

## Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, December 20, 2016

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

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

#### A. Assistant Superintendent's Report

6

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 to support teaching and learning.

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

#### B. Informational Presentations

##### 1) Summary of Duluth Public Schools' Annual School Improvement Goals

7

Assistant Superintendent Amy Starzecki provided a summary of all Duluth Public Schools' annual school improvement goals and key strategies for improvement.

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

##### 2) First Witness Presentation

31

The First Witness Child Advocacy Center and Duluth Public Schools' partnership brings a number of services to students, families and educators. Each Fall, First Witness presents the Safe and Strong Program, developmentally appropriate instruction that focuses on body safety, to elementary students. First Witness also supports individual families and provides consultation to educators intervening with students and families. Representatives from First Witness Advocacy Center presented an overview of services provided to our community, a report of program activities from last year and information regarding future programming.

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

C. Grant Applications

1) Essentia Health Grant Application - Children's Dental Services

Pam Rees, Head Start Director, has submitted a grant application to Essentia Health in the amount of \$3,750. If awarded, funds will be used to pay for Children's Dental Services for children in Head Start who have had their health coverage lapse or dropped. This grant would fund dental services for 125 children at \$30 per child.

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

2) Essentia Health Grant Application - CTE - Future Health Care Providers

Brad Vieths, Vocational Programs Coordinator, has submitted a grant application to Essentia Health in the amount of \$4,000. If awarded, funds will be used to purchase scrubs and support club activities for Duluth Public Schools students in the Health Occupations Program.

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

3) Duluth East High School Foundation Grant - Circle of Friends

Cassie Letourneau, Duluth East High School Special Education teacher, has submitted a grant application to the Duluth East High School Foundation in the amount of \$500. If awarded, funds will be used to support Circle of Friends. Circle of Friends strives to reduce bullying and create a more inclusive school culture at East High School that promotes disability awareness, acceptance and friendship. Students participate in activities that promote collaboration, friendship and cooperation between students with and without disabilities.

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

D. Regulations - NONE

E. Other Informational Items - NONE

2. Action Items

A. Presentation Items Requiring Approval

1) ISD 709 Calendar 2017-18 School Year

34

Assistant Superintendent Amy Starzecki presented the recommended ISD 709 Calendar 2017-18 School Year for review and approval. The recommended calendar was also presented to and approved by the Quality Steering Committee at their November 10, 2016 meeting.

Recommendation: It is recommended that the Duluth School Board accept and approve the recommended ISD 709 Calendar 2017-18 School Year.

2) Elementary Math Materials for 2017-18 35

Dr. Michael Cary, Director of Curriculum and Instruction, presented the curriculum department's recommendation of the purchase of consumable math texts for the 2017-18 school year in the amount of \$85,945.50. This purchase will help to keep our current curriculum materials in place as we move toward our next adoption of math materials, tentatively scheduled for the 2022-23 school year. Our past adoption was timed to coincide with the adoption of new math standards. The Minnesota legislature adjusted the curriculum standards adoption timeline at the state level, which has left gap years between our previously contracted adoption and the implementation of new standards.

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

B. Grant Awards

1) Resolution E-12-16-3411 - Acceptance of Grant Awards to Duluth Public Schools 39

Attached is Resolution E-12-16-3411 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve the grant awards from the following organizations:

Duluth East High School Foundation

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-12-16- 3411 - Acceptance of Grant Awards to Duluth Public Schools.

C. Extended Field Trip Requests 41

Fifth grade students from Lakewood Elementary School will be traveling to the Wolf Ridge Environmental Learning Center in Finland, Minnesota from February 6-8, 2017. This trip will provide students with an experiential learning opportunity, 8 classes connecting outdoor educational experiences with science and social-emotional standards. The total cost of the trip will be \$7845 and will be funded with student fees.

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

D. Policies

1) 5154 - Student Disability Nondiscrimination - DELETION 45

In moving to the MSBA Model Policies, administration is recommending the deletion of Policy 5154 which will be replaced with MSBA Policy 521.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 5154- Second Reading.

2) NEW Policy 521 - Student Disability Nondiscrimination 46

Attached is revised MSBA Policy 521 for first reading, This policy would replace the current Policy 5154.

Recommendation: It is recommended that the Duluth School Board approve Policy 521 for the second reading.

3) 5155 - Special Education Services For Students With Disabilities - DELETION 50

In moving to the MSBA Model Policies, administration is recommending the deletion of Policy 5155 which will be replaced with MSBA Policy 608.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 5155 - Second Reading.

4) NEW Policy 608 - Instructional Services - Special Education 52

Attached is revised MSBA Policy 608 for first reading, This policy would replace the current Policy 5155.

Recommendation: It is recommended that the Duluth School Board approve Policy 608 for the second reading.

E. Diploma Requests 53

The following students have met all graduation requirements for the Duluth Public Schools and should be awarded a Diploma:

Hunter James Coughlin - November 9, 2016  
 Joseph M. Brown - November 10, 2016  
 Christopher A. Ream - November 10, 2016  
 Linde Raymon Parker - December 2, 2016  
 Jacob T. Johnson - December 8, 2016  
 John Conrad Davis - December 12, 2016

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

F. Data Sharing Agreements

1) It is requested that the following organizations be granted access to the Student Information System to support District functions from July 59

1, 2016 to June 30, 2017.

MN State University, Mankato  
Myers-Wilkins Community School Collaborative

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

G. Other Action Items - NONE

3. **Future Items**

**Wellness Policy Update**  
**21st CCLC/Key Zone Presentation**

# Assistant Superintendent Report to the Board

December 2016

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## **Site Visits**

Stowe  
Lowell  
Denfeld  
Homecroft

## **Principal Development**

Principal PLCs have been meeting monthly. They have been learning about effective instructional practices and how to identify those practices in classroom. Teams have been conducting walk throughs in classrooms together to support this work across schools. I have been meeting with teams and participating in classroom visits as well. Again, the purpose of the principal PLC is to develop principal instructional leadership capacities. This process allows teams with common needs to collaborate to support school improvement based upon differentiated needs of each school.

An important quote that guides my work as Asst. Superintendent:

*High-expertise teaching is the most significant variable in student achievement. And the leadership of the principal is the key variable in making sure that high-expertise teaching grows and in determining whether or not the school-as-workplace becomes an engine for constantly improved teaching. (Jon Saphier & Pia Durkin)*

## **Continuous Improvement Teams**

We have several CIT trainings to be held this winter and spring with representatives from each CIT. This structure continues to be a primary driver for district and school improvement efforts. I am currently working with the Regional Center of Excellence to plan the remaining training for 2016-17.

## **Multi Tiered Systems of Support (MTSS)**

Leading MTSS in our district continues to be a significant role I have in the district. In partnership with our ISD 709 MTSS Leadership Team, I have been meeting with CITs to build MTSS understanding across elementary staff and discuss system changes needed to improve the current MTSS structures in each school. I have been working closely with middle school interventionists as well to begin planning next steps for MTSS implementation at the secondary level.

## **Special Education**

Jason Crane and I have been working closely with MDE as part of our grant to increase graduation rates for Black and American Indian students receiving special education at Denfeld and ALC. We meet monthly with MDE to monitor this grant. We have hired Check and Connect (C/C) mentors and those mentors are being trained in December by the University of Minnesota. With the assistance of MDE we are monitoring the implementation of C/C and the student outcomes of this project to determine its effectiveness in improving graduation rates.

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Congdon Park Elementary School

Principal: Kathi Kusch Marshall

**High Achievement for All - Reading**

**2015-2016 SMART Goal**  
The percentage of all students in grades 3-5 at Congdon Park Elementary School enrolled by October 1, 2015 who are proficient on the reading (all accountability tests) will increase from 85.4 % in 2015 to increase by 3% to 88.4 in 2016. In addition, the percentage of students receiving free or reduced price lunch in grades 3-5 who are proficient in reading (all accountability tests) will increase from 63.0% in 2015 to 68.0% in 2016 to increase by 5%. The percentage of special education students in grades 3-5 at Congdon Park School enrolled by October 1, 2015 who are proficient on the reading (all accountability tests) will increase from 38.5% in 2015 to 47.5% in 2016 to increase by 9%.

**2015-2016 SMART Goal Results**  
In moving toward closing the achievement gap, Congdon Park did not meet their SMART Goal in all three areas.

Met  
 Not Met

**2016-2017 SMART Goal**  
The percentage of all students in grades 3-5 at Congdon Park Elementary School enrolled by October 1, 2016 who are proficient on the reading (all accountability tests) will increase from 81.9 % in 2016 to increase by 7% to 88.4 in 2017. In addition, the percentage of students receiving free or reduced price lunch in grades 3-5 who are proficient in reading (all accountability tests) will increase from 51.8.% in 2016 to 68.0% in 2017 to increase by 17%. The percentage of special education students in grades 3-5 at Congdon Park School enrolled by October 1, 2016 who are proficient on the reading (all accountability tests) will increase from 38.5% in 2016 to 47.5% in 2017 to increase by 9%.

**2016-2017 Key Strategies**

- Professional Learning Communities K-5
- All staff will work towards a MTSS model
- Reading Comprehension: Building Comprehension of Textbook reading through SQ3R strategies.
- Increase vocabulary and staff will administer and monitor common formative assessments i.e. guided reading groups, literacy centers, oral reading fluency, reading corps support, and implementation of a balanced literacy intervention program.

**High Achievement for All - Math**

**2015-2016 SMART Goal**  
The percentage of all students in grades 3-5 at Congdon Park School enrolled by October 1, 2015 who are proficient on the math (all accountability tests) will increase from 85.8% in 2015 to 87.8% with an increase of 2%. In addition, the percentage of students receiving free and reduced price lunch in grades 3-5 who are proficient in math (all accountability tests) will increase from 59.3 % to 64.3% with an increase of 5% in 2016. The percentage of special education students in grades 3-5 who are proficient in math (all accountability tests) will increase from 38.5% in 2015 to 46.5% in 2016 with an increase of 7%.

**2015-2016 SMART Goal Results**  
In reviewing the 2015-2016 SMART goals two out of three goals were not met however the Sped goal met and exceeded.

Met  
 Not Met

**2016-2017 SMART Goal**  
The percentage of all students in grades 3-5 at Congdon Park School enrolled by October 1, 2015 who are proficient on the math (all accountability tests) will increase from 83.8% in 2016 to 87.8% with an increase of 4%. In addition, the percentage of students receiving free and reduced price lunch in grades 3-5 who are proficient in math (all accountability tests) will increase from 55.4 % to 65.3% with an increase of 10% in 2017. The percentage of special education students in grades 3-5 who are proficient in math (all accountability tests) will increase from 53.8% in 2016 to 60.5% in 2017 with an increase of 7%.

**2016-2017 Key Strategies**

- Professional Learning Communities
- Common Formative assessments developed by teams
- Math curriculum mapping alignment
- Math problem of the day
- Fact fluency monitored bi-weekly
- Math Vocabulary throughout school
- Small guided math intervention/enrichment groups

**Safe and Welcoming Environment**

8

2015-2016 SMART Goal	By Spring of 2016 The percentage of Congdon Park staff who reported bullying behaviors is not a problem will increase from 37% to 50%. By Spring 2016 Congdon Park students will increase the number of students reporting they have never been bullied with in the last 30 days from 61% to 80%. <input type="checkbox"/> Reduce the use and disproportionality in the use of Out-of-School suspension (OSS) as a discipline consequence. (Less than 1%) <input type="checkbox"/> Reduce the use and disproportionality in the use of Out-of-School suspension (OSS) as a discipline consequence. (Less than 1%) <input type="checkbox"/> Increase family and community involvement, engagement and satisfaction, and deepen our community partnerships.	
2015-2016 SMART Goal Results	Goals were met	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	By Spring of 2017 The percentage of Congdon Park staff who reported bullying behaviors is not a problem will increase from 47% to 60%. By Spring 2017 Congdon Park students will increase the number of students reporting they have never been bullied with in the last 30 days from 71% to 90%. <input type="checkbox"/> Reduce the use and disproportionality in the use of Out-of-School suspension (OSS) as a discipline consequence. (Less than 1%) <input type="checkbox"/> To Increase family and community involvement, engagement and satisfaction, and deepen our community partnerships.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Implement common consistent proactive language to be used cross settings to facilitate a safe and welcoming environment using the Power of Words, Responsive Classroom</li> <li>• Monthly All School Morning Meetings</li> <li>• Increase Staff Development on Cultural Awareness</li> <li>• Continue to work towards a PBIS system</li> <li>• Implement a school wide pro-social instructional module to be aligned with Teaching Tolerance Anti-Bias Framework.</li> </ul>	

**Effective and Efficient Systems**

2015-2016 SMART Goal	To increase communications and understanding with families and staff from 85% to 100% by providing information about school programming, parents and staff will be better informed and able to support students which will help them be more successful	
2015-2016 SMART Goal Results	Goals increased from 85% to 92%,	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	To increase communications and understanding with families and staff from 92% to 100% by providing information about school programming, parents and staff will be better informed and able to support students which will help them be more successful for the 2016-2017 school year.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Monthly "Coffee with Kathi"</li> <li>• Provide ongoing family nights at least three times per year.</li> <li>• Provide ways to support all children in the digital age in regards to digital citizenship and technology (see technology plan)</li> <li>• Meet with CIT team to review student data and school goals working on alignment</li> <li>• Evaluation support systems currently in place and review plan moving forward.</li> <li>• Increase the after school clubs and activates offered at Congdon Park</li> </ul>	

**DULUTH PUBLIC SCHOOLS**  
**ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Homecroft Elementary School

Principal: Amy Worden

**High Achievement for All - Reading**

2015-2016 SMART Goal	The percentage of all students in grades 3-5 at Homecroft School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 64.6% in 2015 to 68.6% in 2016. In addition, the percentage of white students in grades 3-5 who are proficient in reading (all accountability tests) will increase from 63.2 % in 2015 to 67.2% in 2016 and the percentage of students receiving special education services in 3-5 who are proficient in reading (all accountability tests) will increase from 25.0 % in 2015 to 36.0% in 2016.	
2015-2016 Results	66.3% of students in grades 3-5 enrolled by October 1 at Homecroft were proficient in reading as measured by all accountability tests. White students were 65.4 % proficient, and students receiving special education services remained at 25% proficient.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students in grades 3-5 at Homecroft School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 66.3% in 2016 to 70.3% in 2017. In addition, the percentage of students receiving free and reduced lunch in grades 3-5 who are proficient in reading (all accountability tests) will increase from 54.9 % in 2016 to 61.9% in 2017 and the percentage of students receiving special education services in 3-5 who are proficient in reading (all accountability tests) will increase from 25.0 % in 2016 to 36.0% in 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Continue implementation of Guided Reading strategies.</li> <li>• Utilize FAST benchmark data to identify appropriate interventions and monitor progress.</li> <li>• Incorporate strategy lessons to enhance critical thinking about fiction and non-fiction text.</li> </ul>	

