

Education Committee
 Duluth Public Schools, ISD 709
 Agenda
 Tuesday, April 10, 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) Duluth Public Schools / Duluth Preschool Governing Board (School Board) Annual Training 6

Pam Rees, Duluth Head Start Director, will share information and updates regarding Duluth Head Start/Preschool programming.

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

2) Record of Continuous Improvement (RCI) Presentations 27

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: Homecroft Elementary, Myers-Wilkins Elementary and Ordean East Middle School.

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

3) Duluth Public Schools, MN Department of Education & MN Department of Human Rights Update

Assistant Superintendent Amy Starzecki will provide an update regarding the work being done in cooperation with the MDE and MDHR to address disproportionate student discipline and suspension rates across the district.

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

C. Grant Applications

1) MDE Federal Striving Readers Comprehensive Literacy (SRCL) Program Grant

Assistant Superintendent Amy Starzecki has submitted grant applications to the Minnesota Department of Education (MDE) for the Federal Striving Readers Comprehensive Literacy (SRCL) Program on behalf of Denfeld High School, Lincoln Park Middle School, Piedmont Elementary, Lowell Elementary, Laura MacArthur Elementary, Myers Wilkins Elementary and Chester Creek/Merritt Creek Residentials in the total amount of \$1,419,886. If awarded, funds will be used to improve reading goals. This is a 2 year grant.

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

2) MACAC National College Fair Grant

Marilee Tusken, Denfeld High School, has submitted a grant application to the Minnesota Association for College Admission Counseling (MACAC) in the amount of \$300. If awarded, funds will be used to pay for busing to the Minnesota National College Fair in Minneapolis next fall, October 24 or 25, 2018. Denfeld Juniors and Seniors are given the option to attend this event.

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

3) MDE Families in Transition Program Grant

Katie Danielson, Families in Transition Program Coordinator, has submitted a grant application to Minnesota Department of Education (MDE) in the amount of \$50,000. If awarded, funds will be used to continue to support the Families in Transition Program within Duluth Public Schools.

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

4) Action for Healthy Kids Grant

Rachel Thapa, Lincoln Park Middle School, has submitted a grant application to Action for Healthy Kids in the amount of \$1,000. If awarded, funds will be used to support nutrition and physical activity efforts in schools through nutrition education and healthy food taste testings and cooking classes/opportunities during out of school time.

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

5) Scott D. Anderson Leadership Foundation Fund Grant

Duluth Public Schools has submitted for and received a grant from the Scott D. Anderson Leadership Foundation Fund of the Duluth Superior Area Community Foundation in the amount of \$14, 593. Funds will be used to support the annual, week-long Scott Anderson Leadership Forum.

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

6) Grant Applications - PLACEHOLDER

D. Regulations - PLACEHOLDER

2. Action Items

A. Presentation Items Requiring Approval

1) FY19 Federal Head Start Grant 51

Pam Rees, Head Start Director, will present an overview of the FY19 Federal Head Start Grant application for approval.

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

B. Policies

1) 5010 - Age of Entrance - DELETION 52

In moving to the MSBA Model Policies, administration is recommending the deletion of Policy 5010, which will be replaced with MSBA Policy 607.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 5010 for the second reading.

2) 6085 - Organizational Plan for the Delivery of Instruction - DELETION 53

In moving to the MSBA Model Policies, administration is recommending the deletion of Policy 6085, which will be replaced with MSBA Policy 607.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 6085 for the second reading.

3) NEW Policy 607 - Organization of Grade Levels 54

Attached is revised MSBA Policy 607 for the second reading. This policy would replace Policies 5010 and 6085.

Recommendation: It is recommended that the Duluth School Board approve Policy 607 for the second reading.

4) Policy 513 - Student Promotion, Retention, and Program Design 56

Administration is recommending the revision of Policy 513. Attached is revised Policy 513 for the second reading.

Recommendation: It is recommended that the Duluth School Board approve revised Policy 513 for the second reading.

C. Resolutions

1) Resolution E-4-18-3535 - Acceptance of Grant Awards to Duluth Public Schools 58

Attached is Resolution E-4-18-3535 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards from the following organizations:

DSACF - Duluth Public Schools Endowment Fund
 DSCAF - Scott D. Anderson Leadership Foundation Fund
 PLACEHOLDER

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-4-18-3535 - Acceptance of Grant Awards to Duluth Public Schools.

D. Diploma Requests 66

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

Samarrea Pearson - March 27, 2018
 Rebecca L. Rutka - March 28, 2018
 Adam Brickley Witta - March 29, 2018
 PLACEHOLDER

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

E. Extended Trip Requests - PLACEHOLDER

3. **Future Items**

EEAC Advisory Committee Update - May
Response to AIE Resolution of Concurrence & Non-concurrence 2017 - May
Policy Updates

Assistant Superintendent Report to the Board

April 2018

Here are a few highlights happening across the district this month.

Site Visits

Rockridge
Stowe

Secondary Schedule Task Force Update

- Dr. Cary has been working with the secondary scheduling task force to complete final recommendations. As part of the Think Kids sessions during the week of April 26, the task force obtained community feedback on the different options as well as answered questions. The final decision on the secondary schedule options will be determined in the Fall of 2018.

School Safety

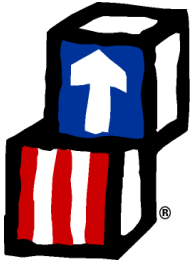
- I am meeting with a principal group, Jason Barness, David Halver, and Ron Lake to discuss updates to district procedures outlined in the emergency response manual. Discussions will include updates to the manual, improved communication for subs, training for staff, and resources for families regarding how to talk to their students regarding school safety.

Positive Behavior Intervention Supports (PBIS)

- ISD 709 received a grant from MDE to support planning for district-wide PBIS implementation, scale up and sustainability.
- As of Fall 2018, we will have six schools who have received PBIS training from MDE: Denfeld, LPMS, Piedmont, Lowell, Lakewood, Laura MacArthur
- Ron Lake and I are meeting with PBIS coaches and principals to begin this planning process and determine steps for supporting current PBIS schools and bringing on more schools.

