

**Education Committee**  
 Duluth Public Schools, ISD 709  
 Agenda  
 Tuesday, February 13, 2018  
 District Services Center  
 709 Portia Johnson Dr.  
 Duluth, MN 55811  
 4:15 PM

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

A. Assistant Superintendent's Report 5

As part of her monthly report, Assistant Superintendent Starzecki will highlight efforts in teaching and learning across ISD 709. Updates will be 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) Record of Continuous Improvement (RCI) Presentations 6

Throughout the school year each school will be providing an update to the school board regarding their school improvement plan called Record of Continuous Improvement. The work on the RCI is being led by the Continuous Improve Team (CIT). Each school has gone through a comprehensive needs assessment and developed action steps to improve student outcomes. This month the following schools will review the continuous improvement process for their site: Piedmont Elementary School and Denfeld High School.

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

2) True North AmeriCorps and K.E.Y. Zone Partnership(s) Update with Grant Results 37

Sara Hendrickson, Interim Director of True North AmeriCorps and Chris Lund, Program Coordinator of True North AmeriCorps, will provide an update on the True North AmeriCorps partnership with Duluth Public Schools. Presentation will include program impact from the third year of the True North AmeriCorps Grant.

Melissa Fanning, Interim Executive Director of the Community

Services YMCA, and Jay Roesler, Director of Community Education for ISD 709, will provide an update on the K.E.Y. Zone partnership with Duluth Public Schools. Presentation will include outcomes from the fifth and final year of the 21st Century Community Learning Center grant.

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

3) Secondary Schedule Task Force Update 41

As a school district, we recognize that our current secondary schedule (6-period day) could be improved to allow for broader program options for students and more support for teaching and learning. Many different types of schedules exist. Before making a selection on a potential schedule change, the full range of options should be considered. As a district, we have engaged in a local process to gain a wide range of feedback from our stakeholders groups, consider our organizational priorities in best supporting our students and consider other factors that impact the school day. In the coming month(s), the process will yield a recommendation of well researched potential schedule alternatives that will position ISD 709 for long range success in supporting our students and community.

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

4) Career Technical Education (CTE) Program Update 72

February is CTE Month. CTE Month is a public awareness national campaign held each February to celebrate the achievements and accomplishments of Career and Technical Education programs and students across the country. In honor of CTE Month, Bradley Vieths, Vocational Program Coordinator, will provide an update regarding the Career Technical Education (CTE) Program within Duluth Public Schools.

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

C. Grant Applications

1) Rotary Club 25 Grant Application

Kellie Mulliner, teacher at Lester Park Elementary School, has submitted a grant application to Rotary Club 25 in the amount of \$1,500. If awarded, funds will be used to purchase 15 hammocks for the Lester Park Elementary School forest. The hammocks would be used by all students at Lester Park (kindergarten-5th grade) both for reading and learning about our environment.

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

2) Grant Application - PLACEHOLDER

D. Regulations - PLACEHOLDER

## 2. Action Items

### A. Policies

1) 6098 - Credit for Learning - DELETION 86

In moving to the MSBA Model Policies, administration is recommending the deletion of Policy 6098, which will be replaced with MSBA Policy 620.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 6098 for the second reading.

2) NEW Policy 620 - Credit for Learning 87

Attached is revised MSBA Policy 620 for the second reading. This policy would replace Policy 6098.

Recommendation: It is recommended that the Duluth School Board approve Policy 620 for the second reading.

### B. Resolutions

1) Resolution E-2-18-3524 - Acceptance of Grant Awards to Duluth Public Schools 95

Attached is Resolution E-2-18-3524 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards from the following organizations:

Pachel Foundation  
PLACEHOLDER

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-2-18-3524 - Acceptance of Grant Awards to Duluth Public Schools.

C. Diploma Requests 97

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

Casiana S. Siegle - January 17, 2018  
Benjamin S. Monahan - January 26, 2018  
Carson Austin McClarey - February 7, 2018  
December Jo Simmons - February 7, 2018  
Spencer R. Simonson - February 7, 2018

Keegan Lee Carlson - February 7, 2018  
Carlito Miguel Kingbird - February 16, 2018  
PLACEHOLDER

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

D. Presentation Items Requiring Approval - PLACEHOLDER

E. Extended Trip Requests - PLACEHOLDER

### 3. **Future Items**

**Achievement and Integration (AI) FY19 Budget Presentation - March**

**Head Start/Duluth Preschool Update - March**

**Policy Updates**

**Advisory Committee Updates**

# Assistant Superintendent Report to the Board

February 2018

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*Apologies for my absence at Education Committee this month. Please direct questions to Superintendent Gronseth or Dr. Cary. Please free to reach out to me via phone or email as well.*

## **Site Visits**

Lowell  
ALC/AEO

## **Principal Evaluation**

This is the time of year that I meet with principals to review their professional goals that they developed in the fall. The purpose of the meeting is to review progress towards goals and what needs to occur before the end of the year to meet goals.

## **Budget Planning**

The majority of my work in recent weeks has been focused on budget planning for FY19. The superintendent and I are meeting with a variety of stakeholders throughout this process. The bulk of my time in future weeks will be dedicated to the continued planning process, in an effort to have a draft budget to the board in March.



# Piedmont Elementary

Beth Shermoen, Principal

Michelle Blanchard, Integration Specialist

Kathy Akervik, Interventionist

# Celebrations

Here are some of the things we are most proud of...

- PBIS - Positive Behavior Interventions and Support School-Wide Framework, also known as Panther Pride: Work - Respect - Belong. Our way of life at Piedmont.
  - ***Panther Pride Expectations Video:***  
<https://drive.google.com/file/d/0BzKMHp9GL-dWcXFUWHdvWF8yRUE/view>
- MTSS Tier I/II/III - Intentional Framework: Core Instruction - Balanced Literacy, PLC's, PAW Time - (Panthers At Work), Curriculum (Wonders, LLI & Press), and New Sped Model.
- Basic Needs Supports and Services - Vision and Hearing Screening, Therapeutic Services, Community Resources, Clothing Program, etc.



# CIT Members


| Name            | Role   |
|-----------------|--|
| Beth Shermoen   | Principal                                      |
| Kathy Akervik   | Intervention Teacher                           |
| Heidi Owens     | Kindergarten Teacher                           |
| Erin Vanderport | 1st Grade Teacher                              |
| Rachel Moseley  | 3rd Grade Teacher                              |
| Rae Tyllia      | 4th Grade Teacher                              |
| Lynn Thompson   | 5th Grade Math Teacher                         |
| Loni Lyons      | 5th Grade Science/Social Studies/Heath Teacher |
| Deb Gilbertson  | SpEd Teacher                                   |





## COMPREHENSIVE NEEDS ASSESSMENT

# Data Review

| 2016-2017 School Goals  | Met/Not Met  |
|---|--|
| <p><b>Academics - Focus areas include Balanced literacy, MTSS and a 3% - 5% growth model in state testing. Behaviors &amp; Expectations - PBIS and Discipline referral reduction.</b></p>   | <p><b>Piedmont MCA Data PP -</b><br/> <a href="https://docs.google.com/presentation/d/1RmZcXXIRm16G44LlId-4Om7psArlh5_7o3lgjxaqcCw/edit?usp=sharing">https://docs.google.com/presentation/d/1RmZcXXIRm16G44LlId-4Om7psArlh5_7o3lgjxaqcCw/edit?usp=sharing</a></p>  |
| <p>The percentage of all students enrolled October 1, 2016 in grades 3-5 who are proficient on all <i>reading</i> state accountability tests will increase from 50.2% to 53.2%.</p>   | <p>Continued increase; 3%-5% growth goal not met (16/17 - 51.7%)</p>   |
| <p>The percentage of all students enrolled October 1, 2016 in grades 3-5 who are proficient on all <i>math</i> state accountability tests will increase from 48.0 % to 51.0%.</p>   | <p>Continued increase; 3%-5% growth goal met (16/17 - 51.5%)</p>   |
| <p>Continued implementation of Positive Behavior Interventions and Supports (PBIS). Target areas include: Behavior intervention strategies at the classroom and school level, staff/parent/student education and communication and a school-wide <i>Panther Pride</i> initiative that highlights and recognizes positive behaviors.</p> | <p>PBIS implementation - 90% buy-in by staff, students and families. Each year we have added new elements to our Panther Pride positive behavior framework. Our data shows a decrease in OSS and drives our Tier 1, 2 and 3 behavior interventions.<br/>                     Goal Met.</p>  |

# Data Review

## Non-Academic

| <b>Enrollment / Demographics</b> |                  |                  |                  |                  |
|----------------------------------|------------------|------------------|------------------|------------------|
|                                  | <b>2013-2014</b> | <b>2014-2015</b> | <b>2015-2016</b> | <b>2016-2017</b> |
| <b>All Students</b>              | 473              | 485              | 483              | 513              |
| <b>American Indian</b>           | 41               | 43               | 38               | 43               |
| <b>Asian</b>                     | 10               | 12               | 14               | 16               |
| <b>Hispanic</b>                  | 12               | 10               | 12               | 14               |
| <b>Black</b>                     | 60               | 67               | 65               | 76               |
| <b>White</b>                     | 350              | 353              | 354              | 364              |
| <b>More than one race</b>        | --               | --               | --               | --               |
| <b>English Learner</b>           | 1                | 1                | 6                | 3                |
| <b>Special Education</b>         | 97               | 103              | 92               | 121              |
| <b>Free or Reduced Lunch</b>     | 244              | 329              | 280              | 325              |

# Data Review

## Academic

| Reading Proficiency By Student Group |           |           |           |           |
|--------------------------------------|-----------|-----------|-----------|-----------|
|                                      | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| <b>All Students</b>                  | 46.6      | 41.4      | 50.2      | 51.7      |
| <b>American Indian</b>               | 44.4      | 55.6      | 35.3      | 29.4      |
| <b>Asian</b>                         | --        | --        | --        | --        |
| <b>Hispanic</b>                      | --        | --        | --        | --        |
| <b>Black</b>                         | 13.3      | 15.0      | 26.1      | 22.2      |
| <b>White</b>                         | 50.0      | 45.3      | 56.9      | 59.5      |
| <b>Two or more races</b>             | --        | --        | --        | --        |
| <b>Special Education</b>             | 16.7      | 10.3      | 15.6      | 28.9      |
| <b>Free or Reduced Lunch</b>         | 31.4      | 25.9      | 35.4      | 42.7      |