**High Achievement for All - Math**

2015-2016 SMART Goal	The percentage of all students in grades 3-5 at Homecroft School enrolled by October 1 who are proficient on the math (all accountability tests) will increase from 78.4% in 2015 to 80.4% in 2016.	
2015-2016 Results	73.3% of students in grades 3-5 enrolled by October 1 at Homecroft were proficient in math (all accountability tests).	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students in grades 3-5 at Homecroft School enrolled by October 1 who are proficient on the math (all accountability tests) will increase from 73.3% in 2016 to 77.3% in 2017. In addition, the percentage of students receiving free and reduced lunch in grades 3-5 who are proficient in math (all accountability tests) will increase from 62.7 % in 2016 to 69.7% in 2017 and the percentage of students receiving special education services in 3-5 who are proficient in math (all accountability tests) will increase from 25.0 % in 2016 to 36.0% in 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Enhance strategies to promote mathematical understanding and development of number sense.</li> <li>• Examine new summative assessments and align instructional practices.</li> <li>• Explore Cognitively Guided Instruction practices.</li> </ul>	

**Safe and Welcoming Environment**

2015-2016 SMART Goal	Develop and implement plans, training for SECL.	
2015-2016 Results	Anti-bullying strategies have been implemented. Responsive Classroom protocol to develop and enhance school culture exists in classrooms at each grade level.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	Introduce PBIS systems throughout the school to create consistent expectations, promote positive behavior, and provide a tiered response to support more intensive behaviors.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Create consistent expectations in each space of the building.</li> <li>• Teach expectations so all students can be successful and re-teach students who need more assistance.</li> <li>• Implement data system for measuring effectiveness.</li> </ul>	

**Effective and Efficient Systems**

2015-2016 SMART Goal	Implement use of Chrome Book technology.	
2015-2016 Results	Every grade level has a chromebook cart. Staff have access to ongoing training to promote use of technology to enhance and individualize instruction.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	Develop MTSS framework for Homecroft Elementary School.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Introduce tiered system of response for academic and behavioral needs.</li> <li>• Collect building wide data to inform practices and area for improvement.</li> <li>• Secure resources (human and material) to conduct a variety of SRBIs.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

10

School: Lakewood Elementary School

Principal: Darren Sheldon

**High Achievement for All - Reading**

2015-2016 SMART Goal	<b>Grades 3-5 will increase their percentage of proficient students from 62.2% in 2014-15 to at least 66.2% in 2015-16 on MCA Reading.</b>	
2015-2016 SMART Goal Results	Grades 3-5 increased from 62.2% proficiency in 2014-15 to 64.5% proficiency in 2015-16.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met (but close)
2016-2017 SMART Goal	Each grade level is developing a goal regarding FAST (aReading & composite reading assessment) data to determine proficiency from fall to spring. In the fall our proficiency rate was 52.6%. Our goal is to increase this proficiency to an overall performance rate of 70% on FAST (aReading & composite).	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>FAST will inform us of our percentage of proficient students K-5. This data will be discussed in PLC to determine Tier 1-2 Interventions. Tier 1 Interventions done by classroom teachers and Tier 2 Interventions done by Classroom Teachers and All Americorp (Reading Corp and True North).</li> <li>All Americorp (Reading Corp and True North) will work with those students just under proficiency. Reading Corp will work in the area of Reading K-3. True North will work in the area of Reading 4-5 and Math K-3. Americorp will work with classroom teachers to ensure a flexible schedule so that specific academic gains can be met.</li> <li>The principal will also use this data to determine school professional development (Guided Reading, Daily 5, etc) and curricular needs.</li> <li>PD Days, Grade Level Meetings, and School PLC meetings will be utilized to look at student data, common assessments, possible interventions &amp; student groupings, and professional development.</li> <li>Staff will continue to look at essential benchmarks during the PLC process.</li> </ul>	

**High Achievement for All - Math**

2015-2016 SMART Goal	We did not have a SMART goal for math as we focused on just reading so our second goal was: The number of students receiving free or reduced price lunch in grades 3-5 who are proficient on the reading (all accountability tests) will increase from 44% in 2014-15 to 56.2% in 2015-16.	
2015-2016 SMART Goal Results	The percentage of free/reduced lunch students increased from 44% in 2014-15 to 44.7% in 2015-16. This increase did not meet our target of 56.2%.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	Our students will increase from 71.1% in 2015-16 to 74.9% (target set to reduce gap).	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>Continue to use Math Expressions to teach the standards.</li> <li>Utilize True North to help with some math interventions.</li> <li>Teachers continue to discuss data during the PLC process.</li> </ul>	

**Safe and Welcoming Environment**

2015-2016 SMART Goal	Parent satisfaction with the office will increase throughout the 2015-2016 School Year	
2015-2016 SMART Goal Results	Initial results are that this has improved slightly; however, this will be an on-going goal.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met
2016-2017 SMART Goal	Parent satisfaction with the office will increase throughout the 2016-2017 School Year.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>Principal will talk with office staff once a month.</li> <li>Principal will report any dissonance from parents to the office staff to be taken as a learning opportunity.</li> <li>Parents will re-take this portion of the survey this year.</li> <li>PBIS Team will also help through that process.</li> </ul>	

**Effective and Efficient Systems**

2015-2016 SMART Goal	Bullying among students and staff at the school will decrease.	
2015-2016 SMART Goal Results	We will be looking at data with our PBIS team.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Don't know at this time.
2016-2017 SMART Goal	Positive Behavior Interventions and Supports (PBIS) Implementation	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• This process will help us align a system of supports regarding student behavior across the building.</li> <li>• Team will attend three trainings throughout the year and bring back strategies for the entire school.</li> <li>• Develop positive strategies to use for students and staff.</li> <li>• Develop and implement a behavior matrix regarding behavior expectations throughout the building.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

12

School: Laura MacArthur Elementary School

Principal: Nathan K. Glöckle

**High Achievement for All - Reading**

2015-2016 SMART Goal	By Spring 2016, all student groups will increase reading proficiency within minimum to maximum proficiency rate gain expectations, as measured by all accountability tests (October 1).
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2015-2016 SMART Goal Results	Laura MacArthur did not meet proficiency rate gain expectations.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
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2016-2017 SMART Goal	By Spring 2017, all student groups will increase reading proficiency within minimum to maximum proficiency rate gain expectations, as measured by all accountability tests (October 1).
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| 2016-2017<br>Key<br>Strategies | <ul style="list-style-type: none"> <li>• Implement to fidelity the 7 main comprehension strategies</li> <li>• Develop practice profiles of each chosen instructional strategy</li> <li>• Develop and start to build a Laura MacArthur cannon</li> <li>• Develop a process to provide students increased opportunities to respond directly in writing to selected readings.</li> <li>• Monitor and adjust based off of data collection in our PDSA cycles of continuous improvement</li> </ul> |
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**High Achievement for All - Math**

2015-2016 SMART Goal	By Spring 2016, all student groups will increase math proficiency within minimum to maximum proficiency rate gain expectations, as measured by all accountability tests (October 1).
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2015-2016 SMART Goal Results	Laura MacArthur did not meet proficiency rate gain expectations.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
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2016-2017 SMART Goal	By Spring 2017, all student groups will increase math proficiency within minimum to maximum proficiency rate gain expectations, as measured by all accountability tests (October 1).
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| 2015-2016<br>Key<br>Strategies | <ul style="list-style-type: none"> <li>• Implement to fidelity the 5 core structures of math expressions</li> <li>• Develop practice profiles of each chosen instructional strategy</li> <li>• Monitor and adjust based off of data collection in our PDSA cycles of continuous improvement</li> </ul> |
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**Safe and Welcoming Environment**

2015-2016 SMART Goal	Laura MacArthur will implement the first 20 days of behavior workshop, (as outlined <sup>13</sup> by the practice profile) to help align staff in common behavioral and measured by walk-through data for the 2015-16 school year.	
2015-2016 SMART Goal Results	Laura MacArthur implemented the first 20 days of behavior workshop as outlined by the practice profile.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	Laura MacArthur will implement a Peacemaker Series, (as outlined by the yet to be developed practice profile) to help align students and staff in common understanding of Peacemaker qualities and characteristics.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Provide opportunities for staff to participate in Restorative Learning</li> <li>• Develop definitions of our Peacemaker framework</li> <li>• Implement common school wide language, developed through the implementation of practice profiles</li> </ul>	

**Effective and Efficient Systems**

2015-2016 SMART Goal	Increase teamwork, cooperation, and communication across bargaining units for the 2015-16 school year as measured by 12 Question Gallup Poll survey of employee engagement and the district survey in the Spring of 2016.	
2015-20156 SMART Goal Results	Laura MacArthur met their goal. The district survey was not administered this past spring.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	Increase teamwork, cooperation, and communication across bargaining units for the 2016-17 school year as measured by 12 Question Gallup Poll survey of employee engagement and the district survey in the Spring of 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Provide opportunities to participate in Restorative Learning workshops</li> <li>• Conversations throughout the school year with staff</li> <li>• Implement Restorative Learning inspired language of Focused, Appropriate, Cooperative language throughout the building.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Lester Park

Principal: Sue Lehna

**High Achievement for All - Reading**

2015-2016 SMART Goal	<b>Current MMR Data 67.82% FR 74.97%</b> <b>SMART Goal: The percentage of all students in grades 3-5 at Lester Park School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 69.0% in 2015 to 74.0 % in 2016. In addition, the percentage of students receiving free or reduced price lunch in grades 3-5 who are proficient in reading (all accountability tests) will increase from 54.2 % in 2015 to 62.2% in 2016 and the percentage of students receiving special education services in grades 3-5 who are proficient in reading (all accountability tests) will increase from 23.3% in 2015to 38.0 % in 2016.</b>	
2015-2016 SMART Goal Results	LP demonstrated growth in all area with an MMR of 90.89% from 67.82% and a FR of 92.16% from 74.97%. LP increased our scores on reading (all accountability tests) for all students in grades 3-5 by meeting our goal of 74% with a score of 80.3% LP did not meet the goal of 62.2% (our score was 61.2) for our Free/Reduced students but demonstrated a significant gain from 54.2% in 14-15. LP met the goal of 38.% for our student receiving special services with 51.6% of our students scoring proficient. This is a significant increase from 23.3% in 2015. <b>**All scores did meet the minimum to maximum expected range of increase in proficiency.</b>	Met Not Met X Partially Met
2016-2017 SMART Goal	<b>SMART Goal: The percentage of all students in grades 3-5 at Lester Park School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 80.3% in 2016 to 82.3% in 2017.</b>	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● PLC work with a focus on standards and formative assessments</li> <li>● Implementation of LLI for our most at risk students.</li> <li>● Continued implementation of MTSS and increase staff development in the area of progress monitoring and guided reading.</li> </ul>	

**High Achievement for All - Math**

2015-2016 SMART Goal	<b>SMART Goal: The percentage of all students in grades 3-5 at Lester Park School enrolled by October 1 who are proficient on the math (all accountability tests) will increase from 74.9% in 2015 to 76.9% in 2016. In addition, the percentage of students receiving free and reduced price lunch in grades 3-5 who are proficient in math (all accountability tests) will increase from 53.40%in 2015 to 59.4% in 2016and the percentage of students receiving special education services in grades 3-5 who are proficient in math (all accountability tests) will increase from 39.1% in 2015 to 47.1% in 2016.</b>	
2015-2016 SMART Goal Results	LP increased our scores in math (all accountability tests) for all students in grades 3-5 by meeting our goal of 76.9% with a score of 78.3% LP did not meet the goal of 59.4% (our score was 56.5%) for our Free/Reduced students but demonstrated a gain from 53.4% in 14-15. LP did not meet the goal of 47.1% for our students receiving special services. We did demonstrate an increase from 39.1% to 45.2% which is a significant increase. <b>**All scores did meet the minimum to maximum expected range of increase in proficiency.</b>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met
2016-2017 SMART Goal	<b>SMART Goal: The percentage of all students in grades 3-5 at Lester Park School enrolled by October 1 who are proficient on the math (all accountability tests) will increase from 78.3 % in 2016 to 81.3% in 2017.</b>	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● PLC work with a focus on standards and formative assessments</li> <li>● Identification of math strategies and a standard treatment protocol for our most at risk students.</li> </ul>	

Safe and Welcoming Environment		
2015-2016 SMART Goal	<b>Element 5: Teamwork and Cooperation</b> To Increase school district atmosphere of trust and respect among all employee groups from 40% of all surveyed believe this to be true to 50% of those surveyed believe this to be true by spring 2016 as measured by staff survey	
2015-2016 SMART Goal Results	<b>Key Strategies:</b> <ul style="list-style-type: none"> <li>Cultural Sharing -In 15-16, 83.3 % of all surveyed reported an increased atmosphere of trust and respect among all employee groups from 40% in the spring of 2015.</li> <li>Introduce the Anti-bias Framework &amp;/or Teaching Tolerance to staff .</li> </ul>	X Met - Cultural Sharing X Not Met- Anti-bias Framework & Teaching Tolerance.
2016-2017 SMART Goal	To increase the recognition of staff from 75% of staff believe they were recognized in spring of 2015 to 85 % of staff will believe they have been recognized for their work in 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>Develop varied strategies for providing feedback to staff following informal observations and walkthroughs by any observer.</li> <li>Develop opportunities &amp; procedures for teachers to participate in peer observations and classroom visits.</li> </ul>	
Effective and Efficient Systems		
2015-2016 SMART Goal	<b>Element 6: Professional Responsibilities and Values</b> Increase the percentage of teachers receiving professional growth support from 64% to a minimum of 75% by spring 2016 as measured by school district staff survey.	
2015-2016 SMART Goal Results	<b>Key Strategies:</b> <ul style="list-style-type: none"> <li>Implementation of TD&amp;E</li> <li>Implementation of Teachscape</li> <li>Classroom Walkthroughs - Focus on Engagement and Reading</li> </ul> Results In 15-16,: 85.7 % of certified staff report they received professional growth support in one or more of the key strategies. This is an increase from 64% in spring of 2015.	X Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	<b>Element 6: Professional Responsibilities and Values</b> Increase the percentage of teachers receiving professional growth support from 85.7% in 2016 to a minimum of 90% by spring 2017 as measured by school district staff survey.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>Continued Implementation and understanding of TD&amp;E</li> <li>Continued Implementation and understanding of My Learning Plan (previously Teachscape)</li> <li>Classroom Walkthroughs - Focus on Engagement and Guided Reading</li> <li>Ongoing professional development with focus on Guided Reading.</li> </ul>	

15

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

16

School: Lowell Elementary School

Principal: Jen Larva

**High Achievement for All - Reading**

2015-16 SMART Goal In the spring of 2016, the percentage of 3-5 grade students meeting or exceeding Minnesota Reading performance standards will increase from 56.0 % to 65 % as measured by the Reading MCA.