**Duluth Public Schools / Duluth Preschool
Governing Board (School Board) Annual Training
Presented to the Education Committee
April 10, 2018**

- **Duluth Public Schools/Duluth Head Start PowerPoint**
- **Duluth Public Schools/Duluth Preschool Organizational Chart**
- **Duluth Public Schools/Duluth Head Start Policy Council Code of Conduct**
- **Duluth Head Start Policy Council/Duluth Public Schools Governing Board
(School Board) Shared Decision Making**



Duluth Public Schools/ Duluth Head Start

Serving preschool children and their families
in Duluth for over 50 years

Mission

- The mission of Duluth Head Start is to serve income eligible preschool children and their families. These services include opportunities to enhance social and cognitive skills, increase health and wellness and build upon family strengths.

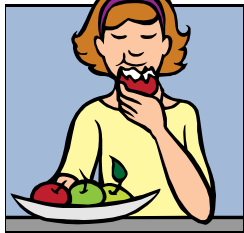
Locations

- Barnes Early Childhood Center (2)
- Homecroft Elementary School (2)
- Laura MacArthur Elementary School (3)
- Lester Park Elementary School (1)
- Myers-Wilkins Elementary School (3)
- Piedmont Elementary School (3)
- Stowe Elementary School (2)
- Spirit Valley YWCA Childcare Center (EHS and Pre-k)
- Washington Center (EHS and Pre-K)
- Barnes Early Childhood Center Home Base (Pre-k)

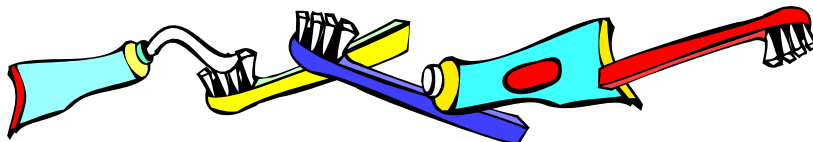
Funding Sources

- Federal grants fund our collaborative classrooms throughout the city serving 3 and 4 year olds
- State School Readiness and Voluntary Pre-K money is part of our collaboration
- State funded Early Learning Scholarships and Title I funds help support our classrooms
- State grants fund our collaboration with the YWCA Childcare Center, Families in Transition serving families experiencing homelessness and a Home Based option

Comprehensive Services



- Health
- Nutrition
- Education
- Mental Health
- Disabilities
- Family Advocacy
- Parent Engagement



Eligibility

- 2018 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA

• Persons in family/household	Poverty guideline
• 1	\$12,140.
• 2	\$16,460.
• 3	\$20,780.
• 4	\$25,100.
• 5	\$29,420.
• 6	\$33,740.
• 7	\$38,060.
• 8	\$42,380.

- For families/households with more than 8 persons, add \$4,320. for each additional person.

Enrollment Requirements

- Head Start enrollment is quick ,easy and confidential.
- Parents provide proof of income, copies of dental and physical exams and immunizations.
- Head Start staff will assist parents with finding a family doctor and dentist.

Curriculum



- Opening the World of Learning-A literacy rich curriculum used in all Federal Head Start classrooms.
- State program options use Creative Curriculum and PITC.
- Second Step-Supports social-emotional growth by helping children identify and manage feelings, learn to be with others and solve problems.
- Pyramid Model of Social Emotional support is being widely used in our classrooms.
- Strategies from SEEDS of Early Literacy and Action Based Learning (connecting, brain, movement & learning) are embedded into the day.



Screening & Assessment

- **Social Emotional Screening**: during initial home visit
- **Health & Developmental Screening**: within first 45 days of enrollment
- **On-going assessment** : through various means; documented observation, child interview, direct assessment, parent input, work samples
- **Outcomes**: are reported 3 times/year
- **Curriculum is individualized** : (increasing or modifying the degree of challenge, or adapting the environment) accordingly to make the Early Head Start and Head Start programs relevant and meaningful for every child.

Parent Engagement

- Home Visits
- Conferences
- Policy Council
- Parent/Family Events
- Community Involvement
- Ensuring regular attendance
- Supporting healthy child development



