A. Hirsch, Melissa Kau, David Evelo and Willa Bates

Standards. Supports. Standards and supports. As more and more schools and service agencies respond to internal and external mandates to raise academic and behavioral standards, they are learning an essential lesson about the relationship between the two: supports must accompany standards. Setting standards for student performance without the supports to attain them actually places students at greater risk for school dropout. Adolescent development research has demonstrated again and again this critical nature of expectations and responsivity on outcomes for youth (Baumrind, 1991).

During our seven years of experience with federally funded intervention projects for high-risk youth, we have developed a system of support that helps even the most challenging young people meet school standards. In our work with secondary level students with emotional and learning disabilities, the aim was to increase school engagement and graduation rates for students at highest risk for school dropout. The system of support we developed to meet these goals is a monitoring procedure referred to as “Check and Connect” (Sinclair, Christenson, Hurley, & Evelo, 1997), facilitated by a category of professionals we call “monitors:”

In the broadest terms, the monitor’s job is to create a person-environment fit between the student and his or her school and home contexts that enhances the students’ engagement with school. Recognizing the importance of students’ multiple environments-home, school, and community

(Bronfenbrenner, 1979)-monitors work to create positive relationships in all three environments.

While monitors, as described in this article, hold a very specific position in our intervention projects, the factors that help them succeed are relevant for anyone working to reconnect with hard-to-reach youth. The elements that have made our monitors successful can also help counselors, teachers, administrators, and service providers meet standards and provide support for the youth in their schools or organizations.

The Role of the Monitor

The role of the monitor is at the crux of our “Check and Connect” model. Each monitor is assigned a number of students and becomes involved with each one in a variety of ways. The monitor serves as a case manager, mentor, tutor, problem solver, and coach in some situations, and a listener, friend, and advocate in others. Although many of the monitor’s tasks are similar across students, they may differ significantly according to the specific needs and contexts of individual students, their families, their teachers, and the other significant adults in their lives.

First, the monitors “check.” They provide ongoing, consistent, and timely monitoring of students’ behavior for signs of early school withdrawal: tardies, absences, skipped classes, failing grades, and falling behind in credits. Second, monitors “connect.” They provide support in an efficient and timely manner based on the students’ level of risk or need. The specific interventions are then determined by the needs and preferences of the student and family, and by the strengths and immediate resources of the school, program, or community. The monitor keeps the student and his or her family focused on education, and strives to prevent or reduce the occurrence of high-risk behaviors for dropping out of school.

The role of the monitor can be more specifically defined by describing the five essential elements of the Check and Connect model: relationship-building, monitoring, problem solving, affiliation, and persistence-plus.

Essential Element 1: Relationship-Building

The monitor’s first task is to build a relationship with his or her students. We have identified five elements that are critical to developing positive student-monitor relationships-as they are to building relationships with any high-risk youth.

Trust. Until students know that their monitors are trustworthy, the monitors do not get very far. For example, Rahul refused to have anything to do with his monitor during the first school year he participated in our program. After seeing her interact with his teachers, family, and classmates, he agreed to meet with her for lunch over the summer. After that, Rahul decided he would work with the monitor during the next school year. Specifically, students like Rahul reported that they began to trust their monitors when they saw the monitors follow through on their promises, when monitors were helpful (e.g., with schoolwork, finding jobs), and when monitors kept personal information confidential.

Time. Taking time to get to know the students is absolutely necessary to building relationships. With time, monitors can discover their students’ interests outside of school, their goals for the future, and who their friends and family are. When monitors also take time to act as liaisons with family members, teachers and administrators, and communities, it enhances trust between monitor and

student. For example, Lisa, a ninth grader, stated that she knew she could trust her monitor because he talked with her family about how she was doing in school.

Acceptance. The monitor must have a nonjudgmental relationship with his or her students, regardless of the student's presenting behavior. Often students get themselves into trouble when they are angry at parents or teachers (e.g., by yelling, being disrespectful). With the monitor, however, students can feel a bit more free to "blow off steam" or discuss a problem without worrying that they will be punished or scolded. At the same time, however, monitors do expect respectful behavior from students, and use these interactions as opportunities to teach appropriate social skills.

Advocacy. When educational or disciplinary decisions are being made, the monitor often acts as an advocate to help plan what is best for the student. The monitor supports students and families in their efforts to negotiate "the system" and work with school administrators and other school personnel. For example, Shonda was going to be expelled when mace was found in her locker during a random search. The coat in which the mace was found belonged to her older sister, who walked home from work late at night and carried mace for protection. Shonda's monitor helped her father figure out who to talk to at the district level. As a result, Shonda was suspended rather than expelled.

Referrals. Finally, monitors build relationships by connecting students to necessary resources in and outside of the school. For example, in our programs, monitors have helped students find jobs, enroll in alternative educational programs, make doctor's appointments, find transportation to school, secure mental health counseling, and enroll in treatment programs (e.g., chemical dependency). In other words, monitors work with students to address any barriers that may interfere with learning.

Essential Element 2: Monitoring

Students at risk for academic failure often improve their performance when they know someone is keeping track of it. Monitors check students' attendance, suspensions, grades, and other behavioral risk indicators on a regular basis. This information is communicated to students and appropriate actions are taken to help them improve their performance if necessary. Open, honest communication occurs.

Monitors also check in regularly with students' teachers to determine if their students are keeping up with classwork, to find out if there are upcoming projects or tests, and to uncover any behavioral issues that may be occurring in the classroom. When necessary, monitors serve as tutors, helping students complete assignments and sometimes even working with teachers to modify the format of exams. Finally, for students in special education, monitors attend students' Individualized Education Plan (IEP) and assessment meetings.

Essential Element 3: Problem Solving

Monitors help teach students how to resolve conflicts more effectively in a variety of ways. First, monitors instruct students in a five-step process for problem solving:

Step One: Stop! Think about the problem.

Step Two: What are some choices?

Step Three: Choose one.

Step Four: Do it.

Step Five: How did it work?

This process, modified from Braswell and Bloomquist's (1991) cognitive-behavioral intervention, emphasizes the importance of thinking of alternatives, seeing different perspectives, and considering multiple outcomes. Whenever possible, the monitors help students apply this process to naturally occurring problems, rather than practicing them on hypothetical examples.

In order for students to generalize these skills, it is also important to teach students' parents the same problem-solving steps. In the middle school years, we were able to teach many parents these skills through monthly dinner meetings, at which attendance was very good. We believe our successful connection with high-risk families was due to the removal of logistical barriers (e.g., transportation, childcare), as well as our welcoming attitude. We discussed topics selected by parents and remained nonjudgmental about families that did not attend. The monitors delivered the information to these families at a later time, usually through a personal contact, such as a home visit.

Essential Element 4: Affiliation

Monitors try to build students' connection to school and their sense of belonging to the community in several ways. First, monitors serve as role models, communicating the importance of school to students, helping them understand the value of school and what they can get out of it. Second, monitors help link students to extracurricular activities (e.g., community services, after-school activities). Monitors also link students to formal (e.g., counselor, support groups) and informal (e.g., teacher, mentor) support personnel in the school. In order to help build this affiliation, monitors must get to know the adults and the "culture" of the student's school and introduce families and school personnel to one another. Reducing a sense of alienation for the student and the significant adults in his or her life creates a sense of support and often generates other ideas for ways the student can increase his or her participation.

Essential Element 5: Persistence-Plus

Persistence-Plus refers to continuity, consistency, and persistence-defining characteristics of a good monitor or of any effective mentor for hard-to-reach youth. Because monitors are usually assigned to students who are "on the move" (i.e., students who have experienced many transitions in homes, schools, and treatments), their presence as a "constant" in the lives of these students is especially important. Monitors must follow through even when the student does not. For example, if a student is not coming to school or is showing signs of disengagement, the monitor remains involved and conducts home visits, makes contact with the family, and continues to work with the student, family, and community to re-engage the student. Or, if a student fails to keep an appointment even if it is for a fun outing the monitor had planned for the student-the monitor does not give up, but plans another event.

Monitors are present at school reentry meetings, court appearances, and other important meetings. They provide continuity; they know the student's needs during and across school years. We have found that when monitors change from year to year or school to school, the relationship does not work as well because trust-building, which can often take a year or more, must begin again with each new monitor.

Not Always a Smooth Ride

Although working with students in these five ways and experiencing their pride when they reach their goals is tremendously rewarding, being a monitor is not always a smooth ride. There are four major barriers that often impede the path to success for both monitors and students.

Barrier 1: Time. Time affects the monitor's role in two ways. First, students have reported that they would prefer to see their monitors more often than the monitors are available, given their caseloads. For example, one student told us she would have been more successful in school if she could have seen her monitor on a daily basis. Second, because monitors follow students from placement to placement (e.g., alternative schools, treatment centers), they often spend considerable time developing new relationships and learning the "culture" of each new setting.

Barrier 2: Being an "outsider." In our intervention projects, monitors are most often not employees of the schools in which they work. As "outsiders," monitors have to clarify their roles with the many school personnel (from secretaries to principals) who work with the students, as well as gain these individuals' trust and cooperation. This is often a challenge. We have encountered "burnt-out" teachers and administrators who are resistant to working with us because we represent the very students who have been most challenging and seemingly unresponsive to their interventions. For example, one teacher's comment to the monitor of an eighth-grade student with serious attendance and academic problems was, "You must be a miracle man to succeed. We have tried everything... School is not for this child."

As outsiders, monitors also have limited influence in school policy decisions that directly affect students (e.g., grounds for expulsion). Often, the monitors' "outsider" status makes it difficult for them to attend important events or participate in decision making simply because they are not always present in the school building.

Barrier 3: Family resistance. The students and families in our programs tend to have had negative school experiences and are initially cautious when developing new relationships with a monitor. As stated previously, it can take up to a year to simply build trust. In addition, many of the situational factors that interfere with students' abilities to succeed in school are outside the monitors' sphere of influence. For example, some of the students we work with live in homes where one or more of the family is chemically dependent. While the monitor continues to work closely with the student to keep him or her engaged in school, the monitor must rely on others to address the needs of the other family member(s).