# Data Review

## Academic

| <b>Math Proficiency By Student Group</b> |                  |                  |                  |                  |
|--|------------------|------------------|------------------|------------------|
|  | <b>2013-2014</b> | <b>2014-2015</b> | <b>2015-2016</b> | <b>2016-2017</b> |
| <b>All Students</b>                      | 53.4             | 51.5             | 48.0             | 51.5             |
| <b>American Indian</b>                   | 50.0             | 44.4             | 29.4             | 46.7             |
| <b>Asian</b>                             | --               | --               | --               | --               |
| <b>Hispanic</b>                          | --               | --               | --               | --               |
| <b>Black</b>                             | 20.0             | 21.1             | 30.4             | 21.1             |
| <b>White</b>                             | 58.9             | 56.9             | 56.1             | 58.2             |
| <b>Two or more races</b>                 | --               | --               | --               | --               |
| <b>Special Education</b>                 | 21.7             | 10.0             | 12.1             | 26.1             |
| <b>Free or Reduced Lunch</b>             | 36.9             | 36.0             | 35.9             | 40.3             |

# Data Review

## Academic

### Reading Proficiency By Grade

|          | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|----------|-----------|-----------|-----------|-----------|
| <b>3</b> | 39.3      | 47.1      | 50.0      | 46.7      |
| <b>4</b> | 47.5      | 25.0      | 48.1      | 47.9      |
| <b>5</b> | 53.7      | 50.0      | 53.8      | 61.0      |

### Math Proficiency By Grade

| Grade    | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|----------|-----------|-----------|-----------|-----------|
| <b>3</b> | 50.0      | 54.5      | 56.8      | 64.4      |
| <b>4</b> | 58.3      | 41.4      | 55.1      | 45.8      |
| <b>5</b> | 51.9      | 57.1      | 25.0      | 41.6      |

# Data Review

## Academic

| Reading Growth 2016-2017 | Low   | Medium   | High   |
|--------------------------|---|--|--|
| <b>Proficient</b>        | 14.5%<br>*21 proficient but low growth of students measured | 21.4%<br>*31 continued growth of students measured | 11.0%<br>*16 exceptional growth                    |
| <b>Not Proficient</b>    | 17.2%<br>*25 not proficient and low growth.                 | 22.8%<br>*33 not proficient but some growth        | 13.1%<br>*19 not proficient but exceptional growth |
| Math Growth 2016-2017    | Low   | Medium   | High   |
| <b>Proficient</b>        | 14.6%<br>*21 proficient but low growth                      | 26.4%<br>*38 continued to grow                     | 15.3%<br>*22 exceptional growth                    |
| <b>Not Proficient</b>    | 18.8%<br>*27 not proficient and low growth                  | 20.1%<br>*29 not proficient but some growth        | 4.9%<br>*7 not proficient but exceptional growth   |

# Data Review

## Perception, Program, Fidelity

### Reading WINS

- Steady increase in overall reading proficiency
- Performance increase in subgroups: F/R, White and SpEd

### Reading WORRIES

- Below district and state proficiency
- Performance decline in subgroups: American Indian, and Black

### Reading WHATS

- Specific strategic planning on underperforming subgroups...what is next?

### Math WINS

- Steady increase in overall math proficiency
- Performance increase in subgroups: American Indian, White, SpEd, and F/R

### Math WORRIES

- Below district and state proficiency
- Performance decline in subgroup: Black

### Math WHATS

- Specific strategic planning on underperforming subgroups...what is next?

# Summary of CNA

## Successes:

- Goals - We are in our third year as a cohesive team at Piedmont. We identified 2-3 focus areas for each year. We continue to make positive strides forward in these areas.
  - Year one - School climate and community, structured behavior protocol for major and minor behaviors, and PBIS - Panther Pride.
  - Year two - PBIS - Panther Pride (Branding, community/home introduction, lessons, language, etc.), MTSS, Behavior intervention team development and Restorative Practices
  - Year three - PBIS - Panther Pride continued, Balanced Literacy, Balanced Math, MTSS
- Academics - Focus areas on Balanced literacy, MTSS and a 3% - 5 % growth model in state testing
- Behavior - Focus on MTSS behavior side and Suspension Forgiveness Model

## Prioritized Concerns:

- State Testing Sub Group
  - Reading - American Indian below district and state range with a continued decrease in proficiency.
  - Sub Group - Black shows a slight dip in MCA Math and Reading scores for 16/17, otherwise continued increase in MCA data.
- Recent study of core instruction and low morning/attendance correlation

# School Goals 2017-2018



1. Attendance Team - Education, Student/School/Home Partnership, Supports, Incentives and Recognition, etc.
2. Continued Work - Balanced Literacy, Practice Profiles, Walk-Through Tool and Fidelity Checks.
3. MTSS - Academic and Behavior - Tier I, II, III

# School Action Plan

## Initiatives

- MTSS: Academic and Behavior
  - Continued focus on Tier 1 - Core, and Tier 2 - Purposeful scientific based interventions. Data driven decision making. ( i.e. Progress monitoring, LLI, Press, SWIS, etc.)
  - Full implementation of PBIS
- PLC's
  - Rubric and CFA's PLC Framework -  
<https://docs.google.com/a/isd709.org/document/d/1ZN2IBHYlgYVAoNBv8tXwciyrtLonzmTUmK-6IBv1YOY/edit?usp=sharing>

## Instructional Practices (Practice Profile Focus)

- Balanced Literacy Framework
  - Interactive Read-a-loud:  
<https://docs.google.com/document/d/1mPIOWkiCeeJFjizO-uo7MIP2ohfk2YYcokkw9w3EHA/edit>
  - Upcoming Practice Profile: Shared Reading

# Any questions?



# Denfeld High School Home of the Hunters

Tonya M. Sconiers, Principal

James Erickson, Assistant Principal

Alison Wood, CIT Member-Science

Brian Jungman, CIT Member-English

# CIT Members

| Name              | Role                      |
|-------------------|---------------------------|
| Jessica DeMars    | Special Education Teacher |
| James Erickson    | Assistant Principal       |
| Ethan Fisher      | Social Studies Teacher    |
| Diane Fitzgerald  | Counselor                 |
| Brian Jungman     | English Teacher           |
| Ed Lewis          | Math Teacher              |
| Marcia Nelson     | Assistant Principal       |
| Tonya M. Sconiers | Principal                 |
| Alison Wood       | Science Teacher           |

# Celebrations

Here is what we are most proud of... Academics

- 9th Grade BARR
- Reading Intervention growth
- CPM Math
- Check & Connect
- 10th Grade BARR Model
- SOAR Academy



# Celebrations

## Here is what we are most proud of... Non-Academics

- Relationships, Relationships, Relationships with Students and Families
- FSCS DASH Program
- College Preparedness/ Readiness (acceptance, apps completed, etc.)
- Community Service (food donations, hygiene, blood, toy drive)
- State Participants in Fine Arts, Athletics, Activities
- CRC and Hip Hop Music Grant
- Mental Health-Co located services







# COMPREHENSIVE NEEDS ASSESSMENT

MCA/PLC data, FSCS, staff, student, parent survey,  
FSCS student on the wall survey, Initiative review/survey, Guidance 11th  
and 12th grade survey

# Data Review

| 2016-2017 School Goals  | Met/Not Met   |
|---|---|
| <p>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.</p>  | <p>Increased to 58.8% (7.4%), Not Met</p>   |
| <p>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.</p> | <p>Decreased by .5%, Not Met</p>  |
|   |  |

# Data Review

## Non-Academic

| <b>Enrollment / Demographics</b> |                  |                  |                  |                  |
|----------------------------------|------------------|------------------|------------------|------------------|
|                                  | <b>2013-2014</b> | <b>2014-2015</b> | <b>2015-2016</b> | <b>2016-2017</b> |
| <b>All Students</b>              |                  |                  |                  | 998              |
| <b>American Indian</b>           |                  |                  |                  | 53               |
| <b>Asian</b>                     |                  |                  |                  | 12               |
| <b>Hispanic</b>                  |                  |                  |                  | 31               |
| <b>Black</b>                     |                  |                  |                  | 89               |
| <b>White</b>                     |                  |                  |                  | 720              |
| <b>More than one race</b>        |                  |                  |                  | 93               |
| <b>English Learner</b>           |                  |                  |                  | 4                |
| <b>Special Education</b>         |                  |                  |                  | 251              |
| <b>Free or Reduced Lunch</b>     |                  |                  |                  | 680              |

# Data Review

## Academic

| Reading Proficiency By Student Group |           |           |           |           |
|--------------------------------------|-----------|-----------|-----------|-----------|
|                                      | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| All Students                         | 44.5      | 53.8      | 51.4      | 58.8      |
| American Indian                      | 40.0      | 35.3      | 42.9      | 77.8      |
| Asian                                | --        | --        | --        | --        |
| Hispanic                             | --        | --        | --        | --        |
| Black                                | 6.7       | 29.4      | 15.0      | 20.8      |
| White                                | 49.2      | 60.4      | 57.5      | 64.2      |
| Two or more races                    | --        | --        | --        | --        |
| Special Education                    | 11.8      | 40.9      | 27.7      | 26.7      |
| Free or Reduced Lunch                | 35.7      | 41.1      | 44.8      | 46.0      |

# Data Review

## Academic

| Math Proficiency By Student Group |           |           |           |           |
|-----------------------------------|-----------|-----------|-----------|-----------|
|                                   | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| All Students                      | 28.4      | 34.3      | 29.4      | 28.9      |
| American Indian                   | 12.5      | 36.4      | --        | --        |
| Asian                             | --        | --        | --        | --        |
| Hispanic                          | 27.3      | --        | --        | --        |
| Black                             | --        | 7.7       | 23.1      | 14.3      |
| White                             | 29.8      | 34.7      | 32.9      | 31.9      |
| Two or more races                 | --        | --        | --        | --        |
| Special Education                 | 6.3       | 9.1       | 20.9      | 22.9      |
| Free or Reduced Lunch             | 18.7      | 25.9      | 22.2      | 19.8      |

# Data Review

## Academic

| Reading Growth 2016-2017 | Low        | Medium     | High       |
|--------------------------|------------|------------|------------|
| Proficient               | 8.7% (19)  | 26.9% (59) | 12.3% (27) |
| Not Proficient           | 12.8% (28) | 20.1% (44) | 19.2% (42) |

| Math Growth 2016-2017 | Low        | Medium     | High       |
|-----------------------|------------|------------|------------|
| Proficient            | 21.6% (32) | 18.9% (28) | 8.8% (13)  |
| Not Proficient        | 12.2% (18) | 27.0% (40) | 11.5% (17) |

# Data Review

Perception, Program, Fidelity

*Share key data from these categories*

*PLC*

*PBIS*

*BARR*

*Interventions*

*Practice Profile*

*FSCS*

# Summary of CNA

## Successes:

- Overall proficiency in Reading on MCA increase by 7.4% in the 2016-17 school year.
- BARR Initiative data shows decreased semester failures and ODR and an increase in attendance and contact/communication with parents/guardians.