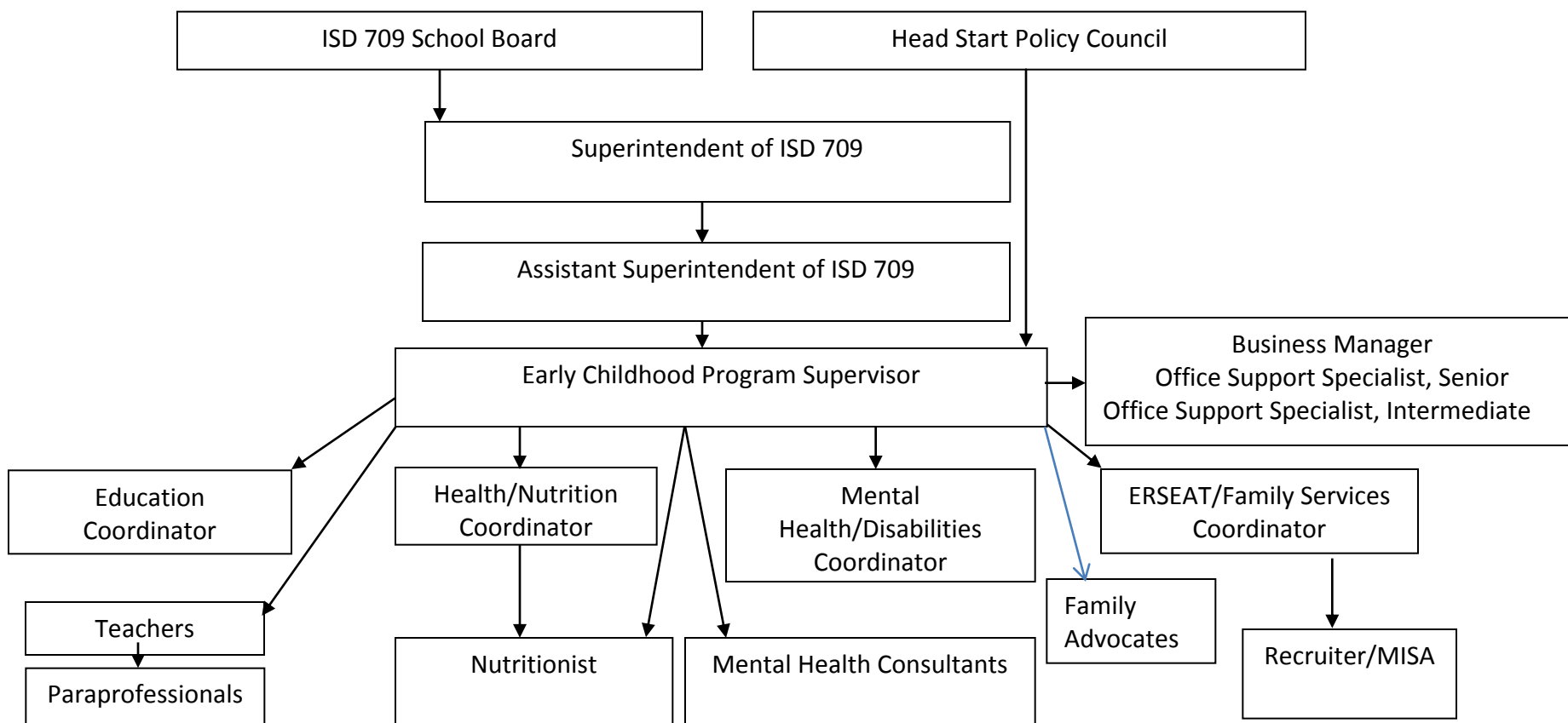
For more information:

- Duluth Head Start
2102 N. Blackman Ave.
Duluth, MN 55811
Phone: 218-336-8815
Fax: 218-336-8819



- Online @ www.ISD709.org

Duluth Head Start/Duluth Preschool Organizational Chart



Code of Conduct for Duluth Head Start Policy Council and Governing Body

POLICY

The Duluth Head Start Policy Council recognizes that persons involved in governance activities (Policy Council and Governing Body) at Duluth Head Start are leaders, models, and representatives of the organization. All members will be expected to conduct themselves such that their personal and professional conduct does not have a negative effect on services or reflect badly on Duluth Head Start public image, reputation, or credibility.

PROCEDURES

1. Acceptable standards of conduct will be established and periodically revised by the Duluth Head Start Policy Council and Governing Board members.
2. All Council and Board members will be informed of the established standards of conduct.
3. The Duluth Head Start Policy Council in its entirety will be responsible, with a simple majority vote of members present for a regularly scheduled or appropriately called special meeting, for reprimanding or removing any representative from the Policy Council or the representative may choose to meet with the director and at least 1 member of the Executive Committee to determine whether the member will be reprimanded or removed from the Policy Council. Complaints or concerns regarding the behavior of the Governing Board liaison will be forwarded to the Governing Board for further action.

CODE of CONDUCT

Duluth Head Start Policy Council and Governing Board members:

1. Will respect and promote the unique identity of each child, family, employee, Council and Board members and refrain from stereotyping on the basis of gender, race, ethnicity, sexual orientation, marital status, culture, religion, or disability.
2. Must uphold the agency's confidentiality guidelines stated as follows:
 - a. No information regarding children and families of children enrolled with Duluth Head Start is to be discussed outside of the work setting or Council/Board meetings;
 - b. Information is to be discussed within the work setting and at Council/Board meetings only as is necessary and related to program operations/business or decision-making;
 - c. No information learned at Council/Board meetings or while conducting Council/Board business may be discussed or used in any way outside of Council/Board activities.

3. Will support and participate in a TEAMWORK approach to decision making.
4. Will behave and interact respectfully while participating on Council/Board or representing the organization within the community.
5. Must have an interest and concern for children and their families.
6. Are prohibited from using their position on Council/Board for purposes which are, or give the appearance of being, motivated by a desire for private gain for themselves or others, such as those with family, business or other ties.
7. Must not make public statements under the auspices of any agency title without the Council/Board approval.
8. Will follow all Duluth Head Start general operating procedures.
9. Will respect and uphold the legal authority of the Policy Council to establish, review, or revise the standards of conduct for individuals participating on the Council/Board.
10. Will respect and uphold the Duluth Head Start Policy Council By-Laws.

Duluth Head Start Shared Decision-Making

- Both entities, the School Board and the Policy Council, understand and respect their unique and specific roles and responsibilities in providing a high quality Head Start program
- The Policy Council understands the authority that the School Board has in making decisions, setting policy and overseeing the fiscal and legal aspects of any program or service of the Duluth Public Schools
- The School Board understands the role that the Policy Council has in the administration of the Duluth Head Start program
- Policies and procedures developed and implemented by the School Board that affect Head Start staffing and services will be shared with Policy Council. The same will occur regarding policies and procedures that are developed and implemented specific to Head Start- these will be shared with the School Board
- If at any time there is a need for the 2 parties to meet, that will be scheduled through School Board Committees or and invitation to a Policy Council meeting
- If needed, the Impasse Policy will be utilized to resolve any issues that may arise

Duluth Head Start Policy Council Training

What is Policy Council?

- Policy Council is a committee of parents and community representative who meet regularly to help establish policies and make suggestions about program operations. This group works closely with the Head Start Director and staff.
- The committee recommends policies based on input from the parent committees at each site, childcare center, and Families in Transition
- Members are elected for one (1) term, and can serve up to an additional two (2) terms (or 3 years total)
- Any parent is welcome to attend a Policy council meeting, but only elected representative may vote. If a representative is absent, their elected alternate may vote in their place
- Meetings are held monthly at Barnes Early Childhood Center, located in Lowell School, from 6-8 p.m. A light supper and childcare are provided. Transportation is provided to those who need it

What are the responsibilities of the Policy Council?