Barrier 4: Student and family mobility. Frequent school transfers and moves to new neighborhoods make it more difficult for both the student and the monitor to succeed. Like the student, the monitor must also develop new relationships and help establish new supports each time the student moves to a new setting. This process is time-consuming and often feels like three steps backward before the next step forward. However, when we see a student pass all of his or her classes, or successfully work through a difficult situation, we are reminded of why we face each of these four barriers head on.

Worth the Cost

In light of recent school reform and new academic and behavioral standards such as graduation requirements and zero tolerance policies, students at risk of academic failure need supports more than ever to help them meet these new standards. The Check and Connect monitoring procedure is one successful approach to keeping students connected to school and helping them meet school requirements for success. While pairing each high-risk student with an adult monitor who may spend years working with him or her in multiple settings may seem a costly solution to dropout prevention, failing to provide this necessary support for students ultimately costs far more.

Authors' Notes

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2. The authors want to acknowledge the significant contributions of Martha Thurlow, Ph.D., and Mary Sinclair, Ph.D., in the development of Check and Connect.

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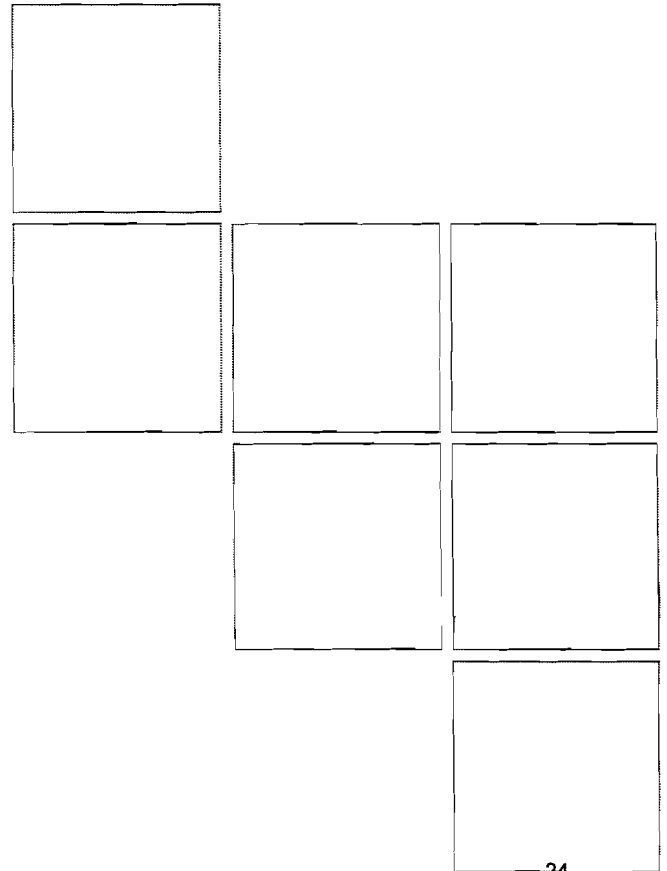
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CHAPTER 1

Formative Assessment and Assessment *for* Learning



Innovations that include strengthening the practice of formative assessment produce significant and often substantial learning gains.

—Black & Wiliam, 1998b, p. 140

This conclusion, from Paul Black and Dylan Wiliam’s comprehensive review of research on formative assessment practices, has changed the face of assessment today. It is in large part responsible for the widespread focus in education on the particular kind of assessment known as “formative.”

Their research review (1998a) examined studies that collectively encompassed kindergarteners to college students; represented a range of subject areas including reading, writing, social studies, mathematics, and science; and were conducted in numerous countries throughout the world, including the United States. The gains reported in the studies they describe are among the largest found for any educational intervention.

Typical effect sizes were between 0.4 and 0.7. In other words, the achievement gains realized by students whose teachers rely on formative assessment can range from 15 to 25 percentile points, or two to four grade equivalents, on commonly used standardized achievement test score scales. In broader terms, this kind of score gain, if applied to performance on recent international assessments, would move the United States’s rank from the middle of the pack of 42 nations tested to the top five (Black & Wiliam, 1998b).

An additional outcome common among the studies they analyzed is that certain formative assessment practices greatly increased the achievement of low-performing students, in some cases to the point of approaching that of high-achieving students. Not surprisingly, a plethora of formative assessment

programs and products has surfaced, due in part to the achievement gains and gap-closing powers reported by Black and Wiliam and other researchers. The adjective *formative* now appears frequently in titles of commercially prepared tests and item banks, interim and benchmark tests, short-cycle assessments, and classroom assessments.

Does calling a product or practice “formative” make it so? Are all of the tests and practices labeled as “formative” truly formative? And most importantly, what is it about *formative* that gives it its power? What led to the gains these researchers uncovered?

What Is Formative Assessment?

First let’s look at what is and what isn’t formative. For Black and Wiliam, and for many other experts in the field, formative assessment is not an *instrument* or an *event*, but a collection of practices with a common feature: *they all lead to some action that improves learning*. Well-known educational researchers emphasize this point when they describe what is at the heart of formative assessment:

“Formative assessment, therefore, is essentially feedback (Ramaprasad, 1983) both to the teachers and to the pupil about present understanding and skill development in order to determine the way forward” (Harlen & James, 1997, p. 369).

“[Formative assessment] refers to assessment that is specifically intended to provide feedback on performance to improve and accelerate learning” (Sadler, 1998, p. 77).

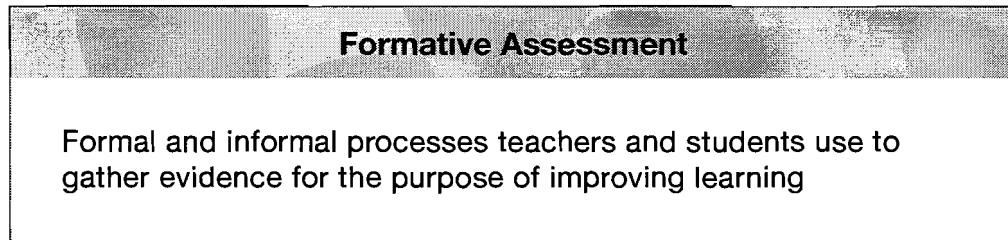
“An assessment is formative to the extent that information from the assessment is fed back within the system and actually used to improve the performance of the system in some way” (Wiliam & Leahy, 2007, p. 31).

“Formative assessment is defined as assessment carried out during the instructional process for the purpose of improving teaching or learning. . . . What makes formative assessment formative is that it is immediately used to make adjustments so as to form new learning” (Shepard, 2008, p. 281).

The common thread woven throughout formative assessment research, articles, and books bears repeating: it is *not the instrument* that is formative; it is the

use of the information gathered, by whatever means, to adjust teaching and learning, that merits the “formative” label (Figure 1.1).

Figure 1.1

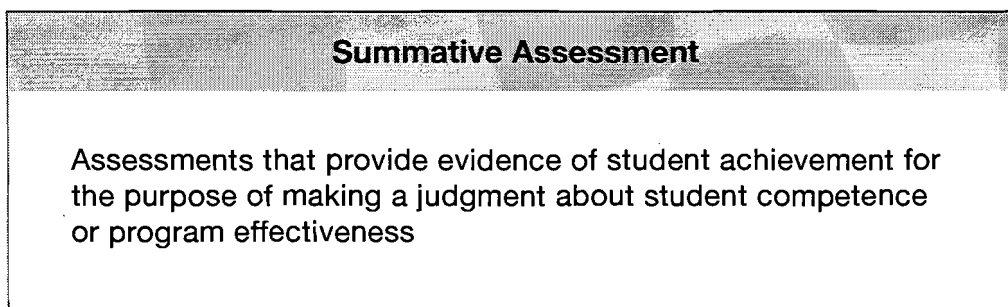


In the classroom we assess formally through assignments, tests, quizzes, performances, projects, and surveys; or informally through questioning and dialogue, observing, and anecdotal note taking. In any of these instances, we may or may not be engaged in formative assessment: the determining factor is not the type of assessment we use, but rather how we and our students use the information.

Summative Assessment

When the information from an assessment is used solely to make a judgment about level of competence or achievement, it is a *summative assessment* (Figure 1.2). At the classroom level, an assessment is summative when it is given to determine how much students have learned at a particular point in time, for the purpose of communicating achievement status to others. The communication

Figure 1.2



usually takes the form of a symbol, a letter grade or number, or a comparison to a standard such as “Meets the Standard” or “Proficient,” that is reported to students and eventually to parents. Sometimes an assessment intended to be used formatively can be used summatively, such as when the evidence indicates that students have attained mastery. And sometimes an assessment intended to be used summatively can be used formatively, such as when a test reveals significant problems with learning that we address through reteaching.

At the program level, an assessment is summative when results are used to make judgments such as determining how many students are and are not meeting standards in a certain subject for purposes of accountability. The data may be reported to educators within the system, the school board, and the community.

Summative assessments aren’t bad or wrong. They’re just not formative; they have a different purpose—to report out level of achievement. Mislabeling them as *formative* will not cause them to generate the achievement gains noted in research studies.

Formative or Summative?

An important reason to distinguish between formative and summative assessment is that achievement gains credited to formative assessment practices will not materialize unless certain conditions are met, and at least some of these conditions are often *not* met by assessments whose primary purpose is summative. The conditions are as follows:

1. The assessment instrument or event is designed so that it aligns directly with the content standards to be learned.
2. All of the instrument or event’s items or tasks match what has been or will be taught.
3. The instrument or event provides information of sufficient detail to pinpoint specific problems, such as misunderstandings, so that teachers can make good decisions about what actions to take, and with whom.
4. The results are available in time to take action with the students who generated them.
5. Teachers and students do indeed take action based on the results.

If one or more of these conditions is not fulfilled, it is at best an incomplete attempt, and at worst harmful to learning. If the intent is formative, but the use is summative, it is a wasted opportunity. Assessment does not accomplish a formative purpose when “the information is simply recorded, passed on to a third party who lacks either the knowledge or the power to change the outcome, or is too deeply coded (for example, as a summary grade given by the teacher) to lead to appropriate action” (Sadler, 1989, p. 121).

It is a good idea to review the assessments considered formative in your context against the requirements for effective formative use. You may also want to refer to the table in Figure 1.3, which lists types of assessments present in many current school systems, identifies their purposes, and classifies their intended uses.

