

Education Committee
 Duluth Public Schools, ISD 709
 Agenda
 Tuesday, April 12, 2016
 District Services Center
 709 Portia Johnson Dr.
 Duluth, MN 55811
 4:15 PM

1. Informational Items - These items are provided for informational purposes only and no action is required.

A. Assistant Superintendent's Report

1) As part of her monthly report, Assistant Superintendent Amy Starzecki highlighted efforts in teaching and learning across ISD 709. Updates were shared regarding implementation of District initiatives and lessons learned from site visits.

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

B. Grant Partnerships with Duluth Public Schools

1) Energy Problem Solving Duluth Grant

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Bill Mittlefehldt, UMD Northeast CERT Coordinator, and Emily Krebsbach, Ecolibrium 3 Green Corps member, have submitted a grant application to the Northland Foundation and Northern Minnesota Sustainable Development Partnership in the amount of \$8500. If awarded, funds will be used in a pilot project to add STEM skills, clarify character priorities and harness leadership in Duluth students at Lincoln Park and Ordean East Middle Schools, Duluth East and Denfeld High Schools and Woodland Hills Academy. Students will be rewarded with Service Learning and Civic honors for contributing to the increased energy efficiency of our community while addressing energy and climate concerns. This problem-solving learning concept is consistent with state, city and school system goals for civic engagement, service learning and STEM skills.

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

2) P&I Chemical Awareness Grant

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Jeff Bradt, CEO, Woodland Hills, has submitted a grant application to the Minnesota Department of Human Services Alcohol & Drug Abuse Division in the amount of \$1,555,905 . If awarded, funds will be used to utilize a collective impact model to implement Community-

Level Interventions to reduce youth alcohol use through community-based Planning and Implementation (P&I) grants. Grant funds have been allocated for a Duluth Public Schools staff member to serve as a Youth Group Coordinator or Club Leader and (.1) FTE has been budgeted for a District employee to provide direct supervision of the Coordinator position.

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

C. Grant Applications

1) Federal Head Start Grant Application

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Pam Rees, Head Start Director, has submitted a grant application to the Federal Head Start Grant for FY 16-17 in the amount of \$1,934,071. If awarded, funds will be used to support 16 half day preschool classroom sessions at 5 elementary schools and includes all related expenses to serve 255 children and families. The grant total also includes \$28,948 in Training and Technical Assistance dollars that must be used to support ongoing training needs and areas in need of improvement based on the Duluth Head Start Self-Assessment and Community Assessment. Pam Rees was present to answer questions about the Federal Head Start Grant and Duluth Head Start Self-Assessment and Community Assessment.

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

2) Perpich Center for Arts Education Grant Application

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Teri Akervick, Music Specialist and PCAE Regional Center Leader, has submitted a grant application to the Perpich Center for Art Education (PCAE) in the amount of \$45,300. If awarded, the Duluth Public Schools will continue to serve as a Regional Center for PCAE in Northeastern Minnesota. Funds will be used for staff development of Arts educators (Music, Media Arts, Visual Arts, Dance and Theater) in Duluth as well as the Arrowhead region. Goals of the regional center are increasing collaboration among arts teachers and training to improve student achievement. The budget provides funding for the Regional Center Leader, coordinator/leadership team members, workshops, substitute costs and supplies.

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

3) Lester Park Foundation Spring 2016 Grant Applications

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Teachers and staff from Lester Park Elementary Schools have submitted grant applications to the Lester Park Foundation for a total approximate

amount of \$2000. If awarded, funds will be used to purchase a variety of classroom and school garden supplies.

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

4) Scott D. Anderson Leadership Foundation Fund and the Community Leaders Fund of the Duluth Superior Area Community Foundation Grant Application 22

Duluth Public Schools has submitted a grant proposal to the Duluth-Superior Area Community Foundation in the amount of \$24,100. If awarded, funds will be used to support the annual week-long Scott Anderson Leadership Forum in the summer of 2016.

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

D. Informational Presentations

1) 2015 Graduation Data 30

Amy Starzecki, Assistant Superintendent, and Dr. Michael Cary, Director of Curriculum and Instruction, presented information regarding district initiatives to address graduation rates. Dr. Tawnyea Lake, Director of Assessment, Evaluation and Performance presented information on the 2015 Graduation Rates for the Duluth Public Schools, which was released by the Minnesota Department of Education on February 22, 2016.

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

2. Action Items

A. Extended Field Trip Requests 48

1) Culinary Arts Students from Denfeld and Duluth East High School traveled to the Minnesota SkillsUSA Championship Conference in Bloomington, MN from April 1-3, 2016. There, approximately 350 business and industry leaders get together and present nearly 70 skill and leadership contests that they have prepared for the student members from across the state. These are entry-level, hands-on skill contests, evaluated by the same industry leaders who prepare them. The competitions are based on industry driven occupational skill standards. First place winners from each division in most contests will be offered the opportunity to go on to a national level competition. SkillsUSA Minnesota is one of the Career & Technical Student Organizations offered in Minnesota's school systems. SkillsUSA serves high school and college students enrolled in technical, skilled, service and health occupations. This total estimated cost of the trip is \$1618 and was financed through student fees and District funds.

2) Duluth East Social Justice Club Students from Duluth East High School will be traveling to WE Day Illinois in Rosemont, Illinois from April 27-28, 2016. WE Day

is a celebration of youth making a difference in their local and global communities. We Day Illinois is a trip to develop and reward student leadership. Students from East Social Justice Club will have the opportunity to aesthetically engage in the internationally renowned "WE Day" experience. The goal for students who attend the WE Day experience will be to increase interest, leadership and engagement in involvement and awareness around human rights and social justice issues. The total estimated cost of the trip is \$4362 and will be financed through student fees, Booster group and District funds.

3) Students from Denfeld and Duluth East High School will be traveling to the SkillsUSA National Leadership and Skills Conference (NLSC) in Louisville, Kentucky from June 20 - June 24, 2016. NLSC is a showcase where more than 6,000 outstanding career and technical education students — all state contest winners — will compete hands-on in 100 different trade, technical and leadership fields for scholarship opportunities. The total estimated cost of this trip is \$3430 and will be financed through student fees and District funds.

4) Eleventh and twelfth grade students from Denfeld and Duluth East High School will travel to Nashville, Tennessee from June 21-25, 2016 for the National HOSA (Health Occupations Students of America) Competition. HOSA is a National Career and Technical Student Organization (CTSO) endorsed by the Department of Education and the Health Occupations Education Division of the Association of Career and Tech Education. The mission of HOSA is to enhance delivery of compassionate, quality healthcare by providing opportunities for knowledge, skills and leadership development of all healthcare occupations education students, therefore helping the students meet the needs of the healthcare community. The event represents the national 'finals' for students each year as they compete in areas of interest at one or more of the 44 events. Students are challenged and recognized for their work throughout the year through competitions, educational sessions, exhibitors booths, awards and recognition sessions. The top ten students placing in each event are recognized with awards. The total cost of the trip is \$21,212 and will be financed through student fees and District funds.

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

B. Grant Awards

1) Resolution 3362- Acceptance of Grant Awards to Duluth Public Schools

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Attached is Resolution 3362 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve the grant awards from the following organizations:

Scott D. Anderson Leadership Foundation Fund and the Community Leaders Fund - Scott Anderson Leadership Forum

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution 3362- Acceptance of Grant Awards to Duluth Public Schools.

C. Policies and Regulations

1) 5025 - Attendance Policy - Deletion 75

In moving to the MSBA Model Policies, administration is recommending the deletion of Policy 5025 which will be replaced with MSBA Policy 503.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 5025 - second reading.

2) New Policy 503 - Attendance Policy 81

Attached is MSBA model policy 503 - Attendance, for the second reading. This policy would replace the current policy 5025.

Recommendation: It is recommended that the Duluth School Board approve Policy 503 for the second reading.

D. Presentation Items Requiring Approval

1) Duluth Head Start Self Assessment 91

Duluth Head Start has completed their annual Self -Assessment as required by Head Start Performance Standards. Findings are broken down to strengths and weakness. The weaknesses become action items to be addressed in the coming year.

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

2) Duluth Head Start Community Assessment 101

Duluth Head Start has completed their annual Community Assessment as required by Head Start Performance Standards. The Community Assessment data helps Head Start determine such things as where sites should be located, community needs that must be addressed and trends that may effect families served by Head Start.

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

E. Diploma Requests 128

Attached are the Diploma Requests of students who have met all graduation requirements for the Duluth Public Schools and should be awarded a Diploma.

Recommendation: It is recommended that the Duluth School Board accept and approve the attached Diploma Requests.

3. Future Items

- **Policy Updates**
- **Secondary Programming Structure**

Assistant Superintendent Report to the Board

April 2016

Site Visits

Lincoln Park Middle School--Student for a Day!
Stowe
Myers Wilkins-next week

District

Staff Development Day-Feb 29:

We had a different structure for the day where staff were able to work in smaller groups with building leaders in an effort to learn more about ISD 709 initiatives (MTSS, PLCs, positive school climate). Some of the activities included:

- All staff having the opportunity to learn another cultural sharing activity that they can use with students.
- Most staff were able to spend some time in PLC groups to continue their work with their PLC.
- Dr. Tawnyea Lake and I had the great privilege of speaking to elementary staff in the morning and afternoon on the topic of MTSS.
- Middle school and high school staff had the opportunity to learn more about how to improve reading skills for their students in their content areas.
- Superintendent Gronseth took the opportunity to connect with early childhood staff.
- Dr. Michael Cary was able to visit most secondary staff who were digging into PLC curriculum work and common assessments.

I will be working closely with principals to plan for how we continue to support these efforts for the remainder of this year and into next year. We will continue the work on reading in the content areas, MTSS, PLC development, etc. We conducted evaluations of the day with staff following the event and overall feedback was very positive.

Early Childhood

We have formalized an ISD 709 PreK-3 Leadership Team. The team has been developing the vision for our future work. Additionally, we are planning how we can enhance and expand our current programming as well as build greater partnerships across the Duluth community in an effort to ensure more children have access to high quality early childhood programming. Here are some highlights of the changes for fall 2016:

- Transitioning early childhood classrooms into blended model classrooms (School Readiness, Title, Head Start).
- Expand programming by offering two pilot sites that offer full day and ½ day options with blended funding classrooms (Stowe and Laura Mac).
- Create a common application/registration process across all programs for improved family access and

information.

- Early Childhood Special Education will serve all children with an inclusive integrated model.

Elementary

- I have been working with our MTSS leadership team throughout the year to support three pilot schools with intensive coaching and support. We are looking at how to expand this work to more buildings next year.
- Kindergarten Round Ups are now complete. I am working closely with principals and the business office to determine accurate student numbers and staffing allocation for FY 17. The deadline for applications to immersion program was April 11.
- Principals and teacher leaders have drafted a elementary specialist schedule with a 5 day rotation. This requires an MOU with DFT. However, we are working closely together to try to be able to implement by next fall.
- Ron Lake and I are assisting principals with the development of a process for office discipline referrals at the elementary level. We hope to bring more consistency in how behavior is documented across all elementary buildings. Much of the support we are providing is based on PBIS practices.

Secondary

- The request has been made by the middle schools to look into the capability of incorporating WIN at the middle school levels for next year. Principals and teachers are working together to draft a plan for how that could look for FY 17.
- Dr. Cary and I are working closely with MS and HS principals in the registration process and master schedule development for 16-17.
- Jason Crane and I are working with secondary principals in developing more accurate course offerings for special education students. Service and courses offered by each school should align with students IEP goals and objectives.



Duluth, Energy Problem-Solving with STEM Skills

Bill Mittlefehldt, wdmittle@gmail.com, Emily Krebsback, emily@ecolibrum3.org

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Overview:

We have assembled a community team that is planning to add STEM skills, clarify character priorities and harness leadership in Duluth students. This pilot project will focus on students at Lincoln Park and Ordean Middle Schools, Duluth East and Denfeld High Schools and Woodland Hills School. We will challenge and support these students in ways that enable them to contribute to the city's competition in the Georgetown University Energy Prize (GUEP). Students will be rewarded with Service-Learning and Civic honors for contributing to the increased energy efficiency of our community while addressing energy and climate concerns. This problem-solving learning is consistent with state, city, and school system goals for civic engagement, service-learning and STEM skills.

Learning Challenge and Support:

As a Duluth student, we need your help. Working alone or together, you can help our community compete in a national contest which focuses on saving energy, money, and emissions over a two-year period. Duluth is the only city in Minnesota out of a group of 50 US cities who are competing for the \$5 million dollar prize. This is why we need your talent and teamwork. If you will join our team, we will support you with hours of service-learning. And if you complete a successful energy saving project, there may be a chance to earn a Certificate of Civic Service from the City of Duluth.

Learning Sequence for YES Problem-Solving:

1. Define the energy problem that interests you. (How did you notice it? Where was it: home, school, faith, work, community, play-leisure, driving?)
2. Design a solution for the defined problem with data. (Who, what, why, how, how much, with what outcomes? What systems are affected by this problem? What systems need to change to solve the problem?)
3. Explain a plan that can solve your problem; then implement your plan. (Who does what for how long to cause results?)
4. Gather data as you experiment to solve this energy problem. (Record data from your energy experiment to solve the problem. Organize the data so you can explain what happened.)
5. Evaluate your data and explain either how well you did or why you did not solve the energy problem. (Analyze why the design and process were or were not successful.)
6. **Present a brief explanation of your energy problem, solution, systems, plan, process, data and conclusion to others. Use creativity when explaining your experiment. Then answer questions about process, data and analysis.** (Did your energy project help to the city in the national energy contest?)

Teachers and Coaches can use MN Academic Standards to guide this project-based learning:

Standards within the Nature of Science and Engineering can help guide this project learning activity for Middle and High School students. The MDE website can help teachers work on a number of Strands, Substrands and Standards (www.scimath.org/stemnet/). These STEM standards can be linked to student activities in the following courses which build a **foundation for Science and Engineering**:

- Physical Science: Matter, Motion, Energy, Human Interactions
- Earth & Space Science: Earth Structure & Processes, Interdependence in Earth Systems, Human Interactions.
- Life Science: Structure and Function, Interdependence in Living Systems, Evolution, Human Interactions
- Chemistry: Interactions of Science, Technology, Engineering and Society
- Physics: Interactions of Science, Technology, Engineering and Society

Draft Budget Proposal for Energy Problem-Solving Project in Duluth

Emily Krebsbach, Ecolibrium, emily@ecolibrium3.org & Bill Mittlefehldt, NE CERTS, wdmittle@gmail.com

Overview:

We have been collaborating on a pilot project for engaging Duluth students in Energy Problem-Solving. This collaboration offers a challenge, tools and targets for students in 5 secondary schools of ISD 709.

Students will be challenged to help their community improve the energy efficiency of the community by performing energy experiments to reduce wasted energy at home, school, work, faith or with friends (leisure). The challenge and tools will help develop their STEM skills while focusing on character priorities which support their community. This project may help Duluth compete in the Georgetown University Energy Prize as the only MN city qualified to compete with 50 US cities.

Collaboration of local Partners:

There are a number of core partners in this energy saving project. The city of Duluth and ISD 709 are the team leaders, but the team has also benefited from the energy expertise at Ecolibrium, UMD's Engineering Department, CERTS and YES. Together these community partners will help students reduce wasted energy, save money, reduce emissions, build new STEM skills and focus on character priorities for the city. **Phase I** funding builds a project in Energy Problem-Solving that helps students and community partners reduce wasted energy and share their success with other schools and partners in MN. Interested community partners include the Minnesota Youth Energy Summit (YES) team which supports Minnesota students with tools and teamwork so they can save funds, fuels and emissions for their school and community. Projects in Phase I will use applied problem-solving to reduce wasted fuels, dollars and emissions. Success will be measured by data generated for those three items. **Phase II** will use best results to challenge and engage additional students in other cities, states and countries. The Science Museum of Minnesota may assist with outreach for phase II.

Draft Budget Variables:

5 teacher-coaches for Energy Problem-Solving teams in 5 709 Schools (\$1000/school)	\$
5,000.	
5 school teams registered as MN YES teams (\$400/team)	2,000.
Project tools, materials and resources for the team projects (5x \$100)	
500.	
Project costs for PACTv productions and broadcasts (studio & staff)	300.
Project Rewards for Civic Recognition Certificates (printing)	200.
Phase II Outreach to other Schools, Cities, States, Nations (5x \$100)	500.
	Project total \$8,500.

Preferred Funding Partners: Northland Foundation & NMSDP

Northland Foundation funding support

\$4,250.

Northern Minnesota Sustainable Development Partnership \$4,250.

Minnesota Department of Human Services Alcohol & Drug Abuse Division Request for Proposals for a Qualified Grantee to utilize a collective impact model to implement comprehensive, integrated, evidence-based prevention programs & strategies in local communities to reduce youth alcohol use through community-based Planning & Implementation (P&I) grants.

Purpose: The Minnesota Department of Human Services, through its Alcohol and Drug Abuse Division, is seeking proposals from qualified responders to utilize a collective impact model (multiple agencies and sectors of a community working together toward a common goal) to implement Community-Level Interventions (comprehensive, integrated, evidence-based prevention programs and strategies in local communities) to reduce youth alcohol use through community-based Planning and Implementation (P&I) grants. Funded communities will be required to focus on youth alcohol use/abuse as the primary drug of focus. Communities may be allowed to focus on a secondary drug of abuse with justification as determined by community-level data provided by the applicant and approved by ADAD.

Overview: The Alcohol and Drug Abuse Division requests proposals to implement comprehensive, integrated, and evidence-based prevention programs and strategies in local communities (community-level interventions) to reduce youth alcohol use as the primary goal.

In order to accomplish this work, the State intends to contract with approximately eight (8) entities to carry out this work within specific communities.

A total of **\$1,555,905** per year from the State's Federal Substance Abuse Prevention and Treatment Block Grant will be awarded for these grants. Eligible applicants are nonprofit organizations and local units of government. These grants require extensive cooperation between ADAD and funded communities.

Task Deliverables: A primary focus of these grants is to strengthen collaboration among community entities to reduce substance use among youth, therefore each responder is expected to strengthen and expand an existing or newly formed Alcohol, Tobacco and Other Drug (ATOD) prevention community coalition through added membership, a clear vision and mission statement that includes the reduction of youth alcohol and other drug use, bylaws, and by the end of year one a strategic plan with clear goals which can be substantiated with data readily understood by the community. A coalition is defined as a formal arrangement for cooperation and collaboration between groups or sectors of a community in which each group retains its identity, but all agree to work together toward a common goal of building a safe, healthy, and drug free community. The coalition must meet at least monthly throughout the duration of the grant. .

Specifics (full application emailed to group):

- Woodland Hills/Cambria Hills financed the writing of the grant and will be the fiscal agent if awarded. (cost-neutral to the district save for time spent by staff coordinating and providing information)
- Grant includes money for a Full-time Coordinator and Media Specialist (all costs to fiscal agent).
- District staff provided information and permission to collect data needed for the grant and had direct involvement in application process and coordination.
- (.1) FTE has been budgeted for a district employee to provide direct supervision of Coordinator position.
- Money for a Duluth Public Schools staff to serve as a Youth Group Coordinator or Club Leader
- Letters of support from: Duluth PD, ISD 709, student representatives, and several community org.

Federal Head Start Program Operations	\$1,905,113.
Training and Technical Assistance Funds	\$28, 958.
<u>Total Federal Head Start Grant</u>	<u>\$1,934,071.</u>

Non-labor expenses include: Mental health consultants, classroom supplies, general supplies, mileage, travel not covered in T and TA plan, database fee, telephones, copy machine maintenance, classroom food allowance, payer of last resort and in-direct costs.

255 children

128 days (school calendar)

3.5 hours

4 days a week (M-TH)

5 sites which includes 2 sites that are blending enrollment with School Readiness, one is full day

8 classrooms/16 sessions

100% of their time/pay

8 teachers

8 paras

4 family advocates

80% of their time/pay

4 coordinators

1 recruiter

2 administrative assistants

1 director

Additional

Minnesota Reading Corps members full time in each room coached and trained by our Education Coordinator

Duluth Preschool 2016-17

Barnes HS slots 32 4 days/week	Mac Arthur 4 days/week HS slots 64/SR 16	Myers Wilkins 4 days/week HS slots 79 Busing provided mid-day	Piedmont 4 days/week HS slots 64 Busing provided mid-day	Stowe 4 days/week HS slots 16 SR slots 16	Homecroft 4 days a week SR 40 slots	Lester Park 4 days a week SR 40 slots
am/pm Head Start Room 31	Full Day Blended In former CE Room 16 total slots	am/pm Head Start in current Title 1 room 32 HS slots	am/pm Head Start Room 240 32 HS slots	All day Blended Room 41 16 total slots	am/pm Room 202 School Readiness 40 slots	am/pm Room 214 School Readiness 40 slots
	am/pm Blended Room 117 32 total slots	am/pm Head Start Room 126 32 HS slots	am/pm Head Start Room 242 32 Head Start slots	pm session Blended in SR room 16 slots		
	am/pm Blended Room 133 32 total slots	Parent Resource Room Room 124 shared by ECFE/HS/Home Base	School Readiness am/pm 40 slots	Head Start is requesting an Enrollment Reduction, pending Board approval, for 16 slots.		
This site stays the same as 2015-16.	In 2015-16, we have a Community Ed room and 2 Head Start rooms. In 2016-17, Community Ed sunsets and School Readiness expands.	In 2015-16, Myers has 2 Head Start rooms and a Title I- 3 year old room. In 2016-17, Head Start stays the same and Title I sunsets. Possible room shifts to optimize larger classroom spaces. Parent Ed choices expand allowing collaboration.	In 2015-16, we have 2 Head Start rooms and 1 School Readiness room. This remains the same for 2016-17.	In 2015-16, Head Start has a classroom and School Readiness has a classroom. In 2016-17, Head Start and School Readiness offer 2 options with Blended enrollment. 1 is a full day and 1 is a pm session.	In 2015-16, we have a Community Ed room. In 2016-17, Community Ed sunsets and School Readiness expands.	No changes from 2015-16

To: Amy Starzecki, Asst. Superintendent

From: Teri L. Akervik, Music Specialist/PCAE Regional Center Leader

Date: March 24, 2016

Re: PCAE NE MN Regional Grant '16-'17

Perpich Center for Arts Education (PCAE) Northeast Minnesota Regional Center Grant with the Duluth Public Schools (DPS)

Attached is information of a grant proposal which will be submitted to Sue Mackert, Executive Director of the Perpich Center and the PCAE Board of Directors in May. The grant request will be in the amount of \$45,300. This is a draft of the grant proposal being sent to Dr. Betsy Maloney, Outreach Coordinator for PCAE, on March 25. The draft proposal is a requirement for the grant process prior to final proposal submission.

With this grant, the Duluth Public Schools will continue to serve as a Regional Center for PCAE in Northeastern Minnesota. The grant money will be used for staff development of Arts educators (Music, Media Arts, Visual Arts, Dance and Theater) in Duluth as well as the Arrowhead region. Goals of the regional center are increasing collaboration amongst arts teachers and training to improve student achievement. The budget provides funding for the Regional Center Leader, coordinator/leadership team members, workshops, substitute costs and supplies. Projects proposed for this grant include *Peer Mentoring* and *Curriculum & Assessment*. The grant request includes training in the best practice of Professional Learning Communities for teachers in the Arts, curriculum and assessment design and analyzing student data. The integration of arts concepts with Math and Reading components will also be included in the teacher professional development. The budget and its use for the projects is to be determined by the NE MN Regional Center Leadership Team, representing all of the Arts content areas and the Regional Center Leader/Coordinator(s) in collaboration with staff from ISD #709.