- Members serve as a link between parent committees. They share ideas, community resources, and concerns of all our parents. They report on Policy Council meetings during parent committee meetings.
- The PC shares some joint responsibilities and governance with the Duluth School Board
- Approve program operating plans and fiscal administration and be advised of any changes while the program is in operation
- Establish and review criteria for enrolling children into Head Start
- Assist with the interviewing and selection of applicants for Head Start staff positions
- Initiate suggestions and ideas for program improvement
- Members act as spokesperson for Head Start in the Duluth community

DULUTH HEAD START POLICY COUNCIL REPRESENTATIVES

Policy Council Representative Roles and Responsibilities:

- Attend Policy Council Meetings, participate in discussions, and **vote** on action items
- Attend Parent Meetings and service as a **link to the parents** you represent
- Along with your alternate, bring **requests, questions, and issues** from the Parent Meetings to Policy Council to be addressed
- Report on **Policy Council and Committee activity** at Parent Meetings
- **Participate fully** in other Policy Council activities
- Establish ways to **keep in communication** with the parents you represent.

The **purpose** of the Duluth Head Start Policy Council is to work in partnership with key management staff and the governing body to **develop, review, and approve or disapprove** the following policies and procedures:

- All **funding applications** and amendments to funding applications for Head Start before the applications are submitted
- Procedures describing how the governing body (School Board) and the Policy Council will implement **shared decision making**
- Procedures for **program planning** that include the program's philosophy and long-and short-range program goals and objective
- The **composition of the Policy Council** and the procedures by which members are chosen
- Criteria for defining **recruitment, selection, and enrollment priorities**
- The **annual Self-Assessment** of the grantee's progress
- Program **personnel policies** and subsequent changes to those policies, including standards of conduct for program staff, consultants and volunteers
- **Decisions to hire or terminate** the Head Start Director and any person who works primarily for Head Start

DULUTH HEAD START POLICY COUNCIL ALTERNATES

Policy Council Representative Roles and Responsibilities

- Attend Policy Council Meetings and participate in discussions
- Replace your representative as a voting member when **the representative is unable to attend** a Policy Council meeting
- Attend Parent Meetings and serve as a **link to the parents** you represent
- Along with your representative, bring **requests, questions, and issues** from the Parent Meetings to the Policy Council to be addressed
- Report on **Policy Council and Committee activity** at Parent Meetings
- Participate in Policy Council **activities** when needed
- Establish ways to **keep in communication** with parents you represent

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- **All funding applications** and amendments to funding applications for Head Start before the applications are submitted
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- **Decisions to hire or terminate** the Head Start Director and any person who works primarily for Head Start

Duluth Head Start Internal Dispute Resolution (Impasse Policy)

The purpose of this dispute resolution is to establish a procedure for reaching solutions for disagreements between the School Board and the Duluth Head Start Policy Council. This policy is required by the Federal Head Start Performance Standards. The Policy Council has the authority to share certain governance functions with the (Governing Board-School Board) as they relate to the administration of Head Start. The Policy Council works in partnerships with the Head Start Director who, in turn, works with the Administrative staff of the School District (Head Start Grantee).

The procedure for resolving internal disputes between the Duluth School Board and the Duluth Head Start Policy Council is as follows:

1. A meeting will be arranged between the Executive Committee of the Policy Council, the Head Start Director and the Superintendent of Schools and/or the Director of School Operations. The difference will be discussed and, if possible, a resolution reached. If so, the resolution will be shared by the Superintendent to the School Board and by the Executive Committee to the Policy Council.
2. If no resolution is reached, the Policy Council Executive Committee may request time on the School Board agenda or at the appropriate School Board Committee meetings to share their point of view and seek resolution. Any resolution must meet Federal Head Start regulations as well as any School District, state or local laws.
3. If there is still no resolution, assistance will be sought from the Regional Office of Head Start. A meeting or conference call would be arranged and discussion will continue until a resolution is reached.

Duluth Head Start COMMUNITY COMPLAINT PROCEDURE

The following procedure will be followed to resolve parent or community complaints about the Head Start program.

Once a complaint has been made, the Director of School Operations and the Head Start Director will discuss the complaint and appropriate response. The following steps may be taken depending on the nature of the complaint:

1. If the complaint is about a particular staff person, that person will be contacted and the complaint will be discussed
2. If the complaint is about a particular site or program option, the Head Start Director will share the complaint with appropriate staff, the Parent Committee and Policy Council
3. If the complaint is about program policies or services, the Director will share the complaint with appropriate staff, Policy Council and School District staff

All complaints will be address within a reasonable time frame. Confidentiality will be maintained at all times. The School Board and the Policy Council are committed to resolving all issues in good faith and respect.

Homecroft

Amy Worden, Principal
Linda Hagstrom, CIT Teacher

Celebrations

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

- Strong staff partnerships
- Commitment to reflection and growth
- Improving climate for students and families
- Active parent groups in support of student opportunities



CIT Members

Name	Role
Linda Hagstrom	K-1 Teacher Leader
Doreen Ruhanen	1-2 Teacher Leader
Terri Micheau	2-3 Teacher Leader
Lori Jackson	4th grade Teacher Leader
Niki Munthe	5th grade Teacher Leader
Amy Worden	Principal



COMPREHENSIVE NEEDS ASSESSMENT

Data Review

2016-2017 School Goals	Met/Not Met
<p>The percentage of all students in grades 3-5 at Homecroft School enrolled by October 1 who are proficient on the math (all accountability tests) will increase from 73.3% in 2016 to 77.3% in 2017.</p> <p>**3% is expected change based on starting point.</p>	<p>This goal was not met.</p> <p>This goal was met by just one grade level. Fourth grade went from 81.7% to 88.3%.</p>
<p>The percentage of all students in grades 3-5 at Homecroft School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 66.3% in 2016 to 70.3% in 2017.</p> <p>**4% is expected change based on starting point.</p>	<p>This goal was not met.</p> <p>The overall increase was 1.1%.</p>



Data Review

39 students are new to Homecroft this year. A large group of students moved out of the area with their families, primarily for employment reasons (when data was provided).