## Prioritized Concerns:

- Math- Overall Student Proficiency in Math on MCA is significantly below district and state with a slight decrease of .5% in the 2016-17 school year.
- Student Specific Groups - - African American and Special Education students are significantly below district and state proficiency rates on MCA in reading and math.

# School Goals

## 2017-2018



1. By Spring 2018, we will increase the percentage of all students who fall within the medium to high growth range in reading from 78% to 83% - 86% (5-8%) as measured by all accountability tests (MCA / MTAS).

2. By Spring 2018, we will increase the percentage of Black students who fall within the medium to high growth range in reading from 57% to 64% - 67% (7-9%) as measured by all accountability tests (MCA / MTAS).

3. By Spring 2018, we will increase the percentage of Special Education students who fall within the medium to high growth range in reading from 51% to 58% - 63% (7-12%) as measured by all accountability tests (MCA / MTAS).

# School Action Plan

## Initiatives

- Reading and Math Interventions for target groups of students
- PBIS, BARR, Check & Connect, FSCS, SOAR Academy,

## Instructional Practices (Practice Profile Focus)

- Learning Targets
- Embedded Formative Assessment

## Peer reviews

- Quick classroom visits by CIT - practice profile checklist
- Peer Review process - still in development

# CONCERNS TO SHARE WITH BOARD

- Implementing a Peer Review process.
- System for providing appropriate, impactful interventions to students in common core subjects given the level and number of students in need of support.

# Any questions?





# TRUE NORTH AMERICORPS

• Facilitated by the Duluth YMCA •

## Impact in the classroom



### What We Do



- Academic interventions in math (K-3) and reading (4-5)
- Members supported through ongoing training and coaching by TNAC math and reading coaches
- Building reading fluency through Read Naturally Live
- Math curriculum focused on building number sense

### Who We Reach



- Caseloads consist of students in academic risk level 'Yellow' as determined by fall benchmark scores
- 260 students are serviced by 12 members at 8 ISD 709 elementary schools
- True North AmeriCorps members did a total of 23,499 math/reading interventions in 2016-17 year<sup>1</sup>

## Outcomes:

### Improved Student Performance

234 Students moved from higher risk level to lower<sup>2</sup>



- Reading--28.3% students decreased risk level
- Math--40% students decreased risk level

### Increased Academic Engagement

ISD709 teachers reported that through the year, students of TNAC members improved in:<sup>3</sup>



- Academic Performance--81%
- Class participation--72%
- Completing homework satisfactorily--69%



<sup>1</sup> Intervention data recorded using CitySpan software

<sup>2</sup> Based on 2016-17 fall and spring FAST assessments

<sup>3</sup> Based on Federal Teacher Surveys completed in spring 2017



# TRUE NORTH AMERICORPS

• Facilitated by the Duluth YMCA •

**Impact Beyond  
the classroom**



## Afterschool Enrichment

- Members provide after-school homework help and rigorous enrichment clubs/activities totaling 24,970 after-school interventions

## Summer Enrichment

- Members counteract the effects of 'summer brain drain' by delivering 11,796 hours of summer programming in youth programs across the city and in partnership with Youth Outdoors Duluth

## Service Learning

- TNAC members engaged 804 students in Global Youth Service Day projects in 2017

## Training

Members receive over 100 hours of training on:

- Math/reading interventions
- Trauma-informed care
- Developmental Relationships
- Positive Behavioral Intervention & Support
- Race, class, gender consciousness

What the district pays for True North AmeriCorps interventionists:  
**\$3.46/hour**



is a proud partnership of



# K.E.Y. ZONE

A PARTNERSHIP BETWEEN ISD 709 AND THE DULUTH Y

## YOUTH SERVED

1,614

youth were served in the summer 2016 and school year 2016-2017

## ACADEMICS

89.3%

of parents say that the program helped their child(ren) with his/her academics

## VOLUNTEER

309

volunteers participated in the programming

## FRIENDSHIP

91.5%

of youth say they have a friend in the program

## PARENTS THOUGHTS

"I wouldn't be able to work a full-time job without this program. My kids learn, are able to socialize with friends, and participate in beneficial activities."

**21ST CENTURY COMMUNITY  
LEARNING CENTER GRANT**

**YOUTH SCHOLARSHIP**

**790**

youth received scholarships through 21st Century, county assistance, and local funds

**SUPPORTIVE ADULT**

**89%**

of youth say there is a supportive adult in the after-school program who cares about them

**ACADEMIC PERFORMANCE**

**74.2%**

of teachers report an improvement in academic performance of youth who participate in the program

**COLLEGE**

**91.5%**

of youth report they will probably or definitely will go to college

**FRIENDSHIP**

**80.5%**

of youth report that coming to the program has helped them get along better with friends



# Secondary Schedule Task Force

41

**WORKING DRAFT  
IN PROGRESS**

# Why was this task force formed?

42

- Community feedback
- Board directive
- Schedule barriers to improvement
- Research multiple options

# Task Force Deliverables

- Presentation to the Board (target date of Feb '18)
  - 2-5 schedule options
    - Meet surveyed desires of the community
    - Meet district priorities for improving student achievement
    - Includes important considerations

# General Considerations, Process, and Timelines

# Team Members

## High School

Penny Cheselski  
Ethan Fisher  
Greg Jones  
Laura Lafontaine  
Catherine Nachbar  
Tonya M. Sconiers  
Danette Seboe  
Tom Tusken

## Middle School

Tim Churchill  
Dean Herold  
Gina Kleive  
Beth McCuskey  
Katie Oliver  
Sarah Seglem  
Christine Valento  
Brenda Vatthauer

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## District Staff

Mike Cary  
Ron Lake  
Tawnyea Lake  
Bradley Vieths

# Timeline

| Date             | Description   |
|------------------|---|
| March 31, 2017   | Stakeholder values survey   |
| April 15, 2017   | Recruit members for Secondary Schedule Task Force (SSTF).   |
| May/June 2017    | District staff gather multiple schedule options and research on scheduling                          |
| June 1, 2017     | Begin SSTF meetings   |
| August 2017      | District staff creates a schedule evaluation rubric following the priorities identified by the SSTF |
| October 24, 2017 | SSTF creates presentation for stakeholder groups  |
| November 2, 2017 | SSTF presentation to the Middle and High School Quality Leadership Teams                            |

# How Were Options Assessed?

## Alignment to Key District Strategies

Characteristics of strategies included on scoring rubric

MTSS

- Flexible time to support benchmarks
- Interventions from highly qualified teachers
- Time for Tier 1/Core Support
- Time for differentiation, ongoing formative assessment, high student engagement

PLCs

- Common collaborative time by content/grade
- 90+ minutes/week for team time

Safe and Welcoming

- Multiple opportunities for individual needs
- Consistent access to support staff before and after the school day
- Reduces number of students/teacher a day

# How Were Options Assessed?

48

## Survey Results

Top ranked choices used to evaluate each schedule option (in order)

- Enroll in a number of electives
- Access college courses on site
- Access Career and Tech Ed courses (Intro to Engineering, Culinary Arts, Graphic Design, etc.)
- Time to engage in critical thinking and problem solving
- Time during class for feedback and support
- Credit Recovery options during the school day
- Length of class period supports in-depth learning
- Fosters relationships between teachers and students
- Minimizes amount of out of school time the student spends focusing on school work

WITHIN EACH  
OPTION,  
SEVERAL  
VARIABLES  
WERE  
CONSIDERED...

APPROXIMATELY 35  
OPTIONS  
WERE REVIEWED

# Examples of Schedule Options That Were Considered

|  |  |
|--|--|
| <p><b>8 Period A/B (also known as 4 x 4 A/B)</b><br/>4 courses/day, 8 courses/semester</p>                               | <p><b>4 x 4 Straight</b><br/>4 courses per semester, block length</p>  |
| <p><b>8 Period Straight with Blocks Concurrent</b><br/>8 period schedule, block combos optional (1-2, 3-4, 5-6, 7-8)</p> | <p><b>4 x 4 A/B</b><br/>4 courses per day EOD, 8 per semester</p>  |
| <p><b>7 Period Straight</b><br/>7 periods every day</p>  | <p><b>5 x 5 Trimester (no year long)</b><br/>Courses are 1-2 Trimesters long</p>   |
| <p><b>7 Period A/B</b><br/>7 classes/week, 3 are EOD blocks, 1 meets all week</p>  | <p><b>5 x 5 Trimester (AP and Music year long)</b><br/>Only AP and Music are year long</p>                                     |
| <p><b>7 Period Modified Block</b><br/>7 periods 3 days/week, 2 days are blocks</p>                                       | <p><b>5 x 5 Trimester (Core year long)</b><br/>Math, Social Studies, English, Science, Music, World Language are year long</p> |
| <p><b>Module Schedule</b><br/>18 mods, 2 for study, various lengths by course</p>  |  |