2015-16 SMART Goal Results	65.8% of Lowell 3-5 graders met proficiency targets on the 2016 Reading MCA.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
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2016-17 SMART Goal In the spring of 2017, the percentage of 3-5 grade students meeting or exceeding Minnesota Reading performance standards will increase from 65.8 % to 78.4 % as measured by the Reading MCA by focusing on collaboration between general education and special education supports.

2016-17 Key Strategies

- Continuous Improvement team process with guidance by MDE RCE advocate
- Guided Reading Practice Profile
- MTSS process

**High Achievement for All - Math**

2015-2016 SMART Goal In the spring of 2016, the percentage of 3-5 grade students meeting or exceeding Minnesota mathematics performance standards will increase from 72.0 % to 75 % as measured by the Mathematics MCA.

2015-2016 SMART Goal Results	74.0% of students in grades 3-5 met proficiency targets on the 2016 Mathematics MCA.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
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2016-2017 SMART Goal In the spring of 2017, the percentage of 3-5 grade students meeting or exceeding Minnesota mathematics performance standards will increase from 74.0 % to 78.7 % as measured by the Mathematics MCA by focusing on collaboration between general education and special education supports.

2016-2017 Key Strategies

- Continuous Improvement team process with guidance by MDE RCE advocate
- "Math Talk" Practice Profile
- MTSS process

**Safe and Welcoming Environment**

2015-2016 SMART Goal During the 2015-16 school year, Lowell ES will decrease bullying among students through the annual student staff survey as we increase awareness about bullying and prepare to provide behavior interventions through PBIS.

2015-2016 SMART Goal Results	Bully survey data was changed during the school year. According to Infinite Campus data, there was a decrease from 19 bullying reports in 2014-15 to 6 during the 2015-16 school year	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
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2016-2017 SMART Goal During the 2016-2017 school year, staff will implement Positive Behavior Interventions and Supports (PBIS) structures and develop procedures for core (Tier I) implementation.

2016-2017 Key Strategies

- PBIS model implementation
- Develop behavior matrix
- Develop plan and implement teaching behavior expectations

**Effective and Efficient Systems**

2015-2016 SMART Goal Teachers will participate in the Professional Learning Community (PLC) model in efforts to support Multiple Tiered Systems of Support (MTSS) as Lowell implements a pilot program during the 2015-2016 school year.

2015-2016 SMART Goal Results	100% of classroom teachers participated in grade-level PLC teams during the 2015-16 school year.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
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2016-2017 SMART Goal 100% of teachers will participate in the PLC model and strengthen the connection between PLCs and MTSS through data-review meetings with intervention support personnel.

2016-2017 Key Strategies

- Continue to work through the PLC process in grade-level teams
- Develop common formative assessments and use data to inform instruction
- Participate in all MTSS Cohort II activities as directed by DW-MTSS Leadership

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Myers-Wilkins Elementary

Principal: Elisa Maldonado

**High Achievement for All - Reading**

<p>2015-2016 SMART GOAL</p>	<p>The proficiency of the students in sub groups listed below enrolled the full academic year of 2015-2016 for all grades tested within Myer-Wilkins Elementary School on all state Reading accountability tests (MCA) will increase by moving up at least one achievement level to show proficiency as follow by the end of the school year.</p> <p>All students: 60.1% to 72.9%                  American Indian: 39.0% to 59.6%                  Hispanic: 50.1% to 69.6%                  Black: 28.3% to 54.2%                  White: 64.8% to 75.4%                  Non-FRP: 73.7% to 81.8%                  FRP: 42.9% to 61.5%</p>	
<p>2015-2016 SMART Goal Results</p>	<p>All students from 60.1% to 63.1% so our goal of 72.9% was not met.                  American Indian went from 39.0% to 44.8% so our goal of 59.6% was not met.                  Hispanic went from 50.1% to 55.3% so our goal of 69.6% was not met.                  Black went from 28.3% to 35.3% so our goal of 54.2% was not met.                  White went from 64.8% to 67.8% so our goal of 75.4% was met.                  Non-FRP went from 73.7% to 75.8% so our goal of 81.8% was not met.                  FRP went from 42.9% to 45.8% so our goal of 61.5% was not met.</p>	<p align="center"> <input type="checkbox"/> Met  <input checked="" type="checkbox"/> Not Met                 </p>
<p>2016-2017 SMART Goal</p>	<p>The proficiency of the students in sub groups listed below enrolled the full academic year of 2016-2017 for all grades tested within Myer-Wilkins Elementary School on all state Reading accountability tests (MCA) will increase by moving up at least one achievement level to show proficiency as follow by the end of the school year.</p> <p>All students: 63.1% to 78.25%                  American Indian: 44.8% to 67.7%                  Hispanic: 55.3% to 75.7%                  Black: 35.3% to 63.4%                  White: 67.8% to 80.3%                  Non-FRP: 75.8% to 85.4%                  FRP: 45.8% to 69.2%</p>	
<p>2016-2017 Key Strategies</p>	<ul style="list-style-type: none"> <li>● Stay on target with curriculum map</li> <li>● PLC focus - WIN time, formative common assessments, and training on guided reading</li> <li>● Using assessments to drive instruction:: FAST, running records, benchmarks, fluency, formative common assessments</li> <li>● Minimum of 1 reading family night with feedback from parents</li> <li>● Review assessment data regularly through learning teams and data days</li> <li>● Determine students for after school and identify specific goals for those students</li> <li>● Weekly PLC notes using a data form on google docs to Principal, interventionists, SPED and teacher</li> <li>● Practices that promote student engagement</li> </ul>	

**High Achievement for All - Math**

<p>2015-2016 SMART Goal</p>	<p>The proficiency GAP between the students in subgroups listed below enrolled the full academic year for all grades (3rd - 5th) within Myers-Wilkins Elementary on all state math accountability tests (MCA) will decrease within our school, by increasing the proficiency of the students in sub-groups listed below as follows within our school.</p> <p>All students: 58.3% to 70.1%                  Hispanic: 39.5% to 58.0%                  American Indian: 45.3% to 66.2%                  Black: 25.0% to 57.4%                  White: 62.8% to 72.5%                  Non-FRP: 71.3% to 78.2%                  FRP: 41.4% to 60.6%</p>		
<p>2015-2016 SMART Goal Results</p>	<table border="1"> <tr> <td data-bbox="240 531 1156 768"> <p>All students from 58.3% to 59.1% so our goal of 70.1% was not met.                      American Indian went from 39.5% to 35.9% so our goal of 58.0% was not met.                      Hispanic went from 45.3% to 37.2% so our goal of 66.2% was not met.                      Black went from 25.0% to 30.5% so our goal of 57.4% was not met.                      White went from 62.8% to 34.4% so our goal of 72.5% was met.                      Non-FRP went from 71.3% to 72.1% so our goal of 78.2% was not met.                      FRP went from 41.1 % to 41.3% so our goal of 60.6% was not met.</p> </td> <td data-bbox="1156 531 1494 768"> <p><input type="checkbox"/> Met  <input checked="" type="checkbox"/> Not Met</p> </td> </tr> </table>	<p>All students from 58.3% to 59.1% so our goal of 70.1% was not met.                      American Indian went from 39.5% to 35.9% so our goal of 58.0% was not met.                      Hispanic went from 45.3% to 37.2% so our goal of 66.2% was not met.                      Black went from 25.0% to 30.5% so our goal of 57.4% was not met.                      White went from 62.8% to 34.4% so our goal of 72.5% was met.                      Non-FRP went from 71.3% to 72.1% so our goal of 78.2% was not met.                      FRP went from 41.1 % to 41.3% so our goal of 60.6% was not met.</p>	<p><input type="checkbox"/> Met  <input checked="" type="checkbox"/> Not Met</p>
<p>All students from 58.3% to 59.1% so our goal of 70.1% was not met.                      American Indian went from 39.5% to 35.9% so our goal of 58.0% was not met.                      Hispanic went from 45.3% to 37.2% so our goal of 66.2% was not met.                      Black went from 25.0% to 30.5% so our goal of 57.4% was not met.                      White went from 62.8% to 34.4% so our goal of 72.5% was met.                      Non-FRP went from 71.3% to 72.1% so our goal of 78.2% was not met.                      FRP went from 41.1 % to 41.3% so our goal of 60.6% was not met.</p>	<p><input type="checkbox"/> Met  <input checked="" type="checkbox"/> Not Met</p>		
<p>2016-2017 SMART Goal</p>	<p>The proficiency GAP between the students in subgroups listed below enrolled the full academic year for all grades (3rd - 5th) within Myers-Wilkins Elementary on all state math accountability tests (MCA) will decrease within our school, by increasing the proficiency of the students in sub-groups listed below as follows within our school.</p> <p>All students: 59.1% to 74.9%                  Hispanic: 35.9% to 64.0%                  American Indian: 37.2% to 81.8%                  Black: 30.5% to 63.5%                  White: 64.4% to 76.4%                  Non-FRP: 72.1% to 81.3%                  FRP: 41.3% to 66.2%</p>		
<p>2016-2017 Key Strategies</p>	<ul style="list-style-type: none"> <li>● Stay on target with curriculum map</li> <li>● PLC focus - WIN time and formative common assessments</li> <li>● Develop common formative assessments that will be used on a regular basis to give more data on student academic achievement</li> <li>● Consistent use of quick quizzes, unit tests, FAST to determine growth</li> <li>● A minimum of 1 family math night with parent feedback</li> <li>● Review assessment data regularly through learning teams and data days</li> <li>● Determine students for after school and identify specific goals for those students</li> <li>● Weekly PLC notes using a data form on google docs to Principal, interventionists, SPED and teacher</li> <li>● Practices that promote student engagement</li> </ul>		

**Safe and Welcoming Environment**

2015-2016 SMART Goal	The percentage of 5th grade students who will be surveyed in the spring of 2016 who feel safe on the playground will increase from 2014-2015 survey report of 82% feeling safe to 85% feeling safe as reported from the 2016 survey.	
2015-2016 SMART Goal Results	The spring of 2016 was not administered.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met *Results were not able to be determined.
2016-2017 SMART Goal	To reduce the number of office discipline referrals in the 2016-2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● To develop and implement a constant reporting system to document student behavior by June 2017. This will help us establish a baseline data.</li> <li>● Establish a climate committee to research evidence based practices such as PBIS and responsive classroom.</li> <li>● Monthly training for playground staff</li> <li>● Applying to be accepted as a PBIS cohort through the state of Minnesota.</li> <li>● Creating a PBIS behavior matrix and reward system.</li> </ul>	
<b>Effective and Efficient Systems</b>		
2015-2016 SMART Goal	The percentage of 5th grade students who score proficient on the science MCA assessment will increase from 43.3% proficient in 2015 to 50% on the 2015-2016 science MCA assessment.	
2015-2016 SMART Goal Results	5th graders science MCA results was 63.5% meeting our goal of 50%.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	To implement MTSS (Multi-tiered System of Supports) to create a predictable system of academic support as well as strength core instruction in the classroom.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● Conduct an MTSS needs assessment</li> <li>● Create a MTSS plan of implementation</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Stowe Elementary School

Principal: Cynthia Maldonado

**High Achievement for All - Reading**

2014-2015 SMART Goal      The percentage of all students in the grades 3-5 at Stowe Elementary School enrolled October 1 and test day who are proficient in reading (all accountability tests) will increase from 47.9% to 54.9% on the 2015.

2014-2015 SMART Goal Results	Students who demonstrated proficiency on the 2015 MCA reading test (all accountability tests) increased from, 47.9% to 53.5%	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
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2015-2016 SMART Goal      The percentage of students in grades 3-5 at Stowe Elementary School enrolled October 1 and test day who are proficient in reading (all accountability tests) will increase from 53.5% to 58.5% on the 2014-2015 MCAs.

2016-2017 SMART Goal      By the spring of 2017, the percentage of students that score in the at-risk category on the reading FAST test would decrease by 17.5% (by moving these students into the proficient category).

- 2016-2017 Key Strategies
- Teachers will use district pacing guide to implement Harcourt Storytown to deliver instruction aligned with the MN state ELA standards.
  - Teachers will meet in PLC's to review formative assessments in order to design differentiated instruction to best meet the needs of each student.
  - Intervention resources will be utilized to meet the needs of each student. They could include: Harcourt leveled readers, Harcourt Strategic Intervention Kits, Harcourt Intensive Intervention Kits, Differentiated Instructional Strategies listed in Storytown, and utilizing Title 1 and Reading Corp.

**High Achievement for All - Math**

2014-2015 SMART Goal      The percentage of all students in grades 3-5 at Stowe Elementary School enrolled October 1 and test day who are proficient in math (all accountability tests) will increase from 59.4% to 64.4% on the 2014-2015 MCA's.

2014-2015 SMART Goal Results	Students who demonstrated proficiency on the 2015 MCA reading test (all accountability tests) was 58.2%.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
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2015-2016 SMART Goal      The percentage of all students in grades 3-5 at Stowe Elementary School enrolled October 1 and test day who are proficient in math (all accountability tests) will increase from 58.2% to 63.2%.

2016-2017 SMART Goal      By the spring of 2017, the percentage of students that score in the at-risk category on the math FAST test would decrease by 16% (by moving these students into the proficient category).