I will be available to answer questions or provide more information as needed.

Cc: Dr. Mike Cary, Director of Curriculum

Brenda Deterling

Nichele Canavan

Duluth Public Schools / Perpich Center for Arts Education

Draft - NE MN Regional Center Grant Proposal FY 2016-17

\$45,300 = Total Grant Proposal

Leadership Team: Regional Grant Leader/Coordinator(s) - \$21,000

The Leadership Team will consist of arts educators to serve as an advisory board from area districts and arts areas. This team will serve as liaison with their own home districts, colleagues and school districts across NE Minnesota. Team leaders will plan workshops/sessions and serve as peer mentors for other regional teachers. The members will also serve as workshop/session presenters.

Objectives:

Manage grant funded by PCAE and plan training opportunities for regional arts educators in the region by involving regional staff in all arts content areas.

PCAE Support:

Serve as peer coaches for team members and workshop planning. Support Regional Leader/Coordinator(s) in connecting and communicating with arts organizations and other arts experts.

Costs:

\$16,000 *Stipends + benefit costs for Coordinator positions

\$5,000 Regional Team Leaders stipends, \$1,000 / per year for representative teachers - 2 Media/Visual Art, 2 Music and \$500/per year - 1 Theater & 1 Dance

\$21,000 - Total*

Timeline: Leadership Team will meet in person three-four times a year, and as needed for planning workshops/sessions.

Alternative Costs:

PCAE allows up to .3 in FTE for grant leader/coordinator - NE MN Region money be used for teacher training priority over admin costs \$28,800 *DPS coordinator positions .3 FTE (estimate due to contract and benefit costs)

\$5,000 Regional team members' stipends, \$1,000 / per year for representatives teachers - 2 Visual/Media Art,

2 Music and \$500/per year - 1 Theater & 1 Dance

***Total \$33,800 - would reduce projects funding**

Peer Coaching - \$8,000

Teachers in Dance, Media Arts, Music, Theater & Visual Arts will team with another teacher(s) in content area to visit/observe, research and share curriculum & assessment techniques and

tools. The teacher will visit a partner's classroom, share information and curriculum/lesson ideas with colleagues in their home district and with other educators in the region. The teacher(s) will complete a reflection statement of time spent with colleague(s). 17

Objectives:

Develop partnership and relationship with colleagues, share curriculum ideas and assessment strategies to increase student achievement in the arts content and instruction.

PCAE Support:

Experts in arts content areas and pedagogy, training arts teachers on reflection and observation techniques.

Costs:

\$8,000 for substitutes, meeting time, travel, supplies, etc...

Timeline:

Teams of teachers meet during the school year at school sites to observe, collaborate and communicate via email, Facetime, Skype, etc...

Assessment:

Teacher reflection statements, sample of student work (could include audio, visual, video samples)

Curriculum & Assessment Development - \$16,300

Regional arts teachers will receive training and support on best practices in curriculum/lesson design and assessments for use in PLCs and with their students in their classrooms. Training will include the study and design of assessment techniques, tools and data collection in arts classrooms within in our region and across the state. Study of the MN State Arts Standards, National Core Arts Standards and various district(s) benchmarks and goals. The integration of Arts concepts with Common Core, College-Career Readiness and 21st Century Skills Standards will also be examined as part of the training offered to arts teachers.

Objectives:

Provide training in the practice of designing lessons, assessments and analyzing student data to increase student achievement in all arts areas of Dance, Media Arts, Music, Theater and Visual Arts. Support the research and application of curriculum and assessment strategies in arts classrooms. Presenters to include Leadership Team members, Perpich staff, Dr. Wendy Barden, Dr. Kathy Thompsen and other leaders in all arts content areas.

PCAE Support:

Standards/Curriculum and Assessment work across arts-content areas, support experts in all areas. Serve as trainers and session presenters. 18

Costs:

\$16,300 for workshop/training sessions, teacher meeting time, mileage, substitute costs, food, supplies, etc...

Timeline: Workshops in August 2016, Fall 2016, Spring & Summer 2017, content area training/meetings throughout the school year as budget allows.

Assessment:

Sample assessment tools, lesson and assessment study, video of panel discussions with teachers and student work.

INTERVENTION: ARTS!

Reading, Math, and the Arts for Student Success

Can students in intervention reading and math programs learn more effectively when Art can be a backbone of their coursework? Linking intervention Reading and Math staff with Arts educators is the focus of this proposed project. Several teams of teachers would meet together to plan and integrate arts into reading and math courses as well as facilitate students in the integration of arts with other subject areas. Data will be collected to determine the efficacy of the program. Residency Artist Project with schools in the region, training for teams of teachers as they work to support student learning.

Objectives: Compare student progress in intervention Reading and Math programs with and without the integration of arts content and instruction.
Collect data for use statewide (NWEA as well as soft data).

PCAIE Involvement: Experts in arts content areas and pedagogy, integration
REGIONAL TEAMS: Two to Four teams regionally, art with reading/math teachers.
Costs: \$6,000 for residency, meeting time, travel, supplies, etc...

Total = \$4,000

Timeline: - Teams of teachers meet three-four times during the school year and on-going communication via email, Facetime, Skype, etc...

Assessment: Teacher and student feedback via survey or questionnaire
Student interest survey in arts, participation in arts courses and tests

Technology in Arts Education-3.0 2016-'17

Annual workshop sessions and events would continue in the same format to challenge teachers, across arts content areas. Focused on learning most current technology resources for arts teachers and working together, educators across arts areas will practice applications that are standards-based and can be utilized directly with students in their work with arts standards.

Objectives: Apply new learning to interdisciplinary work in cross-arts-area teams and based on tablet and phone technology.
Develop connections across arts content areas in integrating technology in classrooms.

PCAIE involvement: Training from PCAIE staff

REGIONAL TEAMS: collaborating across content areas, utilizing local/University resources, directly exploring individual arts standards in and alongside the Media Arts standards. ²⁰

COSTS(2yrs): instructor stipends, equipment, food, technical needs such as cables, SD card readers, storage devices for assessment work and support of previously purchased equipment.
\$4500 each year, approximately 25 participants per session

Total = \$9,000

Timeline:

Assessment: Teacher surveys, Pics/Video of projects, sample student work

Date	Name/Title	Requested Amount	Purpose	Time Period of Grant	Grantor
3/24/2016	Mary Ostazeski, Sherry Williams, and Terri Huttel -- Teachers	\$252	Two Breakout EDU kits to teach teamwork, problem solving, critical thinking, and troubleshooting through challenges in the kit. http://www.breakoutedu.com/beta	2015 - 2016	Lester Park Elementary School Foundation
3/24/2016	Sherry Williams -- Teacher	\$319	Hand held weather station with bluetooth capabilities. 2nd grade weather unit in science	2015 - 2016	Lester Park Elementary School Foundation
3/24/2016	Gayle Friday -- Key Zone Coordinator	~\$140 (\$114 if on sale)	Mobile art cart -- multipurpose art cart to help prepare for daily braintime and art projects.	2015 - 2016	Lester Park Elementary School Foundation
3/24/2016	Carrie Tessier -- Teacher	\$199	Magnetic Write and Wipe Mini Boards and magnetic letters to be used for math and reading whole group lessons, guided reading groups, and differentiated learning centers.	2015 - 2016	Lester Park Elementary School Foundation
3/29/2016	Susan Mikel -- Teacher	\$178.77	"Six Minute Solution" research based fluency program. Students are assessed, assigned a leveled passage, and a peer partner.	2015 - 2016	Lester Park Elementary School Foundation
3/29/2016	Terry Norton -- Teacher	Any amount	Funds to purchase basic consumable art supplies that the current art budget does not cover (tissue paper, markers, sharpies, water color paints, paper, etc.)	2015 - 2016	Lester Park Elementary School Foundation
3/29/2016	Sherry Williams -- Teacher	\$735	"Roots and Wings" School garden. Raised beds with root veggies and pollinator plants. 3 raised beds, 1.5 yards dirt delivered, funds for plants.	2015 - 2016	Lester Park Elementary School Foundation

Please be aware that this form may timeout for security reasons. **Save your work often** to avoid losing what you have entered.

Request | View

ISD#709 - Duluth Public Schools

215 North First Ave East

Duluth, , , 55802

Ein: 41-6003776

Phone: (218)336-8700 | **Fax:** (218)336-8773

Email: christopher.peterson@isd709.org

Project Overview

Grant Program:	DSACF: Requests over \$5,000	
Fund:	Fund	Amount
	Scott D. Anderson Leadership Foundation Fund	\$19,677.00
	Community Leaders Fund	\$4,423.00
	Total	\$24,100.00
Project Title:	Scott Anderson Leadership Forum	
Geographic Area Served:	Duluth Area (Duluth, Proctor, Hermantown, Superior, Cloquet, Esko, Two Harbors, Carlton, Wrenshall, & Moose Lake)	
Population Served:	110 High School students in grades 9th through 11th	
Type of Support:	Project/Program Support	
Project Begin Date	03/01/2016	
Project End Date	12/31/2016	
Amount Requested	\$24,100	
Total Project	\$44,000.00	

Budget

Total Annual \$141,330,000.00

**Organization
Budget for
the year
requesting
funds**

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Organization Overview

ISD#709 - Duluth Public Schools (DBA: Duluth Public Schools)

215 North First Ave East
Duluth Minnesota 55802
<http://ISD709.org> (<http://ISD709.org>)
Phone: (218)336-8700 - Fax: (218)336-8773

EIN: 41-6003776

Type: Government | **Founded:** 1870

History:

Independent School District #709 (Duluth Public Schools) was established on April 2, 1870

Mission/Goals:

To provide a quality education that prepares all students for successful lives in the home, community and workplace.

Current Programs/Activities:

K-12 public education, community and adult education, and preschool education.

Service Statistics:

The Duluth School District covers 337 square miles along the Lake Superior Shoreline, operates 22 facilities with multiple programs and serves approximately 9,000 students in grades Pre-K through 12.

Population(s) Served:

9,000 students in grades Pre-K through 12.

Geographic Area(s) Served:

Duluth, MN and surrounding area

Organization Structure:

The district's staff includes approximately 1,700 full and part-time employees. Over 1,000 community volunteers donate their time to Duluth schools every year. There are currently 7 School Board members and 2 Student Representatives on the Board.

Organization Collaborators:

As the largest school district in the area, ISD 709 is the Local Education Agency (LEA) for the greater Duluth area and acts as a fiscal agent to non-public schools in the area with regard to federal and state funding. ISD 709 works closely in partnership with area schools and the community to provide quality education and services which benefit the community as a whole.

Organization Name:

Address:

Phone:

EIN:

Primary Contact:

Email:

Narrative

Please provide a detailed description of the proposed project and the specific activities for which you are seeking funding.

We are requesting funding for delivery of the week-long "Scott Anderson Leadership Forum" in the summer of 2016. The purpose is to continue providing this annual Forum as an ongoing high-quality leadership development program for high school youth in Duluth and the surrounding area, and to maintain training of local adult leaders for delivering the Forum in future years. The program is an initiative of the Scott D. Anderson Leadership Foundation in partnership with regional high schools and the Duluth Superior Area Community Foundation.

Funding is sought for the purposes of:

1.) Engaging the services of our local leaders to guide development and delivery of the 2016 Forum based on the following conceptual guide utilized by previous Forums:

- Five-day workshop for high school students entering 10-12 grade
- High quality servant leadership programming that emphasizes values and principles articulated by the Scott D. Anderson Leadership Foundation
- Student action plans developed for specific areas of responsibility (or other school-wide area of known need/opportunity)
- Service learning component/experience
- Leadership skills, principles, values and vision gained at the retreat would be carried back to the school and community by the students and benefit the entire student body and community

2.) Engaging a "Forum Staff Leadership Team" comprised of staff representatives from each of the participating high schools who will work with the "Directors" to develop and deliver the Forum, serving a variety of roles, but all as small group leaders.

3.) Providing the supplies and services needed for the Forum, the amounts based on experiences from the past eleven Forums.

Please describe the opportunity, challenges, issues/need within the community that your proposal addresses.

This proposal seeks funding to continue the success of a youth leadership development program initiated in the summer of 2003, and offered every summer since, involving about 110 area high school youth, named the Scott Anderson Leadership Forum (henceforth called SALF).

This program is modeled after a very successful high school leadership development program from Blue Earth, MN, which is now offered yearly as a

summer camp in the Spring Lake Park high schools, as well as periodically in a couple of other districts. These programs began when Dr. Donald Helmstetter, retired Supt of Schools at Spring Lake Park, was asked to establish a peer-helping training program for the Blue Earth school system. His early experience revealed that this age-group of youth were outstanding individuals who were quite willing to serve as peer helpers, but they had little vision beyond their everyday world; a lack of what he calls "purposefulness" about becoming involved in other roles. This prompted Dr. Helmstetter and his colleague Mr. David Oothoudt to begin thinking about a program to develop what he would call "Purposeful Leadership," or "Servant Leadership," i.e., the "Peer-Helping Positively" workshop became a 5-day "Leadership Workshop."

The opportunity to establish this leadership development program was provided by the Scott D. Anderson Leadership Foundation in partnership with Duluth and surrounding area high schools. The need had been strongly affirmed in meetings of the SALF with constituents and experts.

A major preliminary step in initiating this program was taken by the Scott D. Anderson Leadership Foundation by supporting the participation of 7 Duluth area high school students and three adults (Paul and Carol Anderson from the Foundation and Cindy Stauber, then counselor at Marshall School) in the "Peer Helping Positively" leadership program in Blue Earth June 18-21, 2002. This was found to be a terrific program and all agreed that a program similar to this should be developed in Duluth.

Consequently, the Scott D. Anderson Leadership Foundation funded its first grant to the Duluth, MN Public Schools in April 2003, offering the week-long SALF program July 21-25, 2003, for 70 students from area high schools entering 10-12th grades. The program was held at Marshall School and was delivered by Mr. David Oothoudt and Mr. Zac Willette from the Blue Earth program, with the help of several community volunteers and paid school staff. An important feature of the Forum was development by the youth participants of a leadership action plan for their school in an area of need to be implemented the following year. Given its exceptional success (based on evaluations and subsequent outcomes), there was strong support for continuing and further developing the Forum.

Discussions in the fall of 2003 by the Scott D. Anderson Foundation Board of Advisers with input from Forum leaders about the value and future of the SALF noted that the 2003 Forum was put together and delivered by Mr. David Oothoudt and Mr. Zac Willette as a sort of demonstration of what can occur. This was a very successful pilot program led by the team from Blue Earth with excellent help from a group of high school faculty and community leaders. As the subsequent years were funded, leaders were trained, and the program began its flourishing run!

Describe your overall goal(s) regarding the situation described above; what are the objectives or ways in which you will meet those goal(s)?

The overall purpose of the Forum is to foster the development of leadership skills and values of high school students in an ongoing and consistent manner, commensurate with the principles and values set forth by the Scott D. Anderson Leadership Foundation. Training is based on the principles of servant leadership and supported by adult mentors. Individual goals and action plans developed by the students are directed toward the common good.

The goal is to provide a high-quality, values-based leadership enhancement Forum for high school students with the objectives of:

- 1) providing a workshop/retreat in the summer for training in servant-leadership principles, values and skills
- 2) considering the opportunities and responsibilities of a leader, and
- 3) fostering an attitude of others before self. An expectation is that the program

will help foster an attitude of servant-leadership in the student body and community "for-the-common-good." Another and more specific goal has been completed, in that local leaders have been trained and community ownership and capability of the Forum has been realized.

How will the proposed activities benefit the community, being as clear as you can about the impact you expect to have?	Youth will benefit personally from leadership development, schools will benefit from the enhanced and developed student leadership, mentor training, and a sense of inclusive community. The community will benefit from the increased contacts among student leaders at all the schools, the service learning projects, and increased involvement in and awareness of civic and community responsibility.
Briefly describe how this focus was determined and who was involved in that decision-making process.	In its 14th year, the Forum continues to evolve based on the changing needs within the community and schools. To meet these needs, input is sought from participants, staff members, school administration, and community leaders on how to enhance and preserve student leadership within the community.
Who will carry out the activities in the proposed project? What is the timeframe in which this will take place?	The Forum is led by keynote speakers specializing in youth leadership development and facilitated by 24 experienced staff members. The staff to student ratio affords an effective and efficient small group setting to carry out the objectives as set forth. This years Forum will be held at UMD from June 26th thru June 30th, 2016.
How does the project fit the fund's guidelines/strategy?	The Scott D. Anderson Leadership Foundation (SALF) has indicated a commitment to consider long-term funding support for the Forum if it continues to be successful and fulfills a need and is consistent with SALF values, principles and mission. Following the example and experience of the initial program from Blue Earth noted above, and continually formulating new visions and enhancements, the program has been partially self-sustaining through registration fees and recruited community scholarships
What are the long-term funding strategies (if applicable) for sustaining this effort?	The Scott D. Anderson Leadership Foundation (SALF) has indicated a commitment to consider long-term funding support for the Forum if it continues to be successful and fulfills a need and is consistent with SALF values, principles and mission. Following the example and experience of the initial program from Blue Earth noted above, and continually formulating new visions and enhancements, the program has been partially self-sustaining through registration fees and recruited community scholarships

Evaluation Information

Describe your criteria for the project's success, how you will measure the changes, and use the evaluation results?	<p>Criteria</p> <p>The proposed events occur; students and mentors participate in the school-based projects; students, mentors, and school administrators express satisfaction with the program; there are new "outcomes" or leadership participation in ongoing programs in schools or communities the following year; awareness of and satisfaction with the program by participants, parents and school and community leaders. We will continue selecting/designing and using improved assessment tool(s). Since 2009, a student evaluation of the program has been completed.</p> <p>Measurement of Change</p> <p>Numbers of people participating in each part of the program; numbers of projects that are developed and completed; satisfaction assessments with students, mentors and school administrators; end-of-project interviews with workshop participants, students and mentors to gain their suggestions towards strengthening the program.</p>
--	---

Use of Evaluations

Evaluations are conducted each year and the results are used to strengthen program development and evaluate future opportunities based on demand.²⁷

How will you measure the effectiveness of the project?

Success is evidenced by an increased demand for the program. The program has evolved from a small local group into a regional group and has been approached by other regions within the state to bring the program into their communities.

Another measurement of success is the outcomes attained by attending the program. Students have developed and maintained leadership groups within their respective schools, formed lasting friendships, and most notable, students continue their volunteer efforts within the community long after the program. Whether continuing to volunteer at the local food shelf or humane society to becoming a speaker on youth leadership, the program positions the students to become role models, mentors, and engaged members of the community.

Who will evaluate the effectiveness of the project?

In addition to the outcomes attained, the program in itself is evaluated by the participants at the end of the week long session to ensure expectations are being met and to further the success of the program within our community.

Additional Information

Please use this space to provide additional information that does not fit in the spaces provided above.

Each school can send an allotted number of students based on their enrollment. Each school selects participants as they wish, some by application, some by selection for potential, some by need for leadership training. Many schools have given scholarships for the \$150 registration fee to be sure that students who can't afford the fee have the opportunity. Many students are selected because they have potential but have not had an opportunity. The Forum is still a developing program and the issues of cost and selection are evolving.

Prior to Forum: 4 meetings of 2 hours each with Directors for team building, Forum orientation and initial planning, Team Leaders assume presentations and committee responsibilities; 40 hours Scott Anderson Leadership Forum, 5 days, Sunday June 26th - Thursday June 30th, 2016 at UMD, estimated 5 hours of preparation for presentations or following up on committee responsibilities (in-kind cost). Team Leaders will be paid based on their level of participation.

Director's Responsibilities: Same involvement as Team Leaders, plus responsibility for putting together and managing all the content and logistics of the planning for and running the Forum itself, including meetings for administrative responsibilities (e.g., grant reports, grant writing, preparation), planning (e.g., site selection, staff recruitment, Forum date), arrangements in the fall and winter before Forum planning with staff begins, assessment development, establishing a Forum Guide of job descriptions.

Well-respected and qualified leadership motivational keynote speaker, Craig Hillier, will present to the Forum.

Can we share this application for funding with a Donor Advisor?

Yes

Project Budget

Project Income

Source	Description	Status	Amount
Foundations (DSACF or other)	DSACF Grant Request (two funds)	Pending	\$24,100.00
Other (please specify)	Cash on Hand	Received	\$3,375.00
Earned Income	Registration Fees	Pending	\$16,525.00
Total			\$44,000.00

Project Expenses

Source	Description	Amount
Salaries & Wages	Staffing for 24 program facilitators.	\$28,100.00
Insurance/Benefits/Other Taxes	Benefits and taxes on staffing costs	\$1,300.00
Consultants & Professional Fees	Keynote speakers	\$2,000.00
Travel	Participant busing to volunteer venues	\$500.00
Instructional Supplies	Program supplies	\$5,750.00
Postage & Delivery	Mailing costs	\$150.00
Other (please specify)	Facility rental (UMD Ballroom and Climbing Wall)	\$1,900.00
Other (please specify)	Participant meals provided by UMD food service	\$4,300.00
Total		\$44,000.00

Project Funding

Organizational Budget

Organization Income

Source	Description	Amount
--------	-------------	--------

Organization Expenses

Source	Description	Amount
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Organization Funding

Funder Name	Amount	Status	Funding Year
DSACF	\$29,000.00	Received	2015
Registration Fees	\$16,500.00	Received	2015





Board

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Board of Directors

Name	Board Title	Org/Title
Annie Harala	Chairperson	/
David Kirby	Vice Chair	/
Nora Sandstad	Treasurer	/
Rosie Loeffler-Kemp	Clerk	/
Alana Oswald	Member	/
Art Johnson	Member	/
Harry Welty	Member	/

 Documentation

Source	Document File	Description
Other	 2015 SALF DSACF Final Project Report.pdf (470 KB)	2015 Final Project Report
Other	 Evaluation 2015.pdf (4064 KB)	2015 Evaluation
Organizational Budget	 FY16 Adopted Budget.pdf (346 KB)	2016 Budget
Audited Financial Statement	 FY15 Audit - FINANCIAL STATEMENTS.pdf (2850 KB)	2015 Audit

Electronic Signature

By checking signing below, I certify that all the information in this application is true to the best of my knowledge. In addition, I certify that I will submit a complete application. I also acknowledge that the organization's top paid staff member or Board Chair is aware of the submission of this grant application to the Duluth Superior Area Community Foundation.

Chris R. Peterson

Graduation is the expectation!

...

Amy Starzecki, Assistant Superintendent
Dr. Michael Cary, Director of Curriculum & Instruction
Dr. Tawnyea Lake, Director of Assessment, Evaluation & Performance

Agenda

- Overview of district initiatives
 - MTSS
 - PLCs
 - Positive School Climate
- MTSS introduction
- Next steps
- Graduation data overview



Students are at-risk of dropping out before grade 9...