What Gives Formative Assessment Its Power?

The collection of hundreds of studies Black & Wiliam (1998a, 1998b) examined represents a diverse array of interventions, all of which featured some formative use of assessment data or processes. Practices yielding the largest achievement gains displayed the following characteristics:

- Use of classroom discussions, classroom tasks, and homework to determine the current state of student learning/understanding, with action taken to improve learning/correct misunderstandings
- Provision of descriptive feedback, with guidance on how to improve, during the learning
- Development of student self- and peer-assessment skills

Drawing from their analysis of these studies, Black & Wiliam (1998b) make the following recommendations about key components of formative assessment:

- “Opportunities for students to express their understandings should be designed into any piece of teaching, for this will initiate the interaction through which formative assessment aids learning” (p. 143).

Figure 1.3

Formative or Summative?

Type of assessment	What is the purpose?	Who will use the information?	How will it be used?	Is the use formative or summative?
State test	Measure level of achievement on state content standards	State	Determine AYP	Summative
		District, Teacher Teams	Determine program effectiveness	Summative
	Identify percentage of students meeting performance standards on state content standards	State	Comparison of schools/districts	Summative
		District, Teacher Teams	Develop programs/interventions for groups or individuals	Formative
District benchmark, interim, or common assessment	Measure level of achievement toward state content standards	District, Teacher Teams	Determine program effectiveness	Summative
		District, Teacher Teams	Identify program needs	Formative
	Identify students needing additional help	District, Teacher Teams, Teachers	Plan interventions for groups or individuals	Formative
Classroom assessment	Measure level of achievement on learning targets taught	Teachers	Determine report card grade	Summative
	Diagnose student strengths and areas needing reteaching	Teacher Teams, Teachers	Revise teaching plans for next year/semester	Formative
			Plan further instruction/differentiate instruction for these students	Formative
		Teachers, Students	Provide feedback to students	Formative
Understand strengths and areas needing work	Students	Self-assess, set goals for further study/work	Formative	

Program = curriculum, texts/resources, and pedagogy

Identifying program needs:

Are we teaching to the right content standards/learning targets?

Do we have sufficient texts and other resources?

Are our teaching strategies effective?

- “The dialogue between pupils and teachers should be thoughtful, reflective, focused to evoke and explore understanding, and conducted so that all pupils have an opportunity to think and to express their ideas” (p. 144).
- “Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparison with other pupils” (p. 143).
- “Feedback on tests, seatwork, and homework should give each pupil guidance on how to improve, and each pupil must be given help and an opportunity to work on the improvement” (p.144).
- “If formative assessment is to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve” (p. 143).

Notice where these recommended practices fall on the chart in Figure 1.3. Formative assessment *is* a powerful tool in the hands of both teachers and students and the closer to everyday instruction, the stronger it is. Classroom assessment, sensitive to what teachers and students are doing daily, is most capable of providing the basis for understandable and accurate feedback about the learning, while there is still time to act on it. And it has the greatest capacity to develop students’ ability to monitor and adjust their own learning.

Formative Assessment in Teachers’ Hands

Many formative assessment strategies address the teacher’s information needs, helping to answer questions critical to good instruction:

- Who is and is not understanding the lesson?
- What are this student’s strengths and needs?
- What misconceptions do I need to address?
- What feedback should I give students?
- What adjustments should I make to instruction?
- How should I group students?
- What differentiation do I need to prepare?

There is no doubt that, acting on good information during the course of instruction, teachers can increase what and how well students learn. Indeed, some of the significant achievement gains attributable to formative assessment are due to enhanced questioning and dialogue techniques.

Many strong programs and practices help teachers obtain, interpret, and act on student achievement information. Data-driven decision making, developing interim assessments, Response to Intervention, differentiated instruction, minute-by-minute assessment, and questioning strategies are among the more well known of those focusing on teacher decision making. If you are already familiar with the term *formative assessment*, you probably have encountered its use in one or more of these contexts.

However, if teacher use of assessment information is our total picture of formative assessment, one very important player is sitting on the sidelines, and it's not the principal or the superintendent. We have benched the student.

Formative Assessment in Students' Hands

Black and Wiliam's (1998a) research review showcases the student as decision maker. Many other prominent education experts, such as Rick Stiggins, Lorrie

Shepard, Grant Wiggins, Jay McTighe, and Sue

Brookhart, have also described the benefits of student involvement in the assessment process.

In an often-cited article describing how formative assessment improves achievement, Sadler (1989) concludes that it hinges on developing students' capacity to monitor the quality of their own work during production:

"Whatever the procedures by which the assessment message is generated, it would be a mistake to regard the student as the passive recipient of a call to action."

Black & Wiliam, 1998a, p. 21

The indispensable conditions for improvement are that the *student* comes to hold a concept of quality roughly similar to that held by the teacher, is able to monitor continuously the quality of what is being produced *during the act of production itself*, and has a repertoire of alternative moves or strategies from which to draw at any given point. (p. 121, emphasis in original)

Writing about formative assessment in the science classroom, Atkin, Black, & Coffey (2001) translate the conditions Sadler describes into three questions:

1. Where are you trying to go? (identify and communicate the learning and performance goals);
2. Where are you now? (assess, or help the student to self-assess, current levels of understanding);
3. How can you get there? (help the student with strategies and skills to reach the goal). (p. 14)

Sadler's conditions as represented in these three questions frame what is called "Assessment *for* Learning"—formative assessment practices designed to meet students' information needs to maximize both motivation and achievement, by involving students from the start in their own learning (Stiggins, Arter, Chappuis, & Chappuis, 2004).

My colleagues and I at the ETS Assessment Training Institute have been developing classroom applications of assessment *for* learning over the past decade and have created a framework of seven strategies to organize assessment *for* learning practices focused on the needs of the learner.

Seven Strategies of Assessment *for* Learning

The seven strategies fulfill Sadler's three conditions, phrased as questions from the student's point of view: *Where am I going?*; *Where am I now?*; and *How can I close the gap?* As you read through these strategies, note that many are not new—they reflect practices that have been around for years (Figure 1.4). What may be new is their *intentional* use, focusing on the student as the most influential decision maker in your classroom.

Where Am I Going?

Strategy 1: Provide students with a clear and understandable vision of the learning target.

Motivation and achievement both increase when instruction is guided by clearly defined targets. Activities that help students answer the question, "What's the learning?" set the stage for all further formative assessment actions.

Figure 1.4

Seven Strategies of Assessment for Learning

Where Am I Going?
<p>Strategy 1: Provide students with a clear and understandable vision of the learning target.</p> <p>Strategy 2: Use examples and models of strong and weak work.</p>
Where Am I Now?
<p>Strategy 3: Offer regular descriptive feedback.</p> <p>Strategy 4: Teach students to self-assess and set goals.</p>
How Can I Close the Gap?
<p>Strategy 5: Design lessons to focus on one learning target or aspect of quality at a time.</p> <p>Strategy 6: Teach students focused revision.</p> <p>Strategy 7: Engage students in self-reflection, and let them keep track of and share their learning.</p>

Source: Adapted with permission from R. J. Stiggins, J. A. Arter, J. Chappuis, and S. Chappuis, *Classroom Assessment for Student Learning: Doing It Right—Using It Well* (Portland, OR: ETS Assessment Training Institute, 2004), p. 42.

Strategy 2: Use examples and models of strong and weak work.

Carefully chosen examples of the range of quality can create and refine students' understanding of the learning goal by helping students answer the questions, "What defines quality work?" and "What are some problems to avoid?"

Where Am I Now?

Strategy 3: Offer regular descriptive feedback.

Effective feedback shows students where they are on their path to attaining the intended learning. It answers for students the questions, "What are my strengths?"; "What do I need to work on?"; and "Where did I go wrong and what can I do about it?"

Strategy 4: Teach students to self-assess and set goals.

The information provided in effective feedback models the kind of evaluative thinking we want students to be able to do themselves. Strategy 4 teaches students to identify their strengths and weaknesses and to set goals for further learning. It helps them answer the questions, “What am I good at?”; “What do I need to work on?”; and “What should I do next?”

How Can I Close the Gap?**Strategy 5: Design lessons to focus on one learning target or aspect of quality at a time.**

When assessment information identifies a need, we can adjust instruction to target that need. In this strategy, we scaffold learning by narrowing the focus of a lesson to help students master a specific learning goal or to address specific misconceptions or problems.

Strategy 6: Teach students focused revision.

This is a companion to Strategy 5—when a concept, skill, or competence proves difficult for students, we can let them practice it in smaller segments, and give them feedback on just the aspects they are practicing. This strategy allows students to revise their initial work with a focus on a manageable number of learning targets or aspects of quality.

Strategy 7: Engage students in self-reflection, and let them keep track of and share their learning.

Long-term retention and motivation increase when students track, reflect on, and communicate about their learning. In this strategy, students look back on their journey, reflecting on their learning and sharing their achievement with others.

The seven strategies are not a recipe to be followed step by step, although they do build on one another. Rather, they are a collection of actions that will strengthen students’ sense of self-efficacy (belief that effort will lead to improvement), their motivation to try, and ultimately, their achievement. They represent a use of assessment information that differs from the traditional practice of associating *assessment* with *test*, and *test* with *grade*. These assessment practices will not result in more grades in the gradebook. Rather, they ask us to think more broadly about what assessment is and what it is capable of accomplishing.

Conclusion

These activities won't eliminate the achievement gap in your classroom. Too many factors are at work to be completely overcome by one set of strategies. However, they will take you farther in that direction by helping you reclaim assessment as an integral part of teaching and learning. The Seven Strategies of Assessment *for* Learning offer a sequence of effective research-based practices that develop in students the patterns of thought they need to substantially improve their own achievement, and in doing so, they will introduce your students to the motivational power of being in control of the conditions of their success. Assessment can be your friend—it can even be fun. And it can be your students' friend, too.

The Chapters Ahead

The remaining chapters will explain the strategies in detail, provide a research-based rationale for their use, describe how they work and offer hands-on classroom activities that you can use tomorrow. Each chapter includes instructions for carrying out core procedures and suggestions for adaptations, all selected to make the intent and the execution of the strategy as clear as possible. Examples come from pre-kindergarten to college levels in a range of content areas. The majority can be adapted to work well in most contexts. Even if an example is not from your grade level or subject, try not to ignore it. You will find information about key research recommendations that will help you easily modify the ideas to fit your context without diluting their potential for positive impact.