- 2016-2017 Key Strategies
- Teachers will use the district pacing guide to implement Math Expressions, Rational Number Project (grades 3 & 4), and Calendar Math Materials to deliver instruction based on the MN math standards.
  - Teachers will meet in PLC's to review formative assessments in order to design differentiated instruction to best meet the needs of each student.
  - Teachers will utilize the following intervention strategies: differentiated strategies listed in Math Expressions. During PLC meetings, teachers will share strategies on how they are differentiating within their own classrooms. And, strategies from the Guided Math book by Laney Sammons will be tried and shared.

**Safe and Welcoming Environment**

2014-2015 SMART Goal	In order to support the Duluth Public School's aim or a Safe and Welcoming Environment for Everyone In our Schools, the goal that Stowe has chosen to focus on is: To increase family and community involvement, engagement, and satisfaction, and deepen our community partnerships.	
2014-2015 SMART Goal Results	Stowe implemented a plan to address chronic absenteeism, as well as an anti-bullying policy.	X <input type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	In order to support the Duluth Public School's aim or a Safe and Welcoming Environment for Everyone In our Schools, the goal that Stowe has chosen to focus on is: To increase family and community involvement, engagement, and satisfaction, and deepen our community partnerships.	
2016-2017 SMART Goal	To ensure school climate feels safe and welcoming to everyone at Stowe, by May of 2017, Stowe will implement 3 parent and 3 staff suggestions to increase our aim to be safe and welcoming. A survey will be sent to parents and staff in the fall to obtain suggestions.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>Find more resources and activities for teaching kindness, empathy and creating positive learning environments. Taylor Walling will come to classes MindUp. strategies throughout the year to classes and to staff during staff and PLC meetings.</li> <li>Create a school motto that we repeat daily and is posted all over the school. All staff and students are able to repeat the motto and explain why it is important "Work hard, be kind"</li> <li>Use a survey in the fall and the spring to see what students, families and staff would like to see and are proud of about Stowe.</li> </ul>	

**Effective and Efficient Systems**

2014-2015 SMART Goal	In order to support the Duluth Public School's aim of Effective and Efficient Systems that Make the Best Use of Resources, the goal that Stowe has chosen to focus on is: expand and improve community use of facilities that support the needs of families and the greater community.	
2014-2015 SMART Goal Results	Stowe planned and executed an MCA Parent Night and a Title 1 Kindergarten Parent Night in order to support the needs of families at Stowe.	X <input type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	In order to support the Duluth Public School's aim of Effective and Efficient Systems that Make the Best Use of Resources, the goal that Stowe has chosen to focus on is: expand and improve community use of facilities that support the needs of families and the greater community.	
2016-2017 SMART Goal	During 2016/2017 school year, we are beginning to explore PBIS and will hopefully apply to become a PBIS school. This will be decided by a staff opinion survey given in December. Prior to the survey being given, more information about what PBIS is will be provided to the staff.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>Continued work with district leadership to investigate next steps in PBIS.</li> <li>By December 2016 we will have invited district leadership out to help with our application to becoming a PBIS school.</li> <li>Building leadership will bring PBIS strategies to Staff Meetings to help staff understand what PBIS is and how it would benefit Stowe.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

22

School: Lincoln Park Middle School

Principal: Brenda Vathauer

**High Achievement for All - Reading**

2014-2015 SMART Goal	The percentage of students in the <b>All Group</b> in grades 6-8 at Lincoln Park Middle School enrolled by October 1 who earned achievement levels of Meets or Exceeds the Standards in <b>reading</b> on the MCA will increase from 45.2% in 2014 to 57.7% in 2015.	
2014-2015 SMART Goal Results	45.2% Proficient on MCA 2015 test	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	The percentage of students in the <b>All Group</b> in grades 6-8 at Lincoln Park Middle School enrolled by October 1 who earned achievement levels of Meets or Exceeds the Standards in <b>reading</b> on the MCA will increase from 45.2% in 2015 to 50.2% in 2016.	
2015-16 SMART Goal Results	48.3 Proficient on MCA 2015 test	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students enrolled October 1 in grades 6-8 at Lincoln Park Middle School who are proficient on all reading state accountability tests (MCA-III, MTAS) will increase from 48.3% in 2016 to <u>55%</u> in 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>-Close reading notations (3-4) to be identified and taught building wide by interventionists during inservice; walk through tool developed to collect data on reading.</li> <li>-In PLC's view close reading video's and discuss application along with other reading strategies to add to their toolbox.</li> <li>-Teachers will submit lesson plans, evidence of work samples where students have used close reading in their content area</li> <li>-Curriculum work in PLC groups to embed reading benchmarks in all content areas.</li> </ul>	

**High Achievement for All - Math**

2014-2015 SMART Goal	The percentage of students in the <b>All Group</b> in grades 6-8 at Lincoln Park Middle School enrolled by October 1 who earned achievement levels of Meets or Exceeds the Standards in <b>math</b> on the MCA will increase from 37.9% in 2014 to 50% in 2015.	
2014-2015 SMART Goal Results	37.9% Proficient on MCA 2015 test	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	The percentage of students in the <b>All Group</b> in grades 6-8 at Lincoln Park Middle School enrolled by October 1 who earned achievement levels of Meets or Exceeds the Standards in <b>math</b> on the MCA will increase from <b>37.9%</b> in 2015 to <b>45%</b> in 2016.	
2015-2016 SMART Goal Results	45.1% Proficient on MCA 2015 test	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students enrolled October 1 in grades 6-8 at Lincoln Park Middle School who are proficient on all <b>math</b> state accountability tests (MCA-III, MTAS) will increase from 45.1% in 2016 to 52% in 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>- Formative Assessments aligned to priority benchmarks embedded into math lesson units.</li> <li>-Flex days strategically planned and carried out from PLC work.</li> <li>-PLC meetings focus around data; PLC's identify what interventions to provide students who are not proficient in unit concepts/skills; flex time allowed with data monitoring.</li> </ul>	

**Safe and Welcoming Environment**

23

2014-2015 SMART Goal	The percentage of behavior referrals in the <b>All Group</b> in grades 6-8 at Lincoln Park Middle School will decrease by at least 50% in 2014-15 (from 1235 to 618) as measured by SWIS data reporting.	
2014-2015 SMART Goal Results	1573 Referrals for 2015	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	The percentage of students with referrals in the <b>Tier 3 Behavior</b> group in grades 6-8 at Lincoln Park Middle School enrolled by October 1 will decrease from 13.45% in 2015 to 8.07%; <b>Tier 1 Behavior</b> group will increase from 73.83% to 80%) in 2016 according to SWIS data tracking. (This is a 40% decrease in Tier 3 and an increase of 6.17% in Tier 1)	
2015-2016 SMART Goal Results	Tier 3 increased to 21%; Tier 1 decreased to 65%	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students enrolled October 1 in grades 6-8 at Lincoln Park Middle School who are <b>truant</b> will decrease from <b>29%</b> in 2016 to <b>19%</b> in 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>- PBIS staff inservice and handout on expectations during inservice in the fall.</li> <li>- Staff carryout teaching of expectations during WIN for the first two weeks of school.</li> <li>- Grade level student meetings in the Auditorium; pawsitive perks program.</li> <li>- Weekly attendance meetings to view data and determine further needs.</li> <li>- Check and Connect with truant students; small groups during WIN created.</li> <li>- Home visits.</li> <li>- Close the loop for both behavioral and academic concerns/referrals.</li> </ul>	
2016-17 Focus Areas:	<p><b><u>COMMUNICATION Focus:</u></b></p> <p>Staff at Lincoln Park Middle School will increase communication with parents and peers during the 2016-17 school year, as measured by staff and parent surveys.</p>	
2016-17 Focus Areas:	<p><b><u>FAMILY PARTNERSHIP Focus:</u></b></p> <p>The percentage of families with students at Lincoln Park Middle School will increase their engage in their child's education during the 2016-17 school year, as measured by parent participation at events and parent surveys.</p>	

**DULUTH PUBLIC SCHOOLS**  
**ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Ordean East Middle School

Principal: Gina Kleive

**High Achievement for All - Reading**

2015-2016 SMART Goal	The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in <b>Reading</b> (all accountability tests) will increase from 70.7% in 2015 to 73.7%-76.7% in 2016 on MCA.	
2015-2016 SMART Goal Results	71.4% of all students in grades 6-8 at OEMS, enrolled by October 1, were proficient in <b>Reading</b> (all accountability tests)	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in <b>Reading</b> (all accountability tests) will increase from 71.4% in 2016 to 74.4%-77.4% in 2017, on MCA.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● Reading Interventionist supporting all students reading to learn in Social Studies classes. Targeted interventions based on Social St PLC discussions.</li> <li>● Initiate PDIs for students in Tier III/Trans Reading, if they are not receiving special services</li> <li>● Support job embedded PLCs for teachers- ensure access to guaranteed and viable curriculum, collaboration on best practice in teaching, review formative assessment data, administer SRI school wide for baseline</li> <li>● Provide PD to all teacher- Reading Across the Content Areas &amp; follow up with Close Reading strategies training from 2015-16</li> </ul>	

**High Achievement for All - Math**

2015-2016 SMART Goal	The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in <b>Math</b> (all accountability tests) will increase from 61% in 2015 to 64-66% in 2016 on MCA.	
2015-2016 SMART Goal Results	66.2% of all students in grades 6-8 at OEMS, enrolled by October 1, were proficient in <b>Math</b> (all accountability tests)	<input checked="" type="checkbox"/> Met (Exceeded) <input type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in <b>Math</b> (all accountability tests) will increase from 66.2% in 2016 to 69.2-71.2% in 2017, on MCA.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● Math Interventionist supporting all students as a guest teacher in Math classes, during WIN and after school. Targeted interventions based on Math PLC discussions.</li> <li>● Initiate PDIs for students in Tier III/Trans Math, if they are not receiving special services. Pilot ALEKS Math as a 7 &amp; 8 grade intervention.</li> <li>● Support job embedded PLCs for teachers- ensure access to guaranteed and viable curriculum, collaboration on best practice in teaching, review formative assessment data, organize and distribute teacher specific MCA data</li> </ul>	

**Safe and Welcoming Environment**

2015-2016 SMART Goal	The number of days all students in grades 6-8 at OEMS, enrolled by October 1, who are assigned OSS as a disciplinary consequence will decrease from 77 days in 2015 to 69 days or less in 2016 according to DIRS documentation.	
2015-2016 SMART Goal Results	The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are assigned OSS as a disciplinary consequence was 133 days.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who state they feel connected to their school will increase from 61% in 2015 student survey to 71% or greater in 2016-17 survey..	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● Implementation of WIN, during the school day</li> <li>● Display student work</li> <li>● Student voice in planning and facilitating quarterly whole school assemblies</li> <li>● Student generated video announcements</li> <li>● Student recognition in monthly grade level student meetings</li> <li>● Teacher driven strategies developed through PLC/Collaborative Team discussions</li> </ul>	

**Effective and Efficient Systems**

2015-2016 SMART Goal	Reduce class size from an average of 34.5 in 2014-15, while prioritizing general fund spending to instruction and support of students.	
2015-2016 SMART Goal Results	2015-16 average class size was 34.1	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	Reduce class size from an average of 34.1 in 2015-16, while prioritizing general fund spending to instruction and support of students.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● Balance class size across subjects and grade levels, taking into consideration intervention and Special Education ratio differences. Use registration information and historical data to hire staff and plan for reduction in class size</li> <li>● Support the social emotional and academic needs of our students through our general fund allocation</li> <li>● Align support staff with specific students through Monday afternoon leadership team meeting. Continue to monitor general education caseloads for social worker and Dean of Students</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

26

School: Duluth East High School

Principal: Danette Seboe

**High Achievement for All - Reading**

2015-2016 SMART Goal	The percentage of all students enrolled October 1, 2015 in 10 <sup>th</sup> grade at East High School who are proficient on all reading state accountability tests (MCA, MTAS) will increase from 66.2% to 71.2% in 2016.	
2015-2016 SMART Goal Results	The Reading Proficiency for all students in 2015 was 66.9%. In 2016 it fell to 64.5%.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students enrolled October 1 in grade 10 at Duluth East High School who are proficient on all reading state accountability tests (MCA, MTAS) will increase from 64.5% in 2016 to 69.0% in 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• In PLCs, teachers will use formative assessment data to implement interventions for students not making adequate progress in reading standards.</li> <li>• Teachers will work to implement MN standards and benchmarks to align reading theme curriculum, lessons, and pacing guides in high reading content courses.</li> <li>• Identify best practice strategies and implement in classroom teaching and WIN interventions.</li> </ul>	

**High Achievement for All - Math**

2015-2016 SMART Goal	The percentage of all students enrolled October 1, 2015 in 11 <sup>th</sup> grade at East High School who are proficient on all mathematics state accountability tests (MCA, MTAS) will increase from 56.5% to 61.5% in 2015-2016 school year. The proficiency of Special Education students and F/RL students will increase by 5%.	
2015-2016 SMART Goal Results	The math proficiency for all students in 2015 was 56.8%. In 2016 it fell to 48.9%. The 2015 proficiency for Special Education Students fell by 4.3%. F/RL proficiency rate fell by 5.9%.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students enrolled October 1 in grade 11 at Duluth East High School who are proficient on all math state accountability tests (MCA, MTAS) will increase from 48.9% in 2016 to 53.8% in 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• In PLCs, teachers will use formative assessment data to implement interventions for students not making adequate progress in math standards.</li> <li>• Teachers will work to implement MN standards and benchmarks to align math curriculum, lessons, and pacing guides.</li> <li>• Math teachers will participate in math meetings to identify and implement best practice strategies in classroom teaching and WIN interventions.</li> </ul>	

**High Achievement for All - Graduation**

2015-2016 SMART Goal	By June 2016, East High Schools' Graduate Rate, using District prescribed interventions, increased attendance monitoring, and improved student/parent communication, will increase from 91.5% to 96.5% for reporting year 2015.	
2015-2016 SMART Goal Results	The 2015 graduation rate rose to 94.47%.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	By June 2017, East High Schools' Graduate Rate, using District prescribed interventions, increased attendance monitoring, and improved student/parent communication, will increase from 94.47% to 96.8% for reporting year 2016.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Identification of "at risk" students and implementation of District prescribed interventions with fidelity. Prescription for Success, WIN, 9<sup>th</sup> grade C.O.R.E., academic interventions, and PLCs.</li> <li>• Development of 4 year education plans for all 9<sup>th</sup> graders. Career unit in 10<sup>th</sup> grade. MCIS training for teachers, counselors, and students.</li> <li>• Increased attendance monitoring and reporting. Attendance contracts for students who are chronically absent or truant.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY (Continued)**