# High School Schedule Recommendations

## Descriptions and Examples

*For comparison purposes, high school used 9:00–4:00 to compare minutes, note that minutes/course would be adjusted if length of day differs.*

| Schedules                           | PLC                             | MTSS                            | SAFE & WELCOME                               |                                 | Survey Priorities  |
|-------------------------------------|---------------------------------|---------------------------------|--|---------------------------------|--|
|                                     | Professional Learning Community | Multi-Tiered Systems of Support | Kids/week (teachers) teacher/week (students) | transitions through hallway/day | 1 More Options, 2 Advanced Classes, 3 CTE, 4 Critical Thinking, 5 Feedback and Support<br>52 |
| <b>Current 6 period day</b>         | <b>7:45-8:45</b>                | <b>WIN 30 Min</b>               | <b>5 classes/day</b>                         | <b>6 transitions</b>            | <b>3, 4, 5</b>   |
| 7 period modified block             | same                            | little longer                   | little fewer                                 | more                            | 1, 2, 3, 4, 5  |
| 7 A/B (M-Th block, F 7 pd)          | same                            | same                            | same   | fewer                           | 1, 2, 3-, 4, 5   |
| Straight 7                          | same                            | same                            | same   | more                            | 1, 2, 3, 4, 5  |
| 5x5 Trimester, A/B Core is EOD      | same                            | same                            | more   | fewer                           | 1, 2, 3, 4, 5  |
| 8 A/B                               | same                            | same                            | more   | fewer                           | 1, 2, 3, 4, 5  |
| 4 x 4 straight                      | same                            | same                            | fewer  | fewer                           | 1, 3+, 4, 5  |
| straight 8 w/blocks concurrent      | same                            | same                            | more   | more                            | 1, 2, 3  |
| Module Schedule                     | split?                          | shorter/longer                  | same   | ?                               | 1?, 2,3, 4, 5  |
| 5x5 Trimester, AP/Music year long   | same                            | same                            | more   | fewer                           | 1, 2, 4  |
| 5x5 Trimester, no year long classes | same                            | same                            | fewer  | fewer                           | 1,2,4,5  |
| 6 A/B (same as current but EOD)     | same                            | same                            | same   | fewer                           | 2, 3, 4, 5   |

# HS: Scoring Sheet for Evaluating Schedules

| 9:00-4:00  | Classes Taught / Day                        | #Students per Teacher / Term (est. 35 students/ section) | Student minutes in Class/ Day- NORMAL period | Student minutes in Class/ Day- BLOCK period    | Hours per term in class (.5 or 1.0 courses)            | Credits / Student / Year |
|--|---|--|--|--|--|--------------------------|
|  |   |  |  |  |  | 53                       |
| CURRENT:<br>6 period day<br>(9:00-3:24)<br>(9:00-4:00) | 5/day                                       | 175/semester   | 48/period<br>288/day<br>54/period<br>324/day | No Blocks                                      | 69/Semester<br>138/Year<br>77/Semester<br>144/Year     | 6 credits                |
| 7 period modified block                                | Teaching 5 classes/ blocked 2 days per week | 175/semester   | 45/period<br>315/day (single)                | 92/block class<br>45/pd 5 every day<br>322/day | 68/ Semester<br>136/ Year                              | 7 credits                |
| 7 A/B (M-Th block, F 7 pd)                             | 3/day                                       | 175/semester   | All Blocks                                   | 92/block<br>368/day                            | 66/ Semester<br>132/ Year                              | 7 credits                |
| Straight 7   | 5/day                                       | 175/semester   | 45/period<br>315/day                         | No Blocks                                      | 64.5 hrs / Semester<br>129 hrs / Year                  | 7 credits                |
| 5x5 Trimester, A/B Core is EOD                         | 5/day                                       | 140/trimester for EOD classes:<br>280/trimester          | 5 classes 66 min each<br>66/period           | No Blocks                                      | 63 hrs / Trimester<br>126 / 2 Trimesters<br>95 hrs EOD | 7.5 credits              |

# High School Schedule Options Time and Ratio Details

## Typical Six Period Day (Current Schedule)

|                     |                |                                    |               |
|---------------------|----------------|------------------------------------|---------------|
| Zero Hour           | 8:07 – 8:55 am | 54                                 |               |
| Period 1            | 9:00 – 9:48    |                                    |               |
| Period 2            | 9:53 – 10:41   |                                    |               |
| WIN (Announcements) | 10:46 – 11:16  |                                    |               |
| Period 3            | 11:21 – 12:09  |                                    |               |
| Period 4A           | 12:14 – 1:02   | <b>EXTENDED ASSEMBLY (40 MINS)</b> |               |
| Lunch (first)       | 12:14 – 12:44  | Period 2                           | 9:53 – 10:26  |
| Period 4B           | 12:49 – 1:37   | Assembly                           | 10:36 – 11:16 |
| Lunch (second)      | 1:07 – 1:37    | Period 3                           | 11:26 – 12:09 |
| Period 5            | 1:42 – 2:31    | Back to Regular Schedule           |               |
| Period 6            | 2:36 – 3:24    |                                    |               |
|                     |                | PEP ASSEMBLY (20 MINS)             |               |
|                     |                | During WIN                         |               |

# HS: Six Period Day (Current)

| Period/Time  | Monday           | BLOCK DAYS   | Tuesday                       | Wednesday             | Thursday         | Friday           |
|--|------------------|--|-------------------------------|-----------------------|------------------|------------------|
| 1st Period 9:00-9:45   | American History | BLOCK 1, 2<br>9:00- 10:33  | Period 1:<br>American History | Period 2:<br>German 3 | American History | American History |
| 2nd period 9:50-10:35  | German 3         |  |                               |                       | German 3         | German 3         |
| 3rd Period 10:40-11:25   | Geometry         | BLOCK 3, 4<br>10:40-12:13  | Period 3:<br>Geometry         | Period 4:<br>Ceramics | Geometry         | Geometry         |
| 4rd Period 11:30-12:15   | Ceramics         |  |                               |                       | Ceramics         | Ceramics         |
| 5A 12:20-1:05<br>Lunch 1:10-1:40<br>Lunch 12:20-12:50<br>5B 12:55-1:40 | English 10       | 5A 12:20-1:05<br>Lunch 1:10-1:40<br>Lunch 12:20-12:50<br>5B 12:55-1:40 | English 10                    | English 10            | English 10       | English 10       |
| WIN 1:45-2:15  | WIN              | WIN 1:45-2:15  | WIN                           | WIN                   | WIN              | WIN              |
| 6th Period 2:20-3:05   | Health           | BLOCK 6, 7<br>2:22-3:55  | Period 6:<br>Health           | Period 7:<br>Biology  | Health           | Health           |
| 7th Period 3:10-3:55   | Biology          |  |                               |                       | Biology          | Biology          |

HS: 7 Period Modified Block (showing 1 sem only)

| Period/Time  | Semester 1 |                    | Semester 2       |                      |
|--|------------|--------------------|------------------|----------------------|
|  | A Day      | B Day              | A Day            | B Day <sup>56</sup>  |
| 1st BLOCK<br>9:00- 10:33   | Civics     | Freshman Choir     | Freshman Seminar | Freshman Choir       |
| 2nd BLOCK<br>10:40-12:13   | German I   | Physical Education | German I         | Drawing and Painting |
| (skinny period)<br>5A 12:20-1:05/Lunch 1:10-1:40<br>Lunch 12:20-12:50/5B<br>12:55-1:40 | English 9  | English 9          | English 9        | English 9            |
| WIN 1:45-2:15  | WIN        | WIN                | WIN              | WIN                  |
| 3rd BLOCK<br>2:22-3:55   | Geometry   | Physical Science   | Geometry         | Physical Science     |

HS: 7 Period A/B (blocks with one “skinny”)

| Period/Time  | Semester 1             | Semester 2                  |
|--|------------------------|-----------------------------|
| 1st Period 9:00-9:45   | Advanced Band          | Advanced Band <sup>57</sup> |
| 2nd period 9:50-10:35  | German 2               | German 2                    |
| WIN 10:40-11:10  | WIN                    | WIN                         |
| 3rd Period 11:15-12:00   | Algebra 2              | Algebra 2                   |
| 4A 12:05-12:50/Lunch 12:55-1:25<br>Lunch 12:05-12:35/4B 12:40-1:25 | Biology 10             | Biology 10                  |
| 5th Period 1:30-2:15   | English 10             | English 10                  |
| 6th Period 2:20-3:05   | American History 10    | American History 10         |
| 7th Period 3:10-3:55   | Ceramics and Sculpture | Introduction to Engineering |

# HS: Straight 7

| Period/Time   | Trimester 1   |                  | Trimester 2   |                  | Trimester 3          |                        |
|---|---------------|------------------|---------------|------------------|----------------------|------------------------|
|   | A Day         | B Day            | A Day         | B Day            | A Day                | <sup>58</sup><br>B Day |
| 1st Period 9:00-10:06 (66 m)                                      | Advanced Band | AP Lang and Comp | Advanced Band | AP Lang and Comp | Advanced Band        | AP Lang and Comp       |
| 2nd Period 10:11-11:17  | Algebra 2     |                  | Algebra 2     |                  | Drawing and Painting |                        |
| WIN 11:22-11:52   | WIN           |                  | WIN           |                  | WIN                  |                        |
| 3A 12:32-1:38/ Lunch 11:57-12:27<br>Lunch 1:08-1:38/3B 11:57-1:03 | Spanish 4     |                  | Chemistry     |                  | Chemistry            |                        |
| 4th Period 1:43-2:49  | World History |                  | Construction  |                  | World History        |                        |
| 5th Period 2:54-4:00  | Psychology    |                  |               |                  | Spanish 4            |                        |

HS: 5 x 5 Trimester: A/B option

| Period/Time   | Trimester 1   | Trimester 2  | Trimester 3          |
|---|---------------|--------------|----------------------|
| 1st Period 9:00-10:06 (66 m)                                      | Advanced Band | Team Sports  | 59<br>Advanced Band  |
| 2nd Period 10:11-11:17  | Algebra 2     | Algebra 2    | Drawing and Painting |
| WIN 11:22-11:52   | WIN           | WIN          | WIN                  |
| 3A 12:32-1:38/ Lunch 11:57-12:27<br>Lunch 1:08-1:38/3B 11:57-1:03 | Spanish 4     | Chemistry    | Chemistry            |
| 4th Period 1:43-2:49  | World History | Construction | World History        |
| 5th Period 2:54-4:00  | Psychology    |              | Spanish 4            |

HS: 5 x 5 Trimester: NO A/B OPTION

# Middle School Schedule Recommendations

## Descriptions and Examples

*For comparison, middle school used 8:45 am – 3:15 pm to compare minutes, note that minutes/course would be adjusted if length of day differs.*

|                                       | <b>Current<br/>6 Period Day<br/>+ WIN</b> | <b>Concept<br/>7 Period + WIN<br/>(18 min)</b> | <b>Concept<br/>5 Block Trimester<br/>+ WIN</b> | <b>Concept<br/>4X4 Hybrid<br/>+ WIN</b> |
|---------------------------------------|---|--|--|---|
| <b>WIN minutes</b>                    | 31  | 30   | 30   | 30                                      |
| <b>Passing Time</b>                   | 35  | 40   | 30   | 35                                      |
| <b>Lunch</b>                          | 30  | 30   | 30   | 30                                      |
| <b>Class Length</b>                   | 49  | 44   | 60   | 85/40                                   |
| <b>Total Minutes Per Day</b>          | 390                                       | 408  | 390  | 390                                     |
|                                       |   |  |  |   |
| <b>Class Days Per Yr</b>              | 173                                       | 173  | 115 or 58                                      | 173 or 86/87                            |
| <b>Class Minutes Per Yr</b>           | 8477/4238                                 | 7612 or 3806                                   | 6900 or 3480                                   | 14705 & 3440/3480                       |
| <b>WIN minutes Per Yr</b>             | 5363                                      | 5190   | 5190   | 5190                                    |
|                                       | 6 + WIN                                   | 7 + WIN  | 7.5 + WIN                                      | 10 + WIN                                |
| <b>Frequency of Class in Schedule</b> | (2 sem/class & 1 sem class)               | (2 sem/class & 1 sem class)                    | (2 tri/class)                                  | (2 sem/class & 1 sem skinny class)      |