Enrollment / Demographics				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	406	404	426	376
American Indian	1	2	2	1
Asian	3	1	1	2
Hispanic	6	4	7	5
Black	0	2	2	4
White	384	384	401	352
More than one race	12	11	13	12
English Learner	1	1	0	2
Special Education	32	35	31	19
Free or Reduced Lunch	86	99	95	90



Data Review Academic

Reading Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	72.1%	64.6%	66.3%	67.4%
American Indian				
Asian				
Hispanic				
Black				
White	72.0%	62.8%	65.6%	66.5%
Two or more races				
Special Education	28.6%	25%	25%	23.1%
Free or Reduced Lunch	57.8%	57.4%	54.9%	61.2%

Data Review Academic

Math Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	71.6%	78.4%	73.3%	68.9%
American Indian				
Asian				
Hispanic				
Black				
White	72%	78.2%	73%	69.8%
Two or more races				
Special Education	23.8%	36.8%	25%	23.1%
Free or Reduced Lunch	62.2%	68.1%	62.7%	53.1%

Data Review Academic

Reading Proficiency By Grade				
	2013-2014	2014-2015	2015-2016	2016-2017
3	65.3%	62.5%	65.6%	57.7%
4	74.6%	55.8%	71.7%	75.0%
5	77.1%	77.4%	63.0%	71.2%
Math Proficiency By Grade				
Grade	2013-2014	2014-2015	2015-2016	2016-2017
3	70.8%	73.2%	75.4%	71.8%
4	74.6%	77.9%	81.7%	88.3%
5	70%	83.6%	65.4%	45.8%

Data Review Academic

Reading Growth 2016-2017	Low	Medium	High
Proficient	15.9%	21.7%	20.3%
Not Proficient	11.6%	12.3%	18.1%

Math Growth 2016-2017	Low	Medium	High
Proficient	12.3%	34.8%	26.8%
Not Proficient	8.7%	8.7%	8.7%

Data Review

Perception, Program, Fidelity

Using data from the principal feedback survey, staff report a sense of trust and an overall collaborative culture. The environment supports sharing of ideas and acknowledgement of individual and group contributions.

Our school has created a homegrown version of PBIS with five core values: safe, respectful, responsible, kind, and curious. Staff are teaching expected behaviors, and assemblies are planned. School-wide incentive tickets known as Hornet Bucks are available to students to promote and acknowledge good choices. Data is not yet available.

Using the Balanced Literacy Implementation Survey, 100% of staff reported they are actively working implement or enhance Interactive Read-Aloud, Shared Reading, Guided Reading, Independent Reading, Word Study and Writing blocks within their instructional plan. Walkthrough data indicates 33% of staff are implementing with fidelity as described by the ISD709 Balanced Literacy Walkthrough table.

Summary of CNA

Successes:

Attendance rates remain positive overall.
 Overall reading proficiency rates for our FRP students are improving.
 Grade 4 overall reading and math proficiency continues to rise.
 Over 50% of students made high growth in math between grade 3 and 4 as measured by the MCA assessments.
 Based on the most current cohort, 10% more students were proficient from Gr. 3 to Gr. 5 in MCA reading.

Prioritized Concerns:

In grades 3-5, overall proficiency trend lines for achievement remain flat or decline.

Reading proficiency was 70.6% in 2013 and 67.4% in 2017. (District 56.5% in 2013 and 64.7% in 2017)
 Math proficiency was 74.4% in 2013 and 68.9% in 2017. (District 47.7% in 2013 and 59.7% in 2017)
 Science proficiency was 76% in 2013 and 67.8% in 2017. (District 58.8% in 2013 and 63.8% in 2017)

Proficiency for most current cohort fell from 81.7% to 45.8% in math from Gr. 4 to Gr. 5 as measured by MCA assessment.

Class #1 - 45.2% Proficiency Class #2 - 43.3% Proficiency
 87.6 % expected/high growth 2016, 11.8% expected/high growth 2017
 The average fifth grade math proficiency level in the district dropped from 59.8% to 58.8%.
 The state average in math proficiency in grade 5 is 58.2%
 Two of nine elementary schools in ISD709 saw gains from grade 4 to 5 in math.

School Goals 2017-2018



Third Grade Reading Proficiency: By Spring 2018, the percentage of students who meet or exceeds standards in reading will increase from 57.7 % to 64.7% as measured by the MCA-III Reading.

Reduce the Achievement Gap: By Spring 2018, the reading proficiency of students who are enrolled October 1 and are receiving FRP meals will increase from 61.2% to 65.2% as measured by the MCA-III Reading.

Reduce the Achievement Gap: By Spring 2018, the math proficiency of students who are enrolled October 1 and are receiving FRP meals will increase from 53.1% to 57.1% as measured by the MCA-III Math.

Kindergarten Readiness: By Fall 2018, the percentage of students who are on-track for beginning reading skills will increase from 46% to 60% as measured by FAST earlyReading.

- In 2016, 62% of students entering Kindergarten were on track for beginning reading skills.
- In 2017, 46% of students entering Kindergarten were on track for beginning reading skills.

School Action Plan

Initiatives

Additional training and focus in the areas of:

- Balanced Literacy implementation, reducing teacher directed reading and learning, adherence to group size and focus as noted on district grid
- Frequent formative assessment in the areas of mathematics and intervention strategies to bolster number sense
- Implementation of a meaningful and intentional WIN instructional plan
- Support for “Early Fives” who enroll in kindergarten but lack readiness/prior school experiences

Instructional Practices (Practice Profile Focus)

Balanced Literacy Instructional Planning

Practice Profile: Whole Group Reading

CIT will review newly developed practice profile. Teams will identify needed training and supports. Peer walkthroughs will begin. Literacy coaching will be provided as needed.