Appendix A contains three student-friendly rubrics referred to in the text, and Appendix B has reproducible versions of student forms presented in each of the chapters.

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<p><u>Management Systems: Program Governance</u></p> <ul style="list-style-type: none"> • We have a dedicated group of Policy Council members and a supportive /School Board Governing Board. • We have School Board/Governing Board member who acts as the liaison to the Policy Council. 	<p><u>Management Systems: Program Governance</u></p> <ul style="list-style-type: none"> • None noted.
<p><u>Management Systems: Planning</u></p> <ul style="list-style-type: none"> • We have a very functional Planning Team made up of staff from all job descriptions, all sites, all coordinators and parents. 	<p><u>Management Systems: Planning</u></p> <ul style="list-style-type: none"> • We are always looking for ways to get the most out of the Community Assessment process and data.
<p><u>Management Systems: Communication</u></p> <ul style="list-style-type: none"> • All staff have access to district/program email. • Child Plus data system is a good tool for maintaining communication regarding child and family services. 	<p><u>Management Systems: Communication</u></p> <ul style="list-style-type: none"> • We need to update the written plan for training new staff. • Staff requests more time to meet and reflect with mental health consultants.
<p><u>Management Systems: Record Keeping and Recording</u></p> <ul style="list-style-type: none"> • Child Plus data system allows for accurate and reliable record keeping and reporting. 	<p><u>Management Systems: Record Keeping and Recording</u></p> <ul style="list-style-type: none"> • We could benefit from a revised staff manual.
<p><u>Management Systems: Ongoing Monitoring</u></p> <ul style="list-style-type: none"> • Our Child Plus data system helps us create reports for ongoing monitoring of Family Services, child outcome data, attendance, etc. 	<p><u>Management Systems: Ongoing Monitoring</u></p> <ul style="list-style-type: none"> • We need to create a schedule/calendar to ensure we visit all sites for ongoing monitoring on a monthly basis. • We need to revise our ongoing monitoring form used at weekly monitoring meetings to reflect our follow-up on issues from past meetings.
<p><u>Management Systems: Human Resources</u></p> <ul style="list-style-type: none"> • We have strong support from the district 's Human Resource 	<p><u>Management Systems: Human Resources</u></p> <ul style="list-style-type: none"> • We need to strengthen our training plan for new staff and

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<p>Department allowing us to streamline our hiring process.</p> <ul style="list-style-type: none"> • Our staffs are well qualified for their positions. 	<p>update the staff manual.</p>
<p><u>Management Systems: Fiscal Management</u></p> <ul style="list-style-type: none"> • We have strong support and oversight from the district's Finance Department. 	<p><u>Management Systems: Fiscal Management</u></p> <ul style="list-style-type: none"> • None noted.
<p><u>Management Systems :Record Keeping and Reporting</u></p> <ul style="list-style-type: none"> • Child Plus data system allows for accurate and reliable reporting and record keeping. 	<p><u>Management Systems: Record Keeping and Reporting</u></p> <ul style="list-style-type: none"> • We could benefit from a revised staff manual.
<p><u>Child Development and Health Services: Prevention and Early Intervention</u></p> <ul style="list-style-type: none"> • We have a good system in place for recruitment and initial gathering of information. • We have a good collaboration with Children's Dental Services. • Increased dedicated nutrition time including classroom teaching is a plus. 	<p><u>Child Development and Health Services: Prevention and Early Intervention</u></p> <ul style="list-style-type: none"> • There is an ongoing issue of getting families to follow through and turn in required paperwork. • Ongoing monitoring needs to be tightened up. • Service Plan needs updating. • We could strengthen our relationship with Lake Superior Community Health Center.
<p><u>Child Development and Health Services: Tracking and Follow-Up</u></p> <ul style="list-style-type: none"> • Child Plus data system and the expertise of our Child Plus Administrator is a strength, allowing us to use data reports and follow up on needed information. • Good early documentation and data gathering. • New relationships and continued partnerships with groups support our mission and families. For example, Children's Dental Services and Leadie Eddie. • Good communication among staff. 	<p><u>Child Development and Health Services: Tracking and Follow-Up</u></p> <ul style="list-style-type: none"> • We need to continue to reinforce the need for families to follow through with health requirements and the importance of using our health contract. • We need to reinforce to staff the need to document daily checks of children.

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<p><u>Child Development and Health Services: Individualization</u></p> <ul style="list-style-type: none"> • Strong evidence of teaching staff utilizing all data sources to individualize for children. • Strong evidence of teaching staff working toward stronger parent engagement in individualization, planning and strategies for children. This includes revising an inclusive home visit and conference form • All Minnesota Reading Corps (MRC) members provide Talk, Read and Write with Me opportunities to families through lending libraries and journaling. 	<p><u>Child Development and Health Services: Individualization</u></p> <ul style="list-style-type: none"> • Need to continue to strengthen the transition of child data from Head Start to kindergarten. • We want to develop more consistent ways to incorporate the culture of individual families to individualize for their children.
<p><u>Child Development and Health Services: Disabilities Services</u></p> <ul style="list-style-type: none"> • We have a good tracking system in place. • We have a good relationship with and regular contact with our LEA/Special Services Department. • We have staff and family education opportunities in place. • Disabilities Coordinator is able to support staff that is serving children with disabilities. 	<p><u>Child Development and Health Services: Disabilities Services</u></p> <ul style="list-style-type: none"> • We could benefit from earlier recruitment and the ability to create classroom configurations. • We could benefit from summer Early Childhood Screening opportunities for children who have been recruited after ECS ended in the spring. • Transportation of children receiving Special Services often conflicts with Head Start hours of operation.
<p><u>Child Development and Health Services: Curriculum and Assessment</u></p> <ul style="list-style-type: none"> • Curriculum and assessment tools meet Head Start performance standards as well as State standards. • We have a strong partnership with Minnesota Reading Corps which includes: <ul style="list-style-type: none"> ○ Literacy tutor in each classroom 	<p><u>Child Development and Health Services: Curriculum and Assessment</u></p> <ul style="list-style-type: none"> • We need to strengthen the process of embedding ongoing assessment within the teaching day. • We need to develop a stronger process of responding to <u>CLASS</u> scores and child outcomes.

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<ul style="list-style-type: none"> ○ Monthly master coaching and periodic training from additional master coaches ○ Tutors conduct most literacy and math assessments, taking this burden off staff ○ Tutors provide Tier 2 and 3 interventions ○ Tutors provide Tier 1 interventions along with classroom staff ● Teachers are given adequate time (3 Data Days each year) to evaluate child progress. 	
<p><u>Family and Community Partnerships: Family Partnership Building</u></p> <ul style="list-style-type: none"> ● Use of Child Plus data system to track parent and family contacts and needs. ● The Duluth community has many excellent resources for Head Start families. 	<p><u>Family and Community Partnerships: Family Partnership Building</u></p> <ul style="list-style-type: none"> ● We need to further explore the Head Start Parent, Family and Community Partnership Framework to determine how it can assist us in monitoring family goals. ● We have seen a sharp increase in the number of children placed in foster care, living in shelters, with incarcerated parents while enrolled in Head Start. Much of this increase has been attributed to drug use and subsequent abuse and neglect of children according to our community partners.
<p><u>Family and Community Partnerships: Parent Involvement</u></p> <ul style="list-style-type: none"> ● We continue to work with parents to provide parent events and referrals that meet their needs. 	<p><u>Family and Community Partnerships: Parent Involvement</u></p> <ul style="list-style-type: none"> ● We need to strengthen our response to the growing number of children who are placed in foster care during the school year.
<p><u>Family and Community Partnerships: Community and Childcare Partnerships</u></p> <ul style="list-style-type: none"> ● We have good working relationships with our 	<p><u>Family and Community Partnerships: Community and Childcare Partnerships</u></p> <ul style="list-style-type: none"> ● We have to strengthen our work with Child Protective Services to

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<p>community partners. Many have representation on our advisory boards.</p> <ul style="list-style-type: none"> • Our childcare partnership/collaboration • (ALL STATE DOLLARS) functions well to serve Head Start eligible families who need full time care and would otherwise not be able to access Head start services. 	<p>help address our work with the growing number of children in foster care.</p>
<p><u>Program Design: Eligibility, Recruitment, Selection, Enrollment and Attendance</u></p> <ul style="list-style-type: none"> • We have a strong eligibility and enrollment process focused on serving families with the greatest need in the community. • We work to be responsive to the issues families face, offering support when attendance becomes an issue. • As families make changes in their lives such as obtaining work or attending school, getting children to school can be a hardship. In these cases, we spend a lot a of time problem solving with parents. 	<p><u>Program Design: Eligibility, Recruitment, Selection, Enrollment and Attendance</u></p> <ul style="list-style-type: none"> • We need to ensure all staff are consistent and timely with attendance issues and focused on resolving issues whenever possible. • Some areas of the city require more outreach efforts to recruit families. • Transportation and schedules are barriers to enrollment and attendance. • We have seen an increase in the number of homeless families and children in foster care. We also have documented a high number of children with identified needs.
<p><u>Program Design: Facilities, Materials, Equipment, and Transportation</u></p> <ul style="list-style-type: none"> • We enjoy well maintained and safe facilities in five school district elementary school buildings. • Our Facilities Management Department staff is responsive to our needs. 	<p><u>Program Design: Facilities, Materials, Equipment, and Transportation</u></p> <ul style="list-style-type: none"> • We are currently exploring adding fencing at one site. • We need to ensure new classrooms are equipped with toileting facilities or in close proximity to shared toileting facilities.