# Middle School Comparison

| 8th Grd | Semester One     | Semester Two       |
|---------|------------------|--------------------|
| 1       | Math             | Math               |
| 2       | Earth Science    | Earth Science      |
| 3       | English          | English            |
|         | WIN (30 minutes) | WIN (30 minutes)   |
| 4       | Global Studies   | Global Studies     |
| 5       | Health           | Physical Education |
| 6       | Elective         | Elective           |
| 7       | Elective*        | Elective*          |

| 6/7th Grd | Semester One       | Semester Two     |
|-----------|--------------------|------------------|
| 1         | Math               | Math             |
| 2         | Life Science       | Life Science     |
| 3         | English            | English          |
|           | WIN (30 minutes)   | WIN (30 minutes) |
| 4         | US Studies         | US Studies       |
| 5         | Physical Education | Music            |
| 6         | Computers/Ind Tech | Art/FACS         |
| 7         | Elective*          | Elective*        |

**Middle School: Straight 7 Period (44 min)**

| 8th Grd | Semester One       | Semester Two     |
|---------|--------------------|------------------|
| Block 1 | Global Studies     | Earth Science    |
| Block 2 | English            | Elective         |
|         |                    | Health           |
|         | WIN (30 Minutes)   | WIN (30 Minutes) |
| Block 3 | Elective           | *Elective        |
|         | *Elective          | *Elective        |
| Block 4 | Physical Education | *Elective        |
|         | Math               | Math             |

| 6th/7th Grd | Semester One       | Semester Two          |
|-------------|--------------------|-----------------------|
| Block 1     | MN/US Studies      | Physical/Life Science |
| Block 2     | English            | Comp/Ind Tech         |
|             |                    | Art/FACS              |
|             | WIN (30 Minutes)   | Win (30 Minutes)      |
| Block 3     | Music              | *Elective             |
|             | *Elective          | *Elective             |
| Block 4     | Physical Education | *Elective             |
|             | Math               | Math                  |

Middle School: 4x4 Hybrid – 85/40 minutes

| 8th Grd | Trimester One    | Trimester Two    | Trimester Three    |
|---------|------------------|------------------|--------------------|
| Block 1 | Math             | Math             | Physical Education |
| Block 2 | English          | English          | Health             |
|         | WIN (30 minutes) | WIN (30 minutes) | WIN (30 minutes)   |
| Block 3 | Earth Science    | Earth Science    | Elective           |
| Block 4 | Global Studies   | Global Studies   | Elective           |
| Block 5 | *Elective        | *Elective        | *Elective          |

| 6th/7th Grd | Trimester One         | Trimester Two         | Trimester Three        |
|-------------|-----------------------|-----------------------|------------------------|
| Block 1     | Math                  | Math                  | Music                  |
| Block 2     | English               | English               | PE                     |
|             | WIN (30 minutes)      | WIN (30 minutes)      | WIN (30 minutes)       |
| Block 3     | Physical/Life Science | Physical/Life Science | Art/Indl Tech. Science |
| Block 4     | MN/US Studies         | MN/US Studies         | Comp/FACS              |
| Block 5     | *Elective             | *Elective             | *Elective              |

**Middle School: 5 Block Trimester Day (60 Minutes)**

## Staffing Comparisons

Middle School Comparison

# Cost Considerations

[Link to Cost Spreadsheet](#)

Click [HERE](#) View  
Document for Answers to  
Common Questions

**<consider adding to appendices>**

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Rubrics used to evaluate schedules

Middle School Rubric- <https://goo.gl/HL3pQT>

Survey questions

Links to resources

<https://mtss.madison.k12.wi.us/files/mtss/ScheduleGuidanceFinal.pdf>

Are there questions that still need to<sup>70</sup>  
be answered? Considerations we  
missed?

We will be gathering feedback and opinions soon, but  
want to make sure all questions have been answered  
first.

## **Questions that educators may ask regarding the schedules:**

- What will my work day look like? (Same day to day?)
- What will the week look like? (compared to modified block)
- What are the contact hours with students?
- How much preparation time will I have each day?
- How many preps will I have?
- What are the trade offs between the schedule options?
- Will we continue to have PLCs?
- Will we continue to offer WINs?

# Duluth Public Schools Career Technical Education Fact Sheet



## Career Technical Education (CTE) Overview

Business, Management & Administration | Agriculture, Food & Natural Resources | Arts, Communications & Information Systems  
Engineering, Manufacturing & Technology | Health Science Technology | Human Services

Throughout the state at the secondary level, career technical education is delivered through a comprehensive high schools, cooperatives, and centers. Duluth offers students opportunities in all six State Career Pathways. This past year, ISD #709 offered eight distinct career programs and 46 distinct courses. We completed our 5-year Program Approvals with MDE for CTE levy and Perkins Eligibility. At the postsecondary level, Minnesota uses technical and community colleges to deliver career technical education. ISD #709 offered two CITS programs; and to date 90% of our programs are either granted articulated college credit or pending college credit for our students.

## Snapshots of Career Technical Education

### EMR Program

- New LSC collaborative program
- Articulated Credits
- New options for students interested in pre-hospital careers



### Educational Careers

- Brought back this year
- Child Development
- FCCLA Club
- Pathways 2teaching possibly tied to program.



### Construction

- Working with LSC
- Apprenticeship Hours
- Potential growth



### New Outdoor Classroom

- Part of Agriculture and Forestry Program
- Assisted by MN CC, MN DNR, and Local partners
- Available for all any school course and community event.



### Automotive

- Completed National recertification
- New Instructor
- Donations and industry connections



### Engineering Design

- Fablab Complete
- 4 Career Streams
- All Girls Welding Afterschool
- First TSA
- SkillsUSA Club
- State Leadership



## Highlights

- ✓ National participants in HOSA and SkillsUSA
- ✓ Public awareness
- ✓ Representation on AMFA Board, Workforce Board, State CTE working groups
- ✓ Increased industry connections
- ✓ Increased Work Based Learning opportunities for students.

## Enrollment Data

2016-17 Academic Year:

- 779 students enrolled in CTE programs.
- 1270 total enrolled
- 252 Receiving Support Services
- 367 Special Populations
- 165 Protected Populations
- 39 Students received Industry Certifications



## Secondary Student Performance

- 47.79% MCA Reading
- 29.22% MCA Math
- 88.89% Graduation
  - \*\*District 76.1% (2016)
- 96.67% Completions
- 26.44% Nontraditional

## Federal Perkins Funding

Used to update .2 Work Based Learning (WBL) Coordinator for adding Div Occs program; MCIS; professional development; field trips and industry exposure—Construct Tomorrow, Tour of Manufacturing, Career Days, etc.

## CTE Levy

Each year the district has the option of levying 35% total cost of salary, travel, supplies associated with CTE programs.

## For more information

### Brad Vieths

Vocational Programs Coordinator:

Phone: 336-8711 ext. 1031

Twitter: @CTEduLuth

Email: [Bradley.vieths@isd709.org](mailto:Bradley.vieths@isd709.org)

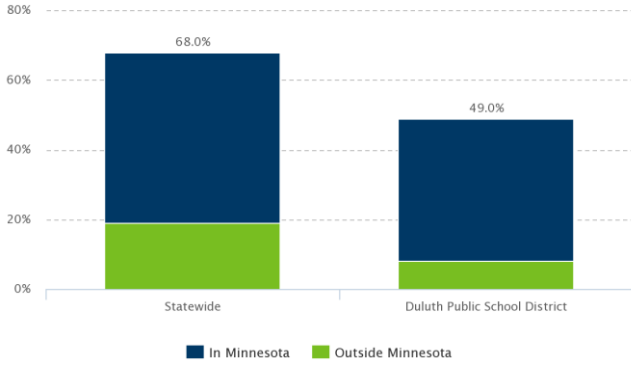
## Special Industry Support

- ❖ **Northstar Ford:** 2005 Explorer, Tooling and multimeters
- ❖ **APEX: UPI, Jamar, BOLDT, Northland Constructors:** Donation of Cold Weather Gear
- ❖ **Northshore Estates:** Provides Clinical Location for CNA
- ❖ **Altec:** Materials, paid female welding mentor, tours, club support
- ❖ **LSC:** Free Professional Development and collaboration with our instructors.