Any questions?



Myers-Wilkins Elementary



Elisa Maldonado, Principal

ISD
709 **Duluth**
Public Schools

Celebrations

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

What's Working

- cohesive team planning
- digging into standards/streamlining curriculum
- WIN Time

Wins

- highest reading scores in 5 years
- steady, incremental growth
- steady, incremental growth at each grade level
- steady, incremental growth for Native American Population
- small growth for African American Population
- steady, incremental growth Free/Reduced
- small overall math growth
- 4th grade math and 5th grade math highest achievement
- maintained Free/Reduced Math
- steady science growth



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CIT Members

Name	Role
Elisa Maldonado	Principal
Joanna Walters	Dean
Gayle Daniels	Kindergarten Teacher
Marie Riesland	1st Grade Teacher
Karen Tokarczyk	2nd Grade Teacher
Lisa Bergman	3rd Grade Teacher
Maribel Mehling	4th Grade Teacher
Jennifer Boyson	5th Grade Teacher
Michelle Bowker	Reading Interventionist
Nancy Broman	Math Interventionist
Elizabeth O'Brien	Special Education



COMPREHENSIVE NEEDS ASSESSMENT

Data Review

2016-2017 School Goals	Met/Not Met



Data Review Non-Academic

Enrollment / Demographics				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	424	444	416	412
American Indian	58	58	52	43
Asian	8	6	6	3
Hispanic	18	20	14	16
Black	81	80	77	79
White	178	196	180	188
More than one race	81	83	87	79
English Learner				
Special Education				
Free or Reduced Lunch	84.9%	83.3%	78.8%	73.5%
Homeless	Did not have data	80	70	51

Data Review Academic

Reading Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	46.7	53.9	52.4	56.5
American Indian	37.5	47.4	60.9	50.0
Asian				
Hispanic		72.7		
Black	30.8	30.3	31.3	37.5
White	62.0	71.4	58.6	62.4
Two or more races	37.5	34.4	50.0	60.0
Special Education	30.6	21.9	24.4	27.1
Free or Reduced Lunch	41.5	46.3	44.4	50.0

Data Review Academic

Math Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	60.1	52.4	50.6	54.4
American Indian	68.8	52.6	60.9	45.8
Asian				
Hispanic		72.7		
Black	43.6	33.3	37.5	31.0
White	70.0	65.2	58.6	70.2
Two or more races	53.1	34.4	40.6	48.6
Special Education	47.2	29.0	26.7	27.7
Free or Reduced Lunch	56.0	44.4	44.4	44.0

Data Review Academic

Reading Proficiency By Grade				
	2013-2014	2014-2015	2015-2016	2016-2017
3	42.4	52.7	45.9	49.3
4	47.5	58.8	55.6	59.7
5	51.0	50.8	56.9	62.3
Math Proficiency By Grade				
Grade	2013-2014	2014-2015	2015-2016	2016-2017
3	32.1	56.4	47.5	44.9
4	37.8	60.0	57.4	64.4
5	49.0	42.6	47.1	55.8

Data Review Academic

Reading Growth 2016-2017	Low	Medium	High
Proficient	6 Students 5.7%	19 Students 17.9%	26 Students 24.5%
Not Proficient	14 Students 13.2%	22 Students 20.8%	19 Students 17.9%

Math Growth 2016-2017	Low	Medium	High
Proficient	8 Students 7.6%	16 Students 15.2%	31 Students 29.5%
Not Proficient	5 Students 4.8%	19 Students 18.1%	26 Students 24.8%

Data Review

Perception, Program, Fidelity

Staff -

- 25-40% feel a lack of support for PD
- 25% of staff feel they can't speak up

Parent - (respondents were mostly female/white)

- Parents are pleased
- Timing of school events is a barrier to parent participation
- Feel communication is okay



Summary of CNA

Successes:

Academic Data

What's Working

- cohesive team planning
- digging into standards/streamlining curriculum
- WIN Time

Wins

- highest reading scores in 5 years
- steady, incremental growth
- steady, incremental growth at each grade level
- steady, incremental growth for Native American Population
- small growth for African American Population
- steady, incremental growth Free/Reduced
- small overall math growth
- 4th grade math and 5th grade math highest achievement
- maintained Free/Reduced Math
- steady science growth

Non-Academic Data

- Referral ODR system was successfully implemented in the 2016-2017 school year. We now have baseline data to move forward with to really begin to dig in and address our behaviors.
- Schoolwide expectations were successfully implemented in the 2016-2017 school year.
- Adoption of Mindfulness (work on this has begun)
- Wrap Around Team and Attendance Team was created for the 2017-2018 school year to address the mental health concerns of students and decrease truancy numbers within our building.



Summary of CNA

Prioritized Concerns:

- Improving our attendance data. Reducing the number of students who are truant.
- Focusing on our Social Emotional Learning to decrease the number of suspensions and address the mental health needs within the building.
- Focusing on the academic improvement specifically for our African-American and Special Education populations.

***Overall theme noted is that our students of color are affected the most by the above three prioritized concerns.

School Goals 2017-2018



1. Third Grade Reading Proficiency (Elementary Only): By Spring 2018, the percentage of students who meet or exceeds standards in reading will increase from 49.3% to 54% as measured by the MCA-III Reading.
2. Reduce the Achievement Gap (All Levels): By Spring 2018, the reading proficiency of students who are enrolled October 1 and are in Black student group will increase from 37.5% to 44.0% as measured by the MCA-III Reading.
3. Reduce the Achievement Gap (All Levels): By Spring 2018, the math proficiency of students who are enrolled October 1 and are in Black student group will increase from 31% to 37% as measured by the MCA-III Math.

School Action Plan

Initiatives

- MTSS
- PLC
- Mindfulness
- Balanced Literacy

Instructional Practices (Practice Profile Focus)

- Balanced Literacy - Whole group mini-lesson and guided reading groups
- Responsive Classroom - Morning Meeting
- Mindfulness

Any questions?