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<p><u>Using Child Outcomes in Program Self-Assessment</u></p> <ul style="list-style-type: none"> • We have a strong system of collecting, aggregating and analyzing child outcome data with the use of Child Plus. 	<p><u>Using Child Outcomes in Program Self-Assessment</u></p> <ul style="list-style-type: none"> • To date, this year's child outcome data is lower than in previous years.
<p><u>Child Development and Health Services: Mental Health</u></p> <ul style="list-style-type: none"> • We have mental health consultants who do regular visits to all sites. • High quality training is available to staff and families in the area of mental health. • We regularly use a social-emotional curriculum at all sites. • We are using a social-emotional screening tool, ASQSE and follow up on any elevated scores, tracking them on Child Plus and can offer parent consultation including home visits with mental health consultants. • We have excellent partnerships with some local mental health service providers. 	<p><u>Child Development and Health Services: Mental Health</u></p> <ul style="list-style-type: none"> • We need more time and money for increased mental health consultation services. • Mental health staff and classroom staff could benefit from more time to meet and reflect. • We are currently in the process of increasing our community partnerships with local mental health referral and treatment providers.

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<p><u>Management Systems: Program Governance</u></p> <ul style="list-style-type: none"> • None noted. 	<p><u>Management Systems: Program Governance</u></p> <ul style="list-style-type: none"> • None noted.
<p><u>Management Systems: Planning</u></p> <ul style="list-style-type: none"> • We are always looking for ways to get the most out of the Community Assessment process and data. 	<p><u>Management Systems: Planning</u></p> <ul style="list-style-type: none"> • We will continue to add relevant data as needed for planning purposes.
<p><u>Management Systems: Communication</u></p> <ul style="list-style-type: none"> • We need to update the written plan for training new staff. • Staff requests more time to meet and reflect with mental health consultants. 	<p><u>Management Systems: Communication</u></p> <ul style="list-style-type: none"> • We will include our Planning Team in creating a comprehensive New Staff Training Protocol. • We will seek additional funding for mental health services.
<p><u>Management Systems: Record Keeping and Recording</u></p> <ul style="list-style-type: none"> • We could benefit from a revised staff manual. 	<p><u>Management Systems: Record Keeping and Recording</u></p> <ul style="list-style-type: none"> • We will create an online staff manual with all procedures, policies and forms in one file.
<p><u>Management Systems: Ongoing Monitoring</u></p> <ul style="list-style-type: none"> • We need to create a schedule/calendar to ensure we visit all sites for ongoing monitoring on a monthly basis. • We need to revise our ongoing monitoring form used at weekly monitoring meetings to reflect our follow-up on issues from past meetings. 	<p><u>Management Systems: Ongoing Monitoring</u></p> <ul style="list-style-type: none"> • We will systematize our visits to sites for ongoing monitoring. • We have revised our ongoing monitoring form to include follow-up from past meetings.
<p><u>Management Systems: Human Resources</u></p> <ul style="list-style-type: none"> • We need to strengthen our training plan for new staff and update the staff manual. 	<p><u>Management Systems: Human Resources</u></p> <ul style="list-style-type: none"> • We will include our Planning Team in creating a comprehensive New Staff Training Protocol. • We will create an online staff manual with all procedures, policies and forms in one file.
<p><u>Management Systems: Fiscal Management</u></p> <ul style="list-style-type: none"> • None noted. 	<p><u>Management Systems: Fiscal Management</u></p> <ul style="list-style-type: none"> • None noted.

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<p><u>Management Systems: Record Keeping and Reporting</u></p> <ul style="list-style-type: none"> • We could benefit from a revised staff manual. 	<p><u>Management Systems: Record Keeping and Reporting</u></p> <ul style="list-style-type: none"> • We will create an online staff manual with all procedures, policies and forms in one file.
<p><u>Child Development and Health Services: Prevention and Early Intervention</u></p> <ul style="list-style-type: none"> • There is an ongoing issue of getting families to follow through and turn in required paperwork. • Ongoing monitoring needs to be tightened up. • Service Plan needs updating. • We could strengthen our relationship with Lake Superior Community Health Center. 	<p><u>Child Development and Health Services: Prevention and Early Intervention</u></p> <ul style="list-style-type: none"> • We will reach out to our sister programs in the state and try some new ways to help families follow through with health requirements. • We will systematize our visits to sites for ongoing monitoring. We have revised our ongoing monitoring form to include follow-up from past meetings. • We will update the service plan as needed. • Our Health Services Coordinator will meet with Lake Superior Community Health staff and ask for someone from their staff to join our Health Advisory Committee.
<p><u>Child Development and Health Services: Tracking and Follow-Up</u></p> <ul style="list-style-type: none"> • We need to continue to reinforce the need for families to follow through with health requirements and the importance of using our health contract. • We need to reinforce to staff the need to document daily checks of children. 	<p><u>Child Development and Health Services: Tracking and Follow-Up</u></p> <ul style="list-style-type: none"> • We will reach out to our sister programs in the state and try some new ways to help families follow through with health requirements. • We will reinforce to staff the importance of completing daily checks at our August pre-service training.
<p><u>Child Development and Health Services: Individualization</u></p> <ul style="list-style-type: none"> • Need to continue to strengthen the transition of child data from Head Start to kindergarten. • We want to develop more consistent ways to incorporate the culture of individual families to individualize for their children. 	<p><u>Child Development and Health Services: Individualization</u></p> <ul style="list-style-type: none"> • We are key members of the district's transition initiative made possible by Early Learning Scholarship dollars and will continue that work. • We have training scheduled for the next several months around race, class and privilege.

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<p><u>Child Development and Health Services: Disabilities Services</u></p> <ul style="list-style-type: none"> • We could benefit from earlier recruitment and the ability to create classroom configurations. • We could benefit from summer Early Childhood Screening opportunities for children who have been recruited after ECS ended in the spring. • Transportation of children receiving Special Services often conflicts with Head Start hours of operation. 	<p><u>Child Development and Health Services: Disabilities Services</u></p> <ul style="list-style-type: none"> • We will staff our program more during the summer to meet this need. • We have requested additional screening days from the Special Services Department for all eligible children in the community and especially for Head Start eligible children. • We will continue to seek solutions to the transportation barriers.
<p><u>Child Development and Health Services: Curriculum and Assessment</u></p> <ul style="list-style-type: none"> • We need to strengthen the process of embedding ongoing assessment within the teaching day. • We need to develop a stronger process of responding to <u>CLASS</u> scores and child outcomes. 	<p><u>Child Development and Health Services: Curriculum and Assessment</u></p> <ul style="list-style-type: none"> • We will conduct a Peer Training during our Professional Learning Community time using the Head Start Ongoing Assessment Toolkit materials and teachers sharing strategies. • We will look at areas of greatest concern program wide on <u>CLASS</u> outcomes. • Make staff aware of the issue and process. • Conduct peer training using the Head Start Engaging Interactions and Environments In-Service suites and sharing strategies. • Look at individual teacher's greatest area of need and provide individual coaching and mentoring, possibly with a coach provided by the school district tied to teacher evaluation. • Set aside a monthly meeting with the Education Coordinator, classroom teacher and Minnesota Reading Corps members to review child progress and strategies together.

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<p><u>Family and Community Partnerships: Family Partnership Building</u></p> <ul style="list-style-type: none"> • We need to further explore the Head Start Parent, Family and Community Partnership Framework to determine how it can assist us in monitoring family goals. • We have seen a sharp increase in the number of children placed in foster care, living in shelters, with incarcerated parents while enrolled in Head Start. Much of this increase has been attributed to drug use and subsequent abuse and neglect of children according to our community partners. 	<p><u>Family and Community Partnerships: Family Partnership Building</u></p> <ul style="list-style-type: none"> • We will enlist the help of our Training and Technical Assistance Consultant for further training. • We will continue our advocacy efforts and partnerships with community agencies to support children and families including building a strong bridge between Head Start and Child Protective Services to ensure we can keep children enrolled in these cases.
<p><u>Family and Community Partnerships: Parent Involvement</u></p> <ul style="list-style-type: none"> • We need to strengthen our response to the growing number of children who are placed in foster care during the school year. 	<p><u>Family and Community Partnerships: Parent Involvement</u></p> <ul style="list-style-type: none"> • We will continue our advocacy efforts and partnerships with community agencies to support children and families including building a strong bridge between Head Start and Child Protective Services to ensure we can keep children enrolled in these cases.
<p><u>Family and Community Partnerships: Community and Childcare Partnerships</u></p> <ul style="list-style-type: none"> • We have to strengthen our work with Child Protective Services to help address our work with the growing number of children in foster care. 	<p><u>Family and Community Partnerships: Community and Childcare Partnerships</u></p> <ul style="list-style-type: none"> • We will continue our advocacy efforts and partnerships with community agencies to support children and families including building a strong bridge between Head Start and Child Protective Services to ensure we can keep children enrolled in these cases.

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<p><u>Program Design: Eligibility, Recruitment, Selection, Enrollment and Attendance</u></p> <ul style="list-style-type: none"> • We need to ensure all staff are consistent and timely with attendance issues and focused on resolving issues whenever possible. • Some areas of the city require more outreach efforts to recruit families. • Transportation and schedules are barriers to enrollment and attendance. • We have seen an increase in the number of homeless families and children in foster care. We also have documented a high number of children with identified needs. 	<p><u>Program Design: Eligibility, Recruitment, Selection, Enrollment and Attendance</u></p> <ul style="list-style-type: none"> • We will strengthen our response to absences for all staff. • We will target areas of the city where waiting list numbers are down. • We will work with partners and community childcare providers to develop wrap around care for children to ease some of the schedule and transportation issues. • We will continue our advocacy efforts and partnerships with community agencies to support children and families including building a strong bridge between Head Start and Child Protective Services to ensure we can keep children enrolled in these cases.
<p><u>Program Design: Facilities, Materials, Equipment, and Transportation</u></p> <ul style="list-style-type: none"> • We are currently exploring adding fencing at one site. • We need to ensure new classrooms are equipped with toileting facilities or in close proximity to shared toileting facilities. 	<p><u>Program Design: Facilities, Materials, Equipment, and Transportation</u></p> <ul style="list-style-type: none"> • As outdoor conditions improve, we will meet with the Facilities Management staff to look at additional fencing at one site. • As we seek an additional classroom space, the proximity of toileting facilities will be considered.
<p><u>Using Child Outcomes in Program Self-Assessment</u></p> <ul style="list-style-type: none"> • To date, this year's child outcome data is lower than in previous years. 	<p><u>Using Child Outcomes in Program Self-Assessment</u></p> <ul style="list-style-type: none"> • We are looking at causes for this change. Severe weather conditions leading to the closure of schools and the difficulty for families to maintain consistent attendance are a few probable causes. In addition, we note a sharp increase in the number of children in foster care, homeless families and children with incarcerated parents.