27

**Safe and Welcoming Environment**

2015-2016 SMART Goal	By May 2016, student leadership teams at East will continue to put into place the East PRIDE (Peace, Respect, Integrity, Diversity, Enthusiasm) initiative to educate students, staff, and parents on what it means to be a caring community of learners. The initiative will look to help combat bullying, name calling, and intolerance, as well as create an atmosphere of civility, respect, equity, empathy, and caring so everyone at East can feel safe and welcome in our school as reported by the staff and student survey results. Implement an education component as to how to access mental health services and counseling for students.	
2015-2016 SMART Goal Results	The Spring 2016 Student Survey was not available. The strategies listed above were fully implemented.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <i>Unable to determine.</i>
2016-2017 SMART Goal	By May 2017, student leadership teams at East will continue to put into place the East PRIDE (Peace, Respect, Integrity, Diversity, Enthusiasm) initiative to educate students, staff, and parents on what it means to be a caring community of learners. The initiative will look to help combat bullying, name calling, and intolerance, as well as create an atmosphere of civility, respect, equity, empathy, and caring so everyone at East can feel safe and welcome in our school as reported by staff and student survey results. Staff and student organizations will also implement an education component as to how to access mental health services and counseling for students.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Continue with the P.R.I.D.E. Initiative.</li> <li>• Re-engage TXT 4-Life</li> <li>• Educate students on how to access mental health supports within the school and community.</li> </ul>	

**Effective and Efficient Systems**

2015-2016 SMART Goal	By August 2016, we will increase communication between parents and East High School through the website, Infinite Campus use, registration practices, and online access to forms and information as reported by student, parent, and staff year end surveys.	
2015-2016 SMART Goal Results	Spring 2-16 Surveys were not available.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <i>Unable to determine</i>
2016-2017 SMART Goal	By June 2017, we will increase the quality of communication between parents, students, community members, and East High school by developing and and by increasing the visibility and use our our newsletter, the Greyhound Reader. We will limit use of the Infinite Campus calling system for non-emergency announcements to one time per week. Perception of increased communication will be measured by a survey given in the spring of 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• A Duluth East High School Facebook page will be created and administered with cooperation from administration, advisors, and the PTSA president.</li> <li>• The Greyhound Reader parent newsletter will become more fully used and more prominent on our website and will include answers to frequently asked questions by parents and families.</li> <li>• Jump Start and Open House will be evaluated and adjusted. Staff will work with district technology to work towards creating a truly "green" system of paperwork allowing forms to be filled out online rather than printed.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

28

School: Area Learning Center

Principal: Adrian Norman

**High Achievement for All - Graduation**

2015-2016  
SMART Goal

Increase graduation 10% from 78 students to 86 students

2015-2016  
SMART Goal  
Results

97 graduates 2016

X Met  
Not Met

2016-2017  
SMART Goal

Increase graduation rates at the ALC by 10% to a total of 107 + graduates

2016-2017  
Key Strategies

- Moving graduation to June 8th to maximize graduates
- Allow Independent Study students to attend from 8-5pm M-Th vs. just before and after school
- Make all Independent Study courses eligible for "digital check-ins"
- Embedding WIN into 2nd hour and students work digitally to reclaim credits
- all course work embed in Canvas digital platform goal 2017-18

**Safe and Welcoming Environment**

2015-2016  
SMART Goal

Decrease bullying among students, reduce the use and disproportionality in the use of OSS, increase safety and decrease injuries of students and staff

2015-2016  
SMART Goal  
Results

2012-13 **58** days OSS, 2013-14 **11** days OSS, 2014-15 **2** days OSS  
2015-16 2 students excluded/expelled

x Met  
Not Met

2016-2017  
SMART Goal

By Spring of 2017, students at the Area Learning Center will consistently demonstrate behaviors that reflect a Respectful, Appropriate, and Safe SCHOOL CLIMATE as assessed by a variety of measurement tools such as discipline and attendance records, and staff, student, and parent surveys. The desired outcome is maintaining single digit student suspensions, decrease in student bullying behaviors, and an increase in student attendance and school connectedness.

2016-2017  
Key Strategies

- Monthly staff one-on-one meetings
- PLC's
- Continuous Improvement Team weekly meetings
- Continue monthly Restorative Learning meetings - climate
- Weekly phone tree
- WIN during 2nd hour
- Embedding breakfast into first hour - homebase model
- Adding Check -n- connect training for Special Education staff

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Denfeld		Principal: Tonya M. Sconiers	
<b>High Achievement for All - Reading</b>			
2015-2016 SMART Goal	By the Spring of 2016, overall reading proficiency will increase from 53.8% to 64% measured by all accountability test (October 1 enrollment). In addition, the reading proficiency of American Indian and Black students will increase from 31.6% to 42% and 30.0% to 41%, respectively as measured by all accountability test (October 1 enrollment) in 2016.		
2015-2016 SMART Goal Results	The results of the all accountability test in 2016 overall proficiency in Reading was 51.4%. which did not meet the set goal of 64%. However the goal of increasing American Indian student reading proficiency was met by increasing from 31.6 to 45.8%. The goal to increase proficiency for Black students was not met as proficiency decreased from 30.0 to 21.7.	<input type="checkbox"/> x Met <input checked="" type="checkbox"/> X Not Met	
2016-2017 SMART Goal	By Spring 2017, overall reading proficiency will increase from 51.4% to 59% as measured by all accountability test (October 1 enrollment). In addition, the reading proficiency of American Indian and Black students will increase from 45.8% to 49% and 21.7% to 30%, respectively as measured by all accountability test (October 1 enrollment) in 2017.		
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● Implement close/guided reading strategies across curriculum</li> <li>● Reading Labs that are skills based working with students to increase comprehension, vocabulary and written expression.</li> <li>● Administer SRI and QRI assessment to determine student reading level (lexile)</li> </ul>		
<b>High Achievement for All - Math</b>			
2015-2016 SMART Goal	By Spring 2016, overall math proficiency will increase from 34.3% to 42.3% as measured by all accountability test (October 1 enrollment). In addition, the math proficiency of American Indian and Black students will increase from 42.9% to 49% and 11.8% to 22%, respectively as measured by all accountability test (October 1 enrollment) in 2016.		
2015-2016 SMART Goal Results	The results of the all accountability test in 2016 overall proficiency in Math was 29.4%. which did not meet the set goal of 42.3%. However the goal of increasing Black student proficiency was met by increasing from 11.8% to 27.8%. The goal to increase proficiency for American Indian students is not known at this time due to data not being available.	<input type="checkbox"/> x Met <input checked="" type="checkbox"/> x Not Met	
2016-2017 SMART Goal	By Spring 2017, overall math proficiency will increase from 29.4% to 35% as measured by all accountability test (October 1 enrollment.) In addition, the math proficiency of American Indian and Black students will increase from amount to be determined for American Indian students (sample size small and not report as of yet) and 27.8% to 34%, respectively as measured by all accountability test (October 1 enrollment) in 2017.		
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● Math Lab for Intermediate Alg, Alg. 1 and Geometry to which will incorporate a "math skill problem of the day".</li> <li>● During WIN Advisory, teachers will select specific students to work individually and/or in small group to increase math skills.</li> </ul>		

**High Achievement for All - Graduation**

2015-2016 SMART Goal	The percentage of 2016 graduates at Denfeld High School enrolled by October 1 will increase by 6.3% over the Class of 2015, from 78.7% to 85%. In addition, the percentages of American Indian and African American students graduating in the Class of 2016 will increase by 10% over the current level.	
2015-2016 SMART Goal Results	The percentage of 2016 graduates at Denfeld High School for the 2015-16 school year was 75.3%. It decreased from the 2014-15 school year by 3.4%. Student group data regarding American Indian and African American is not known at this time.	<input checked="" type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of 2017 graduates at Denfeld High School enrolled by October 1 will increase by 4.7% over the Class of 2016, from 75.3% to 80%.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Implement Check &amp; Connect for students who receive special services specifically African American and American Indian students.</li> <li>• WIN sessions on credit checks, passing courses, work completion and test preparation.</li> </ul>	

**Safe and Welcoming Environment**

2015-2016 SMART Goal	Decrease by 10% the number of students who report they have been bullied during the last 30 days as measured by the Spring of 2016 Student Survey taken by 10th graders.	
2015-2016 SMART Goal Results	The Spring of 2016 Survey was not available to be used. Denfeld administered our own online Survey to all students in 9-12 grade. 522 students responded to the survey and 71% of students reported that students are not often bullied at Denfeld while 29% report that student are bullied often. .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met Unable to determine
2016-2017 SMART Goal	85% of students will report on the 2017 Spring online survey that they know what behaviors are expected of them at school.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Teach PBIS expectations during WIN Advisory, meetings, classes, and other instructional time.</li> <li>• Recognize and acknowledge students meeting and exceeding expectations with SOAR Rewards.</li> <li>• Provide a minimum of quarterly feedback to students, staff, and parents on results of student behavior.</li> </ul>	

## Report of Program Activities:

### 1. What measurable outcomes did the project make for your organization and/or those served by the project?

#### *What is a Forensic Interview?*

When a child discloses abuse, social services or law enforcement may recommend that the child receive a child-friendly forensic interview to talk about their abuse.

2015 Total Forensic Interviews:	130
2015 Forensic Interview of Duluth youth:	96

*Safe and Strong Child® is a sexual abuse prevention program implemented throughout southern St. Louis County and Lake County. The program teaches children basic personal body safety skills while giving parents, educators and other youth-serving professionals information and resources to reduce the risk of victimization and respond effectively to disclosures of abuse.*

During the 2015-2016 school year, First Witness Staff completed the following:

184 Safe & Strong Presentations to 2,285 children
Lowell Elementary: 4 and 5 <sup>th</sup> - 99 students
Homecroft Elementary: Headstart, K, 2, 4 – 188 students
Stowe Elementary: K, 2, 4- 158 students
Piedmont Elementary: K, 2, 4 – 262 students
Lester Park Elementary: K, 2, 4, 5 -350 students
Myers-Wilkins Elementary: Pre-K, K, 2, 4, 5- 473 students
Laura MacArthur: K, 2 <sup>nd</sup> , 4 <sup>th</sup> – 135 students
Non ISD709: Minnehaha, Silver Bay, Two Harbors, Raleigh Edison, Floodwood
23 presentations to 233 parents through ECFE and parent associations/groups
18 community presentations to 311 youth workers and community members
On-going contacts and training with school staff and works

### 2. Describe any unanticipated benefits or problems you have encountered with this project.

One unanticipated benefit of this year's programming was our ability to be in almost all of the elementary schools in Duluth this year. Our increased presence at the school allowed us to not only build connections and relationships with teachers, staff and families in those schools, but also serve as a support system when unsafe, abusive, inappropriate or sexually reactive behaviors occurred or when some type of incident reporting needed to happen.

Through our presence in a wide range of schools we were not only able to assist teachers directly, but also further educate school staff and community members about the services we offer and the support we can provide for both kids and families.

We were also able to further enhance our curriculum by understanding what the issues that kids face are and what families, communities and schools are dealing with each day, so we could better tailor our teachings to those realities. For instance, at Stowe there were concerns about technology use and safety with some of the older kids. We were able to create a curriculum to speak specifically about issues around technology and were invited to do special presentations with the 5<sup>th</sup> graders who had been most affected by these technology concerns. In addition, we also worked on creating a pre-k/head start curriculum as Myers-Wilkins and Homecroft wanted us to also provide education for the young children. Creation of these more specialized curriculum helped us to expand the focus of Safe and Strong and make sure it is best serving the needs and concerns of our kids and community.

In addition, building relationships within the schools also creates opportunities for us to branch out educational and prevention services to tertiary community-based organizations, such as Early Childhood Family Education groups, community collaborative and youth organizations. This allowed us to further explore topics around body sovereignty and body safety with more families, many of whom have pre-k children. These opportunities to work more closely and directly with parents, teachers and youth further inform the array of services we provide and our coordinated community response to child abuse, while helping us to better ensure that our responses effectively and accurately meet the needs of community members.

This year, we were able to serve seven out of the nine ISD 709 elementary schools. We were unable to schedule Congdon and did not serve Lakewood because we did programming for the entire school over the 2014-2015 school year. Next year we will be focusing on presentations for Congdon, Lester Park, Lakewood and Lowell. We will serve other schools that want programming if we have additional availability.

***3. If you were to undertake this project again would you do anything differently? Please explain.***

In the future, it would be great to have an increased access to First Witness support staff in the schools. The opportunities for First Witness staff to provide support and help to teachers and administrators post-disclosure or surrounding concerns over the past year was mutually beneficial. As a result we were also able to serve as additional resource for parents and many teachers connected families in need with First Witness staff.

One example of this was when a disclosure was made at Stowe during programming. Post-disclosure the First Witness staff was able to go and meet directly with the principal right away and discuss the next steps for reporting the disclosure and what minimal facts to gather from the child. The ability for the school and First Witness staff to collaborate on how to respond right away created a more holistic response that kept the needs and safety of the kids and family the first priority. Multi-disciplinary approaches and community collaboration positively impact outcomes for kids and families. It's a privilege for First Witness staff when we can provide these supports and services not only for the kids and families, but also for those working with the kids and families, who know them best.

Often times when we're doing prevention education in the schools, we are also meeting one on one with teachers and staff who may have worries and concerns about students and situations. It is great to be right there and available when we are needed, as students frequently identify their teachers and

school staff as safe people they can talk to. As a result it would also be a goal to provide more on-going contact with school staff and provide more on-going training opportunities. We would also like to synthesize some of the feedback we've received from teachers to further develop more specialized curricula as mentioned above, such as a sexual harassment curricula.

***4. If applicable please provide a success story for this project.***

The creation of new more diverse and reflective visual aids for our presentations and additional curriculum to meet the needs of specific issues within schools were two of our greatest successes this year. The creation of our technology safety curriculum and our revision of our headstart/ pre-k curriculum increases our capacity to help more families in our community.

Our ability to meet one on one with teachers during programming to discuss various issues that have arisen with students was another success, as we were able to help teachers strategize next steps and provide sample language for how to address pertinent issues.