Ordean East Middle School

Gina Kleive, Principal

Rachel Jackson, Assistant Principal

CIT Teachers- Stephanie Aagenes, Mike Emerson,
Julie Erickson, Lisa Fuller, Doug Hughes, Tanya Jackson,
Pamela Nelson, Polly Tracey, Doug Trentor

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Celebrations

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

- Proficiency of “All Students” has increased in all 3 tested areas- Reading, Math, & Science
- Achievement Gap has narrowed significantly since 2012
 - Reading: American Indian, Hispanic & Black
 - Math: American Indian & Hispanic
- The percent of students in grades 6-8 at OEMS, who stated they feel connected to their school increased from 61% in 2015-16 to 87.4% in 2016-17.



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CIT Members

Name	Role
Stephanie Aagenes	Teacher- Special Education
Mike Emerson	Dean of Students
Julie Erickson	Teacher- Health
Lisa Fuller	Teacher- US Studies
Doug Hughes	Teacher- Computers
Rachel Jackson	Assistant Principal
Tanya Jackson	Teacher- Math & Science
Gina Kleive	Principal
Pamela Nelson	Teacher- Math
Polly Tracey	Teacher- English & Reading
Doug Trentor	School Psychologist



COMPREHENSIVE NEEDS ASSESSMENT

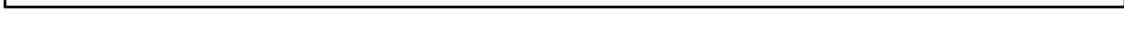
Data Review

2016-2017 School Goals	Met/Not Met
1. The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in Reading (all accountability tests) will increase from 71.4% in 2016 to 74.4%-77.4% in 2017, on MCA.	(MET 74.6%)
2. The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in Math (all accountability tests) will increase from 66.2% in 2016 to 69.2-71.2% in 2017, on MCA.	(MET 69.2%)
3. The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who state they feel connected to their school will increase from 61% in 2015-16 student survey to 71% or greater in 2016-17 survey.	(MET 87.4% of 915 surveyed)
4. Reduce class size from an average of 34.5 in 2015-16, while prioritizing general fund spending to instruction and support of students.	(MET Average 32.9)



Data Review Non-Academic

Enrollment / Demographics				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	972	996	966	1009
American Indian	23	15	23	16
Asian	19	17	17	18
Hispanic	13	19	21	32
Black	40	30	36	26
White	831	864	828	865
More than one race	44	49	39	52
English Learner	0	3	5	3
Special Education	96	95	86	95
Free or Reduced Lunch	25% of 877	21.8% of 833	25.3% of 962	21.9% of 933
Homeless	n/a	31	34	n/a



Data Review Academic

Reading Proficiency By Student Group					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All Students	63	65.3	70.7	72.3	74.3
American Indian	44.8	38.9	40	50	62.5
Asian	81.8	75	77.8	64.7	--
Hispanic	40	41.7	37.5	56.5	55.2
Black	19	21.4	34.8	37.5	42.9
White	65.7	67.9	73.3	74.8	75.7
Special Education	29.6	33.8	32.4	32.4	22.9
Free or Reduced Lunch	44.8	44.9	53.1	55.5	57.9

Data Review Academic

Math Proficiency By Student Group					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All Students	55.1	57.2	61	67	68.7
American Indian	25.9	29.4	35.7	38.9	57.1
Asian	78.3	65	77.8	88.2	88.2
Hispanic	10	25	29.4	40.9	38.7
Black	11.6	17.2	16.7	32.3	28.6
White	58.2	60.6	63.6	69.7	70.6
Special Education	25	17.9	18.7	20.3	15
Free or Reduced Lunch	30.8	36.2	42.9	42.5	47.8

Data Review

Academic

Reading Proficiency By Grade					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
6	67.7	69	75.5	76	75.1
7	56	64.4	64.9	74.1	70.9
8	64.9	63.4	71.2	66.4	77.1
Math Proficiency By Grade					
Grade	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
6	56.4	68.1	68.9	65	69.9
7	50.0	51.7	55.5	69.8	65.2
8	58.9	54.5	58.5	66.1	71.2

Data Review

Academic- MCA 2017

Reading Growth (All Students)	Low	Medium	High
Proficient	18.2%	33.8%	25.4%
Not Proficient	4.8%	10.2%	7.6%

Math Growth (All Students)	Low	Medium	High
Proficient	18.1%	35.8%	16.6%
Not Proficient	8.9%	14.2%	6.4%

Data Review

Examples of Perception, Program, Fidelity at OEMS:

Student Surveys, Staff Surveys, Principal Stakeholder Surveys, Cassie Erken's Elements of a Unit Survey, My Learning Plan, Peer Review, Walk-Through, Professional Development Staff Survey

- Some of the data was current and others were a few years old
 - Make sure we are measuring what we want to know
 - Be aware of when data is collected
- Use the data to support future planning, but in isolation the information may not be as relevant

Summary of CNA

Successes:

- Collaborative Teams have made significant progress with their Focus on Learning & Collaborative Culture
- Most students at OEMS made medium to high growth on 2017 Reading & Math MCA IIIs

Prioritized Concerns:

- Rate of growth for our students that are not proficient in reading, math & science
- Focus on Results: Increasing engagement and achievement through embedded formative assessment processes
- Embedding content area literacy into curriculum

School Goals 2017-2018



1. The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in **Reading** (all accountability tests) will increase from 74.6% in 2017 to 77.6%-80.6% in 2018, on MCA.
2. The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in **Math** (all accountability tests) will increase from 69.2% in 2017 to 72.2-74.2% in 2018, on MCA.

School Action Plan

Initiatives

- OEMS is a Professional Learning Community (2014)
 - “A PLC is not a program, it’s a process to perfect.” ~ Rick DuFour
 - Collaborative Teams
 - Focus on Learning
 - Cultivate a Collaborative Culture
 - Focus on Results

Instructional Practices (Practice Profile Focus)

- Embedded Formative Assessment Processes
 - Link to DRAFT- <https://goo.gl/Q3vZpQ>

At Ordean East Middle School ...