**Industries and groups that have donated or supported our programs this past year:** Levy Tree Care, MN DNR, MNCCC Maurices, UWS, Edward Jones, Sappi, Mesina Realty, MDA, Lake Avenue Café, Essentia Health, Endion Square Preschool, Little Learners, LSC, DEED, Duluth Workforce Center, YES! Duluth, Dept of Workforce Development, Northern Acrylic, Glenwood Signs, Epicurean, First Technologies, PDM, FeraDyne, Pro Print, Mesabi Range CTC, On the Limit, Fourth Street Auto, ASEYEF, Ogston's Body and Paint, O-Reilly Autoparts, App Constructors, Heartland Constructions, Cirrus Aircraft, AAR, Monaco Air, Northern Aero Alliance, UMD, WITC

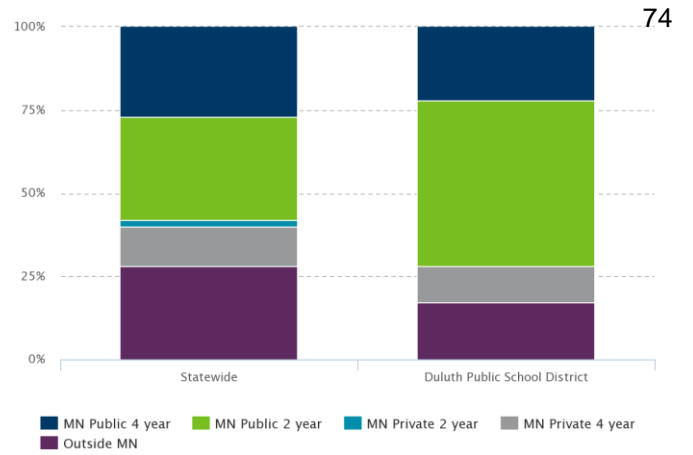
## Percent of CTE HS Graduates Enrolling in College - Fall



| Location          | Statewide    | Duluth Public School District |
|-------------------|--------------|-------------------------------|
| In Minnesota      | 49% (23,796) | 41% (151)                     |
| Outside Minnesota | 19% (9,300)  | 8% (30)                       |

Based on 2016 SLEDS data

## Students Enrolling in College the Fall after HS Graduation



| Type              | Statewide    | Duluth Public School District |
|-------------------|--------------|-------------------------------|
| MN Public 4 year  | 9,125 (28%)  | 40 (22%)                      |
| MN Public 2 year  | 10,254 (31%) | 91 (50%)                      |
| MN Private 2 year | 575 (2%)     | CTSTR (%)                     |
| MN Private 4 year | 3,842 (12%)  | 20 (11%)                      |
| Outside MN        | 9,300 (28%)  | 30 (17%)                      |

Based on 2016 SLEDS data

## 5S1 CTE Placement 4 Year Institutions

|                                |    |     |        |
|--------------------------------|----|-----|--------|
| Grand Total                    | 33 | 161 | 20.50% |
| Male                           | 6  | 82  | 7.32%  |
| Female                         | 27 | 79  | 34.18% |
| American Indian/Alaskan Native | 0  | 5   | 0.00%  |
| Asian                          | 1  | 2   | 50.00% |
| Hispanic                       | 0  | 2   | 0.00%  |
| Black, Non-Hispanic            | 1  | 6   | 16.67% |
| White, Non-Hispanic            | 31 | 139 | 22.30% |
| Hawaiian/Pacific Islander      | 0  | 0   | 0.00%  |
| Multi                          | 0  | 7   | 0.00%  |
| Total Race/Ethnicity           | 33 | 161 | 20.50% |
| Individuals with Disabilities  | 0  | 32  | 0.00%  |
| Economically Disadvantaged     | 5  | 67  | 7.46%  |
| Displaced Homemakers           | 0  | 0   | 0.00%  |
| Single Parents                 | 0  | 0   | 0.00%  |
| Nontraditional Enrollees       | 7  | 30  | 23.33% |
| Limited English Proficiency    | 0  | 0   | 0.00%  |
| Migrant                        | 0  | 0   | 0.00%  |
| Other Educational Barriers     | 0  | 0   | 0.00%  |

Report Year: 2016-17

## 5S1 CTE Placement 2 Year Institutions

|                                |    |     |         |
|--------------------------------|----|-----|---------|
| Grand Total                    | 52 | 161 | 32.30%  |
| Male                           | 22 | 82  | 26.83%  |
| Female                         | 30 | 79  | 37.97%  |
| American Indian/Alaskan Native | 2  | 5   | 40.00%  |
| Asian                          | 1  | 2   | 50.00%  |
| Hispanic                       | 2  | 2   | 100.00% |
| Black, Non-Hispanic            | 2  | 6   | 33.33%  |
| White, Non-Hispanic            | 43 | 139 | 30.94%  |
| Hawaiian/Pacific Islander      | 0  | 0   | 0.00%   |
| Multi                          | 2  | 7   | 28.57%  |
| Total Race/Ethnicity           | 52 | 161 | 32.30%  |
| Individuals with Disabilities  | 4  | 32  | 12.50%  |
| Economically Disadvantaged     | 19 | 67  | 28.36%  |
| Displaced Homemakers           | 0  | 0   | 0.00%   |
| Single Parents                 | 0  | 0   | 0.00%   |
| Nontraditional Enrollees       | 10 | 30  | 33.33%  |
| Limited English Proficiency    | 0  | 0   | 0.00%   |
| Migrant                        | 0  | 0   | 0.00%   |
| Other Educational Barriers     | 0  | 0   | 0.00%   |

Report Year: 2016-17

February 1, 2018

Dear Duluth Public School Board,


The following packet of information is a broad overview of the status of Duluth Public Schools District's Career and Technical Education Programs (CTE). I am including in this packet different reviews and reports of the program as a whole and also the individual program needs. This annual presentation is directly tied to the month of February because of National CTE Month. I know that supporting CTE programs is difficult when dealing with financial and community hardships, but these programs truly provide a connection and style of learning that supports and connects to a vast group of students that core-academics struggle with at times.

In celebration of National CTE Month, I invite you to visit any and or all of our programs throughout the district this month and to visit the District's CTE webpage which can be found at any of the parent or student links or at: <https://sites.google.com/a/isd709.org/duluth-career-and-technical-education/>. I also invite you to follow our daily updates during February on Twitter under the handle @CTEduluth.

Included in this packet are detailed information about each course that is offered through the Duluth CTE program and the first page gives you an overview of our strengths, hurdles, and successes. I have chosen to focus on how our programs are doing at getting students to enroll in college as well as how our programs are serving our most at-risk and needy populations. However, if you feel you want additional information or to schedule a visit, please contact me. At the Education Committee meeting, I will be using that document as my guide and referencing different aspects of the other attached documents.

Thanks for your time and service and I cannot wait to share with you our programs on February 13<sup>th</sup>.

Sincerely Yours,

A handwritten signature in black ink, appearing to read "Brad Vieths". The signature is written in a cursive, flowing style.

Brad Vieths  
Vocational Programs Coordinator

Bradley Vieths  
Vocational Program Coordinator  
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# Program Overview Discussion

February 13th, 2018

Present: Duluth Public School Board

## OVERVIEW

The purpose of this meeting was to share status and immediate issues of career and technical education (CTE) in ISD #709. Information was gathered for this meeting focusing on current status of department and content areas; financial status and needs; immediate needs and available options; and working towards a long-range plan of action for the district.

## GOALS

1. Develop a plan for immediate needs and issues in the CTE department
2. Create a pathway and initiative for funding CTE: goals vs. aspirations
3. Modify the program to be more self-sustaining financially and with staffing.
4. Create Priority list based on District views and goals for this program

## Courses, Enrollments & Structure *See Attachment #1 for exact Numbers.*

Enrollments in CTE have been steady, and all programs except one Culinary at East, were at maximum enrollment at sectioning last April. This year we piloted two new courses for students and brought back one additional program:

- First Aid/EMR in Health Occupations (1 section at each site)
- Introduction to Manufacturing: Denfeld Campus
- Child Psychology (2 sections at each site)

Thanks to support from the Superintendent we were able for the first time to offer every program that had enrollment. The additional FTE provided 12 new sections of courses offerings. The program has also been able to modernize with curriculum adoption. Programs have also completed evaluations based on “best practices,” and the Vocational Programs Coordinator has been working with programs on areas to improve on based on concerns in evaluations.

### **Keys to Remember:**

- **Programs need to meet industry standards and local need.**
- **Class size is still sticking point with FTE allocations**
- **Need to better align with Middle School**

## Finance 2018

Currently, the financial structure with regards to staffing and supplies has been reorganized and simplified. Programs have sufficient budgets to be fiscally sound and not indulgent. Most programs have updated equipment and small tooling updated. That being said, we still need to look at what the “break even” or threshold of the district. We can’t support or offer everything so need to make decisions on programs that support. Community connections have greatly increased. Over the past 18 months programs have received:

- Culinary: Free produce and supplies
- Automotive: Tooling, dealership interns/training, one factory direct vehicle from Subaru, First Dealer vehicle donation; 4-6 vehicles new to the fleet from community donations, the district will be sponsoring an auction this spring.
- Construction: Materials and cost tied to Lake Superior College (LSC); Donations of cold weather gear for students.
- Engineering: Steel, acrylics, foam, other building supplies from industry. Virtual and potential self-contained welding on loan from LSC for the East campus
- Free field trips to industry paid for by the potential employer: MN Power, Verso
- Agriculture: Outdoor classroom at East.
- Health Occupations: All EMR equipment on loan/donated from LSC, two Virtual Geriatric Simulators, eight mannequin updates (Perkins)

### **Keys to Remember:**

- **There will always be needs for updating, and larger equipment is getting outdated.**
- **We are only as good as our latest industry connection**
- **We have to provide something and not always take.**

## Facilities

Currently, facilities (labs and classrooms) as a whole are adequate.

- There are minor concerns in the following:
  - Construction:
    - Equipment needs: Trailer and financial plan if going to expand: House, garages, sheds
    - Capacity needs: Program will require small enrollment and may need to look at scheduling options if going to expand.
  - Medical Occupations:
    - Rooms are setup but need additional upgrades due to rising enrollment. Under best practices it is recommended not to have more than three students per patient simulated bed, we are currently above this capacity.
- Long-term needs:
  - Engineering & Design:
    - East High School
      - Additional metal skills; need to provide structural venting in classrooms
      - Welding units; need to add Mill and Lathe

- Denfeld High School
  - Add Mill and Lathe
- District-wide
  - Grades 6-12; More 3D printers and Laser cutters due to usage
  - Software: Need long-term budget commitment for purchases. Due to budget reallocations this past year, the planned budget for software purchase are no longer available.
- Health Occupations:
  - High Schools
    - Beds and lab setting is outdated. Need to update to match current industry standards and settings.
- Automotive:
  - Two new hoists are needed for the program which potentially will be donated by industry. The cost of labor would need to be realized by the district.
- All programs:
  - The optimum for CTE programs are smaller class sizes due to hands-on learning, as the district operates at larger class-size ratio, offering or expanding CTE courses become difficult to justify.

**Keys to Remember:**

- **There will always be needs for updating, and larger equipment is getting outdated and expensive to replace.**
- **Need to plan long-term for larger facility needs.**

## Connections and Branding 2018

This has been a huge success. With all the connections made, we now have local and regional support. The regional advocacy is showing signs of growth, and through attending general outreach we continuously advocate for programs in CTE. We have also updated on all state websites our scope and sequence; the next step is to promote resources for guidance, and community.

[www.mnprogramsofstudy.org](http://www.mnprogramsofstudy.org)

[www.ctecreditmn.com](http://www.ctecreditmn.com)

To date, every CTE program in the district is currently articulated with college credit or at a minimum pending college credit. We are also in the works of offering CITS credit for Graphic Arts with Bemidji State University which are keys for today's students.