Elementary				
Kindergarten Ready	Read Well by Grade 3	Achievement Gap	Graduation	Career & College Ready
		Secondary		

World's Best Workforce

Achievement Gap

- High quality early childhood-The gap starts before kindergarten!
- Multi Tiered Systems of Support (MTSS)
- Positive school culture that enhances cultural competency
- Data driven instruction (via PLCs)
- High quality extended learning
 - Summer/after school programming
- Comprehensive support services for children/families (medical, mental health, etc.)-Full Service Community Schools

Excerpt from Closing Achievement Gaps: An Association Guide (NEA)

District Initiatives

DW-CIP

MTSS

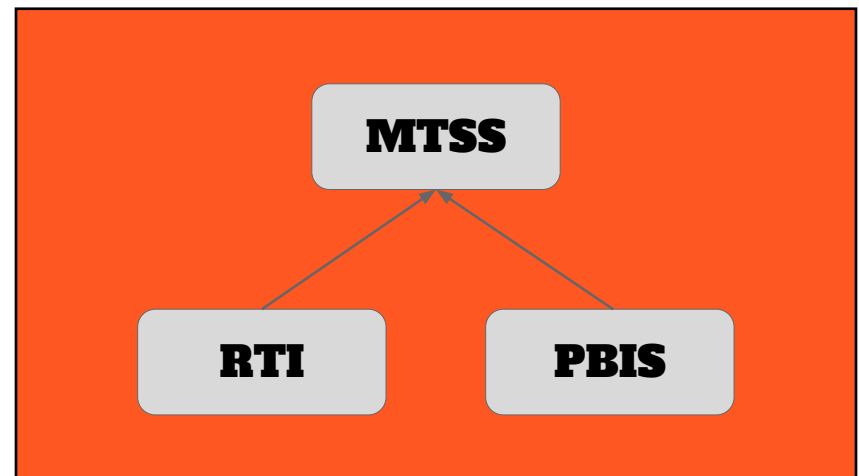
PLCs

Positive School Climate

MTSS

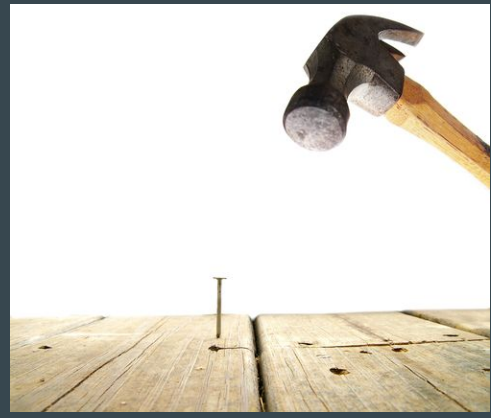
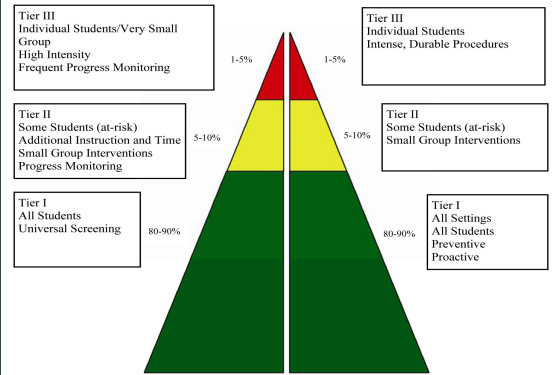
Essential Components

- Leadership
 - Building level and district level
- Effective Core Instruction
- Tiered Instruction
- Assessment Plan
 - Screening
 - Diagnostic
 - Progress Monitoring
- Problem-Solving Process
- Infrastructure-Master Schedule

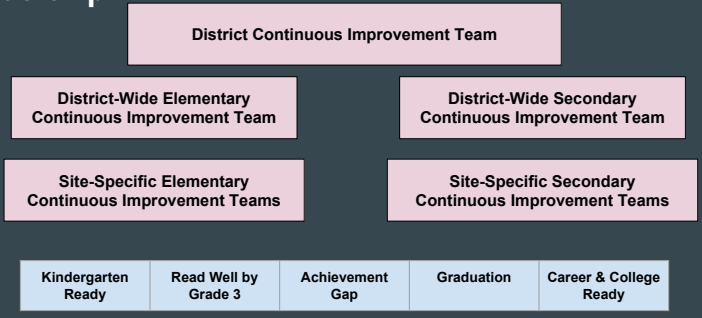


Academic Systems

Behavioral Systems



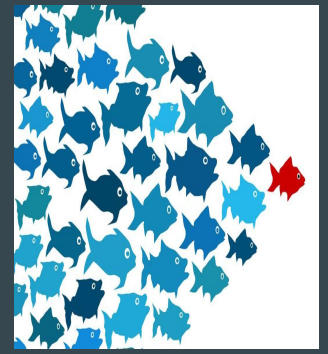
Leadership



Leadership capacity provides the necessary infrastructure to make and sustain improvement (Parrett & Budge, 2016).

Leadership

Leadership is second only to classroom instruction among all school-related factors that contribute to student learning (Louis et al., 2010).



Core Instruction



- Organized in content areas
- Aligned to required MN state standards
- Ongoing formative assessments
- Heavily focused on reading and mathematics at the elementary level
 - Balanced Literacy Blocks (up to 120 minutes)
 - Comprehensive Math Approach (approx. 75 minutes)
- Broadens as students progress through the grade levels
- The most important aspect of MTSS

Assessment Plan

Screening/Benchmark Assessments:

- Quick and efficient measures
- Administered 3x/year (Fall, Winter, Spring)
- Helps identify individual students who do not meet grade-level expectations
- Predicts student performance

Progress Monitoring Assessments:

- Sensitive to growth to determine effectiveness of interventions
- Quick assessment that has minimal impact on instructional time

Diagnostic Assessments:

- Provides additional information used to plan more effective instruction and targeted intervention

Tiered Instruction

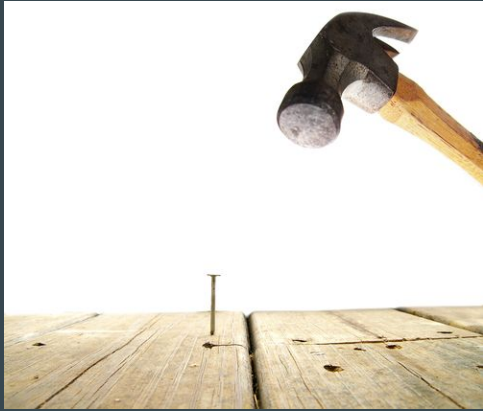
All students continue to receive core instruction. Tiered instruction (interventions) are IN ADDITION to core.

As students move through tiers, intensity may increase by:

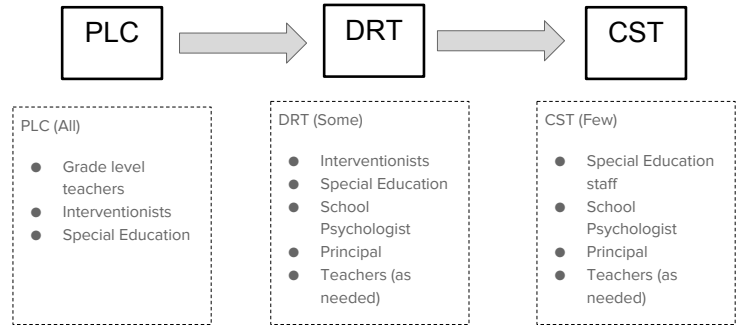
- Ratio of teacher to student
- Minutes of direct instruction
- Targeted and specific instruction



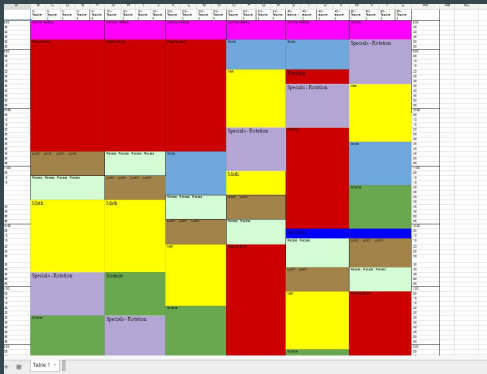
Problem Solving Process



Team Members



Infrastructure



Goal: Principals work together to develop consistent master schedules that include additional instruction for tiered supports.

What gets monitored gets done...



MTSS Pilot Schools Action Plan

Balanced Literacy Practice Profile Example:

Core Component or Critical Feature	Contribution to the Desired Outcome	Expected/Proficient: Description of educator behavior	Developmental: Description of educator behavior	Needs Improvement: Description of educator behavior
Selection of text	Teacher previews and selects a "just right" text to support new learning for the group at their instructional level.	<ul style="list-style-type: none"> Text is at the student's instructional reading level Text contains rich language and meaning Text aligns to the skills/strategy being taught in the guided reading lesson 	<ul style="list-style-type: none"> Text is at the student's instructional reading level Text lacks rich language and meaning 	<ul style="list-style-type: none"> Text is not appropriate for student's instructional level Text does not align with skills being taught

Looking Forward

Continue to ensure effective implementation of our district initiatives:

- MTSS, PLCs, & Positive School Climate

Early Childhood Update: Increase K readiness

Leadership teams implement research-based practices and monitor the work

- New SIP structure



*What gets monitored gets done...
District level, school level and classroom level*

Looking Forward (cont.)

MDE grant (dropout prevention for special education)

- Check & Connect
- Special Education course offerings

Achievement Centers–Office of Education Equity

- College and career readiness program for underserved student populations

CTE

- New courses: Fab Lab, etc.
- Career Academies



Research Specific to Graduation

- Strong leadership at every level
 - High expectations for ALL!
- High emphasis on reading and writing
- Data, data, data-monitor student outcomes frequently
 - Attendance rates
 - Missing assignments
- Check & Connect and PBIS
- Review of graduation requirements?

Sources:

- Turning High Poverty Schools Into High Performing Schools (Parrett and Budget, 2012)
- Ronald Edmonds, 1979
- What Works Clearinghouse: Institute of Educational Sciences
- 90/90/90 Schools (Doug Reeves)
- National Dropout Prevention Center/Network at Clemson University

2015 Graduation Data

Duluth Public Schools

Graduation Rates

Tawnyea Lake; PhD, NCSP
Director of Assessment and Evaluation

Education Committee Meeting
March 2016

Graduation Rates Definition

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- The Four-Year Graduation Rate is based on a cohort of first time ninth grade students plus transfers into the cohort within the four year period minus transfers out of the cohort within the four year period.
Care/treatment/correctional facilities are not included in the district rates.
 - 10 or more students needed in a cohort for public reporting
 - Similar to, but not the same as, the NGA Grad Rate

Four-Year On-Time Graduation Rates Over Time By Student Group, District

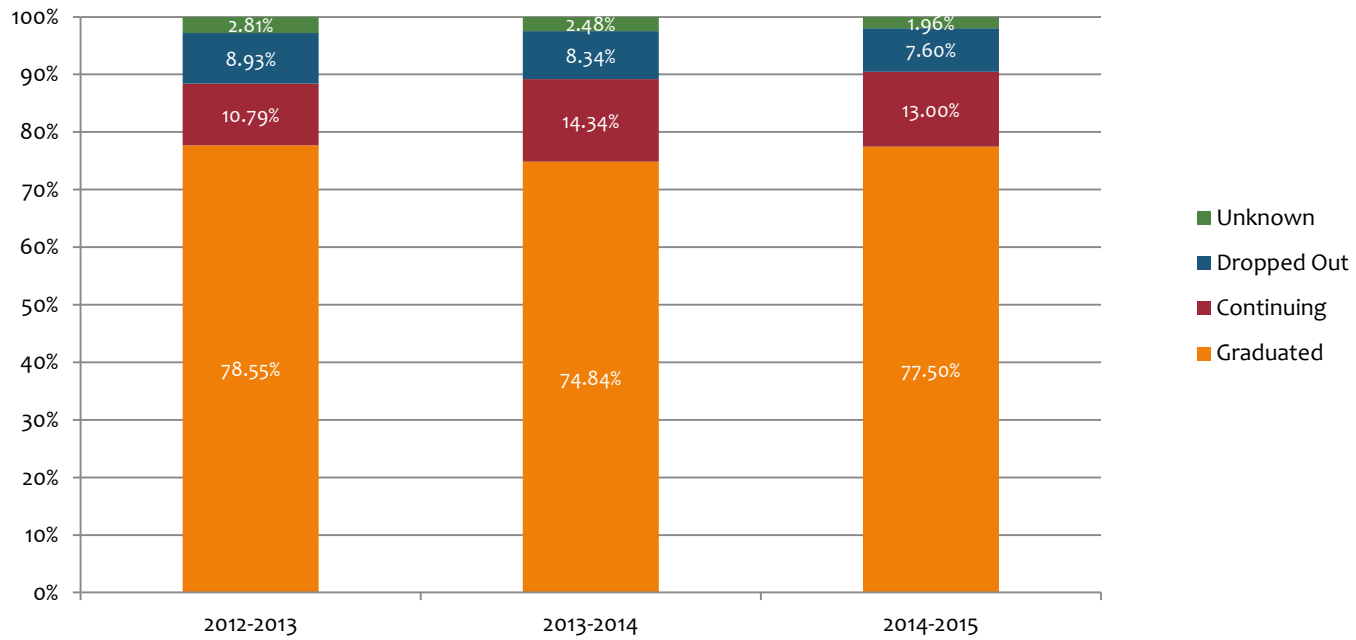
38

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
All Students	78.66	78.3	74.94	78.55	74.84	77.45
American Indian	42.86	39.53	46.51	32.5	48.84	32.0
Asian	85.0	87.5	90.91	89.47	66.67	94.44
Hispanic	64.29	76.47	57.14	85.71	57.89	73.33
Black	40.0	48.08	58.62	47.27	45.83	47.17
White	82.61	82.5	77.78	83.03	79.56	81.44
Special Education	42.97	52.78	46.15	50.48	44.92	52.44
Free/Reduced Lunch	57.05	58.59	55.38	57.56	53.9	56.44
Male	75.3	75.66	75.0	75.06	68.56	76.86
Female	82.59	81.15	74.88	82.35	81.27	78.1

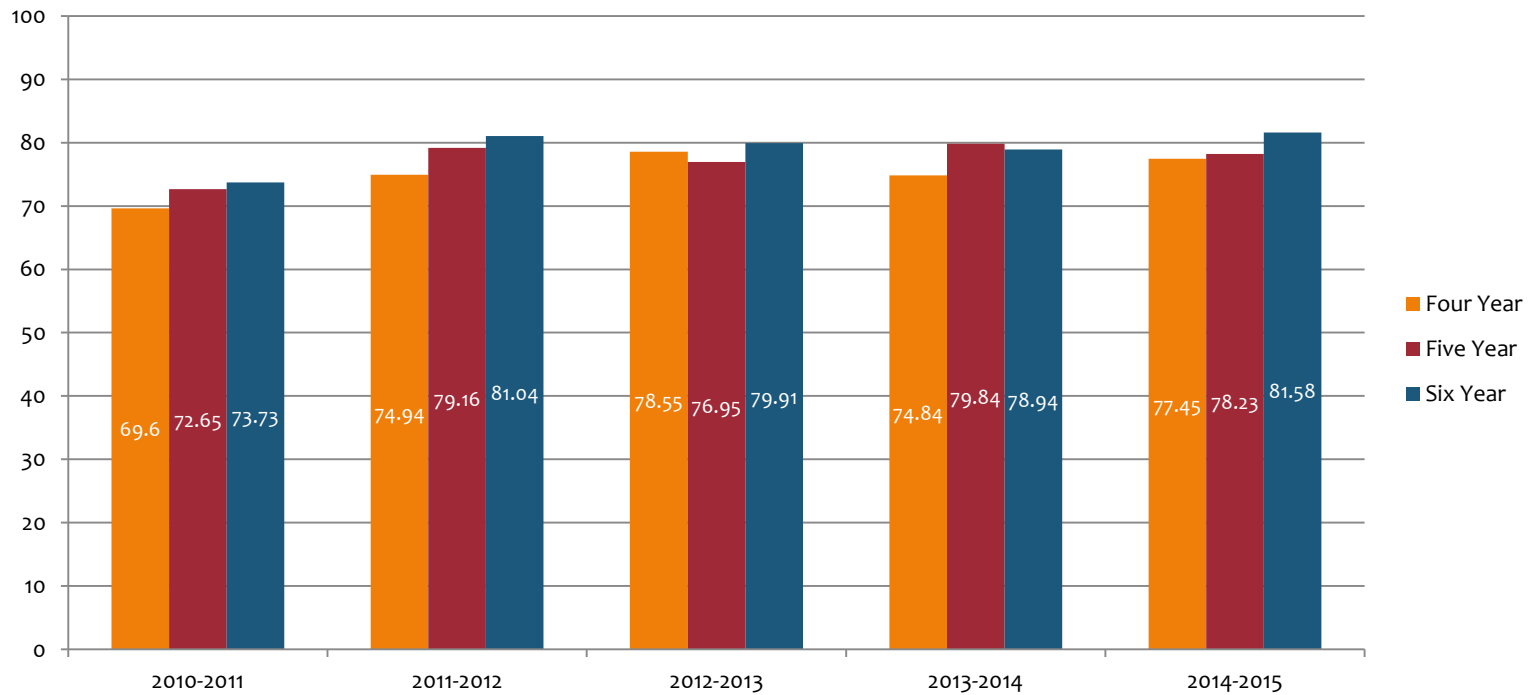
2019-2020 Goals vs Actual Grad Rates District

	2014-2015 Actual	2014-2015 Goal	Difference
All Students	77.45	80.6	-3.15
American Indian	32.0	62.83	-30.83
Asian	94.44	90.0	4.44 GOAL MET
Hispanic	73.33	69.47	3.86 GOAL MET
Black	47.17	70.41	-23.24
White	81.44	82.37	.93 GOAL MET
Special Education	52.44	62.62	-10.1
Free/Reduced Lunch	56.44	68.37	-11.93

Three Year History by End Code District



Five Year History Graduation Rates District



Graduation Rate By Cohort Tracked Over Time District

Cohort Year	Graduated in Four Years	Graduated in Five Years	Graduated in Six Years
2010-2011	69.6	79.16	79.91
2011-2012	74.94	76.95	78.94
2012-2013	78.55	79.84	81.58
2013-2014	74.84	78.23	??
2014-2015	77.45	??	??

Next Steps

- * Review data in existing plans:
 - * In comparison to annual goals
 - * To inform priorities and action steps
 - * To inform budget decisions

- * Plans include:
 - * District-Wide Continuous Improvement Plan
 - * World's Best Workforce Plan
 - * Achievement and Integration Plan
 - * Indian Education Plan
 - * Title I Plan
 - * School Improvement Plans (High Schools)
 - * Drop Out Prevention Grant

Questions

Tawnyea Lake, PhD

Director of Assessment and Evaluation

tawnyea.bolme-lake@isd709.org

218.336-8700 x1039

References

Minnesota Report Card: <http://rc.education.state.mn.us/>

MDE Website: Data Center > Data and Analytics > Students > Graduation Rates

Appendix

Four Year On-Time Graduation Rates Over Time, By School

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		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
All Students	Denfeld	85.53	88.58	83.74	84.59	78.74	75.32
	East	91.67	92.31	89.89	91.94	91.52	94.47
	ALC	13.08	12.07	24.67	19.83	14.63	29.27
American Indian	Denfeld		65.22	66.67	64.29	77.78	30.0
	East			72.73			
	ALC		5.56	14.29	5.0		
Asian	Denfeld		90.0				
	East			100	100		100
	ALC						
Hispanic	Denfeld						
	East						
	ALC						
Black	Denfeld		76.0	63.16	70.0	57.89	64.71
	East			85.71	76.92	78.57	64.71
	ALC			25.0	9.52		15.79
White	Denfeld	86.05	91.18	85.97	86.77	81.64	78.31
	East	92.03	92.18	90.55	92.56	92.53	95.94
	ALC	19.18	14.67	26.09	24.0	18.75	32.58
Special Education	Denfeld	57.14	65.52	52.83	56.67	52.54	44.64
	East	76.19	62.96	69.7	64.29	57.89	74.36
	ALC	12.5	9.09	20.51	5.88		26.67
Free/Reduced Price Lunch	Denfeld	78.64	78.31	69.78	74.22	70.16	60.61
	East	85.0	85.71	81.69	79.55	75.56	84.71
	ALC	9.76	10.0	20.2	15.22	11.7	22.35
Male	Denfeld	80.36	85.27	84.02	77.16	71.31	71.43
	East	89.27	92.31	89.39	89.91	87.18	95.83
	ALC	13.04	14.29	21.62	21.31	12.86	30.16
Female	Denfeld	90.24	89.02	83.44	93.01	85.61	80.61
	East	94.56	95.95	90.45	94.12	95.88	93.09
	ALC	13.16	10.0	27.63	18.33	16.98	28.33

DISTRICT 709 FIELD TRIP REQUESTS

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

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

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

DEFINITIONS:

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

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

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

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: James H. P.
 Not Recommended Date: 3/18/16

Assistant Superintendent: Recommended Name: [Signature]
 Not Recommended Date: 4/5/16

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

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

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Skills USA - Culinary Arts
2. Contact Person (Responsible for Checklist Completion): Glewn D'Amour
3. Field Trip Date(s): April 1-2-3 Destination: DoubleTree Bloomington MPLS
4. Field Trip Overview (Include events, establishments and locations): Students will be competing at Skills USA Culinary Competition. there will be scholarships for 1st 2nd & 3rd Place

5. Field Trip Departure from School (Date and Time): April 1st 9AM Friday
 Field Trip Return to School (Date and Time): Sunday April 3rd 3pm
6. Objectives of Field Trip: Students Objective is to win 1st place and go to Nationals.

7. Relationship to Curriculum or Student Learning: Skills USA is a National career and technical student organization
8. Planned Follow-up Field Trip Activities: Nationals if one of them win

9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$ 300.00
Total Meals	\$ 200.00
Total Lodging	\$ 918.00
Total Transportation	\$ 200.00
<input checked="" 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	\$ 1618.00

Revenues		
District Budget	Code: <u>01-380-005-428-000</u>	\$ <u>587.00</u>
Booster Group		\$
Donations		\$
Student Fees	<u>Self Pay</u>	\$ <u>1031</u>
Total Additional Stipends:		\$
Total		\$ 1618

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL



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Welcome to SkillsUSA Minnesota

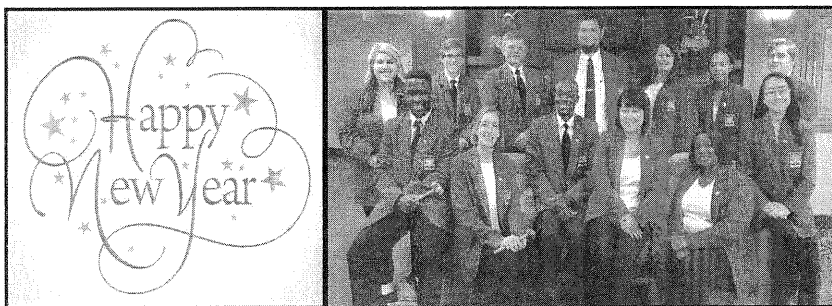
SkillsUSA Mission Statement:

To help its student members become world-class workers and responsible American citizens.

SkillsUSA Minnesota is part of a national organization that serves over a quarter million student members annually, organized into more than 14,700 chapters and 54 state and territorial associations (including Puerto Rico, Guam and the Virgin Islands). The Minnesota Association has offered leadership opportunities to over 200,000 student members since 1967, with a current annual membership of over 3,000. There are chapters in 29 technical colleges and 50 high schools or cooperative centers, with potential to serve many more. SkillsUSA is governed by a Board of Directors, elected from teachers that advise local chapters, and representing both the high school and college divisions and industry representatives. All programs are offered as integral to the curriculum.