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<u>Child Development and Health Services: Mental Health</u>	<u>Child Development and Health Services: Mental Health</u>
<ul style="list-style-type: none">• We need more time and money for increased mental health consultation services.• Mental health staff and classroom staff could benefit from more time to meet and reflect.• We are currently in the process of increasing our community partnerships with local mental health referral and treatment providers.	<ul style="list-style-type: none">• We will seek additional funds for mental health consultation time for families as well as staff.• We will continue to work on community partnership agreements with mental health providers in the community.



Duluth Head Start
2013-14 Mid-Year Parent Survey

January 2014

We value your comments and suggestions about your experiences with Duluth Head Start. Information gathered from this survey will help us learn how we can better serve your child and family. Thank you for taking the time to help us.

1. Do you feel the staff in your child's classroom are friendly and welcoming?

YES 140 NO 2

If so, how?

- They always have a positive attitude and I love how much patience they have.
- Personal attention and genuine concern.
- Very caring.
- They always greet my son by name.
- Genuinely interested in the events and needs of our lives.
- Warm and inviting.
- Greeted with smiles and asking how I am doing.
- My child is always excited to go to the classroom.
- Always a warm welcome. And my son always wants to go back to school.
- If not, what could improve?

2. Has the teacher helped you understand your child's progress toward academic and social-emotional school readiness goals?

YES 133 NO 3

If so, how?

- Conferences are a big help.
- Fully. Always lets me know what is going on.
- The teacher has let me know my daughter's strengths and where she can improve.
- Day to day and conferences.
- Weekly conversations with my child's teacher.
- We went over academic and social emotional goals at last conference.
- They helped me understand my child's progress with test scores.
- If not, what could improve?

3. Have you noticed an increase in your child's pre-reading and writing skills due to help from the classroom's Minnesota Reading Corp member?

YES 130 NO 5

If so, how?

- My son is excited to write his name.
- My child's scribbling turned into letters!
- My child has started to read.
- He enjoys reading and tells me it is his turn to read to me.

- He is really proud of writing his name.
- She can read some words.
- Definitely. She is sounding out the first letter of many words, working on identifying that letter and practices writing every day.
- They are not reading or writing but I noticed they draw better.
- He has impressed me in how he can spell and write his name.

If not, what could improve? (no comments)

4. Has the family advocate been able to help you meet your family's needs or goals as identified earlier in the school year?

YES 119 NO 12 (Most said they have no needs now or are new to the program)

If so, how?

- She helps with transportation vouchers.
- We were able to go to Kid's Closet.
- Always willing to help.
- Helps with resources.
- We talked about starting school in the fall so I can have a better, more financially stable career for my children.

If not, what could improve? (no comments)

5. In what ways have you been able to participate in Head Start?

74 Home Visit 103 Conference 105 Pick Up and Drop Off 2 Fundraiser
14 Classroom Volunteer 44 Family Night 15 Policy Council 20 Other

What were your experiences like for you? Anything you would change or improve?

- Very impressed with how everything went with the meeting.
- They were all great!
- Great! Very friendly and informative.

6. Are there factors that have prevented you from being more involved in Head Start?

32 Transportation 59 Work Schedule 5 Location 18 Childcare
1 Lack of Information/Communication 10 Not interested 12 Other
 • Other included health, school and work schedules

Do you need assistance with any of these areas?

- Transportation when it is cold outside.
- Busing would be a great help.

7. What would you tell other families about Duluth Head Start? Would you recommend it?

YES 135 NO 0

- That they are the best at handling children.
- That the kids meet other kids their age and learn things they may need for kindergarten. I would recommend it.
- Wonderful learning environment

- Great experience!
- Excited to show me what he did in school.
- Loves passing the food around the table
- I would tell them it is a good program and I would recommend it.

8. Is there anything else you would like to share with us about your experience with Duluth Head Start or any changes you feel would improve our program?

- Need transportation
- The staff has gone out of their way to be helpful to me and give me additional parenting tools and I greatly appreciate them!
- Longer days
- Just continue doing a good job.
- Have coffee for parents in the morning with the advocate.
- Make sure parents can find info on Head Start and other prek programs.
- Your staff is wonderful. I have seen much improvement in him.
- Great teachers
- We will be sad to move on from Head Start.
- This is a great program. I am so happy with the program and the way my children respond to it.
- He talks highly of SMARTBOARDS and gym and music.
- We like all the staff but if there was ever a change it would be nice to have some diversity.
- Like the free books and museum passes.
- You are doing a great job. Thank you very much.

Thank you again for your time and interest!

I would like a personal follow-up call from the Duluth Head Start Director, Pam Rees:

Name: _____ Phone: _____

(The Director can be reached at Barnes Early Childhood Center, 218.336.8815, x. 2985)

FEDERAL HEAD START BUDGET FOR 2014-2015

BASE GRANT (THIS YEAR)	\$1,781,553.
RESTORED SEQUESTRATION AMOUNT	\$99,111.
TRAINING AND TECHNICAL ASSISTANCE	\$28,958.
COLA OF 1.3% WE CAN APPLY FOR	\$24,449.
<hr/>	
TOTAL GRANT	\$1,934,071.

255 children	(adds 32 children and families)
128 days	
3.5 hour sessions back to back	
4 days a week (M-TH)	
5 sites	
8 classrooms	(adds back 1 classroom, location TBD)
<u>100% of their time and pay</u>	
8 teachers	(adds 1 teacher)
8 paras	(cuts 7 part-time paras, adds 1 full-time para and 1 more due to retirement)
4 family advocates	(adds family advocate hours for restored classroom)
<u>80% of their time and pay</u>	
4 coordinators	
2 administrative assistants	
1 recruiter	
1 director	

Eliminating 7 part-time paras (\$81,666.) allows us to add back the 32 children and families cut due to SEQUESTRATION while maintaining quality programming. We will add extra hourly help as we can afford them to support our classroom staff.

DISTRICT 709 FIELD TRIP REQUESTS

71

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

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

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

DEFINITIONS:

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

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

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

INSTRUCTIONAL TRIP ACTION

Principal:

- Approved
 Not Approved

Name:

Date:

3/27/14

SUPPLEMENTAL TRIP ACTION

Principal:

- Approved
 Not Approved

Name:

Date:

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

EXTENDED TRIP ACTION

Principal:

- Recommended
 Not Recommended

Name:

Date:

3/27/14

Assistant Superintendent:

- Recommended
 Not Recommended

Name:

Date:

3/31/14

School Board:

- Approved
 Not Approved

Name:

Date:

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

FIELD TRIP REQUEST FORM

Date of Submission:

72

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: EAST HS Symphony & Wind Ensemble
2. Contact Person (Responsible for Checklist Completion): Blake Peterson or Elaine Bradley
3. Field Trip Date(s): 4/3-8/2014 Destination: NYC, NY
4. Field Trip Overview (Include events, establishments and locations):
(itinerary attached)
5. Field Trip Departure from School (Date and Time): Th, April 3, 9AM
Field Trip Return to School (Date and Time): Tue, April 8, 1PM
6. Objectives of Field Trip: Perform in various venues in New York & New Jersey, community building, cultural expansion beyond hometown.
7. Relationship to Curriculum or Student Learning: Experience higher level of musicianship thru Performance, Attending Broadway Musical Productions, Radio City Music Hall
8. Planned Follow-up Field Trip Activities: Group Reflection & Evaluation
9. Field Trip Budget Request NONE Requested.

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

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

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

TIME	LOCATION
(see attached)	-

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

Signature of Contact Person: EK Bradley, [Signature]

FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person: EK Bradley, [Signature]

DISTRICT 709 FIELD TRIP REQUESTS

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

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

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

DEFINITIONS:

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

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

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

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: Xana K
 Not Recommended Date: 3/27/14

Assistant Superintendent: Recommended Name: E. Crawford
 Not Recommended Date: 3/31/14

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

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

FIELD TRIP REQUEST FORM

Date of Submission:

75

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Duluth FFA
2. Contact Person (Responsible for Checklist Completion): Jennifer Madole - FFA Advisor
3. Field Trip Date(s): April 27-29, Destination: Twin Cities - State FFA Convention
4. Field Trip Overview (Include events, establishments and locations): Students qualifying to compete @ state level attend the state FFA convention. Most events take place on the U of M St. Paul Campus. Awards and General Sessions on Mpls Campus. We are staying at the Hampton Inn Shoreview
5. Field Trip Departure from School (Date and Time): Sun. April 27th 12:00 noon
Field Trip Return to School (Date and Time): Tues. April 29th 6:00 p.m.
6. Objectives of Field Trip: Student participate at state level. Also they attend leadership workshops and campus tour opportunities. Experience a bigger picture of Agriculture Career Cluster. Students use what they've learned in class and in the FFA organization in a competitive setting.
7. Relationship to Curriculum or Student Learning: they've learned in class and in the FFA organization in a competitive setting.
8. Planned Follow-up Field Trip Activities: Share w/ other members + classes what students have gained/learned. Spring banquet/picnic recognizes the award winners
9. Field Trip Budget Request

Estimated Expenses		
A	Total Admission/Fees <u>Science Museum entry fee/como</u>	\$ 150.00 ^{A: 800.00 B:}
B	Total Meals <u>anticipate 16 students + 1 advisor = 4 ea (breakfast included)</u>	\$ 74.00 85.00
C	Total Lodging <u>7 rooms. 1-advisor 1-bus driver? 5 student rooms</u>	\$ 1236.00 1400.00 ^{C:}
D	Total Transportation <input type="checkbox"/> School District Vehicle(s) <u>1 small bus w/ driver</u> <input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: <u>(Voyageur) - estimate re: Alice Polson</u> <input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____	\$ 1000.00 ^{D:}
E	Total Additional Stipends: <u>Convention Fees (Registration)</u>	395.00 ^{E:}
F	Other: <u>Substitute cost - (2) 1/2 days (instructor is</u>	\$ 200.00 ^{F:}
	Total	\$ 3985.00

Revenues		
District Budget	Code:	\$
Booster Group	<u>Student Club acct</u>	\$ 2825.00
Donations	<u>Perkins (instructor)</u>	\$ 560.00
Student Fees		\$ 800.00
Total Additional Stipends:		\$
Total		\$ 4185.00

STUDENT	STAFF
Bus - 1130.00	70.00 (Bus + Bus driver lodging)
ADVISOR 1200.00	200.00
MEALS 750.00	\$ 50.00
REGISTRATION 370.00	25.00
ACTIVITIES 175.00	15.00
SUB TOTAL 3625.00	200.00
	\$ 560.00

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

Estimate Total - 4185.00

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

76

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

TIME

LOCATION

Itinerary attached

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

Signature of Contact Person:

Jennifer J Madole

FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person:

Jennifer J Madole

FIELD TRIP REQUEST FORM

Date of Submission:

78

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: FCCLA-HERO

2. Contact Person (Responsible for Checklist Completion): Shonda Feller

3. Field Trip Date(s): 4/27/14 - 4/29/14 Destination: Brooklyn Park, MN

4. Field Trip Overview (Include events, establishments and locations):
State leadership Conference - state competitions / national qualifying events
Industry tours / Awards / Recognition of chapters

5. Field Trip Departure from School (Date and Time): 4/27/14 2:00 PM.

Field Trip Return to School (Date and Time): 4/29/14 8:00 PM.