**Keys to Remember:**

- **The budget for marketing materials: Banners for schools, signage, brochures, etc.**
- **Separate area in the course catalog. We reference it everywhere, but nothing makes CTE stand out in it.**
- **REGIONAL PATHWAYS\*\***

\*\*The number one goal of the CTE program is to continue promoting, connecting and branding our programs. Through the district PR program, we updated, modified, and created a comprehensive public and social media presence. The continuous goal in the CTE program is to align the curriculum to focus on universal job skills, dual credit, work experience, and using industry and post-secondary logos, and presence in our classrooms.

## **SHORT TERM MILESTONES**

### **Career and Technical Department (17-18)**

Overall the support you have provided has helped the CTE programs in the district. Our programs have experienced a resurgence, and our new programs continue to see enrollment increases. Restructuring the current accounting systems and communication allows us to provide more accurate data

The largest change will be the tentative creation of a District Career and Technical Education Advisory Committee. The goal would be to invite 40-60 people to annually meet and discuss the status of our CTE and seek guidance with regards to Programs, Staffing, Connecting, Performance Indicators, etc.

### **Program by Program Review:**

#### **Construction**

A goal in the construction area is to generate revenue and another to increase student enrollment. At this time, our collaborative work with Lake Superior College (LSC) on the house building project has resulted in greater student engagement. The potential for additional sections are possible, but always difficult to class size.

#### **Business and Finance Courses**

First and foremost, we have changed all of these content courses to semesters and not yearlong. By offering classes in a non-sequential cycle, students are finding it easier to access to a wide variety of marketing: Introduction to Business, Sports Marketing, Leadership and Coaching, Entrepreneurship. Sections of Personal Finance at the ALC and AEO have been added.

#### **Agriculture & Forestry**

This program has been the second largest success in the CTE program. It has gone from an enrollment of 15 a year to over 45 a year. That being said, we still should look into what is equitable and functional if students are not choosing to travel for this program. It has re-established an active advisory board but still looking at how to better align with our region. Our current offering of Plant Science and other classic Agriculture programs don't fit regional employment data but could look at small-scale farming, outdoor management, etc. The other agriculture offering, Forestry and Wildlife Management have designed an outdoor classroom, reorganized the trail systems in the school forest and continues to grow.

## **Automotive**

This is our District's first Rigorous Program of Study at the state level, and the five-year ASEEF 80 recertification. The new instructor is coming from industry, and with that, a learning curve has been in progress. The automotive program has been our best supported and maintained the program. Enrollments have dropped in recent years due to other CTE options. Along with the hoist, additional funding of \$3500 to pay for a curriculum that is currently covered by Perkins will be needed.

## **Engineering Design**

The new Fablab at Denfeld continues to promote the courses in the Engineering field. All programs are now offered equally at both sites in fields of; Architecture, Engineering, Manufacturing. Issues with this program will be long-term costs to support it. Long-term sustaining of equipment and supplies will make this always the most expensive program.

## **Graphic Arts**

As we continue to meet the demands of the industry with training of our students, we continue to see growth in this program. Through the recent curriculum adoption, we have added new industry printers, silk screening, and drying capabilities. Through collaborative efforts with programs we better utilize and share some of the Engineering equipment.

## **Culinary**

At Denfeld, we have shifted an outdated course into the new entry point called "Intro to Cooking". Enrollment is stable, but more importantly, it is gaining a more diverse student group and expanding the offerings of the program. Last year had over 30 students working in hospitality over the summer; holds two mock interview sessions a year with industry volunteers; is catering more and students enjoying the work aspects.

At East, the restaurant experienced one of the most popular, and productive years. It continues to be a favorite in the community. Again, due to the hands-on teaching, it is difficult for the district to provide small class size.

## **Health Occupations**

The program is our second Rigorous Program of Study. Currently, we eliminated one section this year, so this caused a decrease in enrollment. The 17-18 school year allows the program to pilot a Basic Life Support and Emergency Medical Responder Course. The first semester was completed at Denfeld, with 100% of the students receiving certification for First Aid and Basic Life Support.

## Aerospace Physics

In its second year, the program is stable. East experienced a double growth and now has two sections. Denfeld is stable at the same one section. Key now will be long-term support, continued tie-in with our local industry partners. As it has grown, it is clear that this program ties directly to the Engineering Program.

## Child Development/Psychology

This was brought back this year and overall is doing quite well according to student feedback and enrollment. One section per semester is offered at each high school, and the instructor has developed a leadership program.

## Work Based Learning (WBL)/Internships

Currently, programs include: Disadvantaged WBL, Special Education (SPED) WBL, and a Diversified Occupations WBL. By reviewing the standards, we have established an innovative model where students can access the programs in a variety of ways. The district has also started a working group to now better organize the SPED WBL program, and we hope to have a working model to present to Special Services on how the SPED department can better create transition planning and work experience for students that fit the need but still meets MDE and CTE guidelines.

## LONG TERM MILESTONES

### Career and Technical Department (TBD)

1. Change Guidance/Registration manual to a Career Pathway model for all students
  - a. It's not about credits – it is about students having a plan towards life
2. Each Site has a program when physically possible
3. Every Course is tied to a Technical Skills Assessment(TSA)
  - a. Potentially cost covered by district and/or program for students who are concentrators
4. Every Course as a “competitive/real-world” experience to it
  - a. SkillsUSA/DECA/FBLA/Prostart/HOSA/FCCLA
5. When possible, courses generate as much revenue that goes into a CTE fund to help cover additional costs of programs. High revenue gets their needs and trickles down, or Perkins grant monies then go into them
6. Create and fund a Bridges or Pipeline Model based on Local Grants and In-Kind donations
  - a. Leads to a network: Professionals; Apprentice/Intern; Exposure; Opens Doors
7. Alternative Credit for Essential Standards in other areas: Math, Science, Art, WBL, Social, ELA

### Courses/Programs to Add (TBD)

**Career Pathways Work:** This year Perkins has allocated \$8500 to be spent by July 1st to get the following schools: Proctor, Hermantown, Duluth, Esko involved in a discussion on creating Career Pathways Work.

Blowe, E. H., & Price, T. (2012). Career and Technical Education. *SAGE Open*, 2(3), 2158244012455437.

Castellano, M., Stringfield, S., & Stone, J. R. (2003). Secondary career and technical education and comprehensive school reform: Implications for research and practice. *Review of Educational Research*, 73(2), 231-272.

Conley, D. T. (2010, February 12). *College and career ready: Helping all students succeed beyond high school*. John Wiley & Sons.

Doolittle, P. E., & Camp, W. G. (1999). Constructivism: The career and technical education perspective.

Rosenbaum, J. E. (2001, November 29). *Beyond college for all: Career paths for the forgotten half*. Russell Sage Foundation.

<http://www.careertech.org/>

<http://www.nocti.org/index.cfm>

<http://cte.ed.gov/>

<http://www.cte.mnscu.edu/programs/index.html>

<http://www.mnprogramsofstudy.org/mnpos/>

| Duluth CTE Enrollment 2017-18 Academic Year |   |                      |                        |                      |                        |                      |                        |                      |                        |                  |
|---|---|----------------------|------------------------|----------------------|------------------------|----------------------|------------------------|----------------------|------------------------|------------------|
|   |   | East                 |                        | Denfeld              |                        | AEO                  |                        | ALC                  |                        | 83               |
| Course Number                               | Course Name                                 | Fall 2017 enrollment | Spring 2018 enrollment | Fall 2018 Enrollment | Spring 2018 enrollment | Fall 2017 enrollment | Spring 2018 enrollment | Fall 2017 enrollment | Spring 2018 enrollment | Total Seat Count |
| 102201-102202                               | Graphic Arts/Digital Design 1               | 74                   | 61                     | 38                   | 27                     |                      |                        |                      |                        | 200              |
| 102301-102302                               | Graphic Arts/Digital Design 2               | 14                   | 9                      | 3                    | 3                      |                      |                        |                      |                        | 29               |
| 102401-102402                               | Graphic Arts/Digital Design 3               | 6                    | 5                      | 3                    | 3                      |                      |                        |                      |                        | 17               |
| 110000                                      | Business and Personal Finance               | 36                   | 30                     | 0                    | 0                      | 0                    | 0                      | 5                    | 8                      | 79               |
| 110010                                      | Business and Personal Finance               |                      |                        |                      |                        | 7                    | 11                     |                      |                        | 18               |
| 111901-111902                               | Accounting 1                                | 0                    | 0                      | 0                    | 0                      |                      |                        |                      |                        | 0                |
| 114100                                      | Introduction to Marketing and Business      | 20                   | 31                     | 23                   | 0                      |                      |                        |                      |                        | 74               |
| 114200                                      | Sports and Entertainment Marketing          | 0                    | 0                      | 0                    | 16                     |                      |                        |                      |                        | 16               |
| 114300                                      | Business Management, Leadership, Coaching   | 0                    | 0                      | 0                    | 0                      |                      |                        |                      |                        | 0                |
| 114400                                      | Starting Your Own Business-Entrepreneurship | 24                   | 0                      | 0                    | 24                     |                      |                        |                      |                        | 48               |
| 121100                                      | CAD for Engineering                         | 19                   | 19                     | 0                    | 0                      |                      |                        |                      |                        | 38               |
| 121500                                      | Principles of Engineering                   | 5                    | 4                      | 0                    | 0                      |                      |                        |                      |                        | 9                |
| 122100                                      | CAD for Architecture                        | 19                   | 0                      | 0                    | 0                      |                      |                        |                      |                        | 19               |
| 122200                                      | Civil Engineering and Architecture          | 0                    | 0                      | 0                    | 0                      |                      |                        |                      |                        | 0                |
| 121200                                      | Introduction to Engineering and Design      | 24                   | 15                     | 10                   | 18                     |                      |                        |                      |                        | 67               |
| 121300                                      | Engineering Research and Design             | 2                    | 2                      | 0                    | 13                     |                      |                        |                      |                        | 17               |
| 124100                                      | Manufacturing Technologies                  | 16                   | 12                     | 9                    | 0                      |                      |                        |                      |                        | 37               |
| 124200                                      | Advanced Manufacturing Technologies         | 2                    | 11                     | 0                    | 0                      |                      |                        |                      |                        | 13               |
| 125000                                      | Advanced Independent                        |                      |                        | 0                    | 0                      |                      |                        |                      |                        | 0                |