[Read more...](#)

Meet Your New 2016 State Officers



2016 SkillsUSA Minnesota State Officer

Front Row: Kevin Aineyaw, Mounds View High School, High School President
 Jodi Larson, Saint Paul College, College President
 Timothy McCarthy, Hennepin Technical College-Eden Prairie, College Historian
 Kia Yang-Yang, Century College, College Secretary
 Nakita Walker, Century College, College Vice President
 Jasmine Yang, Mounds View High School, High School Vice President

Back Row: Madelyn Hovorka, SouthWest Metro Educational Cooperative, High School Treasurer
 Nikolay Getchel, Stillwater Area Transition Program, High School Historian
 Cooper Eustis, Alexandria Technical and Community College, College Parliamentarian
 Robert Ulrich, South Central College- North Mankato, College Reporter
 Jennie Kaupa, Riverland Community College- Austin, College Treasurer
 Danielle Thompson, Tartan High School, High School Parliamentarian
 Corey Todalen, Austin High School, High School Secretary

SkillsUSA Jacket Orders



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What is it?

[View Conference Information](#)

[Conference Forms](#)

[FRIDAY FLASH - STATE CONFERENCE UPDATES](#)

["FRIDAY FLASH" - State Contest Updates](#)

March 2016						
S	M	T	W	T	F	S
28	29	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2



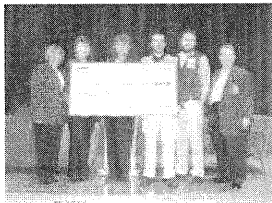
Welcome back! Become a Champion!

Welcome back to another school year and another opportunity to make a difference in students' lives. As you kick off the school year, I encourage each advisor to take a look at the SkillsUSA membership kits and the lesson plan activities set up to introduce and engage students. SkillsUSA Minnesota serves more than 2,500 students, instructors and alumni annually and answers the call of American industry by helping to produce better - prepared employees for the technical workforce. Minnesota has 202 chapters located across the state. The first Advisor Update of the year is always a big one, lots of good stuff to tell you about, so I have broken this into four sections along with few important notes up front:

- The SkillsUSA Framework
- Membership Guidelines
- Announcements
- Fall 2015
- 2015 - 2016 Calendar of Events

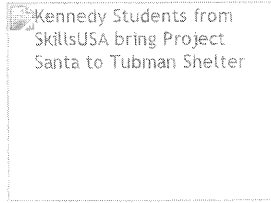
[Read more...](#)

Chapter Spotlight



Mounds View High School Awarded Lowe's Tool Box for Education Grant

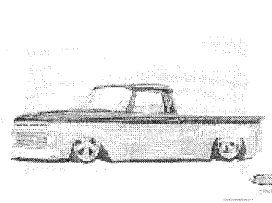
[Read more](#)



Kennedy Students from SkillsUSA bring Project Santa to Tubman Shelter

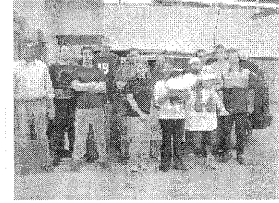
Kennedy Students from SkillsUSA bring Project Santa to Tubman Shelter

[Read more](#)



Success on Wheels

[Read more](#)



SCTC Automotive - Van Donation

[Read more](#)

[Prev](#) [Next](#)

IMPORTANT LINKS

- [Join](#)
- [National Website](#)
- [News](#)

2015-2016 WELCOME BACK!

Welcome back! Become a Champion! Welcome back to another school year and another opportunity to make a difference in students' lives. As you kick off the school year, I encourage each...

13 Oct 2015 Hits:844

[Read more](#)

IMPORTANT DOWNLOADS

- [Advisor of the Year Form](#)
- [Conference Dresscode](#)
- [10 Things You Don't know](#)
- [SkillsUSA Flyer](#)



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SkillsUSA Jacket Orders

SkillsUSA Minnesota Events

All of the Minnesota Conferences require that attendees follow a dress code. The dress code was created by our student officers in order to allow a comfort level for all. You may download the dress code from this file: Please NOTE: Any Clothing or Jewelry displaying inflammatory slogans, derogatory, or suggestive or offensive language, or those promoting illegal activities or offensive language is prohibited.

[DRESS CODE FOR CONFERENCES.pdf](#)

Future Dates

Fall State Leadership Conference, Holiday Inn, Alexandria, MN

2014 October 23 – 25, 2014
 2015 October 22 – 24, 2015
 2016 October 27 – 29, 2016
 2017 October 26 – 28, 2017

Delegate Conference, South Central College, North Mankato, MN

2014 November 25, 2014
 2015 November 24, 2015

State Leadership & Skills Conference, DoubleTree by Hilton Bloomington, MN

2015 April 10 – 12, 2015

NOTE: First round of the State Championships will be held on Friday, March 27th

2016 April 1 – 3, 2016
 2017 March 31 – April 2, 2017
 2018 March 30 – April 1, 2018
 2019 April 12 – 14, 2019
 2020 April 3 – 5, 2020

National Leadership & Skills Conference, Louisville, Kentucky

2015 June 22 – 26, 2015 (M–F) * Note change in location: Hotel site to be determined
 2016 June 20 – 24, 2016 (M–F) * Hotel site to be determined
 2017 June 19 – 23, 2017 (M–F) * Hotel site to be determined

Summer Advisors Conference, Best Western Premier The LODGE on Lake Detroit, Detroit Lakes, MN

2014 August 4 – 6, 2014
 2015 August 3 – 5, 2015

**Check annual calendar for actual dates of deadlines
 For additional information on any of the above conferences, please contact:
 Jennifer Polz, Executive Director
 SkillsUSA Minnesota
 P.O. Box 29286 (763) 560-1932
 Minneapolis, MN 55429 FAX (763) 560-1936



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DISTRICT 709
FIELD TRIP REQUESTS

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

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

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

DEFINITIONS:

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

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

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

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

EXTENDED TRIP ACTION

Principal: Recommended Name: Jannet Kopp
 Not Recommended Date: 3/22/2014

Assistant Superintendent: Recommended Name: [Signature]
 Not Recommended Date: 4/5/14

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:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Duluth East Social Justice Club
2. Contact Person (Responsible for Checklist Completion): Calvin Harris or Nate Smith
3. Field Trip Date(s): 4/27/16 - 4/28/16 Destination: All State arena, Chicago IL
4. Field Trip Overview (Include events, establishments and locations): Leave East H.S @ 5:30am 4/27, lunch in Wisconsin Dells, check in hotel @ 3:00pm, dinner @ Navy Pier, Lights out @ 11pm, wake up 4/28 @ 7:30am, leave hotel @ 8:30am, Walk to All State Arena, We Day from 9am-2pm, leave Chicago @ 2:30pm, dinner in Wisconsin Dells, return to Duluth
5. Field Trip Departure from School (Date and Time): 4/27/16 @ 5:30am @ 11:00pm
Field Trip Return to School (Date and Time): 4/28/16 @ 11:00pm
6. Objectives of Field Trip: Goal for students who attend We Day will increase interest, awareness leadership and engagement around human rights and social justice issues. Students will see an increase in their civic engagement
7. Relationship to Curriculum or Student Learning: We Day is about celebrating and encouraging student leadership, social justice and civic engagement
8. Planned Follow-up Field Trip Activities: Plan to have 2-30 minute follow up meeting w/ students who attend. This meeting will be during the school day, during win
9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$ 0
Total Meals	\$ 800
Total Lodging	\$ 141 ⁰⁰
Total Transportation	\$
<input type="checkbox"/> School District Vehicle(s)	
<input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: <u>LCS Coaches</u>	2,262
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$ —
Other:	\$ —
Total	\$ 4,203

Revenues	
District Budget	Code: \$ 2,262 ⁰⁰
Booster Group	\$ 500 ⁰⁰
Donations	\$
Student Fees	\$ 1,600 ⁰⁰
Total Additional Stipends:	\$
Total	\$ 4,362

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 - see attached trip information page

TIME

LOCATION

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

Signature of Contact Person:

Nathan Smith Cal Harris
Nathan Smith Cal Harris

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:

Nathan Smith
Nathan Smith

Cal Harris
Cal Harris

Social Justice Club Overnight Trip

Wednesday, April 27th-Thursday, April 28th

We Day at All State Arena, Chicago IL

Hotel - Holiday Inn Express & Suites Chicago O'hare

6600 Mannheim Rd, Rosemont, IL 60018

Hotel Phone: (847) 544-7500

Nate Smith: 218-428-6283

Cal Harris: 715-574-0851

- We Day Illinois is a trip to develop and reward student leadership. Students from East Social Justice Club will have the opportunity to aesthetically engage in the internationally renowned “We Day” experience.
- Goal for students who attend engaging We Day experience will increase interest, leadership and engagement in involvement and awareness around human rights and social justice issues.
- Social Justice Club We Day experience is a leadership opportunity for students
- Bus company servicing this trip is LCS Coaches
- Bus loads in East parking lot on April 27th, 2016 @ 5:20AM and will be leaving at 5:30AM
- We will return from the trip on Thursday, April 28th 2016 @ 11:00PM
- See top of page for hotel contact information. We will be leaving the hotel at 8:15AM on Thursday, April 28th and will not be returning. After that time, you can contact the group on either Nate Smith or Cal Harris’s cell phone
- Your son/daughter should have \$40 for bus and hotel. Student should also have another \$40 or so to help cover lunch and supper on both Wednesday and Thursday. Breakfast on Wednesday is provided by the school district, and breakfast on Thursday is provided at the hotel. Money for lunch, dinner and snacks during the trip would be necessary. Students can bring a cooler and pack food from home if they choose.
- Chaperones will be very visible at all times. Please talk to your student about making good choices during this trip. Students are expected to follow the rules set up for them.
- This is a swimming pool and so students have the option to swim. There are no lifeguards on duty. If you do not want your student swimming, please let both the student and Cal Harris or Nate Smith know via phone call or email
- Bus will be making 2-3 rest stops along the trip, including lunch on the way down and supper on the way back. Planned meal stopping point is in Wisconsin Dells, Wisconsin.

- After hotel-check in on Wednesday, April 27th, we will board the bus and head to Navy Pier for dinner and recreation.
- We Day starts Thursday morning, April 28th and lasts from 9AM-2PM. Students will be walking to the arena an estimated 4 blocks that morning. After the performance, we will be picked up at 2:30PM to head back towards Duluth.
- If you have questions, please feel free to contact either Nate Smith or Cal Harris at East High School – 218-336-8845 X 2190. Please sign the form below and have your student return to East by April 1st, 2016. Please return the \$40.00 bus/hotel fee by April 1st as well. Checks can be made payable to East High School. Financial assistance may be available to qualifying families. Please contact Nate Smith or Cal Harris for details.
- We hope to have a fun and memorable experience!

Permission Slip

Student Name: _____ Grade: _____

- I give my permission for my son/daughter to attend the Social Justice Club overnight We Day trip 2016. I have spoken with him/her about good choices and our expectations for them.

Parent Signature: _____ Date: _____

Contact number: _____

Emergency Contact Name: _____ Emergency Contact Number: _____

Special notes/medical considerations or anything you would like school staff to know:

_____ Check here if student CAN swim in hotel pool/hot tub

_____ Check here is student CAN NOT swim in hotel pool/hot tub

Social Justice Club-Hotel Details

Welcome to Rosemont - O'Hare Hotel's Premiere Destination

Whether you're here for business or leisure, staying in the suburbs or traveling into Chicago, the **Holiday Inn Express®** Hotel & Suites Chicago O'Hare is the place to stay in Rosemont. This gorgeous hotel's location is 1.5 miles from O'Hare International Airport (ORD). We are Chicago's #1 **Holiday Inn Express®** hotel destination for IHG Rewards members!

Corporate guests work more efficiently with the hotel's free Wi-Fi access & the 24-hour Business Center. The hotel's location outside Chicago, IL is 1.5 miles from O'Hare airport & Donald E. Stephens Convention Center is two miles away. Our location is ideal if you're in town for conventions at McCormick Place in downtown Chicago.

Thrilling attractions abound in Rosemont and the Chicago area. The hotel's guests can attend sporting events and unforgettable concerts at Allstate Arena, within walking distance of the hotel. You can drive or take the train into Chicago & stroll along the Magnificent Mile or marvel at the view from atop the Willis Tower.

During your stay in the Chicago area, enjoy the hotel's wonderful perks, such as a complimentary airport shuttle (4am-12:30am), hot breakfast buffet, and 24-hr Marketplace for added convenience. You can work out in the 24-hour, state-of-the-art Fitness Center or unwind in the heated, indoor pool while the kids play in a kiddie pool with a water feature. Call & book your stay now!

Features

At the world's second-largest Holiday Inn Express hotel with 274 guest rooms and suites, our guests enjoy being near O'Hare Airport and amazing facilities that redefine the "express hotel". Our hotel is 100% smoke free. Guests must be 21 years of age to check-in at this Chicago O'Hare Airport hotel.

Announcements

Book our Park Stay n Go Package. Rate includes parking, hot breakfast buffet and Wi-Fi. Park your car and stay with us the night prior or after your trip and we will shuttle you to & from O'Hare Airport. We are offering our Pick a Perk Meeting Package with great corporate deals through March! Ask about our Allstate Arena rate! Enjoy a fresh cup of Keurig coffee; a new addition to our guest rooms!

Hotel Rules – Social Justice Club Trip

- We are not the only guests in this hotel-please be considerate of others!
- Please be respectful of any other hotel guests using the pool
- Clean up any mess in the breakfast area and be respectful of your portions
- Quiet in the hallways at all times
- Be mindful of making sure hotel doors to not bang and shut loudly
- Keep hotel doors WIDE open when there are members of the opposite sex in the room
- Be on time for all meetings and departures
- Room keys will be collected at 10:30PM and Lights out by 11PM
- Once you have a seat on the bus, please keep that seat.
- When we leave the hotel, we all go. No one stays in the hotel
- There will be time to swim, so bring a swim suit if you want
- The hotel does offer breakfast, so please be sure to eat and be packed and ready to leave by 8:20AM. This means you might have to eat breakfast at 7:30AM
- We will be checked out of the hotel by 8:20AM-plan accordingly
- Bring headphones for any device that music or noise-we want to be respectful of our peers who want quite on the bus
- We will arrive back in Duluth about 11PM on Thursday, April 28th. Students will have access to chaperone cell phone if needed to inform ride of a more specific arrival time on our way back. Transportation home after trip is available upon request.

Social Justice Club We Day Trip April 27-28

Itinerary		For Social Justice Club Students	
Trip Description	We Day Illinois is a trip to develop and reward student leadership. Students from East Achievement Center and East Social Justice Club will have the opportunity to aesthetically engage in the internationally renowned "We Day" experience.		
Trip Goals	1) Goal for students who attend engaging We Day experience will increase interest, leadership and engagement in involvement and awareness around human rights and social justice issues.		
Trip Length	2 days, 1 overnight. Leaving 4/27/16 @ 5:30AM Returning 4/28/16 @ 11:00PM		
Departure Date	April 27 th , 2016 at 5:30AM		
Bus Company	LCS Coaches		
Departure Flight No.	N/A		
Departure Time	Coach Bus boarding East High School at 5:20AM. Bus Boards between school and football field. Leaving at 5:30AM		
Arrival Time	Rosemont, IL 60018 3:15/3:30pm		
Hotel	Holiday Inn Express & Suites Chicago O'Hare 6600 Mannheim Rd, Rosemont, IL 60018 Phone: (847) 544-7500		
Main Contact Name/Phone	Calvin Harris: 715-574-4725		
Return Date	April 28 th , 2016		
Return Bus Company	LCS Coaches		
Return Departure Time	from All-State stadium 2:30pm		

Day 1	Time	Location		
Breakfast	7:30/8:00 Wednesday April 27th	Coach Bus Bagged breakfast from District cafeteria	C.Harris or N.Smith	
Rest Break	11:00/11:30 AM	Stop by Denny's, Wisconsin Dells for Stretch Break and early lunch at Denny's		
Lunch	11:30AM	Denny's in Wisconsin Dells 600 S Frontage Rd, Wisconsin Dells, WI 53965	Leaving Dells at 12:30	
Hotel Check In	3:15PM	Holiday Inn Express & Suites Chicago O'Hare 6600 Mannheim Rd, Rosemont, IL 60018		Hotel Phone: (847) 544-7500
Dinner	5:30pm	Navy Pier	Leaving Navy Pier at Returning to Hotel 7:30PM	
Group Meeting	7:45PM	Hotel/ review expectations,Itinerary etc.	8pm Student Leisure time. Pool, Games,phone calls etc.	10:30PM Own rooms Turn in keys. 11pm lights out
Other				
Other				

Day 2	Time	Location		
Breakfast	6am-8:15am	Hotel		
Walk to We day Event	8:20 am	All-State Stadium		
Lunch	12:00 pm	All-State Stadium	We eat together!	
Departure Time	2:30 pm	All-State Stadium		
Dinner/Rest break	6/6:30pm	Wisconsin Dells <u>Culver's, McDonald's</u>	30 min. for dinner	
Departure Time	6:30pm	Wisconsin Dells <u>Culver's, McDonald's</u>		
Arrival	11/11:30pm	East high school		
Other	10pm	Students call to confirm Pick up times from school		
Other				

Notes/Additional Items

**Hotel: We have Block rooms same floor, same wing
Staff rooms in middle. Lights out 11pm.**

Chaperones: There will be Cal and Nate with the addition of 2 female staff members. Total of 4 chaperones.

You must complete the required Community and Global Projects.

***20 community hours served.**

***Get three individuals to donate to water well Project.**

Draft 2/25/08

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:

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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: Jamil K... [Signature]
 Not Recommended Date: 3/18/16

Assistant Superintendent: Recommended Name: C. Sanchez [Signature]
 Not Recommended Date: 4/5/16

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

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

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: National Skills USA
2. Contact Person (Responsible for Checklist Completion): Glen D'Amour
3. Field Trip Date(s): 6-20-04 Destination: Louisville Kentucky
4. Field Trip Overview (Include events, establishments and locations): Student will be competing at Nationals for scholarship

5. Field Trip Departure from School (Date and Time): 9am June 20 ?
Field Trip Return to School (Date and Time): 3pm June 24 ?

6. Objectives of Field Trip: student objective is to place first for scholarship

7. Relationship to Curriculum or Student Learning: Skills USA is a national career and technical student organization

8. Planned Follow-up Field Trip Activities: None

9. Field Trip Budget Request

All estimated

Estimated Expenses	
Total Admission/Fees	\$ 300.00
Total Meals	\$ 250.00
Total Lodging	\$ 1,080.00
Total Transportation	\$
<input type="checkbox"/> School District Vehicle(s)	
<input type="checkbox"/> Commercial Transportation Carrier ~ Name: <u>AIR</u>	1,300.00
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$ 500.00 ?
Other:	\$
Total	\$3430

Revenues	
District Budget	Code: <u>01-380-005-428-000</u> \$ 1325
Booster Group	\$
Donations	\$
Student Fees	\$ 1605
Total Additional Stipends:	\$ 500
Total	\$3430

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

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

TIME

LOCATION

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

Signature of Contact Person: _____

FIELD TRIP REQUEST CHECKLIST - Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person: _____



Home > Events & Training > National Leadership and Skills Conference > Condensed Agenda

Condensed Agenda



This is a tentative, condensed agenda and *is subject to change*. Please check back prior to conference to check for any changes.

Saturday, June 18

- 7 a.m. SkillsUSA Championships Move-in
- 8 a.m. – 9 a.m. – Leverage, Activate and Engage registration
- 9 a.m. – 4 p.m. – Leverage, Activate and Engage
- 11 a.m. – 6 p.m. – State Director Conference Registration

Sunday, June 19

- 7 a.m. – SkillsUSA Championships Move-in
- 8:30 a.m. – 4 p.m. – Leverage, Activate and Engage
- 9 a.m. – 6 p.m. – State Director Conference Registration
- 9 a.m. – SkillsUSA Championships move-in

Monday, June 20

- 7 a.m. – SkillsUSA Championships move-in
- 8:30 a.m. – 9:15 a.m. – SkillsUSA Store open to State Directors Only
- 8:30 a.m. – 3 p.m. – Leverage, Activate and Engage
- 9 a.m. – State Directors' Meeting
- 9 a.m. – noon – Alumni Roundtable
- 1 p.m. – 6 p.m. – SkillsUSA Store Grand Opening
- 2 p.m. Contest Chairs' Meeting

Tuesday, June 21

- 7:30 a.m. – 5 p.m. – SkillsUSA Store open
- 9 a.m. – 3 p.m. – TAG Tuesday (Delegates)
- 9 a.m. – Noon – Advisor of the Year Interviews
- 10 a.m. – 2 p.m. – National Officer Candidate Procedure
- 11 a.m. – 4 p.m. – SkillsUSA TECHSPO
- 11 a.m. – 5 p.m. – SkillsUSA Championships Open to the Public
- 11 a.m. – 5 p.m. – Contestant Orientation Meetings
- 12 p.m. – 6 p.m. – Set up display event, exhibits and check in notebooks

7 p.m. – Opening Ceremony

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Wednesday, June 22

7:30 a.m. – Leadership contestants report to contest area
 7:30 a.m. – 8:45 a.m. – President's Volunteer Service Award Breakfast
 7:30 a.m. – 6 p.m. – SkillsUSA Store open
 7:45 a.m. – Teachers' Continental Breakfast
 8:30 a.m. – 9:45 a.m. – A Call to Action Teachers' Session
 8 a.m. – 5 p.m. – SkillsUSA Championships Open to the Public
 8 a.m. – 5 p.m. – SkillsUSA TECHSPO
 9 a.m. – 5 p.m. – Models of Excellence Interviews
 9:30 a.m. – Delegate Training
 10:30 a.m. – 4 p.m. – SkillsUSA University
 1 p.m. – Delegate Business Meetings/Meet the Candidates
 2:30 p.m. – SkillsUSA Corporate Meeting
 3 p.m. – Joint Delegate Session
 6 p.m. – 9 p.m. – Models of Excellence Dinner

Thursday, June 23

7:30 a.m. – Contestants report to contest area
 7:30 a.m. – 4 p.m. – SkillsUSA Store open
 8 a.m. – Leadership contests finals
 8 a.m. – 5 p.m. – SkillsUSA Championships Open to the Public
 9 a.m. – 4 p.m. – SkillsUSA Championships (open to the public)
 8 a.m. – 4 p.m. – SkillsUSA TECHSPO
 10 a.m. – 2 p.m. – SkillsUSA University
 1 p.m. – Delegate Business Meetings/Meet the Candidates/Voting Primary Ballot High School Regional VP
 6:30 p.m. – 10 p.m. – "SkillsUSA Night" at Kentucky Kingdom
 6 p.m. – 7 p.m. – 100% Advisor and Chapter Distinction Reception Registration
 7 p.m. – 9 p.m. – 100% Advisor and Chapter Distinction Celebration (No admittance once program begins)

Friday, June 24

7:30 a.m. – State Directors' Breakfast
 7 a.m. – 1:30 p.m. – Community Service Project
 8 a.m. – SkillsUSA Championships Move-out
 8:30 a.m. – State Directors' Business Meeting
 9 a.m. and 1 p.m. – SkillsUSA University
 10:30 a.m. – Delegate Business Meetings/Meet the Candidates/Final Ballot Voting
 10:30 a.m. – 1:30 p.m. – ASTS Business Meeting and Teachers Luncheon
 6 p.m. – Awards Ceremony

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: HOSA 11TH AND 12TH GRADE (Medical Occupations HOSA)
2. Contact Person (Responsible for Checklist Completion): Kimberly Olson
3. Field Trip Date(s): June 21-25, 2016 Destination: Opryland Hotel Nashville, TN
4. Field Trip Overview (Include events, establishments and locations): This event represents the national 'finals' for students each year as they compete in areas of interest at one or more of the 44 events. Students are challenged and recognized for their work throughout the year through competitions, educational sessions, exhibitor booths, awards and recognition sessions. The top ten students placing in each event are recognized with awards. Registration includes printing of testing materials, guests and guest speakers and meals.
5. Field Trip Departure from School (Date and Time): June 21, 2016
 Field Trip Return to School (Date and Time): June 26, 2016
6. Objectives of Field Trip: Students will be competing at National HOSA (Health Occupations Students of America) Competition.
7. Relationship to Curriculum or Student Learning: HOSA is a National Career and Technical Student Organization (CTSO) endorsed by the Department of Education and the Health Occupations Education Division of the Association of Of Career and Tech Education. The mission of HOSA is to enhance delivery of compassionate, quality healthcare by providing opportunities for knowledge, skills, and leadership development of all healthcare occupations education students, therefore helping the students to meet the needs of the healthcare community.