6. Objectives of Field Trip: state competitions / national qualifying events / Leadership sessions / Chapter recognition

7. Relationship to Curriculum or Student Learning: Embedde within curriculum, showcase learning, networking and competition related to content.

8. Planned Follow-up Field Trip Activities: advancement to nationals.

9. Field Trip Budget Request

Estimated Expenses		
Total Admission/Fees	9 students * 2 advisor / Chaperons @ 115 ⁰⁰ ea	\$ 1265
Total Meals	included for students 2 per adven (4 total)	\$ 52
Total Lodging	3 per room students (4 rooms total) @ 110 ⁰⁰ ea night	\$ 880
Total Transportation		\$ 504
<input checked="" type="checkbox"/> School District Vehicle(s)	van 108 ⁰⁰ per day x 3 days.	
<input type="checkbox"/> Commercial Transportation Carrier ~ Name:	_____	
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name:	_____	
Total Additional Stipends:		\$ —
Other:	Subst lunch 2 days staff	\$ 200
Total		\$ 2901.00

Revenues		
District Budget	Code: Perkins	\$ 966
Booster Group		\$
Donations		\$
Student Fees	Reg / Hotel / gas (from)	\$ 1935.00
Total Additional Stipends:		\$
Total		\$ 2901.00

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

- Develop and Communicate Student Discipline Expectations
- Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.)
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- Plan Administration of Student Medication and First Aid Needs (if necessary)
Guide: Contact School Nurse.
- Develop and Communicate Action Plan if Student Gets Lost on Trip
- Arrange Adult Chaperones for Field Trip (if necessary)
Guide: One (1) adult for every twenty (20) students depending on field trip. Parent volunteers are encouraged when possible or appropriate.
- Develop and Communicate Teacher and Adult Chaperone Expectations
Example: Supervision duties, no smoking, no alcohol
- Planned Itinerary *TBD*

See attached documents.

TIME	LOCATION
<u>Sun 4/27/14</u>	<u>Freeway Blvd Hotel Brooklyn Park, MN</u>
_____	_____
_____	_____

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

Signature of Contact Person: _____

FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person: _____

6151 - Addition of an Athletic Program

An applicant proposing the addition of a new athletic program shall:

1. Provide Submit a formal written request that shall be submitted to the ~~Director of School Operations Assistant Superintendent~~. This request should indicate: ~~what facilities the district currently has to provide for this type of activity and should include:~~
 - a) Facility usage plans
 - b) ~~what~~ Defined level(s) of activity activities is being sought
 - c) ~~an estimate of the initial start-up~~ A detailed financial report defining the start-up costs including, but not limited to, equipment, rental and leasing, uniforms, facilities, etc.
 - d) Detailed financial report defining the costs of operating the program will require as far as annual annually funding including, but not limited to, the cost for transportation, rental and leasing, officials, coaching salaries, maintenance, entry fees, and annual supplies etc. ~~A formal, written request for the addition of a specific athletic program can be submitted to the Director of School Operations only once within a calendar year.~~
 - e) Feeder program numbers (local and state)
 - f) Community support for the program
 - g) Coaching availability
 - h) Regional and local competition (schedule)

- 1) ~~This~~ Written request will be reviewed by a committee consisting of the ~~Director of School Operations; Assistant Superintendent, the CFO/Director of Business Services and Finance, the Activities Directors, and principals from Central, Denfeld, and East High Schools;~~ and the School Board member assigned to assess co-curricular programs. This committee will consider Title IX implications, the impact the proposed athletic program will have on existing athletic programs, DFT concerns, estimated expenses, individual school concerns, and other items covered or not covered in the formal request.

- 2) The Committee's recommendation including, but not limited to, the new program's anticipated expenses, a recommended time frame for implementation, minimum number of participants necessary for implementation, and level of play offered, will be forwarded to the Education Committee for a recommendation to the School Board. The School Board shall make the final determination to

approve, deny, or table the request. The Superintendent or his/her designee shall respond to the applicant with a summary of the School Board's decision.

Adopted: 11-16-94 ISD 709

Revised: 2-21-95

6-20-9

4-22-14

5060 - Collection, Maintenance, Dissemination, and Retention of Student Records and Information

Schools maintain extensive and intimate information about students and their families for legitimate educational purposes, including instructional, guidance, evaluation, and research. The collection and maintenance of information about students or their families constitutes an intrusion into their privacy. Therefore, efficient administration of student records is a fundamental responsibility of the School District.

The internet and secure web access have altered the ways that confidential information may be accessed, communicated, and transferred by members of society. Those changes are influencing instruction and student learning. The School Board supports access by students, parents/guardians, teachers, and administrators to informational resources that will improve participation in a child's education and improve communication between students, parents/guardians, and the students' teachers.

The Duluth Public Schools manages student information electronically and will make the education records available for viewing only to authorized parents/guardians and students with a secure connection over the internet. All parents/guardians and students will comply with the internet use regulations and all technology regulations/procedures, as well as all other District policies that may apply.

The purpose of a Records Retention policy is to provide a plan for managing student records by giving continuing authority to dispose of records under Minn. Statute 138.17. The responsible authority for the maintenance and security of student records shall be the Superintendent of Schools.

Previously, the School District adopted the Student Records section of the School District General Records Retention Schedule as developed and published by the Minnesota Department of Administration (School Board Resolution B-7-99-1913 dated July 20, 1999). The District will comply with all of the minimum standards set out in the Retention Schedule. Although the District reserves the right to retain certain records for a period longer than the State proposes, it will not shorten any retention period to less than what is recommended by the Department of Administration.

Special Education Records

All records of students receiving special education services will be retained for at least seven years following the last date of eligibility for services to the student. The "last date of eligibility for services" means either the student's graduation or the last day on which the student was eligible for services from the District, whichever is later.

~~As long as a student is eligible by residence and age to receive special education services, the District will maintain educational data necessary to provide educational services to the student. The District will notify the parents/guardians of a student receiving special education services upon its determination that personally identifiable information about the student is no longer needed to provide educational services.~~

Comment [11]: We do not purge documents prior to a student graduating from high school or age 28

Reference: MN Data Practices Act, Chap 13

Adopted: 6-9-70 ISD 709

Revised: 5-11-76

6-10-86

5-9-89

6-20-95

5-17-05

9-21-10

5093 - Duluth Public Schools ISD 709 Restrictive Procedures Plan: ~~(Enter School Name)~~

In accordance with Minnesota Statute 125A.0942, Subd. 1, every school district is required to develop and make public a plan that discloses its use of restrictive procedures. The plan specifically outlines the list of restrictive procedures the school intends to use; how the school will monitor and review the use of restrictive procedures, including post use debriefings and convening an oversight committee; and a written description and documentation of the training and staff that have completed the training.

Duluth Public Schools ISD709 promotes the use of positive behavioral approaches an intervention for all students. Duluth Public Schools ISD 709 uses restrictive procedures only in response to behavior(s) that constitutes an emergency, even if written into a child’s Individual Education Plan (IEP) or Positive Behavior Intervention Plan (BIP).

A. Definitions

The following terms are defined as:

1. “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury, ~~to prevent serious property damage.~~ Emergency does not mean circumstances such as: a child who does not respond to a task or request and instead places his or her head on a desk or hides under a desk or table; a child who does not respond to a staff person’s request unless failing to respond would result in physical injury to the child or other individual; or an emergency incident has already occurred and no threat of physical injury currently exists. Minn. Stat. § 125A.094(b).
2. “Physical holding” means physical intervention intended to hold a child immobile or limit a child’s movement, ~~and~~ where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury. Minn. Stat. § 125A.0941 (c). The term physical holding does not mean physical contact that:
 - a. helps a child respond or complete a task;
 - b. assists a child without restricting the child’s movement;
 - c. is needed to administer an authorized health-related service or procedure; or
 - d. is needed to physically escort a child when the child does not resist or the child’s resistance is minimal.
3. “Positive behavioral interventions and supports” means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.
4. “Restrictive procedures” means the use of physical holding or seclusion in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child. Minn. Stat. § 125A.0941 (f)
5. Prone restraint” means placing a student in a face down position, Duluth School District may only use prone restraint on children five years of age and older in an emergency when all other conditions of use for a prone restraint are met. Prone restraint may be used until August 1, 2015.
4. ~~5-6.~~ “Seclusion” means confining a child alone in a room from which egress is barred. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room. Minn. Stat. § 125A.0941 (g). Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.

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B. Staff Training - Requirements and Activities

Requirements

Staff who design and use behavioral interventions will complete training in the use of positive approaches as well as restrictive procedures. Training records will identify the content of the training, attendees and training dates. Duluth Department of Special Services #709 will compile a list of all Nonviolent Crisis Intervention (NCI) trainings from the Crisis Prevention Institute (CPI) and retain attendance records in the district office. The district will maintain records of additional trainings provided within the district. Records of all trainings will be maintained at each building site. See Attendance Form (Appendix A) and Professional Development Form (Appendix B).