|               |  |    |    |    |    |  |  |  |          |
|---------------|--|----|----|----|----|--|--|--|----------|
|               | Engineering Research and Design                |    |    |    |    |  |  |  |          |
| 171621-171622 | Construction Tech 1                            | 7  | 7  | 7  | 8  |  |  |  | 84<br>29 |
| 171721-171722 | Construction Tech 2                            | 0  | 1  | 1  | 1  |  |  |  | 3        |
| 171821-171822 | Construction Tech 3                            | 0  | 0  | 0  | 0  |  |  |  | 0        |
| 171921-171922 | Automotive Basics: Brakes and Engines          | 17 | 15 | 17 | 16 |  |  |  | 65       |
| 172021-172022 | Automotive: Diagnostics & Electrical           | 2  | 1  | 2  | 2  |  |  |  | 7        |
| 172121-172122 | Automotive Basics: Transmission and Suspension | 6  | 3  | 8  | 12 |  |  |  | 29       |
| 172221-172222 | Automotive: Engines & Performance              | 4  | 3  | 2  | 2  |  |  |  | 11       |
| 172600        | Industrial Robotics and Automation             | 0  | 0  | 0  | 0  |  |  |  | 0        |
| 151100        | First Aid, CPR and Emergency Response          | 0  | 15 | 10 | 0  |  |  |  | 25       |
| 151221        | (CITS)* Medical Occupations                    | 19 | 0  | 20 | 0  |  |  |  | 39       |
| 151322        | (CITS)* Intro to Nursing/Home Health           | 0  | 17 | 18 |    |  |  |  | 35       |
| 160000        | Introduction to Cooking                        | 15 | 15 | 20 | 27 |  |  |  | 77       |
| 160020        | Deli Management                                | 0  | 0  | 22 | 28 |  |  |  | 50       |
| 161120        | Advanced Deli Management Class                 | 0  | 0  | 10 | 9  |  |  |  | 19       |
| 161220        | Introduction to Foods                          | 8  | 12 | 0  | 0  |  |  |  | 20       |
| 161320        | Classical Line Cooking                         | 8  | 6  | 0  | 0  |  |  |  | 14       |
| 161420        | Classical Cooking                              | 7  | 10 | 0  | 0  |  |  |  | 17       |
| 161520        | Restaurant Management                          | 0  | 0  | 0  | 0  |  |  |  | 0        |
| 161620        | Waiter/Waitress                                | 9  | 8  | 0  | 0  |  |  |  | 17       |
| 201400        | Child Development/Child Psychology             | 17 | 19 | 17 | 35 |  |  |  | 88       |
| 201521-201522 | Early Childhood and Education Professions      | 0  | 0  | 0  | 0  |  |  |  | 0        |
| 201581-       | Infant and Toddler                             | 0  | 0  | 0  | 0  |  |  |  | 0        |



**~~6098 — CREDIT FOR LEARNING~~**

~~It is the policy of the School District to develop and provide procedures by which students may meet graduation credits/standards, whether the credits/standards be offered in the school's curriculum or the student accomplishes the credit/standard in another learning environment. This policy will provide a process for transfer of credits/standards completed in other Minnesota school districts, for work completed in other schools in the country or in post-secondary institutions, and credit for standards achieved in extracurricular activities, activities outside the school, and community or work experiences.~~

~~Adopted: 07-21-1998 ISD 709~~

~~Revised: 08-17-2004 ISD 709~~

**Deletion: Second Reading 2/27/2018**  
**Replaced by MSBA Policy 620**

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

MSBA/MASA Model Policy 620

Orig. 1998

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

Rev. 2017

## 620 CREDIT FOR LEARNING

~~*[Note: School districts statutorily are required to provide students with credit for approved post-secondary courses, as set forth in Section V.; online learning courses, as set forth in Section VI.; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]*~~

### I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

### III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. "Blended learning" is a form of digital learning that occurs when a student

learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

- C. "Commissioner" means the Commissioner of MDE.
- D. "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. "Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- F. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. "Online learning" is a form of digital learning delivered by an approved online learning provider.
- H. "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

#### **IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS**

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
  - 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
  - 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least **6** credits from the school district.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
  - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
  - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least **6** credits from the school district.
  - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
  - d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
  - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
  - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is

commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

- c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
- d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
- e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

## **V. POST-SECONDARY ENROLLMENT CREDIT**

- A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
  - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
  - 2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
  - 3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
  - 4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for

graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
  6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

## **VI. CREDIT FROM ONLINE LEARNING COURSES**

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

## **VII. ADVANCED ACADEMIC CREDIT**

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as

a course credit applied toward graduation requirements.

- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

### VIII. WEIGHTED GRADES

~~**[Note: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies.]**~~

- A. The school district does not offer weighted grades.

**[or]**

- ~~A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:~~

~~**[List the types of courses that will be awarded weighted grades and the multiplier, similar to the following examples.]**~~

- ~~1. A grade awarded in an Advanced Placement course will be multiplied by a factor of \_\_\_\_\_ (i.e., 1.07).~~
  - ~~2. A grade awarded in an Honors course will be multiplied by a factor of \_\_\_\_\_.~~
  - ~~3. A grade awarded in a College In the Schools course will be multiplied by a factor of \_\_\_\_\_.~~
  - ~~4. A grade awarded in a course taken through a Post-Secondary Enrollment Options program will be multiplied by a factor of \_\_\_\_\_.~~
  - ~~5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of \_\_\_\_\_.~~
- ~~B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.~~

## IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the ~~superintendent~~ **Director of Curriculum and Instruction** within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the ~~superintendent~~ **Director of Curriculum and Instruction** as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or ~~superintendent~~ **Director of Curriculum and Instruction** may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
 Minn. Stat. § 120B.021 (Required Academic Standards)  
 Minn. Stat. § 120B.11 (School District Process)  
 Minn. Stat. § 120B.14 (Advanced Academic Credit)  
 Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
 Minn. Stat. § 123B.445 (Nonpublic Education Council)  
 Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)  
 Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)  
 Minn. Stat. § 124D.095 (Online Learning Option)  
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for

Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
 MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
 MSBA/MASA Model Policy 613 (Graduation Requirements)  
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
 MSBA/MASA Model Policy 616 (School District System Accountability)  
 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
 MSBA/MASA Model Policy 624 (Online Learning Options)

**Second Reading: 2/27/2018**  
**Replacing Policy 6098**

**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   |
|-------------------|----------------|---|--------------|---|
| Pachel Foundation | Matthew Pursi  | Denfeld High School Theater – Projector | \$4,000      | Funds will be used to purchase and install a permanent projector system at Denfeld High School. |

*Pachel Foundation*

November 2, 2017

Matthew Pursi  
Denfeld High School Theater  
401 N 44<sup>th</sup> Ave W  
Duluth, MN 55807

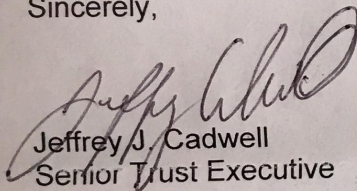
RE: Grant Request

Dear Mr. Pursi:

On behalf of the Board of Directors of the Pachel Foundation I am pleased to report that the Foundation has approved a grant to the Denfeld High School Theater in the amount of \$4,000.00. This grant is for the purpose identified in your application which requested funds for your projector project.

Please provide us with a receipt for this gift along with a confirmation that the funds will be or have been used for the purposes as described above.

Sincerely,



Jeffrey J. Cadwell  
Senior Trust Executive

CC: Kay Biga

*North Shore Investments & Trust*  
131 W Superior St., P.O. Box 16450 Duluth, MN 55816-0450  
Tel. (218) 733-5502 Fax (218) 623-1149

January 25, 2018

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

Dear Ms. Stazecki,

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 her diploma from the school listed.

**NAME OF GRADUATE**

Benjamin S Monahan

**SCHOOL ON DIPLOMA**

**GRADUATION DATE**

Duluth Public Schools

1/26/2018

Please send diploma to Michelle Porter at the Area Learning Center, Room 126.

Adrian Norman  
Principal

Michelle Porter  
Administrative Assistant  
Area Learning Center

**February 5, 2018**

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

**Dear Ms. Stazecki,**

**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 her diploma from the school listed.**

**NAME OF GRADUATE**

**Casiana S Siegle**

**SCHOOL ON DIPLOMA**

**GRADUATION DATE**

**Duluth Public Schools**

**1/17/2018**

**Please send diploma to Michelle Porter at the Area Learning Center, Room 126.**

**Adrian Norman  
Principal**

**Michelle Porter  
Administrative Assistant  
Area Learning Center**

February 5, 2018

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

Dear Mr. Gronseth,

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

Name of Graduate/School

Graduation Date

Carlito Miguel Kingbird

Rockridge Academy

February 16, 2018



Thank you,  
Denise Clairmont  
Principal

February 7, 2018

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

Dear Ms. Stazecki,

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 her diploma from the school listed.

**NAME OF GRADUATE**

December Jo Simmons

**SCHOOL ON DIPLOMA**

Duluth Public Schools

**GRADUATION DATE**

2/7/2018

Please send diploma to Michelle Porter at the Area Learning Center, Room 126.

Adrian Norman  
Principal

Michelle Porter  
Administrative Assistant  
Area Learning Center

February 7, 2018

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

Dear Ms. Stazecki,

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 her diploma from the school listed.

NAME OF GRADUATE

Spencer R Simonson

SCHOOL ON DIPLOMA

GRADUATION DATE

Duluth Public Schools

2/7/2018

Please send diploma to Michelle Porter at the Area Learning Center, Room 126.

Adrian Norman  
Principal

Michelle Porter  
Administrative Assistant  
Area Learning Center

**February 7, 2018**

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

**Dear Ms. Stazecki,**

**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 her diploma from the school listed.**

**NAME OF GRADUATE**

**Keegan Lee Carlson**

**SCHOOL ON DIPLOMA**

**GRADUATION DATE**

**Duluth Public Schools**

**2/7/2018**

**Please send diploma to Michelle Porter at the Area Learning Center, Room 126.**

**Adrian Norman  
Principal**

**Michelle Porter  
Administrative Assistant  
Area Learning Center**

February 7, 2018

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

Dear Ms. Stazecki,

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 her diploma from the school listed.

NAME OF GRADUATE

Carson Austin McClarey

SCHOOL ON DIPLOMA

Duluth Public Schools

GRADUATION DATE

2/7/2018

Please send diploma to Michelle Porter at the Area Learning Center, Room 126.

Adrian Norman  
Principal

Michelle Porter  
Administrative Assistant  
Area Learning Center