 Article for paper
8. Planned Follow-up Field Trip Activities: _____
9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees (this is for 20 students and 2 staff)	\$ 1980
Total Meals (students are responsible for own meals)	\$ 266
Total Lodging	\$ 6600
Total Transportation	\$12,100
<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:	\$0
Other:	\$0
Total	\$21212

Revenues		
District Budget	Code: 01-380-005-428-000	\$1506
Booster Group		\$0
Donations		\$0
Student Fees (self pay)		\$19706
Total Additional Stipends:		\$
Total		\$21212

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.

- x Develop and Communicate Student Discipline Expectations
- x Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- x Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.)
- x Gain Access to Cell Phone for Field Trip
- x Plan Arrangements for Early Pick-Up or Late Drop-Off Students (if necessary).
Guide: May choose to leave message on school voice mail to help with late drop off.
- x Plan Meal Arrangements (if necessary)
Reminder: Notify food service of non-participation.
- x Plan Administration of Student Medication and First Aid Needs (if necessary)
Guide: Contact School Nurse.
- x Develop and Communicate Action Plan if Student Gets Lost on Trip
- x Arrange Adult Chaperones for Field Trip (if necessary)
Guide: One (1) adult for every ~~twenty (20)~~ ^{ten (10)} students depending on field trip. Parent volunteers are encouraged when possible or appropriate.
- x Develop and Communicate Teacher and Adult Chaperone Expectations
Example: Supervision duties, no smoking, no alcohol
- Planned Itinerary

TIME

LOCATION

	Awaiting Itinerary from the state/National department

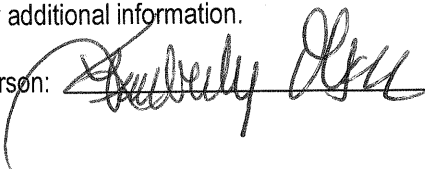
- x Maintain Student Roster and Check-in/Check-out Procedure
- x Arrangement for Safety Needs (i.e. crossing guards)

Signature of Contact Person: _____

FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

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

Signature of Contact Person:  _____

The 2015-16 Membership year brings the challenge of achieving a record 32nd straight year of membership growth for HOSA. MN HOSA was proud of another year of increased membership also with missing 1000 by **6** members!

Our accomplishments of the 2014-15 HOSA year included:

- Support of our MN HOSA MRC (Medical Reserve Corps) with camps, workshops and volunteering
- Completing successful Fall, Mid-Winter and Spring Conferences with an increase in participants at all of them.
- The National Conference success included Duluth, Red Wing, STEP, and Northeast Metro for being recognized for their volunteerism in their communities with MRC related events, the Barbara James Award and the National Service Project Leukemia and Lymphoma Society. It was great to have most of our participants move on to the 2nd round of their events which is quite an accomplishment. We did have event finalists in EMT and the written test Pharmacology.
- MN HOSA received the most Professional State Association at the Recognition session at Nationals! I am SO proud of our HOSA members and a big Thank You to all the advisors that are great role models.

With all of the Great things we did last year it is time to look at a new beginning and where we will go.

The theme this year reflects what we work on not only this year but every year -

"Innovating, Inspiring and Igniting"

students to become successful in their future career goals.

We look forward to many HOSA activities which will help you in the classroom as well as helping your students become more confident, responsible and prepared for their next steps into the world where they are most needed in healthcare. The Competitive Events Program can be used as assignments to challenge your students beyond the textbook and also prepare them for HOSA's Competitions at state and national conferences

Ways we can work for a successful year for our HOSA Members with **Innovation**

- **The National Service Project** – This our second year with the Leukemia and Lymphoma Society. You will probably receive some information on projects for this topic. Kelli Anderson is our MN Representative. If you would like to contact her here is her email address- kelli.anderson@lls.org
- MN HOSA MRC- We will be getting a calendar of events for all HOSA members that would like to become a MRC Volunteer and learn how to "Prepare so we can prepare others". This will include workshops on topics and a camp which will be held at Camp Ripley. Those details are yet to be finalized.
- **Let's#StepItUp together project** – a call for action from the Surgeon General on walking and walkable communities. You will find out more on the www.hosa.org website
- **Verizon Innovative App Challenge-** find it also on the hosa.org website. Winning teams will receive mobile devices up to \$20,000.00 for their school. Find your techie students and see what they can do to help your program.
- **Middle School HOSA** is now a reality. HOSA-Future Health Professionals welcomes a new organizational division, the Middle School Division. At the National Leadership Conference, the 2015 Delegate Assembly voted to recognize the Middle School Division as a separate entity beginning with the 2015-2016 membership year. There is a Middle School HOSA Handbook on the [hosa](http://hosa.org) website. This could be a perfect way to groom and grow your upcoming Health Science Students. Could this be a mentoring opportunity??

Inspire our students, schools and communities to look at a future of healthcare.

HOSA can inspire students through health science programs, HOSA competitions and community projects. HOSA Students can Inspire others by getting the word out about HOSA, being a leader in their chapter and being visible in their schools and community as a leader through community based projects and fundraising.

Ignite HOSA Members through our events, activities, and opportunities.

The membership of HOSA gives students the opportunity to be a part of the fast- growing student organization. MN HOSA once again increased their membership last year with a goal of getting more students involved and understand what HOSA is – the **ONLY** Career and Technical Student Organization that is **100% HEALTHCARE!** It gives you the knowledge, skills and confidence to be a highly-qualified health professional including updated technology and soft skills that are vital for a successful career.

Membership - \$22.00 = \$12.00 State - \$10.00 National

Membership allows you:

- To attend all HOSA activities and events
- To apply for a HOSA Scholarships sponsored by many health professional organizations over \$80,000.00.
- To apply to be a part of the Surgeon General's Internships in the summer of 2016.
- Submit HOSA articles for the E-Magazine of your chapter's projects and successes

HOSA Events for 2015-16

MN HOSA MRC Camp/Workshop

November 19-21st- Tentative until all is finalized. Partnering with the MN National Guard.

MN HOSA Fall Conference

November 12th & 13th – St. Paul's Holiday Inn East

- Election of State Officer Team
- Career and Healthcare Professional Education sessions and exhibits (Friday)
- Thursday night Timberwolves game – Educational Session at the Target Center, Be a part of the T-Wolves Fan Tunnel and good seats.
- Represent MN HOSA with T-shirts and sweatshirts.

Health Science Teacher Workshop- December 3-5- Chase of the Lake, Walker, MN (Details will be sent under another message.)

Mid- Winter Competitive Events Days:

Metro- January 7th- Location to be determined

Rochester- January 8th- Rochester Community College

Northeast- Duluth- February- Date to be announced

Spring State Leadership Conference- April 18-20- Crown Plaza, Plymouth, MN (Note change of days and location)

National Leadership Conference – June 21- 25- Nashville, TN

** Other events and activities will be announced as details are finalized.



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 grant from said organization in accordance with the terms set forth herein.

BE IT FURTHER RESOLVED that the Duluth Public Schools wishes to extend its grateful appreciation to this organization.

Organization	Author/Contact	Project Title	Award Amount	Terms
Scott D. Anderson Leadership Foundation	Duluth Public Schools	Scott Anderson Leadership Forum	\$19,677.00	Funds from this grant will be used to support the annual Scott Anderson Leadership Forum – Summer 2016
Community Leaders Fund			\$4423	

5025—Attendance Policy

The School Board believes that regular school attendance is directly related to success in academic work. Absences, whether excused or unexcused, are detrimental to the learning process in that work made up outside of class is not as effective as the actual classroom experience. Furthermore, excessive absences, as defined below, may result in loss of credit. Such experiences as class discussion and student-teacher interaction cannot be replicated outside the classroom or at a later time. In addition, regular attendance develops habits of dependability important to the future of the student.

In accordance with the regulations of the State Department of Education and the Minnesota Mandatory Attendance Law, students are required to attend all assigned classes and/or study halls every day school is in session. The responsibility for attendance is shared by students, parents, and the schools.

Responsibilities of Students, Parents, Teachers, and Administrators Student Responsibility

1. To attend all assigned classes and study halls every day that school is in session.
2. To be in class on time, prepared for academic work.
3. To know and follow correct procedures regarding attendance.
4. To request any missed assignments due to an absence and to complete work as assigned by the teacher.

Parent or Guardian Responsibility

1. To encourage the student to attend school.
2. To recognize that any absence, regardless of cause, has a detrimental influence on student achievement.
3. To inform the school in the event of a student absence.
4. To work cooperatively with the school and the student to solve any attendance problems that may arise.

Teacher Responsibility

1. To take daily attendance and to maintain accurate attendance records on each assigned class and study hall as directed by district procedures.
2. To communicate attendance and makeup procedures clearly to students and to apply those procedures uniformly.
3. To provide makeup assignments and reasonable deadlines for completing them as posted electronically.
4. To work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.
5. To utilize instructional methodology which stimulates and motivates students to attend and achieve.

Administrator Responsibility

1. To inform parents, students, and staff of school and School District attendance regulations.

2. ~~To supervise and administer the attendance policy and regulations.~~
3. ~~To maintain accurate records on student attendance.~~
4. ~~To inform the student and his/her parent or guardian of the student's absences.~~
5. ~~To work cooperatively with the student and parent or guardian to resolve attendance problems.~~
6. ~~To assist and to support teachers with the implementation of attendance procedures.~~

Supplementary Building Regulations

~~In an effort to achieve regular attendance, each building will be responsible to develop procedural regulations and to communicate them to their school community at the beginning of each year. These regulations, to be approved by the Superintendent or designee, will follow the policy and procedures adopted by the School Board.~~

~~The regulations shall include notification of parents, intermediate interventions for unexcused absences, procedures for obtaining and completing makeup work, prevention programs, and programs for improving attendance.~~

DISTRICT WIDE ATTENDANCE PROCEDURES

Absences

1. ~~Definition: A student will be considered absent when he or she is not in school or in class.~~
2. ~~Reporting Absences: Absences shall be reported and records of absences kept in accordance with regulations adopted to implement this policy.~~
3. ~~Special Absences: Students are granted special absences for the following reasons:

 - a. ~~Religious instruction not exceeding three (3) hours per week conducted in accordance with Minnesota Statutes S120.10.~~
 - b. ~~Dismissal under the Pupil Fair Dismissal Act for disciplinary purposes.~~
 - c. ~~School sponsored activities.~~
 - d. ~~Death in the immediate family.~~
 - e. ~~Religious/spiritual days kept sacred by the pupil when religious/spiritual services are observed only during school hours.~~
 - f. ~~Subpoenas for testimony in court or judicial proceedings.~~~~

~~Special absences are **not** counted in the eight (8) absence maximum rule applicable to senior high school students.~~

Excused Absences

~~For a student's absence to be excused, it must meet one of the following criteria:~~

1. ~~Sickness of pupil.~~
2. ~~Sickness in the immediate family of the pupil.~~
3. ~~Danger of imprudent exposure to illness.~~
4. ~~Medical or dental treatment.~~
5. ~~Important events requiring student participation in such activities as state or national contests, tournaments, concerts, or performances. To be excused, advance notification~~

is required.

6. ~~Temporary absence from the city upon the personal request of the parent or guardian, provided the request is made in advance of the absence or was of an emergency nature. For a student to receive full credit for work missed in a class, an advanced absence form must be signed by the student's teacher and turned in to the attendance office before a student leaves the city. To receive full credit for work missed because of emergency absences, a student must make arrangements with each teacher upon returning to school.~~
7. ~~Other reasons verified by the parent/guardian and mutually acceptable to both the parent/guardian and building administration.~~

~~Unexcused Absences — Truancies~~

~~All absences which are not school authorized, or which are not excused, or which are the result of tardiness without a valid excuse occurring more than ten (10) minutes after class has started are considered truancies. All absences for which timely and proper notification is not provided are considered truancies. These unexcused absences are counted in the eight (8) maximum absence rule applicable to senior high school students unless dealt with under the Pupil Fair Dismissal Act.~~

~~Tardiness~~

~~Tardiness is the failure of a student to be in an assigned area when the bell rings without a valid excuse. An unexcused tardiness is tardiness without a valid excuse which occurs within ten (10) minutes of the start of class. Valid excuses for tardiness must be in writing and signed by an administrator or faculty member. There is no penalty for excused tardiness.~~

~~Special Arrangements~~

~~A student whose attendance is addressed in his or her individual education plan or personal education plan will have this policy applied as identified in the IEP or PEP.~~

~~General Procedures Regarding Absenteeism~~

~~When a student is absent, for the absence to be excused, the parent or guardian shall notify the school by phone call the morning of the absence and/or follow up with a written explanation of the absence within 24 hours of the student's return.~~

~~Attendance procedures are designed to address the problems of absenteeism at the elementary, middle and secondary schools. School absences may result in one or all of the following:~~

1. ~~Parent notification by phone call, written communication, and/or a conference.~~
2. ~~Remedial Intervention:~~
 - a) ~~Detention~~
 - b) ~~In-school suspension~~
 - c) ~~Out-of-school suspension~~
 - d) ~~Referral to student support team~~

- e) ~~Referral to school nurse~~
- f) ~~Referral to minority intervention teams~~
- 3. ~~Required medical verification for illness.~~
- 4. ~~Referral of student and parent for truancy to Juvenile Court, in accordance with Minnesota Statutes.~~
- 5. ~~Referral to the St. Louis County Social Service Department for further investigation.~~

Special Procedures Applicable to Senior High School Absenteeism and Tardiness

1. Attendance Requirement for Course Credit — Maximum Absence Rule

~~Course credit requirements include not only completion of all required course work but also participation and interaction through regular and prompt attendance. Frequent absences lead to disruption of the instructional process for the individual student, the classroom teacher, and other students in the class. For these reasons, a student who is absent more than eight (8) times (excused and/or unexcused) from any class during a semester will be denied credit for the course, subject to the review and appeal procedures set forth in paragraph IID.~~

2. Dismissal for Unexcused Absences and Unexcused Tardiness

~~A student having more than three (3) unexcused absences per class or seven (7) unexcused tardinesses per class in a semester will be considered as being in willful violation of this policy. He or she will be dropped from the course, given a permanent incomplete, and assigned to a study hall.~~

3. Notice

~~A copy of this policy shall be given to each student prior to the commencement of each year or at such later time as a student enrolls, and a copy shall be mailed to his or her parent/guardian/foster parent. When a student accumulates three (3), and again when a student accumulates six (6) excused and/or unexcused absences, the student and parent/guardian/ foster parent will be notified within a reasonable time of the accumulation and of the consequences of a maximum absence rule. Notice shall also be given a student and his or her parent/guardian/foster parent when the student has accumulated five (5) tardies and after unexcused absences.~~

4. Request for Review/Appeal:

~~It is the intent of the policy to enhance educational opportunities through better attendance achieved by cooperative efforts of students, student advocates, parents, and administrators. The principal shall determine whether there are extenuating circumstances affecting a student which justify waiving this policy. The principal shall conduct this review without request from parents. It is the intent of this language to prevent parents from having to appeal the loss of credit for situations involving extenuating circumstances. The principal shall be empowered to establish attendance guidelines for students when the principal has found extenuating circumstances.~~

~~In the absence of a determination of extenuating circumstances, at such time as a student has accumulated nine (9) absences in a semester, and prior to the loss of credit,~~

~~the student and parent/guardian shall be notified that the application of this policy will result in a loss of credit for the class or classes from which he or she is absent, and that the student, the student's advocate, or the student's parent, foster parent, or guardian have a right to request a review to explain why literal application of the policy would be unjust or unreasonable. An advocate is any person who appears on behalf of a student with the student's consent.~~

~~A request for review must be made in writing to the principal, or assistant principal, within five (5) days of notification of the pending loss of credit. Pending the review, the student must continue attending the class or classes in question.~~

~~The review shall be made by a Building Review Board, appointed by the principal, consisting of an administrator, counselor, and teacher, and by a minority member if the affected student is of a minority. If upon preliminary review of the student's record and the written request the Building Review Board cannot grant the relief requested, those requesting review shall be notified of a time and place where additional facts or persuasion can be presented in person to the Building Review Board.~~

~~The Building Review Board, based upon evidence, shall have the power and duty to correct errors, and in the interests of justice to ameliorate the literal application of this policy if it finds such application to be arbitrary, capricious, unreasonable, or so harsh as to be not in the best interest of the student. The decision shall be in writing and delivered to the student and his/her parent or guardian and teachers affected. A copy shall be placed in the student's folder.~~

~~Any student aggrieved by a decision of the Building Review Board may file a written appeal with the Director of School Operations within five (5) days of notification of the decision of the Building Review Board. The Director of School Operations shall appoint and chair a three person panel to review the files and records relating to the student's complaint and the action of the Building Review Board. At least one of the three members of the panel must be a minority if the student is a minority. This panel may, upon such review, modify the decision of the Building Review Board if the panel finds such modification to be in the best interest of the student and if the panel finds that such modification is consistent with the educational philosophy underlying this policy. The decision shall be in writing, and a copy shall be placed in the student's file. Pending a decision, the student must continue attending the class or classes in question.~~

~~A full time student is one who is considered in attendance at the enrolled school the entire day.~~

~~A partially enrolled student is one who is considered enrolled for less than the full day. The partially enrolled student is permitted to continue any and all classes for which he/she may be enrolled. Partially enrolled students may continue their education even if enrolled in only one or two classes.~~

~~If a student's attendance record results in him/her being considered a partially enrolled student, the student will be permitted to continue to attend classes in which he or she has had success. In addition other options will be made known to the student which may offer other methods of successfully completing graduation requirements such as ALC, distance learning options, or STC.~~

~~Adopted: 06-09-1970 ISD-709~~

~~Revised: 05-23-1989~~

~~06-20-1995~~

~~07-15-1997~~

~~08-19-2003~~

~~06-21-2005 ISD-709~~

Deletion: Second Reading 04/19/2016

Replaced by MSBA Policy 503

Adopted: _____

MSBA/MASA Model Policy 503

Orig. 1995

Revised: _____

Rev. 2013

503 STUDENT ATTENDANCE

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

~~It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.~~

- *It is the student's right to be in school.*
- *It is the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall.*
- *It is the student's responsibility to request any missed assignments due to an absence.*

2. Parent or Guardian's Responsibility

~~It is the responsibility of the student's parent or guardian to ensure the~~

student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

It is the responsibility of the student's parent or guardian to:

- *Ensure the student is attending school*
- *Inform the school in the event of a student absence*
- *Work cooperatively with the school and the student to solve any attendance problems that may arise*

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

It is the teacher's responsibility to:

- *Take daily attendance and to maintain accurate attendance records in each assigned class and study hall.*
- *Be familiar with all procedures governing attendance and to apply these procedures uniformly.*
- *Provide any student who has been absent with any missed assignments upon request.*
- *Work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.*

4. Administrator's Responsibility

a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

- a. *It is the administrator's responsibility to:*
- *Require students to attend all assigned classes and study halls.*
 - *Be familiar with all procedures governing attendance and to apply these procedures uniformly to all students*
 - *Maintain accurate records on student attendance*
 - *Prepare a list of the previous day's absences stating the status of each*
 - *Inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.*
- b. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

- a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.
- b. The following reasons shall be sufficient to constitute excused absences:
- (1) *Absences where parent has notified school within 24 hours of absence.*
 - (2) Illness.
 - (3) Serious illness in the student's immediate family.
 - (4) A death or funeral in the student's immediate family or of a close friend or relative.
 - (5) Medical, dental, or orthodontic ~~treatment or a counseling~~

~~appointment.~~ ***or mental health treatment.***

- (6) Court appearances occasioned by family or personal action.
- (7) Religious instruction not to exceed three hours in any week.
- (8) Physical emergency conditions such as fire, flood, storm, etc.
- (9) Official school field trip or other school-sponsored outing.
- (10) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- (11) Family emergencies.
- (12) Active duty in any military branch of the United States.
- (13) A student's condition that requires ongoing treatment for a mental health diagnosis.

~~*[Note: State law provides that a school board may include other exemptions in the school district's attendance policy. See Minn. Stat. § 120A.22, Subd. 12. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]*~~

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) ~~Work missed because of absence must be made up within _____ days from the date of the student's~~ ***Student will be allowed 2 days to makeup work for every day absent upon return to school. Any work not completed within this period shall may result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.***

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures: *including absences that are unreported.*
- (3) Work at home.
- (4) Work at a business, except under a school-sponsored work release program.
- (5) ~~Vacations with family.~~
- (6) ~~Personal trips to schools or colleges.~~
- (7) Absences resulting from cumulated unexcused tardies (3 tardies equal one unexcused absence).
- (8) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- ~~(4) Students with unexcused absences shall be subject to discipline in the following manner:~~
 - ~~(a) From the first through the _____ cumulated unexcused absence in a [quarter or semester] the~~

student will not be allowed to make up work missed due to such absence.