The following employee job classifications are authorized and certified to use restrictive procedures:

- Licensed special education teacher
- School social worker
- School psychologist
- Behavior analyst certified by the National Behavior Analyst Certification Board
- A person with a master's degree in behavior analysis
- Other licensed education professional
- Highly qualified education paraprofessional [under Minn. Stat. § 120.B363](#)
- Mental health professional [as defined in n Minn. Stat. § 245.4871, Subd. 27](#)

Activities

Personnel development activities will be provided to district staff and contracted personnel who have routine contact with students and who may use restrictive procedures in the following areas:

1. Positive behavioral interventions;
2. Communicative intent of behaviors;
3. Relationship building;
4. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior;
5. De-escalation methods;
6. Standards for using restrictive procedures;
7. Obtaining emergency medical assistance;
8. Physiological and psychological impact of physical holding and seclusion;
9. Monitoring and responding to a child's physical signs of distress when physical holding is being used; and
10. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used.

[The District shall maintain records of all staff who have been trained and the organization or professional that conducted the training. The District may collaborate with children's mental health providers to coordinate trainings. The record will detail, attendees, date of training, content or modules trained on that day.](#)

C. Restrictive Procedures and Seclusion

Restrictive procedures that may be used in emergency situations include physical holding and seclusion. Physical holding and seclusion will end when the threat of harm has ended and staff has determined that the student can safely return to the requested activity. Building nurse or health assistant will monitor and assess the student's physical condition during the restrictive procedure.

Physical Holdings

Duluth Public Schools intend to use the following types of physical holding: Children's Control, Team Control, Transport, and Interim Control. Prone restraint may only be applied by staff who have been specifically trained on the use of prone restraints, provided the district has

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submitted a list of trained staff to MDE, including information on the type of training that was provided and the trainer. Before using prone restraints, the district must review any known medical or psychological limitations that contraindicate the use of prone restraints.

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Seclusion

Duluth Public Schools do not use any rooms for seclusion.

D. Prohibited Procedures

Duluth Public Schools will never use the following prohibited procedures on a child:

1. Corporal Punishment which includes conduct involving: (a) hitting or spanking a person with or without an object; or (2) unreasonable physical force that causes bodily harm or substantial emotional harm.
2. Requiring the student to assume and maintain specified physical position, activity, or posture that induces physical pain.
3. Presenting an intense sound, light or other sensory stimuli using smell, taste, substance, or spray as punishment.
4. Denying or restricting the students access to equipment and devices such as wheelchairs, hearing aids or communication boards that facilitate the student's functioning except when temporarily removing the equipment or device is needed to prevent injury to the student others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the student as soon as possible.
5. Interacting with a student in a manner that constitutes sexual abuse, neglect, or physical abuse.
6. Totally or partially restricting a student's senses as punishment.
7. Withholding regularly scheduled meals or water.
8. Denying the student access to bathroom facilities.
9. Physical holding that restricts or impairs a student's ability to breathe.

E. Documentation of Physical Holding

Each time physical holding is used, the staff person who implements or oversees the physical holding shall document, as soon as possible after the incident concludes, the following information:

- A description of the incident that led to the physical holding;
- Why a least restrictive intervention failed or was determined by staff to be inappropriate or impractical;
- The time the physical holding began and the time the child was released; and
- A brief record of the child's behavioral and physical status.

The use of restrictive procedures in emergency situations will be documented through the use of the Critical Incident Data Sheet for Restrictive Procedures Utilized with General Education Students (Form 5093) for general education students and Use of Restrictive Procedure-Physical Holding (SpEd Forms).

F. Documentation of Post-use Staff Debriefing Meeting

Each time physical holding is used, the staff person who implemented or oversaw the physical holding shall conduct a post-use debriefing with involved staff within two school days of the incident after the restrictive procedure concludes. There will be at least one staff member attending the debriefing meeting who was not involved in the incident and has knowledge of behaviors. A copy of the Critical Incident Data Sheet for Restrictive Procedures Utilized with General Education Students (Form 5093) or Use of Restrictive Procedure-Physical Holding (SpEd Forms) and the Staff Debriefing Meeting Form Utilized with General Education Students (Form 5093.1) or the Staff

Debriefing Meeting Form (SpEd Forms) will be sent to: child's case manager, the building principal, the district's special services director, and the assistant superintendent. A copy will also be placed in the student's due process file in the school building. The administrative assistant to the director of special services will keep a comprehensive file of all restrictive procedure forms used within the school district.

If the post-use debriefing meeting reveals that the use of physical holding was not used appropriately, the Building Oversight Committee will convene immediately to ensure corrective action is taken. The Building Oversight Committee will review and evaluate the Critical Incident Data Sheet for Restrictive Procedures Utilized with General Education Students (Form 5093) or the Use of Restrictive Procedure-Physical Holding (SpEd Forms) and the Staff Debriefing Meeting Form Utilized with General Education Students (Form 5093.1) or the Staff Debriefing Meeting Form (SpEd Forms) to determine and recommend training needs.

G. Keeping of Records

Original documentation will be submitted to the administrative assistant to the director of special services to be filed in the student special services cum file. Records will be retained for at least seven years following the last date of eligibility for special services to the student.

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G.H. Documentation for an IEP

The use of restrictive procedures will be documented on the Critical Incident Data Sheet for Restrictive Procedures Utilized with General Education Students (Form 5093) or the Use of Restrictive Procedure-Physical Holding (SpEd Forms). Reviews will be conducted in accordance with MN Statute 125A.0942 Subd. 2(c) which requires when restrictive procedures are used ~~twice on two separate school days within~~ 30 calendar days or when a pattern emerges and restrictive procedures are not included in a child's IEP or BIP; or at the request of a parent or the district after restrictive procedures are used. The district must review use of restrictive procedures at a child's annual IEP meeting when the child's IEP provides for using restrictive procedures in an emergency. Minn. Stat. § 125A.0942, Subd. 2 (c);
~~the district will hold a meeting of the IEP team, conduct or review a functional behavioral analysis, review data, consider developing additional or revised positive behavioral interventions and supports, consider actions to reduce the use of restrictive procedures, and modify the IEP or BIP as appropriate.~~

If the IEP team determines that existing interventions and supports are ineffective in reducing the use of restrictive procedures or the district uses restrictive procedures on a child on ten or more school days during the same school year, the team, as appropriate, either must consult with other professionals working with the child; consult with experts in behavior analysis, mental health, communication, or autism; consult with culturally competent professionals; review existing evaluations, resources, and successful strategies; or consider whether to reevaluate the child. Minn. Stat. § 125A.0942, Subd. 2 (d).

At the meeting the team will review any known medical or psychological limitations that contraindicate the use of a restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition in the IEP or BIP. Minn. Stat. §125A.0942, Subd. 2(e).

Record retention will be in accordance with district policies on student records- policy # 5060.

H.I. Building Oversight Committees

At the start of the school year, ~~a team will convene to~~ schools will publicly identify oversight committee members and the purpose of the Building Oversight Committee. ~~For schools that use~~

~~restrictive procedures.~~ The Building Oversight Committee will meet ~~at the end of each semester~~quarterly to review collected data provided in the Critical Incident Data Sheet for Restrictive Procedures Utilized with General Education Students (Form 5093) or the Use of Restrictive Procedure-Physical Holding (SpEd Forms) and the Staff Debriefing Meeting Form Utilized with General Education Students (Form 5093.1) or the Staff Debriefing Meeting Form (SpEd Forms). The Committee will complete the Building Oversight Committee Review Form ~~quarterly each semester~~ (Form 5093.2). At the end of the school year, the Building Oversight Committee will complete the Annual Summary of Use of Restrictive Procedures form (Form 5093.3).

The Building Oversight Committee will make recommendations in regards to the District’s Restrictive Procedures Plan, indicate training needs, and establish a plan for addressing Committee recommendations.

The oversight committee members must at least include:

- A mental health professional, school psychologist, or school social worker;
- An expert in positive behavior strategies
- A special education administrator; and
- A general education administrator. Minn. Stat. § 125A.0942, Subd. 1 (b)

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If a post-use debriefing meeting reveals that the use of physical holding was not used appropriately, the Building Oversight Committee will convene immediately to ensure corrective action is taken. The Building Oversight Committee will review and evaluate the Critical Incident Data Sheet for Restrictive Procedures Utilized with General Education Students (Form 5093) or the Use of Restrictive Procedure-Physical Holding (SpEd Forms) and the Staff Debriefing Meeting Form Utilized with General Education Students (Form 5093.1) or the Staff Debriefing Meeting Form (SpEd Forms) to determine and recommend training needs.

The District Oversight Committee composed of the Special Services Leadership team will review the Annual Summary of Use of Restrictive Procedures form (Form 5093.3) from each school building within the school district and assist with future trainings.

I.J. Emergency Situations – Use of Restrictive Procedures

The Duluth Public Schools shall make reasonable efforts to notify the parent by phone on the same day when restrictive procedures are used in an emergency. If the school is unable to provide same-day notice, notice will be sent by written or electronic means or as otherwise indicated by the parent.

Building administrators will receive written notification when restrictive procedures are used in emergency situations. Records will be reviewed and summarized annually.

J.K. Positive Behavior Interventions and Supports

Duluth School District #709 is committed to the three aims of: safe and welcoming environment; high achievement for all; and effective and efficient systems. The district is committed to using positive behavioral interventions and supports to ensure a safe and welcoming environment throughout the school district which will allow for the high achievement for all students. Positive behavior interventions and supports improve the school environment and teach children the skills to behave appropriately. ~~At _____, we:~~

- ~~1.~~
- ~~2.~~
- ~~3.~~

References: MS 125.0942, Subd. 1
MS 125.0942, Subd. 2(c)

Adopted: 8-17-11 ISD 709

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	Delta Dental	Mary Dedeke	Service Learning Project - <i>Hunters for Health</i>	\$850	Funds from this grant award will be used to support funding a Service Learning Project at Denfeld High School – <i>Hunters for Health</i> .

3/12/14

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

Dear Mr. Gronseth,

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

Name of Graduate / School

Graduation Date

Olivia Kathleen Jensen

3/11/14

Duluth Public Schools

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

Adrian Norman
Assistant Principal

Brenda VanDell
Administrative Assistant
Area Learning Center