In addition, the opportunity to be in both Lester Park and Homecroft schools were also big successes as we've been absent from both schools for a number of years. Homecroft teachers were very apprehensive about the programming being taught to their students, especially in the younger grades and expressed several concerns at the teacher meeting. That same night at the parent info meeting, after explaining the curriculum messages and topic discussions positive support was expressed by all the parents. There was an overwhelming amount of acceptance of the program and one parent even shared that she wished all grades including her child's 1<sup>st</sup> grade class would get the messaging. After the presentations were done at the school a student brought the information back to her church and the kids all agreed to make a donation to First Witness for the work that we do. A similar experience was met at Lowell Elementary where we were only in select classrooms, but the parents expressed the need to have it in all the classrooms.

# ISD 709 Calendar 2017-18 School Year

JULY							AUGUST							SEPTEMBER							OCTOBER <sup>34</sup>								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1			1	2	3	4	5							1	2	1	2	3	4	5	6	7	
2	3	Indep. Day HOLIDAY 4	5	6	7	8	6	7	8	9	10	11	12	3	Labor Day HOLIDAY 4	Students First Day 5	6	7	8	9	8	9	10	11	12	13	14		
9	10		11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	MEA Weekend 19 20	21		
16	17		18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	
23	24						27		Teacher Work Day 29	Teacher Work Day Staff Dev. 30	Staff Develop. 31			24	25	26	27	28	29	30	29	30	31						
30	31		25	26	27	28	29																						
NOVEMBER							DECEMBER							JANUARY							FEBRUARY								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
			1	2	HM	3	4						1	2		New Years HOLIDAY 1	Winter Recess 2	3	4	5	6						1	2	3
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10		
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	M.L.K. Win. Rec. 15	16	17	18	Semester Break EHM 19	20	11	12	13	14	15	16	17		
19	20	21	22	Thanksgiving HOLIDAY/ Recess 23 24	25	17	18	19	20	21	22	23	21	22	23	24	25	Staff Develop. 26	27	18	Pres. Day HOLIDAY 19	Confer. Makeup 20	Confer. Makeup 21	Winter Recess 22	Winter Recess 23	24			
26	27	28	29	30	24	Winter Recess 24	Winter Recess 25	Winter Recess 26	Winter Recess 27	Winter Recess 28	Winter Recess 29	30	28	29	30	31	25	26	27	28									
31							31																						
MARCH							APRIL							MAY							JUNE								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
				1	2	3	1	Confer. Makeup 2	Confer. Makeup 3	Spring Recess 4	Spring Recess 5	Spring Recess 6	7			1	2	3	4	5						1	2		
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	Students Last Day EHM 7	Teacher Work Day 8	9		
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16		
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23		
25	26	27	28	29	HM	30	31	29	30					27	Mem. Day HOLIDAY 28	29	30	31	24	25	26	27	28	29	30				

## KEY DATES

- First day for students - September 5, 2017
- No school for students:
- Schools will schedule open houses and conferences
- Last day for students - June 7, 2018

## GRADING TERMS

### Elementary Schools:

- Term 1: September 5 to January 19
- Term 2: January 22 to June 7

### High Schools and Middle Schools:

- Term 1: September 5 to November 3
- Term 2: November 6 to January 19
- Term 3: January 22 to March 30
- Term 4: April 9 to June 7

Adopted by the School Board on \_\_\_\_\_  
Calendar also available at [www.ISD709.org](http://www.ISD709.org)



# Houghton Mifflin Harcourt

**Cost Proposal**

Prepared For

## Duluth Isd 709

215 N 1st Ave E

Duluth MN 55802

For the Purchase of:

## Math Expressions 2009

This Proposal contains Product that will be fulfilled through Follett Education Services

Prepared By

Rick Hanson

rick.hanson@hmhco.com

**PLEASE SUBMIT THIS PROPOSAL WITH YOUR PURCHASE ORDER.**

\* Represents Follett Exclusive Title

Attention:

Joan Lancour

joan.lancour@isd709.org

HMH Confidential and Proprietary

Customer Experience

9205 South Park Center Loop

Orlando, FL 32819

FAX: 800-269-5232

k12orders@hmhpub.com



**Houghton Mifflin Harcourt**

**Math Expressions 2009**

ISBN	Title	Sale Price	Purchase	
			Quantity	Amount
<b>Grade K</b>				
Student				
1040676	9780547068888 Math Expressions Student Activity Book (Softcover) Set Level K	* \$31.95	450	\$14,377.50
<b>Total for Student</b>				<b>\$14,377.50</b>
<b>Total for Grade K</b>				<b>\$14,377.50</b>
<b>Grade 1</b>				
Student				
1037613	9780547060859 Math Expressions Student Activity Book (Softcover) Set Level 1	* \$31.95	475	\$15,176.25
<b>Total for Student</b>				<b>\$15,176.25</b>
<b>Total for Grade 1</b>				<b>\$15,176.25</b>
<b>Grade 2</b>				
Student				
1037615	9780547060842 Math Expressions Student Activity Book (Softcover) Set Level 2	* \$31.95	460	\$14,697.00
<b>Total for Student</b>				<b>\$14,697.00</b>
<b>Total for Grade 2</b>				<b>\$14,697.00</b>
<b>Grade 3</b>				
Student				
1037616	9780547060811 Math Expressions Student Activity Book (Softcover) Set Level 3	* \$31.95	425	\$13,578.75
<b>Total for Student</b>				<b>\$13,578.75</b>
<b>Total for Grade 3</b>				<b>\$13,578.75</b>
<b>Grade 4</b>				
Student				
1037617	9780547060736 Math Expressions Student Activity Book (Softcover) Set Level 4	* \$31.95	420	\$13,419.00
<b>Total for Student</b>				<b>\$13,419.00</b>
<b>Total for Grade 4</b>				<b>\$13,419.00</b>
<b>Grade 5</b>				
Student				
1037618	9780547060453 Math Expressions Student Activity Book (Softcover) Set Level 5	* \$31.95	460	\$14,697.00
<b>Total for Student</b>				<b>\$14,697.00</b>
<b>Total for Grade 5</b>				<b>\$14,697.00</b>

**Proposal Summary**

<b>Subtotal Purchase Amount:</b>	<b>\$85,945.50</b>
<b>Shipping &amp; Handling (0.00%):</b>	<b>\$0.00</b>
<b>Total Cost of Proposal (PO Amount):</b>	<b>\$85,945.50</b>

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Orlando, FL 32819  
FAX: 800-269-5232  
k12orders@hmqpub.com

Duluth Isd 709

Math Expressions 2009

ISBN	Title	Sale Price	Purchase	
			Quantity	Amount

\* Represents Follett Exclusive Title



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HMH Confidential and Proprietary

Proposal for  
**Duluth Isd 709**  
**Math Expressions 2009**

**Total Cost of Proposal (PO Amount): \$ 85,945.50**

This is a cost proposal only.

This cost proposal is subject to HMH's Standard Terms and Conditions ("Ts & Cs") below:

<<http://www.hmhco.com/common/terms-conditions>>

Ts & Cs are also found on HMH invoices.

HMH reserves the right to modify its Ts & Cs from time to time and agrees to notify you prior to such modifications becoming effective.

**Date of Proposal: 12/1/2016**

**Proposal Expiration Date:12/23/2016**



# Houghton Mifflin Harcourt

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Attention:

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joan.lancour@isd709.org

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Customer Experience

9205 South Park Center Loop

Orlando, FL 32819

FAX: 800-269-5232

k12orders@hmhpub.com



**Houghton Mifflin Harcourt**

**RESOLUTION**

**Acceptance of Grant Awards to Duluth Public Schools**

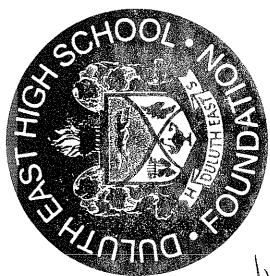
WHEREAS, Minnesota Statute 465.03 requires a school district to accept grants by resolution expressed in the terms prescribed by the donor in full; and,

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.

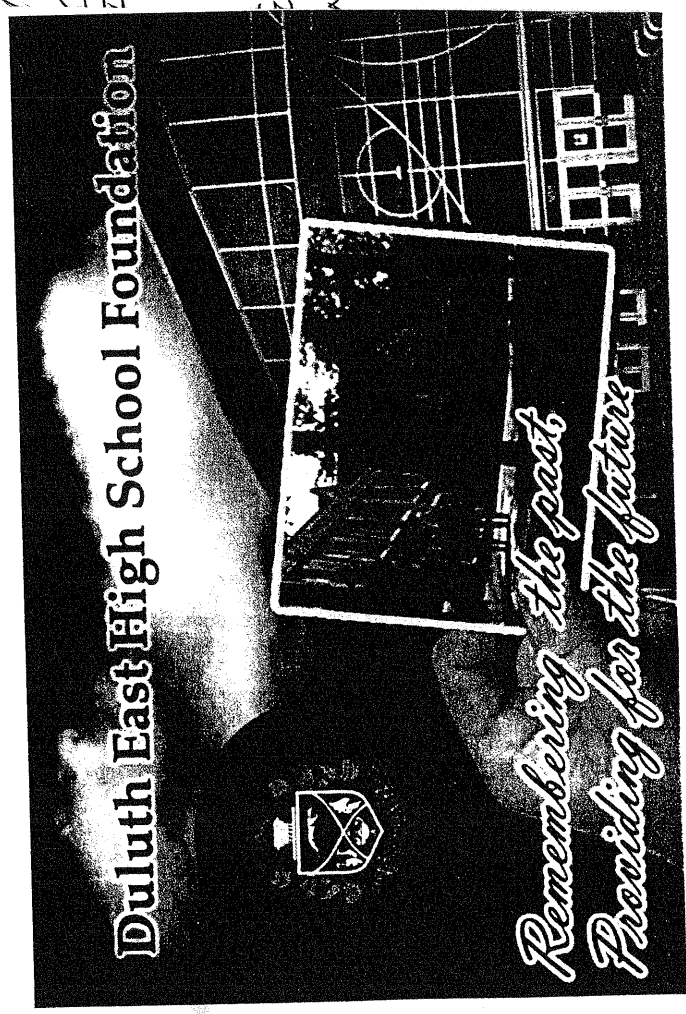
Organization	Author/Contact	Project Title	Award Amount	Terms
Duluth East High School Foundation	Cassie Letourneau	Circle of Friends	\$500	Funds from this grant award will be used to support Circle of Friends. Circle of Friends strives to reduce bullying and create a more inclusive school culture at East High School that promotes disability awareness, acceptance and friendship.



DEAR CASSIE,  
 THANK YOU FOR YOUR GRANT  
 REQUEST. WE APPRECIATE YOUR EFFORTS  
 AND WANT TO HELP.  
 PENDING DISTRICT APPROVAL  
 YOU SHOULD BE RECEIVING A  
 CHECK FOR \$500<sup>00</sup> IN THE NEXT  
 FEW WEEKS.

WE DO REQUEST THAT OUR  
 FOUNDATION IS LISTED AS A SPONSOR  
 ON PUBLICATIONS FOR YOUR GROUP  
 (ON T-SHIRTS) IN THE NEXT CALENDAR  
 YEAR.

SINCERELY,  
 DULUTH EAST H.S. FOUNDATION





# FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip:

- Instructional   
  Supplementary   
  Extended

] all 3 areas

1. Organization/Grade/Course Planning Trip: LAKWOOD GRADE 5
2. Contact Person (Responsible for Checklist Completion): ERICA WITTMERS-GRAVES
3. Field Trip Date(s): Feb 6-8, 2017 Destination: WOLF RIDGE ENVIRONMENTAL
4. Field Trip Overview (Include events, establishments and locations): 2 NIGHTS 3 DAY TRIP WITH A TOTAL OF 8 CLASSES AND SOME IN ADDITIONAL CLASSES
5. Field Trip Departure from School (Date and Time): FEB 6, 2017 9:00  
 Field Trip Return to School (Date and Time): FEB 8, 2017 2:00
6. Objectives of Field Trip: OUTDOOR EDUCATIONAL EXPERIENCES TO CORRELATE SCIENCES and SOCIAL EMOTIONAL STANDARDS
7. Relationship to Curriculum or Student Learning: WOLF RIDGE HAS DEVELOPED LEARNING EXPERIENCES AROUND MINNESOTA SCIENCE STANDARDS
8. Planned Follow-up Field Trip Activities: Writing activities and Speaking, Listening activities
9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$ 7020
Total Meals	\$ —
Total Lodging	\$ —
Total Transportation	\$ 755
<input type="checkbox"/> School District Vehicle(s)	
<input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: <u>Voyageur BVS</u>	
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$
Other: <u>Snacks - evening</u>	\$ 70
<b>Total</b>	<b>\$</b>

Revenues	
District Budget	\$
Booster Group	\$
Donations	\$
Student Fees	\$
Total Additional Stipends:	\$
<b>Total</b>	<b>\$</b>

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:

*Erica Wilmer Graves*

### 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:

*Erica Wilmer Graves*



## **~~5154 STUDENT DISABILITY NONDISCRIMINATION~~**

### **~~I. Purpose~~**

~~The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.~~

### **~~II. General Statement of Policy~~**

~~A. Disabled students are protected from discrimination on the basis of a disability.~~

~~B. It is the responsibility of the school district to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.~~

~~C. For this policy, a learner who is protected under Section 504 is one who:~~

- ~~1. has a physical or mental impairment that substantially limits one or more major life activities, including learning; or~~
- ~~2. has a record of such impairment; or~~
- ~~3. is regarded as having such impairment.~~

~~D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.~~

### **~~III. Coordinator~~**

~~Persons who have questions, comments, or complaints that are not resolved at the building level should contact the Principal of Unity/ALC regarding grievances or hearing requests regarding disability issues. This person is the school district's ADA/504 Coordinator.~~

**~~Legal References:~~** ~~29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504) 34 C.F.R. Part 104 (Implementing Regulations)~~

~~Adopted: 11-21-1995 ISD 709~~

~~Revised: 05-19-2009 ISD 709~~

**Deletion: Second Reading 12/20/2016**  
**Replaced by MSBA Policy 521**

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 521

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2013

## 521 STUDENT DISABILITY NONDISCRIMINATION

~~**[Note: School districts are required by statute to have a policy addressing these issues.]**~~

### I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

### II. GENERAL STATEMENT OF POLICY

- A. Disabled students who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
  2. has a record of such an impairment; or
  3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

### III. COORDINATOR

Persons who have questions or comments should contact \_\_\_\_\_ (title, name, office address, and telephone number). This person **the Office of the Assistant Superintendent, 215 N. 1<sup>st</sup> Ave E, Duluth, MN 55802, (218)336-8739. The Assistant Superintendent** is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

**Legal References:** Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

**Replacing: 5154**

**Second Reading: 12/20/2016**

INDEPENDENT SCHOOL DISTRICT NO. 709  
STUDENT DISABILITY DISCRIMINATION GRIEVANCE REPORT FORM

General Statement of Policy Prohibiting Disability Discrimination

Independent School District No. 709 maintains a firm policy prohibiting all forms of discrimination on the basis of a disability. All persons are to be treated with respect and dignity. Discrimination on the basis of a disability will not be tolerated under any circumstances.