- (b) ~~After the _____ cumulated unexcused absence in a [quarter or semester], a student's parent or guardian will be notified by certified mail that his or her child is nearing a total of _____ unexcused absences and that, after the _____ unexcused absence, the student's grade shall be reduced by one increment for each unexcused absence thereafter.~~
- (c) ~~After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.~~
- (d) ~~After _____ cumulative unexcused absences in a [quarter or semester] the teacher will reduce the student's letter grade by one increment for each unexcused absence thereafter (i.e. A to A-). However, prior to reducing the student's grade, an administrative conference must be held among the principal, student, and parent.~~
- (e) ~~After _____ cumulated unexcused absences in a [quarter or semester], the administration may impose the loss of academic credit in the class or classes from which the student has been absent. However, prior to loss of credit, an administrative conference must be held among the principal, student, and parent.~~
- (f) ~~If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.~~

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
2. Procedures for Reporting Tardiness
 - a. Students tardy at the start of school must report to the school office for an admission slip.

b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

- a. Illness.
- b. Serious illness in the student's immediate family.
- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental, orthodontic, or mental health treatment.
- e. Court appearances occasioned by family or personal action.
- f. Physical emergency conditions such as fire, flood, storm, etc.
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- ~~b. Consequences of tardiness may include detention after _____ unexcused tardies. In addition _____ unexcused tardies are equivalent to one unexcused absence.~~

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
5. If a student is absent from school due to medical reasons, he or she must

present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. DISSEMINATION OF POLICY

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

IV. REQUIRED REPORTING

A. Continuing Truant

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days if the child is in middle school, ~~junior high school~~, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;

6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

~~*[Note: Where services and procedures under Minn. Stat. Ch. 260A are available within the school district, the following provisions should also be included in the policy.]*~~

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

Replacing: 5025
Second Reading: 04/19/2016

Legal References: Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975)

Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)

Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)

Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)

Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)

Knight v. Board of Education, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)

Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)

STRENGTHS

WEAKNESSES

<p>1. <u>Management Systems: Program Governance</u> We have an actively engaged School Board/Governing Board liaison to the Policy Council.</p>	<p><u>Management Systems: Program Governance</u> None noted.</p>
<p>2. <u>Management Systems: Planning</u> We have a Planning Team made up of staff from all job descriptions, all sites, all coordinators and parents. This group works on items like child outcome analysis, progress toward goals and sets the calendar. Larger program issues and challenges are brought to this group.</p>	<p><u>Management Systems: Planning</u> The Planning Team is missing members from one school and will add a member from State funded Home Base.</p>
<p>3. <u>Management Systems: Communication</u> The Child Plus data system allows all staff to have access to the data they need regardless of their location.</p>	<p><u>Management Systems: Communication</u> Work continues on staff training materials.</p>
<p>4. <u>Management Systems: Record Keeping and Recording</u> The Child Plus data system allows for up to date and accurate reporting.</p>	<p><u>Management Systems: Record Keeping and Recording</u> We lack a city wide list serve to disseminate information.</p>
<p>5. <u>Management Systems: Ongoing Monitoring</u> Child Plus has been a great tool to track, analyze and monitor program areas.</p>	<p><u>Management Systems: Ongoing Monitoring</u> We would like to build in more time for coordinators to work with individual staff.</p>
<p>6. <u>Management Systems: Human Resources</u> Staff meets or exceeds qualifications for their positions.</p>	<p><u>Management Systems: Human Resources</u> We would like to have more control of what our staff does on district staff development days.</p>
<p>7. <u>Management Systems: Fiscal Management</u> The district's Finance department does an excellent job of managing Head Start's grants.</p>	<p><u>Management Systems: Fiscal Management</u> We need to more widely disseminate the results of district audits that include Head Start.</p>
<p>8. <u>Child Development and Health Services: Prevention and Early Intervention</u></p>	<p><u>Child Development and Health Services: Prevention and Early Intervention</u> We have ongoing difficulties getting parents</p>

STRENGTHS

WEAKNESSES

<p>Family Advocates, Children’s Dental Services and Ever Smiles Pediatric Dentistry all work to assist families with health requirements.</p>	<p>to follow through with health visits.</p>
<p>9. <u>Child Development and Health Services: Tracking and Follow-Up</u> Child Plus data system is strength and is useful in tracking.</p>	<p><u>Child Development and Health Services: Tracking and Follow-Up</u> We struggle getting families to follow through with health visits. We need to reinforce to staff to document attempts to contact and contacts with families who have not met health requirements.</p>
<p>10. <u>Child Development and Health Services: Individualization</u> We are located in schools, making specialists easy to integrate. Minnesota Reading Corps literacy tutors in most classrooms provide tiered interventions based on data. We are beginning to implement the Pyramid Model with coaching on social emotional content.</p>	<p><u>Child Development and Health Services: Individualization</u> None noted.</p>
<p>11. <u>Child Development and Health Services: Disabilities Services</u> Collaboration with ECSE to provide accommodations and family support for children with special needs is strong. Ready access to screening, evaluation and services through ISD 709 is strength.</p>	<p><u>Child Development and Health Services: Disabilities Services</u> We would like to collaborate to share funding or secure more grant funds to transport children with special needs to and from Head Start. We want to balance classrooms, as much as possible, to base inclusion on general population (10%) and ensure equitable and sufficient time from ECSE services at each site/classroom.</p>
<p>12. <u>Child Development and Health Services: Curriculum and Assessment</u> We have many veteran staff that is proficient at implementing curriculum.</p>	<p><u>Child Development and Health Services: Curriculum and Assessment</u> We need to improve training for new staff. Teachers would like more time to work together and have training on conducting ongoing assessments.</p>

STRENGTHS

WEAKNESSES

<p>Being part of a school district promotes longevity.</p>	
<p>13. <u>Family and Community Partnerships: Family Partnership Building</u> Family Advocates are well informed about community resources available to Head Start families.</p>	<p><u>Family and Community Partnerships: Family Partnership Building</u> Our Family Partnership Agreement process is currently being overhauled.</p>
<p>14. <u>Family and Community Partnerships: Parent Involvement</u> We have implemented a Dad’s Group facilitated by one of our male staff.</p>	<p><u>Family and Community Partnerships: Parent Involvement</u> We would like to work on documenting a clear picture of who is in the child’s family and address some parent resistance to sharing that information.</p>
<p>15. <u>Family and Community Partnerships: Community and Childcare Partnerships</u> Our relationships with Community Partners benefit our families.</p>	<p><u>Family and Community Partnerships: Community and Childcare Partnerships</u> We would like to strengthen our connection to after school programming with the goal being wrapped around care. We need to develop a stronger system for ongoing communication with community partners.</p>
<p>16. <u>Program Design: Eligibility, Recruitment, Selection, Enrollment and Attendance</u> Our program staff follows a well-conceived system of selection and enrollment.</p>	<p><u>Program Design: Eligibility, Recruitment, Selection, Enrollment and Attendance</u> We are still working under a year long Enrollment Action Plan.</p>
<p>17. <u>Program Design: Facilities, Materials, Equipment, and Transportation</u> Our program, housed in school buildings is supported by Facilities Management. Buildings are ADA compliant.</p>	<p><u>Program Design: Facilities, Materials, Equipment, and Transportation</u> We would like to improve outdoor play space for children.</p>

STRENGTHS

WEAKNESSES

<p><u>18. Using Child Outcomes in Program Self-Assessment</u> The Child Plus database allows us to collect and aggregate data on child outcomes.</p> <p>Minnesota Reading Corps members collect and analyze specific literacy data and respond with tiered interventions.</p>	<p><u>Using Child Outcomes in Program Self-Assessment</u> None noted.</p>
<p><u>19. Child Development and Health Services: Mental Health</u> Highly qualified Mental Health consultants.</p> <p>Monthly Reflective Practice opportunities for staff.</p> <p>We are providing a Circle of Security, a parenting model, training for 20 certified early childhood staff.</p> <p>We currently have one classroom using the Pyramid Model of interventions for children needing help with social/emotional skills and will expand this model in the coming year.</p>	<p><u>Child Development and Health Services: Mental Health</u> We need more time/funds for Mental Health consultants.</p> <p>We need staff training on dealing with adult mental health crises.</p> <p>We need more time for teaming/collaboration between classroom staff and consultants to increase staff efficacy, child outcomes and decrease staff stress and burn out.</p>

WEAKNESS IDENTIFIED	ACTION	TIMEFRAME	PERSONS RESPONSIBLE
<p>1. <u>Management Systems: Program Governance</u> None noted.</p>	<p><u>Management Systems: Program Governance</u></p>	<p><u>Management Systems: Program Governance</u></p>	<p><u>Management Systems: Program Governance</u></p>
<p>2. <u>Management Systems: Planning</u> The Planning Team is missing members from one school and will add a member from State funded Home Base.</p>	<p><u>Management Systems: Planning</u> We will recruit a Planning Team member from the school missing a member and add a Home Base member.</p>	<p><u>Management Systems: Planning</u> Fall 2016</p>	<p><u>Management Systems: Planning</u> Director</p>
<p>3. <u>Management Systems: Communication</u> Employee training handbook incomplete.</p>	<p><u>Management Systems: Communication</u> Complete the online employee handbook.</p>	<p><u>Management Systems: Communication</u> By the end of the 2016-2017 school year.</p>	<p><u>Management Systems: Communication</u> Director Administrative Assistants Service Area Coordinators</p>
<p>4. <u>Management Systems: Record Keeping and Reporting</u> We are lacking a city wide list serve to disseminate program information electronically.</p>	<p><u>Management Systems: Record Keeping and Reporting</u> We will gather email addresses from community partners, agencies serving young families and local governmental bodies.</p>	<p><u>Management Systems: Record Keeping and Reporting</u> Summer and Fall 2016.</p>	<p><u>Management Systems: Record Keeping and Reporting</u> Director Child Plus Administrator All staff</p>
<p>5. <u>Management Systems: Ongoing Monitoring</u> We would like to build in more time for coordinators to work with individual staff.</p>	<p><u>Management Systems: Ongoing Monitoring</u> We will work on calendar changes that allow for teachers to have time to meet during the</p>	<p><u>Management Systems: Ongoing Monitoring</u> Ongoing.</p>	<p><u>Management Systems: Ongoing Monitoring</u> Director Planning Team</p>

	work day.		
<p>6. <u>Management Systems: Human Resources</u> We would like to have more control of what our staff does on district staff development days.</p>	<p><u>Management Systems: Human Resources</u> We will advocate for scheduling changes that allow all early childhood staffs to train together on topics we choose during district staff development days.</p>	<p><u>Management Systems: Human Resources</u> Summer, Fall 2016.</p>	<p><u>Management Systems: Human Resources</u> Director District Staff Development personnel.</p>
<p>7. <u>Management Systems: Fiscal Management</u> We need to more widely disseminate the results of district audits that include Head Start.</p>	<p><u>Management Systems: Fiscal Management</u> At the completion of the district federal audit, Head Start will disseminate the results to the Policy Council, Governing Board and include this information in our Annual Report.</p>	<p><u>Management Systems: Fiscal Management</u> Fall 2016.</p>	<p><u>Management Systems: Fiscal Management</u> Director</p>
<p>8. <u>Child Development and Health Services: Prevention and Early Intervention</u> We have ongoing difficulties getting parents to follow through with health visits.</p>	<p><u>Child Development and Health Services: Prevention and Early Intervention</u> We will seek Training and Technical Assistance on this topic.</p>	<p><u>Child Development and Health Services: Prevention and Early Intervention</u> Summer, Fall 2016</p>	<p><u>Child Development and Health Services: Prevention and Early Intervention</u> Director Health and Nutrition Coordinator</p>
<p>9. <u>Child Development and Health Services: Tracking and Follow-Up</u> We struggle getting families to follow through with health</p>	<p><u>Child Development and Health Services: Tracking and Follow-Up</u> We will seek Training and Technical Assistance on this topic.</p>	<p><u>Child Development and Health Services: Tracking and Follow-Up</u> Summer, Fall 2016</p>	<p><u>Child Development and Health Services: Tracking and Follow-Up</u> Director Health and Nutrition Coordinator</p>

visits We need to reinforce to staff to document attempts to contact and contacts with families who have not met health requirements.	We will train staff on this topic at our first in-service.	Fall 2016	Director Health and Nutrition Coordinator Child Plus Administrator
<u>10. Child Development and Health Services: Individualization</u> None noted.	<u>Child Development and Health Services: Individualization</u>	<u>Child Development and Health Services: Individualization</u>	<u>Child Development and Health Services: Individualization</u>
<u>11. Child Development and Health Services: Disabilities Services</u> We would like collaborate to share funding or secure more grant funds to transport children with special needs to and from Head Start. We want to balance classrooms as much as possible, to base inclusion on general population (10%) and ensure equitable and sufficient time from ECSE services at each site/classroom.	<u>Child Development and Health Services: Disabilities Services</u> We have made connections to look into busing all children. We will discuss this with new Special Education Director, asking to consistently place staff where children are enrolled.	<u>Child Development and Health Services: Disabilities Services</u> Ongoing. Summer, Fall 2016	<u>Child Development and Health Services: Disabilities Services</u> Director Service Area Coordinators Director Disabilities Coordinator
<u>12. Child Development and Health Services: Curriculum and Assessment</u> We need to improve training	<u>Child Development and Health Services: Curriculum and Assessment</u> We will complete our staff	<u>Child Development and Health Services: Curriculum and Assessment</u> Ongoing.	<u>Child Development and Health Services: Curriculum and Assessment</u> Director Service Area Coordinators

<p>for new staff.</p> <p>Teachers would like more time to work together and have training on conducting ongoing assessments.</p>	<p>manual. We will set a schedule of training and check-ins with new staff for the first year.</p> <p>We will structure staff development and PLC days to accommodate this request.</p>	<p>Summer 2016</p>	<p>Planning Team Director</p>
<p><u>13. Family and Community Partnerships: Family Partnership Building</u></p> <p>Our Family Partnership Agreement process is currently being overhauled.</p>	<p><u>Family and Community Partnerships: Family Partnership Building</u></p> <p>We will continue to refine the Family Partnership Agreement process with a training before home visits start.</p>	<p><u>Family and Community Partnerships: Family Partnership Building</u></p> <p>August/September 2016</p>	<p><u>Family and Community Partnerships: Family Partnership Building</u></p> <p>Director Family Services Coordinator</p>
<p><u>14. Family and Community Partnerships: Parent Involvement</u></p> <p>We would like to work on documenting a clear picture of who is in the child’s family and address some parent resistance to sharing that information.</p>	<p><u>Family and Community Partnerships: Parent Involvement</u></p> <p>Advocates starting the year with a home visit aimed at relationship building will help address this piece.</p>	<p><u>Family and Community Partnerships: Parent Involvement</u></p> <p>Fall 2016</p>	<p><u>Family and Community Partnerships: Parent Involvement</u></p> <p>Family Services Coordinator Family Advocates</p>
<p><u>15. Family and Community Partnerships: Community and Childcare Partnerships</u></p> <p>We would like to strengthen</p>	<p><u>Family and Community Partnerships: Community and Childcare Partnerships</u></p> <p>We will work with Key Zone to</p>	<p><u>Family and Community Partnerships: Community and Childcare Partnerships</u></p> <p>Ongoing.</p>	<p><u>Family and Community Partnerships: Community and Childcare Partnerships</u></p> <p>Director</p>

<p>our connection to after school programming with the goal being wrap-around care.</p> <p>We need to develop a stronger system for ongoing communication with community partners.</p>	<p>make Prek slots available as needed.</p> <p>We will develop and utilize a list serve for this purpose.</p>	<p>Summer 2016</p>	<p>Enrollment Coordinator</p> <p>Administrative Assistants Director</p>
<p><u>16. Program Design: Eligibility, Recruitment, Selection, Enrollment and Attendance</u></p> <p>We are still working under a year long Enrollment Action Plan.</p>	<p><u>Program Design: Eligibility, Recruitment, Selection, Enrollment and Attendance</u></p> <p>We have applied for an Enrollment Reduction to help us right size our funded enrollment. We anticipate lowering our enrollment by 16 slots.</p>	<p><u>Program Design: Eligibility, Recruitment, Selection, Enrollment and Attendance</u></p> <p>Summer/Fall 2016</p>	<p><u>Program Design: Eligibility, Recruitment, Selection, Enrollment and Attendance</u></p> <p>Director ERSEA Coordinator</p>
<p><u>17. Program Design: Facilities, Materials, Equipment, and Transportation</u></p> <p>We would like to improve outdoor play space for children.</p>	<p><u>Program Design: Facilities, Materials, Equipment, and Transportation</u></p> <p>We are exploring funding options for this purpose.</p>	<p><u>Program Design: Facilities, Materials, Equipment, and Transportation</u></p> <p>Ongoing.</p>	<p><u>Program Design: Facilities, Materials, Equipment, and Transportation</u></p> <p>Director</p>
<p><u>18. Using Child Outcomes in Program Self-Assessment</u></p> <p>None noted.</p>	<p><u>Using Child Outcomes in Program Self-Assessment</u></p>	<p><u>Using Child Outcomes in Program Self-Assessment</u></p>	<p><u>Using Child Outcomes in Program Self-Assessment</u></p>

<p><u>19. Child Development and Health Services: Mental Health</u></p> <p>We need more time/funds for Mental Health consultants.</p> <p>We need staff training on dealing with adult mental health crises.</p> <p>We need more time for teaming/collaboration between classroom staff and consultants to increase staff efficacy, child outcomes and decrease staff stress and burn out.</p>	<p><u>Child Development and Health Services: Mental Health</u></p> <p>We submitted an Enrollment Reduction to address this need.</p> <p>We have training on adult Mental Health First Aid schedule for the Fall.</p> <p>We need to restructure staff training and PLC days to allow for both Reflection and teaming.</p>	<p><u>Child Development and Health Services: Mental Health</u></p> <p>Spring 2016</p> <p>Fall 2016</p> <p>Ongoing.</p>	<p><u>Child Development and Health Services: Mental Health</u></p> <p>Director</p> <p>Director</p> <p>Planning Team Director</p>
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Community Assessment

Duluth Head Start Program

2015-2016



Federal Head Start Performance Standards require programs to complete a full Community Assessment every 3 years and to provide updates every year in between. This data source is used to help programs determine the needs of families in their service area and whether or not existing programming meets those needs in terms of location, recruitment, and all areas of service to families embedded in the Head Start program. It can also be valuable in predicting future trends that may affect a program's service area. Other data sources include child outcomes, family outcomes, health statistics, Self-Assessment, CLASS Observation scores and information gleaned through parent and staff surveys. This collection of data is part of each grant proposal, decision making process and strategic planning.

Duluth Head Start is federally funded to provide 255 children in Duluth Minnesota the opportunity to participate in Head Start. Duluth Head Start operates 8 classrooms at 5 sites throughout the city with half-day, four day a week sessions, following the school calendar for the Duluth Public Schools. Each site has a morning and an afternoon session running three and a half hours each. State Head Start funds allow us to operate a Childcare Collaboration with the YWCA Spirit Valley Childcare Center for 21 children and families and to serve 18 families experiencing homelessness with our Families in Transition program option. This year we started a Home Base option serving 12 children and their families in their homes as well as exploring the community.

Having examined the demographics, social service, socio-economic trends and other area characteristics, this Community Assessment provides us vital insight to deliver high quality services to meet the changing needs of low-income children and their families.

Demographics

Geographic Boundaries (Size, Counties, Distinguishing Characteristics)

The Duluth Head Start program serves Minnesota resident families of birth to five-year-old or kindergarten enrollment age children living within the Duluth city limits or enrolled in a childcare situation within the city limits.

Duluth is built into a steep, rocky hillside, located at the westernmost tip of Lake Superior, halfway between Minneapolis/St. Paul and the Canadian border. There are 2,342 freshwater miles from the Atlantic Ocean to Duluth via the Great Lakes/St. Lawrence Seaway. The city boasts an extensive climate-controlled skywalk connecting downtown facilities—a useful way to navigate the downtown in the frigid winter climate.

Governing Structure

The city has a Mayor-Council form of government, with the City Administration making policy proposals to a nine member City Council. Duluth's five representational districts are divided into 36 precincts. Each of the five council districts elects its own Councilor, with four at-large Councilors representing the entire city.

Population and Related Trends

According to the 2013 Census update, the population of Duluth is 86,128 with a total of 200,540 in St. Louis County. This is a decrease of -0.2% from last year. Of the total population of Duluth, 22.1 percent (19.034) are living in poverty.

More than half of Minnesota's residents live in the 7-county Twin Cities region. It is one of the fastest growing regions in the Midwest and is predicted to continue rapid growth; adding nearly one-half million more residents by 2030.

According to the MDE birth to four census data, Duluth has a declining preschool population. The 2015-2016 school year reports a total of 978 four year olds, down from 1277 just three years ago. 103

Racial and Ethnic Composition, Gender, Ages

The population of Duluth is 90.4% white, 2.3% African American, 2.5% American Indian, and 1.5% Asian. Of these persons, 5.6% are under the age of 5 years old, 18.5% are under 18 and 13.8% are 65 and over. 51% are female; 49% is male. 2.9% of the population is foreign born and 4.7% speak a language other than English at home.

While Minnesota is not as racially diverse as the nation, that trend seems to be slowly changing. About 17 percent of our state's residents are now persons of color, compared to only about 1 percent in 1960. Between 2000 and 2010, the state's population of color grew by 55 percent, making them the fastest growing segment of the population. These individuals will make up an increasingly large part of our workforce, but data show that they are also more likely to live in poverty; less likely to graduate from high school; less likely to own their own home; and more likely to suffer from chronic illness.

Age trends are also transforming our state. By 2030, the number of Minnesotans over age 65 is expected to almost double and older adults will comprise about one-fifth of our population.

Minnesota's younger residents are more racially, culturally and linguistically diverse than older generations, which creates new challenges and opportunities for future economic and educational trends.

Household Composition

71.3% of Duluth residents own their own homes, the average value of owner-occupied housing units is \$137,500 compared to \$207,000 for the state of Minnesota. There is an average of 2.24 of persons per household. Among Duluth's households, 18.5% had children under 18, 12.5% had a female head of household, and 43.7% were non-families. 35.2% of all households were one-person households, and 13.8% had someone 65 or older living alone. The average household size was 2.24 and the average family size was 2.80.

Economy and Employment

Economic Activities

The Port of Duluth is a major transportation hub for the transshipment of coal, taconite, agricultural products, steel, limestone, and cement. Duluth is home to two four-year colleges and two vocational colleges. Headquarters for Maurices, a major retail outlet, and Cirrus Aircraft, a manufacturing facility, are located in Duluth. It is also a center for aquatic biology and aquatic science and a popular center for tourism and outdoor activities. The 148th Fighter Wing National Air Guard base is also a large area employer.

According to the July 2014 Regional Analysis by the Minnesota Department of Employment and Economic Development:

- Employment grew, adding 1,389 jobs (1.0 percent) for a total June estimate of 134,432.
- Increases were spread across most industries.
- The only losses were in Educational and Health Services (down 418 or 1.3 percent), and Government, down 1,424 (5.3 percent), largely from a decline of 1,144 (2.6 percent) in State Government.
- Employment levels in the Duluth metro also rose on an annual basis, albeit less dramatically, with the area adding 445 (0.3 percent) jobs over June 2013.

As of December 2014, the labor force in Duluth was 44,979, with 43,356 people employed, 1,623 unemployed and an unemployment rate of 3.6% 104

Minnesota unemployment rates for 2015 show the following statistics across racial lines: Whites 3.8%; Blacks 10.2% (Black men 22%); American Indians 39%; Hispanics 8.2%.

Future Trends

The *Regional Spotlight for Northeast Minnesota* reports, “manufacturing is projected to grow by 8.5 percent from 2010-2020 in the Northeast, adding jobs at a slower rate than the average for all industries (13.1 percent). Several Manufacturing subsectors will grow much more quickly, though. Wood Products Manufacturing, Nonmetallic Mineral Products Manufacturing, Fabricated Metal Product Manufacturing, Transportation Equipment Manufacturing, and Furniture Manufacturing will each increase employment by more than 25 percent. Subsectors projected to lose jobs include Paper Manufacturing, Apparel Manufacturing, and Textile Product Mills. Almost all of the 179 projected new jobs in Transportation Equipment Manufacturing will occur in the Aerospace Product and Parts subsector, reflecting the growing aviation cluster in the Duluth area.”

A ratio-trend analysis suggests that Duluth-Superior metropolitan area will increase by approximately 9,000 jobs by the year 2035. If recent trends continue, new jobs in the *Retail* and *Other* categories will increase at a faster rate than the *Service* jobs. *Service* jobs will still account for the vast majority of the area’s employment.

Median Income Level:

In 2013, Duluth's median household income was \$46,517; \$13,319 less than the median MN household income. The per capita income was \$25,946. About 16.4% of all residents were below the poverty line. 15.3% of children under 5, and 11.6% under 18 in Minnesota were living in poverty

2016 Poverty Guidelines for the 48 Contiguous States and the District of Columbia	
Persons in family/household	Poverty guideline
1	\$11,880
2	16,020
3	20,160
4	24,300
5	28,440
6	32,580
7	36,730
8	40,890
<i>For families/households with more than eight persons, add \$5200 for each additional person.</i>	

Principle Source of Income

The number of full-time job openings in NE MN rose 14% from 2011 to 2014. The median hourly wage for all jobs in St. Louis County is \$12.05, compared to \$18.15 throughout the state.

Many jobs in the Duluth-Superior area are in retail and service industries, which typically offer low-pay and part-time positions. Of 84,696 jobs posted in St. Louis County in the 2nd quarter of 2014, 42% were part-time, 16% seasonal and 36% required a post-secondary education.

Number Below Poverty Level

In 2015, poverty in Duluth was estimated at 21.9%, down slightly from the 2010 census at 22%. However, this is up significantly from the 2000 rate of 15.5%.

A higher poverty level affects persons of color and children in Duluth. African Americans have a poverty rate of about 63% and Native Americans have a poverty rate of about 67.6%. 24.3% of households with children under the age of eighteen receive food assistance, compared to the state average of 12.5%. Females are somewhat more likely to be living in poverty. Having less than a high school degree or being a minority increases the likelihood of living in poverty.

The federal poverty line is only \$11,770 for an individual and \$24,250 for a family of four. A person working 40 hours a week, 52 weeks a year would earn \$15,080 at the current federal minimum wage of \$7.25 an hour. Barriers to work—the inability to find work, the unaffordability of childcare, and disability—may be greater contributors to poverty status than wages.

Issues That Will Affect the Economy

According to an article in the Duluth News Tribune, there are five key issues that will affect the economy in 2015.

- Interest rates – Expected to rise a quarter of a percentage point possibly four times in 2015, and at a much faster rate in 2016. Rising interest rates will make it more expensive to buy a home or purchase a car.
- Oil prices – While the drop in oil prices has been a welcome relief for consumers, it will also affect the economy as oil companies cut back their drilling plans, which directly impacts hiring and job cuts.
- Housing – In November of 2014, home sales were down 3.8% from a year earlier. Tight credit makes it difficult for many Americans to get mortgages.
- Household formation – During the recovery, there was a low rate of new household formations (people moving in together as couples or roommates). This trend is expected to rise dramatically in 2015.
- Global events – Weakness in the rest of the world, could be a positive thing for the U.S., by lowering commodity prices—which, in turn, helps keep inflation and interest rates low.

New Minimum Wage Law

According to the September 2014 Minnesota Economic Trends Quarterly, *“Women, most minority racial groups, people with disabilities and residents in Greater Minnesota stand to benefit the most from a new law that will raise the state’s minimum wage to \$9.50 an hour by August 2016.”*

DEED’s workforce development programs target economically vulnerable Minnesotans, ranging from those with persistent employment barriers to those who were recently laid off from a steady job.

Many of these Minnesotans earn a wage at or near the current legal minimum and will be affected by the stepped increase of the state’s minimum wage to \$9.50 per hour¹ in August 2016 at large establishments.”

New Legislation

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If passed, a new bill, proposed to the State Legislature, would provide funding of \$4.5 million in competitive grants to nonprofit agencies that would offer low-interest car loans to low-income people. The Getting to Work bill could provide assistance to 4,000 to 6,000 low-income Minnesota families, creating self-sufficiency and the ability to get and maintain employment in areas where public transportation is scarce.

Black Household Income Plunges in MN

An article from the Minneapolis Star Tribune (September 2015) stated that household incomes for blacks in Minnesota dropped during the past year, according to survey data from the U.S. Census Bureau. From 2013-14, the median income for black households in the state fell 14%. That was a drop from about \$31,500 to \$27,000 in one year's time.

The statewide poverty rate for black residents rose from 33% to 38%, compared to a stable overall state poverty rate of 11%.

Income and poverty for other racial groups in Minnesota remained stable. There is no apparent reason for the declining income, and higher unemployment in the black community was not a factor.

Head Start Eligible Children and Families

General

The Duluth Head Start program serves Minnesota resident families of birth to four-year-old children living within the Duluth city limits or enrolled in a day care situation within the city limits. According to the 2013 Census update, here are approximately 10,428 children under the age of 5 living in St. Louis County.

Racial and Ethnic Composition in St. Louis County

Black	White	Native American	Asian	Other/Unspecified	Multi/Bi Racial
1.5%	92%	2.3%	1.0%	1.0%	2.2%

Education - Adult Educational Attainment

THE AMERICAN COMMUNITY SURVEY UPDATE OF 2010 provides us with the data in EDUCATIONAL ATTAINMENT IN DULUTH, which summarizes the educational attainment of residents of Duluth over the age of 25. Over 63 percent of the general population has taken college level classes or received advanced degrees.

Information on Functional Literacy Levels

EDUCATIONAL ATTAINMENT IN DULUTH		
Level of Education	Count	Percent
Less than High School Grad	4,453	13.1%
High school graduate/GED	15,605	28.7%
Some college, /Associate's degree	17,393	32
Bachelor's/Graduate/ Professional Degree	17,006	31.2

Graduation Rates/Dropout Rates

On-time graduation rates for Denfeld High School decreased from 84.59% to 78.74% and Duluth East High School decreased from 91.94% to 91.52%.

Preliminary Statistics on Families with Children Enrolled in the Program for the 2015-2016 School Year

HEAD START HOUSEHOLD EDUCATIONAL ATTAINMENT 2015-2016		
Level of Education	Count	Percent
Less than High School Grad	29	12.13
High School Grad or GED	89	37.24
Some College/ Associates	100	41.84
Bachelors or Higher	18	7.53
Unreported	3	1.26

Employment/Job Training Status of Head Start Parents During the 2015-2016 School Year To Date (Employed and unemployed numbers do not reflect retired or disabled parents.)

	Two Parents	One Parent
School/Job Training	0	5
Employed	20	120
Unemployed	14	80

Languages Spoken

Head Start Program Primary Language Spoken at Home

LANGUAGE	13-14	14-15	15-16
English	98.5	98.44	99.6
Asian/Pacific Island (Hmong)	0	0	0
Spanish	0	0	0
European	.5	.31	0
Hindi	0	0	0
Far East	1.0	1.25	.4

Data from the State of Minnesota reports:

- In 1920, about 1 in 5 Minnesotans was foreign-born; today about 1 in 14 are (2010-2012).
- The largest groups of foreign-born Minnesotans were born in Mexico (71,000); India (26,000); Laos, including Hmong (24,000); Somalia (21,000); Vietnam (19,000); Thailand, including Hmong (15,000), and

China (14,000) (data from 2010-2012). These estimates do not include U.S.-born children of these immigrants. They also likely underestimate the size of our immigrant populations because trust and language issues depress response rates to Census surveys.

- Behind English, the most common languages spoken in the homes of Minnesotans 5 and older are Spanish (about 198,000 speakers), Hmong (54,000 speakers), and Somali (37,000 speakers) (data from 2010-2012).

Transition Activities

Duluth Head Start supports families as their children transition both from Early Head Start (Birth-3) and from Head Start to Kindergarten. Families with children birth to age 3 are eased into the new care setting with frequent visits to the new setting, transition conferences and parent input into the process. For children moving on to kindergarten, transition activities include visits to kindergarten rooms, lunch in the cafeteria and participation in district wide Kindergarten Round-Up activities. Round Up is a good opportunity for Head Start staff to introduce Head Start families to the greater school community. Head Start provides assistance with kindergarten enrollment paperwork, childcare for siblings and transportation to the spring Round Up events.

Number of Enrolled Children with Disabilities and Types of Disabilities (By Diagnostic Category) of Enrolled Children

Multiple Disabilities	Speech Language	Emotional/ Behavior	Developmental	Hearing Impaired	Visually Impaired
0	3	0	40	2	0

As a school district program, Duluth Head Start has a strong working relationship with the district’s Early Childhood Special Education program. This relationship allows us to streamline our work with children and families in need of special education services.

Resources Provided to Enrolled Children with Disabilities by Other Agencies

HELP ME GROW

Help Me Grow is the initial point of contact in the city of Duluth for health and development questions about children ages birth to twenty-one. Help Me Grow staff assists families with appropriate referrals and access to needed services for children who have medically diagnosed conditions or have conditions with a high probability of resulting in developmental delay. They also provide developmental screening and/or in- depth evaluation. Special Education services are available to children who meet the Minnesota state special education criteria. Services include speech, physical and occupational therapy, service coordination, special instruction, vision, hearing and nurse services. All services provided through the school system are free of charge.

Scottish Rite Clinic Childhood Language Disorders

Provides families with the assessments and tools for all areas of communication disorders. The services they provide include:

- Hearing assessments
- Communication assessments
- Direct management of language disorders
- Referral to the medical and educational communities’ services
- Onsite outreach visits
- Intensive parent education

The Robert F. Pierce Speech-Language-Hearing Clinic

The Robert F. Pierce Speech-Language-Hearing Clinic is the clinical teaching unit within the Department of 109 Communication Sciences and Disorders at the University of Minnesota Duluth.

The goals of the Clinic are to: assist people of all ages with speech language, and hearing disorders through comprehensive assessment and individually designed treatment programs; provide a practicum experience for students in the Department of Communication Sciences and Disorders who are supervised by professional speech-language pathologists and audiologists; and help clients, family members, and other professionals gain a better understanding of communication disorders advance knowledge of communication disorders through research. Therapy and treatment include:

- Group or individual speech therapy
- Family Counseling & Education
- Parent Education to integrate activities from therapy at home
- Group Therapy & Social Activities
- Individual & group interaction to enhance spoken English skills of non-native English speakers

Essentia Health–Polinsky Medical Rehabilitation Center

Part of Essentia Health Children’s Services, the Polinsky Center pediatric rehabilitation team offers physical therapy, occupational therapy, speech therapy and psychology services. They see children with a wide variety of conditions, from developmental delays to serious brain and spinal cord injuries.

Arc Northland

ARC Northland aids families through many supportive services, by helping people with disabilities and their families overcome challenges and thrive in community life. They serve individuals in Southern St. Louis, Carlton, and Lake Counties. Arc Northland's mission is to create equal opportunity for quality living and to enhance dignity and respect for people with disabilities and their families.

St. Luke’s Pediatrics

As part of the St. Luke’s Medical Center, the Pediatrics unit, provides speech therapy, along with occupational and physical therapy and psychological services. Services are available to children with a wide array of physical and developmental conditions.

Mental Health

Duluth Head Start employs two contracted Mental Health Consultants, who assist with classroom observations and provide resources to classroom teachers. Consultants also provide referrals for families to area mental health facilities—the Human Development Center and Amberwing.

Health

Incidence of Drug and Alcohol Abuse

According to the Substance Abuse and Mental Health Services Administration (SAMHSA):

- In 2013, young adults aged 18–25 had the highest percentage of alcohol dependence or abuse (13.0%) among individuals aged 12 or older, and the percentage was higher for males (8.7%) than females (4.6%).
- In the United States, 6.7% of persons aged 21 or older (an estimated 15.1 million individuals) in 2013 reported heavy alcohol use within the month prior to being surveyed. This percentage has not changed significantly since 2009.
- In 2013, percentages of alcohol dependence or abuse were higher among those who lived in metropolitan areas and among those without health insurance.
- The percentage of alcohol dependence or abuse decreased from 7.5% in 2009 to 6.6% in 2013. This decrease was found for adolescents aged 12–17 and young adults aged 18–25 but not for those in older age groups.

- In the United States, 2.6% of individuals aged 12 or older (an estimated 6.9 million individuals) in 2013 were dependent on or abused illicit drugs within the year prior to being surveyed. This percentage had not changed significantly since 2009.
- In 2013, illicit drug dependence or abuse was more prevalent among males (3.4%) than among females (1.9%).

Children Under 6 at Risk

According to a study done by the Wilder Foundation, there are fifteen high-risk counties in Minnesota for children younger than six. These are counties which may have high rates of poverty and unemployment and low access to health care and other services that ensure children get off to a good developmental start. St. Louis County was identified as one of the high-risk counties.

Incidence of Abuse and Neglect

St. Louis County reports that there were 1,657 reported cases of child maltreatment in 2013.

The Governor's Task Force on the Protection of Children is charged with making recommendations for comprehensive improvements to the child protection system to the 2015 Legislature. Areas of interest include children protection screening, Family Assessment Response, training for county child protection staff and state oversight.

According to the key findings Minnesota's Child Welfare Report of 2013:

- Minnesota counties, and the Leech Lake and the White Earth Bands of Ojibwa, assessed 17,716 reports of maltreatment involving 24,962 children in 2011.
- Of all maltreatment reports, 12,243 received a Family Assessment, a strengths-based and family-focused method for working with families in the child protection system where no determination of maltreatment is made.
- Neglect was the most common allegation of maltreatment, found in 63 percent of Family Assessments and 52 percent of Family Investigations. This includes neglecting to provide adequate food, clothing or shelter, endangerment, educational neglect, abandonment and inadequate supervision. Medical neglect is counted separately.
- The need for ongoing protective services was identified in 51 percent of Family Investigations and 16 percent of Family Assessments. Another 15 percent of Family Assessments were offered optional supportive services.
- American Indian and African American/Black children had the highest rates of contact with the child protection system. They were more than six and three times more likely to be reported as abused or neglected than were White children, respectively.
- Fewer than 3 percent of all determined victims had at least one subsequent determined report of maltreatment within six months.

Domestic Violence

Domestic violence is the leading cause of injury to women. It is estimated that one in four women in Minnesota will experience violence from an intimate partner at some point in their life.

The Women's Program at Safe Haven Shelter in Duluth provides battered women and their children with 24-hour emergency shelter, food and clothing, personal advocacy, and a safe environment to explore their options. Advocates work closely with the women, connecting them to available resources in the community including economic assistance, medical services, education and employment opportunities, and permanent

housing. Safe Haven Shelter and Resource Center assisted 1,695 people in 2014. As of 03/31/2015, six Head Start families have reported incidents of domestic violence.

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The Lake Superior Regional Family Justice Center (FJC) continues to serve the greater Duluth Community as a one-stop shop for women in abusive relationships. The FJC includes a wide range of services and programs available, serving victims of domestic violence community wide.

Infant and Child Birth and Death Rates

St. Louis County's birth rate of 10.4 births per 1,000 is lower than state-level rates of 12.9 births per 1,000. In 2012, 82.5% of births in St. Louis County had adequate prenatal care (nine or more prenatal visits and seen in the first trimester) compared with 78.2% in 2007 and 84.2% in 2003.

- The overall infant mortality rate in Minnesota is the lowest in the nation, and infant mortality rates for African American, Asian, and Hispanic infants are significantly lower than the national average. The American Indian rate is nearly the same as the national average (2003-2005).
- Relatively small numbers of annual births and infant deaths in some Populations of Color including American Indians mean that the prevention of even one infant death can significantly impact rates. Looked at within this context, the EHCI target could have been reached in the 2001-2005 reporting period if there had been five fewer infant deaths for African Americans per year and three fewer deaths for American Indians.

Number of Low-Birth Weight Babies

Babies born weighing 5 pounds, 8 ounces or less are considered to have a low birth weight - which carries a range of health risks and potentially decreased cognitive and social development. A baby's weight at birth indicates both the mother's health status and her baby's chances for growth and overall development. Low birth weight babies have an increased risk of disease and even death during their early months. In 2013, 6.4% of babies born in Minnesota (all births) had a low birth weight. Down from 8% in 2010.

Teen Pregnancy Rates

Overall, birth rates among adolescents ages 15-19 decreased 7.8% from 2009 to 2010, while pregnancy rates decreased nearly 10%. Pregnancy data indicate a drop in number of pregnancies since 2007, marking an overall decline of 38% from 1990 to 2010.

For the first time in more than twenty years, adolescent birth rates for African American adolescents in Minnesota fell below the national average, marking a decrease of nearly 24% from 2009. Birth rates for American Indians decreased 31%, Asian/Pacific Islanders decreased 23%, and Hispanic/Latina decreased 22% from 2009 to 2010. In comparison, birth rates for white adolescents dropped only 0.67%. Possible explanations for these dramatic decreases in rates among populations of color are improved access to culturally appropriate medical and educational services resulting in more young people making informed decisions about their sexual health. Although adolescent pregnancy and birth rates are highest among Minnesota populations of color compared to white populations, the greatest number of adolescent births is still to white females. Rates for all racial groups fell between 2009 and 2010.

Immunization Levels Among School Children

According to the Minnesota Department of Health, 95-100% of children 24-35 months in St. Louis County are up to date with their immunizations. To date, 78% of Duluth Head Start children are current; this includes 112 homeless children enrolled in our FIT program.

Prevalent Health Problems

The number of children without health insurance rose sharply in the past two years in Minnesota, making it the only state to see a significant increase since 2008. This is an increase from 5.8% to 6.6% or a total of 84,000 children. The national rate is 8%, down from 9% in the same period. MN has always had a higher rate of children and adults covered by employer-based health insurance, so the recession had a more dramatic impact here as businesses cut workers, raised premiums or dropped health plans altogether. To address chronic budget deficits MN lawmakers reduced adults' eligibility for subsidized health programs such as Medical Assistance and Minnesota Care and eliminated the General Assistance Medical Care program. While enrollment standards haven't changed for children, they have been affected. When you cut parents' health care, you lose the children as well. Of the 292 children that have been enrolled in Duluth Head Start for the 2015-2016 school year so far, 268 have health insurance; Medicaid covers 250 of these children.

Communicable Diseases and Health Concerns

No major disease outbreaks have been documented for St. Louis County. There are periodic cases of infectious disease, including influenza, chicken pox and whooping cough.

<http://www.bridgetohealthsurvey.org>

Air and Water Quality

One of the big draws for people in this area is the air and water quality. We are fortunate to be located on the eastern shore of Lake Superior, the largest freshwater lake in the world. It contains almost 3,000 cubic miles of water, an amount that could fill all the other Great Lakes plus three additional Lake Eries. With an average depth approaching 500 feet, Superior also is the coldest and deepest (1,332 feet) of the Great Lakes. Most of the Superior basin is sparsely populated, and heavily forested, with little agriculture because of a cool climate and poor soils. More on water and air quality information can be accessed at <http://www.pca.state.mn>

Nutrition - Children Receiving Free Lunch and Breakfast

Duluth Head Start Centers are located in Elementary schools with the highest percentages of children receiving Free and Reduced Lunch services.

2015-2016: 40.7% of Duluth school children are eligible for the Free and Reduced Price Lunch Program, down from 42.5% in the previous year.

School Name	Enrolled	Percentage
Congdon	586	21.8
Homecroft Elementary	426	25.6
Lakewood Elementary	236	33.9
Lester Park Elementary	496	20.4
Lowell Elementary*	345	48.4
Laura MacArthur Elementary*	428	74.1
Myers-Wilkins*	416	78.8
Piedmont Elementary*	482	64.1
Stowe Elementary*	320	65.3
Early Childhood Special Education	184	35.3

*Schools where Head Start classrooms are located.

Food Support Recipients

Our statistics show that 129 of our current Duluth Head Start parents are enrolled in the SNAP program.

Participant in Food Distribution Programs, Availability of Low-Cost Food

Hunger Solutions MN

Hunger Solutions MN is a comprehensive hunger relief organization that works to end hunger in MN. They support agencies that provide food to those in need. Through their HelpLine, they have helped thousands of families and seniors find emergency food and enroll in public nutrition programs. They have distributed more than one million dollars in grants to food shelves so far this year.

Minnesota Nutritious Food Coalition

The MNFC is a public-private partnership whose goal is to raise awareness and increase participation in the federal Food Support program and provide guidance on means of better serving Minnesotans in need of healthy food. Their main charge is to address food access issues, increase participation in the federally funded Food Support program, identify barriers and areas for expansion, and develop a coordinated outreach effort to ensure all Minnesotans who are eligible for the program have an opportunity to apply for it.

More than 500,000 Minnesotans access food support benefits monthly, yet many more, particularly seniors are eligible for the program. Currently, only 65% of eligible Minnesotans and 44% of eligible seniors receive food support benefits. Minnesota's fifth and eighth Congressional Districts (which includes Duluth) have the highest rates of food insecurity, with both districts containing approximately 96,000 Minnesotans who are food-insecure. St. Louis County has a food insecurity rate of 13% or 27,110 individuals. Thirty-eight percent of St. Louis County's food insecure individuals are NOT eligible for Federal Nutrition Assistance.

Statewide outreach includes:

- More than 20 agencies, which are Food and Nutrition Service grant recipients and are part of Minnesota's formal state outreach plan.
- Recruitment of local partners to conduct outreach.
- Coordination between the Minnesota Department of Human Services and counties to provide infrastructure for material updates, supplies, training and communications.
- Free nutrition education materials and classes (SNAP-Education) through the University of Minnesota Extension and Minnesota Chippewa Tribe to help SNAP participants make good purchasing choices and stretch their food dollars.

Second Harvest Northern Lakes Food Bank

Second Harvest is a 501(c)3 nonprofit organizations and the sole distributor of surplus food products to over 120 charitable food programs, including our region's soup kitchens, food shelves and shelters. As a food bank, their primary role is to provide food to the front-line charitable agencies that offer meals to the hungry. In addition, they provide food to over 1,000 people per month as part of their own direct service programming.

As part of Feeding America, Second Harvest rescues food and non-food items from national and regional manufacturers, wholesalers, retailers, restaurateurs and growers. These products are then distributed to agencies and people in need throughout their service region.

In NE Minnesota/NW Wisconsin:

- 15% or 49,342 people, live in poverty;
- 12% of people are food insecure meaning they don't have access at all times to enough food to live a healthy, active life;

- 16% of children are food insecure;
- 30% of those receiving food from food shelves are children;
- Food shelf use has increased 70% since 2008;
- Food shelf use among children has increased 19% since 2008;
- Food shelf use among seniors has nearly quadrupled the last 5 years.

Churches United in Ministry's Emergency Food Shelves

The food shelf provides a five-day food order for people without food or the resources to buy food and advocacy services connecting people to community resources (e.g. shelter, medical care, children's services, employment, clothing, and emergency monies). Staff, along with approximately 100 volunteers, distributes 260,000 pounds of food annually. An average of 570 households receive emergency food each month; roughly 35% of those fed are children. People using the food shelves have access to an advocate who provides information and referral service and short-term counseling

Damiano Center

The Damiano Center operates the largest on-site meal program in the city of Duluth serving 7 hot meals each week, plus a continental breakfast 5 days a week. In 2012 the Soup Kitchen served 124,000 meals to people in need using salvaged food.

Union Gospel Mission

Located in the heart of downtown Duluth, the Mission provides a free on-site meal program. 80,000 meals were served in 2014. They also provide a food shelf program, with a 21 meal per person food box, with a 7-day supply. 500 households were served in 2014 through the food shelf.

Other Area Food Banks

Fruit of the Vine Food Shelf

Living Waters Food Shelf

Salvation Army Food Shelf – Duluth

WIC – Women, Infants, and Children

The mission of WIC is to safeguard the health of low-income women, infants, and children up to age 5 who are at nutritional risk by providing nutritious foods to supplement diets, information on healthy eating, and referrals to health care. WIC accepts women, infants, and children who are at or below 185% of poverty. They receive a three-month voucher when they make an appointment. WIC has presumptive eligibility up to 275% when they sign up for medical assistance or Minnesota Care within two weeks.

Automatic Qualifiers for the WIC Program:

- Head Start
- Minnesota Care/Medical Assistance
- Food Stamps
- Reduced or Free School Lunch
- MFIP
- Fuel Assistance
- SSI-Client
- Ready Work

The average monthly YTD enrollment for St. Louis County in 2015 was 4,159.

So far this year, 112 children enrolled in Head Start are receiving WIC services.

Access to safe and affordable homes builds the foundation for all communities. As Minnesota's economy grows stronger, even working Minnesotans often lack good housing options, and aging homes create health and energy concerns. In St. Louis County, there are about 60,414 owner and 24,369 renter households. More than 53% of those homes are at least 50 years old.

For 24% of owners and 56% of renters in St. Louis County, housing consumes 30% or more of their household income, often at the sacrifice of other basic needs like food and medicine. Saving for education or emergencies often becomes impossible, especially for lowest-income households.