Complainant: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
Work Address: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

I have been discriminated against based on (choose one or more):

[my disability] / [a record of my disability] / [being regarded as having a disability]

because \_\_\_\_\_  
\_\_\_\_\_

Date of alleged incident(s): \_\_\_\_\_

Name of person you believe discriminated against you or another person:  
\_\_\_\_\_  
\_\_\_\_\_

If the alleged discrimination was toward another person, identify that person:  
\_\_\_\_\_  
\_\_\_\_\_

Describe the incident(s) as clearly as possible, including such things as: any verbal statements; what, if any, physical contact was involved; etc. (attach additional pages if necessary):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Location of the incident(s):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List any witnesses that were present:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This complaint is filed based on my honest belief that \_\_\_\_\_ has discriminated against me or another person based on a disability. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

\_\_\_\_\_  
(Complainant Signature) (Date)

Received by: \_\_\_\_\_  
(Date)

## ~~5155—SPECIAL EDUCATION SERVICES FOR STUDENTS WITH DISABILITIES~~

~~The School Board affirms the right of every disabled student to a free and appropriate education at public expense. Special education services shall focus on developing in each student skills and abilities that will assist him/her to perform to the extent possible as an independent adult.~~

### ~~1. Student with Disabilities—School Ages~~

~~School Age means the ages from three (3) to twenty one (21) years for persons who are handicapped as defined in Minnesota Statutes 1984 120.03 and shall not extend beyond secondary school or its equivalent. Students with disabilities are eligible for special education services provided they are three (3) years of age on or before September 1 of the current academic year. The School District may provide services for 0-2 year old severely to profoundly hearing impaired children if services from other community agencies are not available. Children with handicaps, ages 0-2, shall be identified, located, and evaluated by school district personnel. The School District may provide special instruction and services for children with disabilities who have not attained school age. A birth certificate or other satisfactory proof of age shall be required to substantiate age eligibility.~~

### ~~2. Rights of Students with Disabilities~~

- ~~a. Parent/guardian or student (when appropriate) shall receive notification of all due process procedures.~~
- ~~b. Parent/guardian or student (when appropriate) involvement in the determination of Special Services (Individual Educational Plan within the least restrictive environment).~~
- ~~c. Physical accessibility to programs which meet each student's educational needs.~~

### ~~3. Formal Educational Assessment of Students with Disabilities~~

~~A formal educational assessment shall be conducted prior to the initiation of, or change, in Special Education services or programs, and at least once every two (2) years when a student is continued in a primary placement Special Services program for two (2) years or more, or at other times upon parental request. An educational assessment must be conducted when a person's performance in the present educational placement reflects a possible handicapping condition and/or the possible need of Special Services. The formal educational assessment procedures shall:~~

- ~~a. Include written consent for assessment by parent/guardian.~~
- ~~b. Be completed within a reasonable time (30 calendar days).~~
- ~~c. Be appropriate to the presented need and represent the person's current level of performance.~~
- ~~d. Be conducted at the student's home school, if possible.~~
- ~~e. Be performed by a team of appropriate professionals, utilizing assessment instruments in a~~
- ~~non-discriminatory manner and administered in the primary language of the student.~~
- ~~f. Be reviewed by an appropriate team of professionals who may have the responsibility of implementing the educational program.~~
- ~~g. Include informing parent/guardian before and after the assessment of all due process safeguards.~~

### ~~4. Conciliation Conference~~

~~If disagreement should occur between the parent/guardian and school personnel, the parent/guardian shall request, in writing, a conciliation conference which shall be held within ten (10) calendar days after receipt of the written request. The parent or guardian shall~~

receive a statement of assurance that the child's educational program will not be changed as long as there is parent objection to the proposed plan; that they have the right to be represented by counsel or a person of their choice at the conference; but that if they refuse to attend the conference, the School District may proceed with the proposed action. There may be more than one such conference. Within seven (7) school days of the final conciliation conference, school personnel shall provide a written statement to the parent or guardian informing them of the School District's proposed action and the procedure for further conciliation or an informal due process hearing.

5. Informal Due Process Hearing

An informal due process hearing shall be held at the request of the parent/guardian if agreement is not reached through the conciliation process. The hearing shall take place before an impartial hearing officer mutually agreed to by the School Board and the parent/guardian. If the School Board and the parent/guardian are unable to agree on a hearing officer, the School Board shall request the State Commissioner to appoint a hearing officer. The hearing officer shall not be a School Board member or employee of the School District or any person involved in the education or care of the child.

The hearing shall be held if the parent/guardian continues to object to the proposed:

- a. Formal assessment
- b. Initial program placement
- c. Transfer to another program (not a locational consideration)
- d. Denial of placement in a program
- e. Denial of transfer to another Special Education program (not a locational consideration)
- f. Provision or denial of additional Special Education services

References: ~~MSA 120.03~~  
~~MSA 129.17~~  
~~EDU 120~~  
~~EDU 124-127~~  
~~EDU 129~~

Adopted: ~~11-13-1979 ISD 709~~  
 Revised: ~~01-13-1987~~  
~~06-20-1995 ISD 709~~

**Deletion: Second Reading 12/20/2016**  
**Replaced by MSBA Policy 608**

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 608

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2009

## 608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

~~**[Note: The provisions of this policy substantially reflect statutory and regulatory requirements.]**~~

### I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to some students in the school district.

### II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

### III. RESPONSIBILITIES

- A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all qualified disabled children are provided special education and related services which are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

**Legal References:** Minn. Stat. § 124D.03 (Enrollment Options Program)  
 Minn. Stat. § 125A.02 (Definition of Child with a Disability)  
 Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29  
 (District Obligations)  
 20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education  
 Improvement Act of 2004)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)  
 MSBA/MASA Model Policy 508 (Extended School Year for Certain  
 Students with Individualized Education Programs)  
 MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)  
 MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

**Replacing: 5155**

**Second Reading: 12/20/2016**

**11/28/2016**

**Amy Starzecki  
Independent School District 709  
215 N 1<sup>st</sup> 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**

**Hunter James Coughlin**

**SCHOOL ON DIPLOMA**

**GRADUATION DATE**

Duluth Public Schools

11/9/2016

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

Adrian Norman  
Principal

Kimberly LeDoux  
Administrative Assistant  
Area Learning Center

**M E M O R A N D U M**

TO: Curriculum Dept.

FROM: Patricia Fleege, Adult Diploma Program

SUBJECT: High School Diploma

DATE: 11/10/16

The following student completed all requirements for graduation from I.S.D. 709 via the Adult Diploma Program and requests his Duluth Public Schools diploma, dated : 11/10/16

**Joseph M. Brown**

**MEMORANDUM**

TO: Curriculum Dept.

FROM: Patricia Fleege, Adult Diploma Program

SUBJECT: High School Diploma

DATE: 11/10/16

The following student completed all requirements for graduation from I.S.D. 709 via the Adult Diploma Program and requests her Duluth Public Schools diploma, dated : 11/10/16

**Christopher A. Ream**

12/12/2016

Amy Starzecki  
 Independent School District 709  
 215 N 1<sup>st</sup> 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**

Linde Raymon Parker

**SCHOOL ON DIPLOMA**

East High Schools

**GRADUATION DATE**

12/2/2016

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

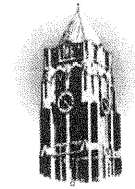
Adrian Norman  
 Principal

Kimberly LeDoux  
 Administrative Assistant  
 Area Learning Center



**DENFELD SENIOR HIGH SCHOOL**

401 N. 44<sup>th</sup> Ave. W.  
Duluth, Minnesota 55807  
(218) 336-8830 Main Office



57

December 2, 2016

Amy Starzecki  
Ind. School District 709  
215 N. 1<sup>st</sup> Ave. E.  
Duluth, MN 55802

Dear Ms. Starzecki,

I would like to request a Denfeld diploma for Jacob T. Johnson. The date should be December 8, 2016.

Sincerely,

Tonya M. Sconiers  
Principal

TMS:cra

12/12/2016

Amy Starzecki  
Independent School District 709  
215 N 1<sup>st</sup> 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**

Davis, John Conrad

**SCHOOL ON DIPLOMA**

Duluth Public Schools

**GRADUATION DATE**

12/12/2016

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

Adrian Norman  
Principal

Kimberly LeDoux  
Administrative Assistant  
Area Learning Center

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

This Data Sharing Agreement ("Agreement") between Independent School District No. 709, Duluth Public Schools ("District") and the MN STATE UNIVERSITY, MANKATO, is entered into as of July 1, 2016 ("Effective Date"). The District and the MN STATE UNIVERSITY, MANKATO are referred to collectively as the "Parties."

WHEREAS, certain individuals affiliated with the MN STATE UNIVERSITY, MANKATO (hereinafter "Requesting Entity") will provide *ASSISTANCE TO THE TEACHER IN THE CLASSROOM* to the District for the 2016-2017 school year; and

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

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

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

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

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

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

1. **Services Provided to District.** Requesting Entity is a *UNIVERSITY* whose *STUDENT TEACHERS* will provide *ASSISTANCE TO THE TEACHER IN THE CLASSROOM* to the District. The services to be provided to the District are institutional services and functions for which the District would otherwise use its own employees.
2. **Protected Student Data Defined.** "Protected Student Data" means any data defined as "personally identifiable information" contained in educational records

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

3. **Types of Data to be Accessed.** In the course of providing the services described in Paragraph 1, individuals affiliated with Requesting Entity will have a legitimate need to access Protected Student Data in the form of ATTENDANCE, GRADES, GRADEBOOK, TRANSCRIPTS, TEST SCORES AND SCHEDULES. The data described in this Paragraph is subject to disclosure restrictions imposed by FERPA and the MGDPA.
4. **District’s Control over Use and Maintenance of Data.** The following terms and conditions will govern the manner in which individuals affiliated with Requesting Entity will have access to Protected Student Data:
  - a. *STUDENT TEACHERS* shall be the only representatives of Requesting Entity granted access to Protected Student Data in accordance with the terms of this Agreement. Protected Student Data shall not be shared with any employee, agent, volunteer, or other affiliate of Requesting Entity who is not within the group of individuals defined in this Paragraph. Prior to being granted access to Protected Student Data, each *STUDENT TEACHERS* must review and sign the acknowledgement and consent form attached hereto as Exhibit A.
  - b. Requesting Entity shall not attempt to use, access, or maintain Protected Student Data for any reason other than purposes legitimately necessary for its *STUDENT TEACHERS* to provide the services referenced in Paragraph 1. Requesting Entity shall not maintain its own files, documents, or any other form of records containing Protected Student Data or attempt to obtain access to Protected Student Data for anyone other than an individual described Paragraph 4(a).
  - c. The use and maintenance of Protected Student Data by *STUDENT TEACHERS* shall be at all times subject to the District’s direct control.
  - d. Individuals providing services as *STUDENT TEACHERS* shall be granted access to Protected Student Data through the District’s Infinite Campus system in a manner deemed appropriate by the District. Requesting Entity shall supply the District with a list of the names of the individuals providing services as *STUDENT TEACHERS* to the principal of the building in which each individual will be providing services. Upon receipt of the list of names, the District will determine using its sole discretion the extent to which each individual will be granted access to Protected Student Data through the Infinite Campus system. Under no circumstance will an

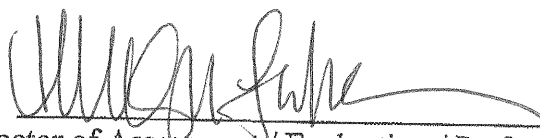
individual be granted greater access to Protected Student Data than what is legitimately necessary to effectively provide the services listed in Paragraph 1. The District retains the right to alter at any time and in its sole discretion the manner in which individuals providing services as STUDENT TEACHERS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


- e. The individuals providing services as STUDENT TEACHERS shall not copy, duplicate, alter, modify, or otherwise make changes to or reproductions of Protected Student Data unless legitimately necessary to perform the services described in Paragraph 1. If any individual who has been granted access to data in accordance with this agreement has maintained copies or other reproductions of Protected Student Data for legitimate purposes, such copies or other reproductions must be destroyed within 30 days of the expiration of this Agreement.
  - f. The District reserves the right to restrict, modify, or discontinue the use and maintenance of Protected Student Data authorized by this agreement for any reason. If the District exercises its sole discretion to restrict or cancel access to data, Requesting Entity and/or its affected representatives shall destroy any copies or reproductions of data which they no longer have access in accordance with the timeframe and requirements of Paragraph 4(f) of this Agreement.
5. **Redisclosure of Protected Student Data.** In the course of performing the services described in Paragraph 1, the Parties agree that individuals providing services to the district as STUDENT TEACHERS shall not redisclose Protected Student Data to any representative of Requesting Entity not within the class of individuals identified in Paragraph 4(a) or any person or party other than a school official with a legitimate need to access the data unless disclosure is specifically authorized or required by law. In the event a parent or eligible student requests disclosure of Protected Student Data to a third party, Requesting Entity and its representatives shall direct the requesting parent or eligible student to the appropriate building principal, who will process each request to disclose Protected Student Data in accordance with applicable District policies and procedures.
6. **Data Related to STUDENT TEACHERS Evaluations.** The Parties agree that data maintained by the District with respect to individuals who perform services on a voluntary basis for the District is defined as personnel data by the MGDPA, Minn. Stat. § 13.43. In the event Requesting Entity requests information from the District that is not classified as public data pursuant to Minn. Stat. § 13.43, subd.

2, Requesting Entity shall obtain a written consent of the subject of the data prior to requesting the data from the District.