In St. Louis County, 29% of households are renters. Recent data for Northeastern Minnesota shows that renter incomes have fallen by 10%, while rents have risen by 16% since 2000. There are now 33 affordable units available for every 100 extremely low-income renters in St. Louis County. The county ranks 79 out of the state's 87 counties for the most units affordable and available to this income group.

In St. Louis County, approximately 8% of homeowners and 29% of renters pay at least half of their income on housing.

The median sale price for homes (excluding foreclosures) was \$139,195 in 2014 in the county. Since 2006, median home prices have decreased by 4%, after adjusting for inflation.

From 2005-2013, there were 3,781 foreclosures in St. Louis County. Statewide, 3.1% of primary mortgages were delinquent by 60-plus days in early 2014, compared to an average of 1.7% from 1979 to 2004.

Minnesota has the nation's largest racial homeownership gap. In St. Louis County 71% of households own a home, with white, non-Hispanic households accounting for 73%.

HUD Housing

Section 8 Rental Housing Assistance is a program that makes market rate rental housing affordable for low-income families. Program participants pay a minimum of 30% of their monthly-adjusted income for rent and utilities. The current waiting list for Section 8 housing is 24 months.

In 2010, Duluth had the highest level of renters paying more than 30% of their income for housing of any of the major Minnesota metros. An alarming 56% of renters in the Duluth metropolitan area fell into this category. When families pay even 30% of their income for housing, housing is considered unaffordable. Families then often must choose between paying for their housing and other needs such as food, medications, and transportation.

Unfortunately, the Duluth area, like the state of MN as a whole, has seen a marked increase in both the number of homeless people and the number of foreclosures since the middle of the decade. There were 698 foreclosures in Duluth in 2010, up from 260 in the year 2005.

Homeless Count

Each night in Duluth, as many as 300 homeless men, women and children seek refuge in emergency shelters, battered women's shelters and transitional housing facilities. Currently there are 5 organizations that provide emergency shelter and services. They provide 125+ beds available on any given night for the homeless. There are 7 transitional housing agencies providing 174 beds. Agencies that provide housing and supportive services for homeless persons assist more than 1,500 homeless persons each year in Duluth.

St. Louis County and the city of Duluth initiated the plan in 2005 to end homelessness. A diverse group was assembled to create the End Homelessness in Ten Committee (EHIT). Members of EHIT represented urban and rural areas, private and public sectors and a wide range of disciplines, including mental health, chemical dependency, human services, youth programs, anti-poverty agencies, domestic violence, employment and training, housing developers, school corrections, homeless shelters and services, and the faith community. Eight members of the committee experienced homelessness first-hand or have been part of the safety net for relatives and friends who have become homeless.

St. Louis County Significant Findings:

- 40% of homeless persons are children, with an average age of 7 years.
- 71% of the homeless adults interviewed had been discharged from a correctional or human service facility within the past year.
- 27% of homeless adults meet the definition of chronically homeless (compared to 5-10% national estimates).
- 38% of homeless women are fleeing abuse.
- 80% of homeless adults report a serious or chronic disability that limits work or daily living skills.
- The vast majority (80%) of homeless adults have been Minnesota residents for three or more years, with nearly 40% having lived in the state longer than 20 years.
- Veterans and people of color are disproportionately represented among the homeless. 45% of Duluth's homeless population is white, while African Americans make up 25% and American Indians or Alaska Natives make up 17% of this group.
- In the six months preceding the survey, homeless individuals had 339 visits to hospital emergency rooms in St. Louis County.

In the 2015-2016 school year to date, Duluth Head Start has served a total of 45 children experiencing homelessness. Duluth Public Schools are predicting this academic year will see more homeless kids than it did last year.

Foster Care

During the 2015-2016 school year so far, there have been 25 Head Start children in Foster Care.

There is currently a severe shortage of qualified foster care placements in St. Louis County. According to the Duluth News-Tribune, there are 500 children living in out-of-home foster placements at any given time. This figure is up by 25% in just five years. But there are only about 200 registered foster parents in the county. Many of those are assigned a specific child because they are related.

The goal of the Foster Care system is to keep children in their communities, near family and their home school district, and whenever possible, to keep siblings together.

According to Jessie Schunk, Professional Development Coordinator for St. Louis County Child Foster Care, the demand for foster care is up because more young parents are experiencing more problems – often related to alcohol and drugs, which lead to financial and behavioral crisis and an inability to care for their children. Northstar Care for Children, a new program launched January 1, 2015 throughout the state, is a unified benefit program designed to reduce the length of time children spend in foster care by finding them families through adoption or legal guardianship. The program hopes to see more children leave foster care more quickly and become part of permanent families.

Child Care Needs

- An estimated 76 percent of Minnesota families will use childcare while they work.

- In 2010 childcare problems prevented 12 percent of parents from taking or keeping a job.
- Families earning low incomes devote 29% of their income to childcare costs. 117
- Nearly a third of families report they use “whatever child care arrangement they could get” in order to work. This is up from 21 percent in 1999. Families earning low incomes are more likely to describe their childcare arrangement this way (35 percent).
- In 2010, 29 percent of families surveyed were not able to find childcare in their preferred area; 13% were not able to find quality childcare; and 25% encountered problems paying for childcare.

Early Childhood Screening

Early childhood screening is required for kindergarten entrance, but screening at age 3 or 4 provides more benefit to children and the schools who will receive them. Efforts to screen children at a younger age are improving; 4 out of 5 of the children screened across the state in 2010 were under age 5.

Names and Locations of other Child Development Programs

SCHOOL READINESS

School Readiness is a program offered through ISD #709 that serves three and four-year-olds. The program uses researched based curriculum and incorporates all areas of development. Parents have opportunities to participate in the program in various ways that may include: attending special family events, volunteering in the classroom, serving on the School Readiness advisory board and conferences twice a year. They provide service three times per week at three sites: Stowe, Piedmont, and Lester Park.

School Readiness is supported by funding from the state of Minnesota as well as parent fees. Fees are based on a sliding scale determined by annual income.

EARLY CHILDHOOD FAMILY EDUCATION

ECFE is a program providing information and support for parents and their young children (from birth through age 3), with classes offered at Stowe, Piedmont, Lester Park and Washington Center. A sliding fee is paid determined by the family income however; no one is turned away for inability to pay. Families are welcome to join at any time.

COMMUNITY ED PRESCHOOL

This program emphasizes teaching literacy and mathematics through activities such as music, art, and dramatic play. Professionally trained adults instruct each class. To enroll in the MWF program, the child must be 4 years old by Sept 1. To enroll in the TTH program, the child must be 3 by March 1. Fees are \$15.00 for registration, \$95 per 4 weeks for the MWF classes, \$85 per 4 weeks for the TTH classes. Sessions are held at: Homecroft TTH or MWF am or pm and MacArthur TTH or MWF.

BLENDED CLASSROOMS

Duluth Public Schools Early Childhood Programs are working to blend funding and classrooms to create classroom offerings to all Duluth families with the goal being preschool opportunities available across the city at a family’s home school.

Infant and Toddler Programs (0-3 yrs)

According to Childcare and Referral, there are 169 daycares in Duluth and 20 centers.

TANF/MNFIP recipients

A family of three — a parent with two children — with no other income receives \$532 per month in financial assistance and Supplemental Nutrition Assistance Program (SNAP) benefits of \$446. That adds up to \$978, 58% of the poverty level of \$1,674 for a family of three. When parents work, and earnings increase, MFIP assistance phases out.

South St. Louis County provides cash services to families under 4 separate programs. SNAP and health care may also be benefits included in these numbers as they are a part of the benefit set when people apply for 118 cash assistance.

This year 67% of Head Start children are on MFIP or SSI.

Availability of Public Transportation Services

The location of low-income residents is important to transportation planning because individuals in this subset often face challenges similar to mobility-limited populations. They often lack the means to transport themselves to/from work and other destinations, and often they're reliant on public transit or other services that do not always provide the flexibility they need to effectively chain different trips together (work, daycare, shopping, etc.).

These concentrations are near the downtown districts of Duluth and Superior, the Central Hillside and Lincoln Park neighborhoods of Duluth, as well as Duluth's university district (full-time students are included in the low-income subset). It is important to note that significant distances (two miles in Superior, and greater than four in Duluth) exist between these concentrations and the area's major retail centers, which represent the greatest number of low-skilled or entry level employment opportunities in the area.

As with areas of concentrated poverty, it is also important to consider the impacts of public transportation decisions as they relate to neighborhoods with a high representation of racial or ethnic minorities. Racial minorities make up less than 6% of the Duluth-Superior population while individuals of Hispanic or Latino ethnicity made up only 1% of the metro area population. The largest concentrations overall exist in Duluth's Central Hillside neighborhood near the downtown, which also represents a high concentration of people living below the national poverty line.

The average travel time to work in Duluth is 19 minutes; 17.4% less than the MN average. 10.3% of workers carpool, 4.2% takes public transportation and 5.0% walk to work. Duluth International Airport serves the city and surrounding areas with daily flights to Minneapolis, Detroit and Chicago. Greyhound and Jefferson Lines offers daily bus service to Minneapolis/St. Paul.

The local bus system is run by the Duluth Transit Authority, which serves Duluth and Superior. Ridership for 2010 surpassed the 3 million rider mark for the 3rd consecutive year and is up 21.6% since 2005. Transit use is up by all segments of the general population but U-Pass ridership for the local colleges has shown the most consistent gains; 4.5% over 2009. DTA Bike & Bus ridership for 2010 also surpassed the previous year's total by 2.5%. In the year 2009, the DTA began providing the Bike & Bus service on a year-round basis. The DTA extends and/or adds service routes during festivals, parades, New Year's Eve and various events in Duluth.

Current public transportation routes and schedules do not cover all the geographic areas where jobs are located. Travel is difficult or impossible during the late night and early morning hours that job schedules may require. Even when the bus is an option, the time required to wait for transfers to get to their destination is prohibitive. The Duluth Transit Authority (DTA) works to plan routes and schedules to accommodate the higher concentration work places. They recently added new routes to accommodate employees at United Health Care that did not previously have access to public transportation.

Proportion of Population with Telephones/Cell Phones/Televisions/Computers

Communication with Head Start families is accomplished in a number of ways. Because most parents and family members transport their children to Head start classrooms, we have an opportunity to connect face to face twice a day. In addition, teachers send home newsletters and make phone calls as needed. Family Advocates make frequent contacts with families in person and phone calls and increasingly with text messaging. We are updating our website and building a strong distribution list to share Head Start data widely.

Head Start Enrolled Children and Families

Recruitment Area

The Duluth Head Start program serves Minnesota resident families of birth to four-year-old children living within the Duluth city limits or enrolled in a childcare situation within the city limits. Our recruitment area and service area are the same, the Duluth city limits.

Center Location

CURRENT PROGRAM INFORMATION FOR DULUTH HEAD START	
Site Name	Site Address
Barnes Early Childhood Center	2102 N. Blackman Avenue, Duluth, MN 55811
Laura MacArthur Elementary	727 North Central Avenue Duluth, MN 55807
Myers-Wilkins	1027 N 8 th Avenue E. Duluth, MN 55805
Piedmont Elementary	2827 Chambersburg Avenue, Duluth, MN 55811
Stowe Elementary School	715-101st Avenue West, Duluth, MN 55808
Washington Center (FIT)	310 N 1 st Avenue West, Duluth, MN 55806
YWCA Childcare Collaboration- Spirit Valley	411 North 57th Avenue West Duluth, MN 55807

Number and Location of Currently Enrolled Children

Barnes	MacArthur	Myers Wilkins	Piedmont	Stowe	YWCA	FIT
31	51	64	55	23	11	7

Ages of HS Children at enrollment (Includes Those Who Have Left the Program During the Year)

3	4	5 & Older	Males	Females
79	167	11	135	122

Tribal/Racial/ Composition of Enrolled Children

Race/Ethnicity	Percent 13-14	Percent 14-15	Percent 15-16
American Indian	9.96	8.7	7.36
Asian/Pacific Island	0	1.1	.76
Black/African American	13.52	9.1	10.85
White	46.62	53.5	63.06
Multi Racial	25.62	27.3	24.81
Unspecified/Other	4.28	.3	1.16

Attendance/Waiting Lists/Over-Income Children

Average Daily Attendance

September	October	November	December	January
90.19%	87.06%	85.05%	82.14%	82.27%

As of 03/29/2016, Head Start has a waiting list of 59 children; of these 14 is over-income.

Parent Involvement

Parent involvement is and always has been part of Head Start's success. We believe parent involvement in Head Start is the beginning of a parent's advocacy for their children throughout their school careers. In Duluth, parents can choose to serve on the Policy Council, a decision making board made up of current and former Head Start parents and community members. The majority of Policy Council members are elected representatives from parent committees formed at all Head Start building sites, our childcare collaborations and Families in Transition. Policy Council, along with the ISD 709 School Board, our Governing Board, makes up the decision making body of Duluth Head Start.

Parents participate in their child's education in number of other ways as well. Here are a few examples: home visits, conferences, parent and family events, Head Start service area committees, national, state and local community advocacy and involvement, ensuring their child's regular attendance and supporting their child's health and development by all they do at home to support school readiness and success.

Head Start and Early Head Start Parent and Family Engagement

As research suggests, parents and family members are more likely to become engaged in their young child's development and learning when they have positive and trusting relationships with those who support them.¹ In Head Start and Early Head Start, these relationships focus on goals that families develop with the support of program leadership, staff, and engaged community partners. These goal-directed relationships are part of the two-generational approach of working with children and adult family members and distinguish Head Start and Early Head Start from other early childhood initiatives. They are most likely to take root within programs that take intentional steps to promote parent and family engagement.

Families play a critical role in helping their children to prepare for school and a lifetime of academic success. Agencies are required to consult with parents in establishing school readiness goals (45 CFR 1307.3 (b) (1) (iii), as amended). It matters when programs engage parents and families in their children's development and learning. In fact, research indicates that:

- Children with supportive home learning environments show increased literacy development, better peer interactions, fewer behavior problems, and more motivation and persistence during learning activities.²

- Among the youngest children, daily parent-child reading from infancy prompts cognitive skills as well as early vocabulary gains that lead to more reading and vocabulary growth³, a pattern of growth that has been compared to a snowball.
- Continued family engagement is important through the school years. Longitudinal studies of low-income children show that high family involvement offsets the risks of children growing up in low-income households and in households with low parent education.⁴

The launch of the PFCE Framework marks the beginning of a new wave of technical assistance resources that will be made available to programs in the coming year through the National Center on Parent, Family, and Community Engagement. The PFCE Framework can be used in program-wide strategic planning, program design and management, systems of continuous improvement, professional development for staff, and with governing bodies and parent groups. It can be used to help improve program services or to inform community partners about Head Start parent and family engagement goals and the importance of those goals for school readiness. The PFCE Framework is intended to inspire a renewed spirit of collaboration with families and community partners as programs identify and take next steps to engage parents, families, and the community to achieve better outcomes for children and families.

Duluth Head Start Staff

Staff Ethnicity & Education	
Non-Hispanic/Non-Latino	36
Hispanic/Latino	1
Staff Race	
White	36
Tribal Composition	0
Languages spoken	
English	36
Educational Attainment	
Advanced Degree	
Director/HB Supervisor	1
Coordinators	3
Family Advocates	1
Teachers	5
Baccalaureate Degree	
Coordinators	1
Home Visitors	3
Teachers	3
Assistant Teachers	1
Associates Degree	
Assistant Teachers	4



Duluth Head Start 2015-16 Mid-Year Parent Survey

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 108 NO 0

If so, how?

- Always smiling
- "Good morning's"
- Feels personal
- Kids love staff
- Parents feel child is in safe, happy place

If not, what could improve?

2. Has the teacher helped you understand your child's progress?

YES 108 NO 0

If so, how?

- Written progress
- Daily conversations
- Phone calls during day if needed

If not, what could improve?

3. Have you talked with your child's Minnesota Reading Corp member?

YES 59 NO 41

If yes, have you used the Talk, Read and Write bags?

YES 54 NO 5

- Children love reading new books and drawing
- Engaging parents
- Fun to see them love reading

4. Has Head Start helped you better communicate with your child and understand their behavior?

YES 100 NO 4

If yes, how?

- Understanding behavior/what's normal
- Better behavior at home
- Child talks more/expresses feelings

*One parent said they would like to know about hitting/name calling

5. Has the Family Advocate been able to help you meet your family's needs or goals?

YES 83

If so, how?

- Receiving information on resources and programs
- Bus/cab help
- Museum passes
- Good listener

If not, what could improve?

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

51 Home Visit 76 Conference 84 Pick Up and Drop Off 2 Fundraiser
12 Classroom Volunteer 25 Family Night 10 Policy Council 13 Other

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

- All positive responses

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

18 Transportation 42 Work Schedule 3 Location 12 Childcare
3 Lack of Information/Communication 3 Not interested 4 Other
(between separated parents) ("too busy")

Do you need assistance with any of these areas?

- After school childcare
- Busing requests

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

YES 91 NO 0

- Great program
- Helps children get a 'head start'
- Great teachers
- Children love school

9. 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?

- Busing requests
- After school childcare
- Celebrate Valentine's Day and Halloween
- A few parents wanted more communication with teachers
- Treats on birthdays
- Lots of positive 'Thank you's'

Duluth Head Start Community Assessment Summary

Weather

Duluth's cold weather requires families to ensure their children are dressed warmly for half the year. There are a few good clothing resources we connect families to in Duluth. Kid's Closet is a free service offered by retired teachers and social workers. Families with Head Start and school age children can obtain jackets, snow pants, boots, hats, gloves, mittens as well as 3 sets of clothing twice each year.

Bethany Crisis, an arm of Lutheran Social Services, helps out families with younger children with clothing and diapers. We have been fortunate to be the recipients of donations from church groups as well as a group of women who refer to themselves as the Shoe Ladies. Basically they are retired educators who buy shoes and other essentials like underwear and socks.

Economy and Employment

Duluth is a college town and this is reflected in the educational attainment level of Head Start families. While the numbers are somewhat encouraging when we look at unemployment and new job growth, Head Start families and other Duluthians living at or near the poverty line are still struggling to make ends meet. The issues mount when families are relying on 1, 2 or 3 low paying jobs without benefits and they experience illness or a crisis that keeps the working parents away from work. Without paid time off, families can be at risk for losing their job and may impact their childcare arrangements including subsidies and then the lost wages put them at risk for losing their housing.

Affordable housing, well-paying benefit eligible jobs and a tiered system of supports are needed to help address these problems for families living in poverty. Much of our information about issues impacting the Head Start community comes from the Minnesota Head Start Association. Our task in Head Start is to advocate for these issues every chance we get and to use the incredible power of parents who are the best advocates and can tell their stories to elected officials.

Transportation

The climate and terrain of the Duluth community have a major negative impact on families needing to access public transportation or walk to and from schools, work and needed services. As we see in the comments from parents on our Parent Survey results, this is a major barrier. We are invested in helping find short term and long-term solutions to this community issue and have and will continue to meet with community groups to work on this. We are currently piloting a one-way transportation option for children at 2 of our most difficult to reach centers thanks to Early Learning Scholarship funds. It should be noted, Head Start does not require programs to provide transportation nor do they provide specific funding for that purpose

Changing state statistics are beginning to impact the demographics of Duluth but certainly at a far slower rate than larger Minnesota communities like Minneapolis, St. Paul and Rochester. For Head Start, we need to be aware of and provide for translation and interpretation services to families whose home language is something other than English.

Racial inequity persists and the disparity between children living in poverty and their middle-income peers is a growing concern. We must lead the conversation on race and racial inequality. Our work to blend early childhood classrooms that are currently separated by income levels is one example of our efforts to address this issue.

Disabilities

We have seen a growing number of children with disabilities coming to Head Start for services. Currently 18% of our enrolled children use Special Education Services. Perhaps it is a result of our community's excellent early intervention services that help our district identify and serve more children with disabilities. This means we must pay close attention to the progress of children who receive special education services to ensure they, along with their typically developing peers, are making good progress on the individual goals as well as school readiness goals.

Foster Care/Alcohol and Drug Abuse

St. Louis County Child Protection workers report feeling they are overrun with abuse and neglect cases largely due to drug and alcohol abuse. In turn, this creates a larger demand for county Foster Care providers. This demand is not keeping pace with the number of Foster Care providers. The impact on children is longer stays in emergency shelters and less stability.

Head Start has made some strides in addressing this concern by developing and fostering relationships with St. Louis County Social Services and by developing a form that when used will enable county workers to help keep Head Start children in their classrooms when out of home placements occur.

Domestic Violence

Duluth has led the way in handling domestic abuse cases. This approach, known as the Duluth Model has been recognized locally, nationally and internationally for transforming the way the community addresses domestic violence. Head Start is vitally connected to the domestic violence resources for parents.

Housing and Homelessness

This topic looms large in Duluth. We are fortunate to have many great community resources for families struggling to keep their housing or begin the process of stabilization that may help them move out of homelessness. We have a program option that began to help the growing number of families with young children experiencing homelessness and presenting themselves at the congregate shelter in Duluth. We will continue to support this option as we grow in our understanding of how we can help families avoid homelessness by being more skilled in identifying the barriers to maintaining housing.

Parent Survey

Parents with children in Duluth Head Start are generally pleased with the program. The majority feels welcome by staff and is in partnership with advocates to work on family goals. Parents know and understand the added

value of having Minnesota Reading Corps members in classrooms and see the gains made by their children as a result of our efforts.

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Transportation and work schedules have kept some parents from accessing program offerings. Transportation, which ended some years ago, continues to be a major barrier for Head Start families. We are invested in helping find short term and long-term solutions to this community issue and have and will continue to meet with community groups to work on this. We are currently piloting a one-way transportation option for children at 2 of our most difficult to reach centers thanks to Early Learning Scholarship funds. It should be noted, Head Start does not require programs to provide transportation nor do they provide specific funding for that purpose.

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March 7, 2016

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
David, Christian Patrick
Woodland Hills Academy

Graduation Date
03/07/2016

Please send diploma to Kathryn at Woodland Hills Academy.



Denise Clairmont
Principal

Kathryn Sislo
Office Support Specialist
Woodland Hills Academy

RECEIVED

MAR - 8 2016

Office of the Superintendent

3/22/2016

Amy Starzecki
Independent School District 709
215 N 1st Ave E
Duluth, MN 55802

Dear Ms. Starzecki,

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

Jayda R. Morales

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

3/15/2016

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

3/22/2016

Amy Starzecki
 Independent School District 709
 215 N 1st Ave E
 Duluth, MN 55802

Dear Ms. Starzecki,

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

Nicholas O. Liston

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

3/22/2016

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

Adrian Norman
 Principal

Kimberly LeDoux
 Administrative Assistant
 Area Learning Center

March 30, 2016

Amy Starzecki
Independent School District 709
215 N 1st Ave E
Duluth, MN 55802

Dear Ms. Starzecki,

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

Joseph Luke Fossum

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

3/29/2016

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

March 30, 2016

Amy Starzecki
Independent School District 709
215 N 1st Ave E
Duluth, MN 55802

Dear Ms. Starzecki,

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

Hannah Marie Lovshin

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

3/28/2016

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

Adrian Norman
Principal

Kimberly LeDoux
Administrative Assistant
Area Learning Center

March 30, 2016

Amy Starzecki
 Independent School District 709
 215 N 1st Ave E
 Duluth, MN 55802

Dear Ms. Starzecki,

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

Serena Marie Johnson

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

9/8/2015

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

Adrian Norman
 Principal

Kimberly LeDoux
 Administrative Assistant
 Area Learning Center