- 7. **Term.** This agreement shall be valid from the date duly approved by both Parties through June 30, 2017. On July 1, 2017, this agreement shall terminate and the District will terminate the ability of the individuals described in Paragraph 4(a) to access Protected Student Data.
- 8. **Successors and Assigns.** This Agreement will be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns. No Party may assign or transfer this Agreement or any of its rights, interests or obligations hereunder without the prior written consent of the other Party.
- 9. **Amendment/Modification.** This Agreement may be amended or modified only by a writing executed by the Parties. No custom or practice of the Parties at variance with the terms hereof will have any effect.
- 10. **Entire Agreement.** This Agreement constitutes the entire agreement and understanding of the parties relative to the subject matter hereof. The parties have not relied upon any promises, representations, warranties, agreements, covenants or undertakings, other than those expressly set forth or referred to herein. This Agreement replaces and supersedes any and all prior oral or written agreements, representations and discussions relating to such subject matter.

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

DATE: 11.16.16 By:   
 Director of Assessment / Evaluation / Performance

DATE: 8/22/16 By:   
 Title: V.P. of Finance: Administration  
 Phone: 507-389-6621

DATE: \_\_\_\_\_ By: \_\_\_\_\_  
 School Board Chair, Duluth School District 709

**MYERS-WILKINS COMMUNITY SCHOOL COLLABORATIVE  
DATA SHARING AGREEMENT FOR RELEASE OF DATA  
UNDER "SCHOOL OFFICIAL" AND "EVALUATION" EXCEPTIONS**

This Data Sharing Agreement ("Agreement") between Independent School District No. 709, Duluth Public Schools ("District") and the [MYERS-WILKINS COMMUNITY SCHOOL COLLABORATIVE], is entered into as of [July 1, 2016] ("Effective Date"). The District and the [MYERS-WILKINS COMMUNITY SCHOOL COLLABORATIVE] are referred to collectively as the "Parties."

WHEREAS, certain individuals affiliated with the [MYERS-WILKINS COMMUNITY SCHOOL COLLABORATIVE] (hereinafter "Requesting Entity") will provide [Evaluation] to the District for the 2016-2017 school year; and

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

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

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

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

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

WHEREAS, Requesting Entity receives funding from [21st Century Community Schools], which is funded by the [several grants including MN Dept of Education]; and

WHEREAS, as a condition of receiving grant funding, Requesting Entity must complete certain reports related to the effectiveness of educational programs funded with grant money; and

WHEREAS, the District desires to designate Requesting Entity as its authorized representative for evaluating and reviewing data for the purpose of measuring the effectiveness of educational programs funded through the [21st Century Community Schools Grant]; and

WHEREAS, in order to share personally identifiable information related to students and educational records, for the purpose of evaluating the effectiveness of educational programs funded with [21st Century Community Schools Grant], the District and Requesting Entity must enter into a written agreement that meets the requirements outlined in 34 C.F.R. § 99.35.

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

1. **Services Provided to District.** Requesting Entity is a [non-profit] whose [Executive Director] will provide [Evaluation] to the District. The services to be provided to the District are institutional services and functions for which the District would otherwise use its own employees.
2. **Protected Student Data Defined.** "Protected Student Data" means any data defined as "personally identifiable information" contained in educational records as the term is defined in FERPA and its implementing regulations, 20 U.S.C. § 1232g and 34 C.F.R. § 99.31, or "educational data" as defined in the MGDPA, Minn. Stat. § 13.32.
3. **Types of Data to be Accessed.** In the course of providing the services described in Paragraph 1, individuals affiliated with Requesting Entity will have a legitimate need to access Protected Student Data in the form of *ATTENDANCE, GRADES, GRADEBOOK, TRANSCRIPTS, TEST SCORES, BEHAVIOR AND SCHEDULES*. The data described in this Paragraph is subject to disclosure restrictions imposed by FERPA and the MGDPA.
4. **District's Control over Use and Maintenance of Data.** The following terms and conditions will govern the manner in which individuals affiliated with Requesting Entity will have access to Protected Student Data:
  - a. [Executive Director] shall be the only representatives of Requesting Entity granted access to Protected Student Data in accordance with the terms of this Agreement. Protected Student Data shall not be shared with any employee, agent, volunteer, or other affiliate of Requesting Entity who is not within the group of individuals defined in this Paragraph. Prior to being granted access to Protected Student Data, each [Executive Director] must

review and sign the acknowledgement and consent form attached hereto as Exhibit A.

- b. Requesting Entity shall not attempt to use, access, or maintain Protected Student Data for any reason other than purposes legitimately necessary to provide the services referenced in Paragraph 1. Requesting Entity shall not maintain its own files, documents, or any other form of records containing Protected Student Data or attempt to obtain access to Protected Student Data for anyone other than an individual described Paragraph 4(a).
- c. The use and maintenance of Protected Student Data by [*Executive Director*] shall be at all times subject to the District's direct control.
- d. Individuals providing services as [*Executive Director*] shall be granted access to Protected Student Data through the District's Infinite Campus system in a manner deemed appropriate by the District. Requesting Entity shall supply the District with a list of the names of the individuals providing services as [*Executive Director*] to the principal of the building in which each individual will be providing services. Upon receipt of the list of names, the District will determine using its sole discretion the extent to which each individual will be granted access to Protected Student Data through the Infinite Campus system. Under no circumstance will an individual be granted greater access to Protected Student Data than what is legitimately necessary to effectively provide the services listed in Paragraph 1. The District retains the right to alter at any time and in its sole discretion the manner in which individuals providing services as [*Executive Director*] access Protected Student Data. No individual will be granted access to Protected Student Data unless the person has signed the form attached as Exhibit A and provided a copy to the principal of the building in which the individual will be providing services.
- e. The individuals providing services as [*Executive Director*] shall not copy, duplicate, alter, modify, or otherwise make changes to or reproductions of Protected Student Data unless legitimately necessary to perform the services described in Paragraph 1. If any individual who has been granted access to data in accordance with this agreement has maintained copies or other reproductions of Protected Student Data for legitimate purposes, such copies or other reproductions must be destroyed within 30 days of the expiration of this Agreement.
- f. The District reserves the right to restrict, modify, or discontinue the use and maintenance of Protected Student Data authorized by this agreement for any reason. If the District exercises its sole discretion to restrict or cancel

access to data, Requesting Entity and/or its affected representatives shall destroy any copies or reproductions of data which they no longer have access in accordance with the time-frame and requirements of Paragraph 4(f) of this Agreement.

5. **Evaluation of Educational Programs Funded with [Executive Director] Funds.**

The Parties acknowledge that the services identified in Paragraph 1 are funded through the [FEDERALLY OR STATE]-funded [21st Century Community Schools Grant]. As a condition of receiving funds through the [21st Century Community Schools Grant], Requesting Entity must compile aggregate data related to the effectiveness of services funded by the grant and report the results to [GRANTOR]. Notwithstanding Paragraph 4, the following terms and conditions apply to the District's release of Protected Student Data to Requesting Entity for the purpose of evaluating the effectiveness of grant-funded services:

- a. **Authorized Representative.** The District designates Requesting Entity as its authorized representative for evaluating the effectiveness of [SPECIFICALLY DESCRIBE SERVICES/PROGRAMS FUNDED BY GRANT].
- b. **Records to be Disclosed.** The District shall disclose [ATTENDANCE, GRADES, GRADEBOOK, TRANSCRIPTS, TEST SCORES, BEHAVIOR AND SCHEDULES] to Requesting Entity for the purpose of evaluating [FEDERALLY OR STATE]-funded educational programs funded through the [21ST Century Community Schools Grant]. Requesting Entity has designated [EXECUTIVE DIRECTOR] as the individual who will conduct the evaluation and review the Protected Student Data disclosed pursuant to this Paragraph. Prior to being granted access to Protected Student Data, the individuals who will conduct the evaluation must review and sign the acknowledgement form attached to this Agreement as Exhibit B.
- c. **Scope of Access to Data for Evaluation.** Upon Requesting Entity's request, the District shall provide access to [ATTENDANCE, GREADES, GRADEBOOK, TRANSCRIPTS, TEST SCORES, BEHAVIOR AND SCHEDULES NEEDED FOR THE EVALUATION] to the individuals designated by Requesting Entity to evaluate the effectiveness of educational programs funded through the [21st Century Community Schools Grant]. Following Requesting Entity's request for access to the records and information described in this Paragraph, the District will determine using its sole discretion the most appropriate manner in which to grant access to the individuals who will conduct the evaluation. The records and information described in this Paragraph have been determined by the Parties to be necessary to properly conduct an evaluation of the effectiveness of

educational programs provided to students attending schools in the District and funded through the [21st Century Community Schools Grant]. In the course of evaluating the effectiveness of educational programs funded through the [21st Century Community Schools Grant] the District shall not provide any records or information other than those specified in this Paragraph.

- d. **Destruction of Data.** Requesting Entity must destroy any Protected Student Data provided by the District pursuant to Paragraphs 5(b) and 5(c) within 30 days of when such records and information are no longer needed for the purpose of conducting an evaluation of educational programs funded through the [21st Century Community Schools Grant]. Within 10 days of the destruction of Protected Student Data pursuant to this Paragraph, Requesting Entity must provide [Director of Assessment and Evaluation] with a sworn statement attesting to the fact that all Protected Student Data maintained by Requesting Entity and its representatives have been destroyed.
  - e. **Results of Evaluation.** Requesting Entity shall not disclose any Protected Student Data when reporting the aggregate results of its evaluation to any third-party. Protected Student Data must be removed from all reports.
6. **Policies and Procedures to Protect Data.** In the event the District discloses Protected Student Data to Requesting Entity pursuant to Paragraph 5, the Parties agree to comply with the following policies and procedures to protect the privacy of Protected Student Data:
- a. Requesting Entity shall only use Protected Student Data to the extent reasonably necessary to carry out an evaluation of educational programs funded through [21st Century Community Schools Grant]. Requesting Entity is expressly prohibited from using Protected Student Data for any other purpose.
  - b. Requesting Entity shall not disclose Protected Student Data except as specifically authorized by this Agreement. Prior to disclosing the aggregate results of its evaluation to any third party, Requesting Entity must submit the results to the District for its review and approval in order to ensure Requesting Entity will not disclose Protected Student Data to a third party.
  - c. Requesting Entity shall develop its own policies, procedures, and systems to implement appropriate safeguards to protect the privacy of Protected Student Data. The District maintains the right to audit and monitor policies, procedures, and systems implemented by Requesting Entity.

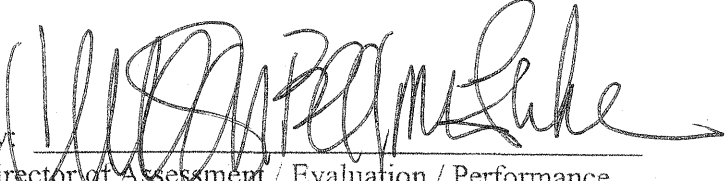
- d. Prior to requesting data pursuant to this Agreement, Requesting Entity shall provide appropriate training to its employees, volunteers, and other representatives with respect to FERPA, the MGDPA, and how to protect personally identifiable information contained in education records.
  - e. Prior to requesting data pursuant to this Agreement, Requesting Entity shall implement appropriate disciplinary policies for employees, volunteers, and other representatives that violate FERPA and the MGDPA.
  - f. Requesting Entity and its employees, volunteers, and other representatives shall at all times comply with Federal and State laws governing data privacy, including but not limited to FERPA and the MGDPA.
7. **Redisclosure of Protected Student Data Prohibited.** In the course of performing the services described in Paragraph 1, the Parties agree that individuals providing services to the district as [*Executive Director/Evaluator*] shall not redisclose Protected Student Data to any representative of Requesting Entity not within the class of individuals identified in Paragraph 4(a) or any person or party other than a school official with a legitimate need to know the information unless disclosure is specifically permitted or required by law. In the event a parent or eligible student requests disclosure of Protected Student Data to a third party, Requesting Entity and its representatives shall direct the requesting parent or eligible student to the appropriate building principal, who will process each request to disclose Protected Student Data in accordance with applicable District policies and procedures. In the event Requesting Entity receives Protected Student Data for the purpose of conducting an evaluation as provided in Paragraph 5, Requesting Entity shall not disclose Protected Student Data to any third party, including employees or other individuals affiliated with Requesting Entity who are not involved in the evaluation, for any reason, including when reporting the aggregate results of the evaluation to [*GRANTOR*].
8. **Data Related to [*Grant*] Evaluations.** The Parties agree that data maintained by the District with respect to individuals who perform services on a voluntary basis for the District is defined as personnel data by the MGDPA, Minn. Stat. § 13.43. In the event Requesting Entity requests information from the District that is not classified as public data pursuant to Minn. Stat. § 13.43, subd. 2, Requesting Entity shall obtain a written consent of the subject of the data prior to requesting the data from the District.
9. **Term.** This agreement shall be valid from the date duly approved by both Parties through June 30, 2017. On July 1, 2017, this agreement shall terminate and the

District will terminate the ability of the individuals described in Paragraph 4(a) to access Protected Student Data.

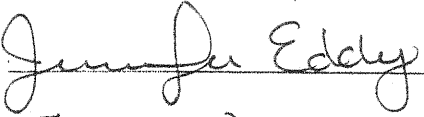
- 10. **Successors and Assigns.** This Agreement will be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns. No Party may assign or transfer this Agreement or any of its rights, interests or obligations hereunder without the prior written consent of the other Party.
- 11. **Amendment/Modification.** This Agreement may be amended or modified only by a writing executed by the Parties. No custom or practice of the Parties at variance with the terms hereof will have any effect.
- 12. **Entire Agreement.** This Agreement constitutes the entire agreement and understanding of the parties relative to the subject matter hereof. The parties have not relied upon any promises, representations, warranties, agreements, covenants or undertakings, other than those expressly set forth or referred to herein. This Agreement replaces and supersedes any and all prior oral or written agreements, representations and discussions relating to such subject matter.

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

DATE: 11.15.16  
~~10/11~~

By:   
 Director of Assessment / Evaluation / Performance

DATE: 9/29/16

By:   
 Title: Executive Director - MWCS C  
 Phone: 218-336-8860 x 8

DATE: \_\_\_\_\_

By: \_\_\_\_\_  
 School Board Chair, Duluth School District 709