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We are focused on and committed to our students' learning.

Students will grow by:

- Experiencing a curriculum that builds academic skill and encourages personal growth.
- Developing skills and habits to become lifelong learners and critical thinkers.
- Considering how their decisions impact themselves, their community, and the world.

Staff will support students by:

- Providing a safe, responsive, and challenging learning environment.
- Recognizing and valuing diversity.

Educators will focus on students' needs by:

- Ensuring equal opportunities for learning.
- Preparing challenging and purposeful learning opportunities.
- Creating civic engagement opportunities.

School leadership will support students by:

- Taking a collaborative approach to decision making.
- Aligning site initiatives with the Duluth Public School District's vision and goals.

Rev. 2015-16

Any questions?



**Duluth Public Schools Head Start
FY19 Federal Grant Application**

FUNDING TYPE	FUNDING LEVEL	FUNDED FEDERAL ENROLLMENT
Head Start Operations	\$2,259,673.	239
Head Start Training and Technical Assistance	\$28,958.	
Total	\$2,288,631.	239

The Federal Head Start grant partially funds the following positions:

- Business Manager
- 2 Clerical staff (shared with ECFE)
- Program Director
- 4 Service Area Coordinators
- Recruiter
- 9 paraprofessionals
- 9 teachers
- 4 Family Advocates
- 2 Mental Health Consultants (shared with partners)

In addition, grant funds pay for general and classroom supplies, food, transportation contracts, mileage, travel, dues and memberships, printing, conference registrations, lodging, meals, insurance (a small policy is required for each Head Start child) and indirect charges paid to ISD 709.

Federal Head Start funding supports the majority of the collaboration we call Duluth Preschool. Other partners are School Readiness and Voluntary PreK. State Head Start dollars partially fund staff who work program wide as well as our State funded program options that include a collaboration with the YWCA Childcare Center, Home Base and Families in Transition.

~~5010 — AGE OF ENTRANCE~~

1. **General**

~~A child must be five years of age on or before September 1 of the calendar year in the school year for which admission to kindergarten is sought. Children who are five years old on or before September 1 may start kindergarten. The School Board recommends that children attend kindergarten one year before entering the first grade. A child must be six years of age on or before September 1 of the calendar year in the school year for which admission to first grade is sought.~~

2. **Early Admission**

~~A child, whose fifth birthday falls between September 1st and November 30th inclusive, upon request of parents, will be assessed by an established District procedure for possible early admission to kindergarten.~~

3. **Birth Certificate**

~~Parents are required to submit a birth certificate to the principal when the child is entering a preschool program, kindergarten, or first grade.~~

References: MSA 120A.20

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

~~Revised: 08-11-1987~~

~~06-20-1995~~

~~01-15-2002 ISD 709~~

Deletion: Second Reading 4-17-2018

Replaced by MSBA Policy 607

~~6085 — ORGANIZATIONAL PLAN FOR THE DELIVERY OF INSTRUCTION~~

~~The elementary and secondary schools are organized to meet the educational needs of students ranging from pre-kindergarten through age twenty-one.~~

- ~~1. Elementary schools shall be organized with programs accommodating pre-kindergarten and kindergarten through grade five.~~
- ~~2. Middle schools shall be organized with programs to accommodate grades six, seven and eight.~~
- ~~3. Senior high schools shall be organized with programs accommodating grades nine through twelve.~~

~~Reference: MS 120A.05~~

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

~~Revised: 06-20-1995~~

~~08-17-2004 ISD 709~~

**Deletion: Second Reading 4-17-2018
Replaced by MSBA Policy 607**

Adopted: _____

MSBA/MASA Model Policy 607

Orig. 1995

Revised: _____

Rev. 2005

607 ORGANIZATION OF GRADE LEVELS

I. PURPOSE

The purpose of this policy is to address the grade level organization of schools within the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to address the groupings of grade levels as recognized in Minn. Stat. § 120A.05, as follows:

~~[Note: Each school district should identify within the groupings as defined in Minn. Stat. § 120A.05, how grade levels shall be organized within the school district from the options listed below:~~

~~Elementary: Grades prekindergarten through 6 5~~

~~Middle: Minimum of two consecutive grades above 4th but below 10th~~

~~Secondary: (Grades 7 6 through 12)~~

~~Junior High Middle Grades 6 through 8~~

~~Senior High Grades 9 through 12~~

~~Vocational Grades 7 6 through 12~~

- B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

III. DEFINITIONS

- ~~B A.~~ "Prekindergarten" means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

- ~~A B.~~ "Kindergarten" means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.

- C. "First grade" means a program designed for students six years of age on or before September 1 of the calendar year in the school year for which admission to first grade is sought. The School Board recommends that children attend kindergarten one year before**

entering the first grade.

Legal References: Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Public Schools)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

~~Cross-References:~~

Replacing: 5010; 6085
Second Reading: 4-17-2018

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and used to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at a level deemed acceptable by local and state standards shall be promoted to the next grade level each year.

B. Retention

Students who do not achieve at a level deemed acceptable by local and state standards shall be retained at the current grade level, when professional staff and parents feel that it is in the best interest of the student. Scholastic ability and achievement, physical development, maturity, cultural norms, emotional factors as well as attendance and age shall be considered.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A procedure for screening and identifying **process to assess and evaluate** students for the program assignment shall be developed in coordination for such programs. **All programs will be aligned with creating the World's Best Workforce.**

2. **The school district will adopt guidelines for assessing and identifying students for participation in gifted and talented programs. The guidelines should include the use of:**

- a. **multiple objective criteria; and**
- b. **assessments and procedures that are valid and reliable, fair, and research based. Assessments and procedures**

should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

3. The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the district will:
 - a. assess a student's readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

4. The school district will adopt procedures which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The procedures must be sensitive to under-represented groups.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

Cross References: 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 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)
Policy 6240 (Demonstration of Mastery for Credit)

Adopted: 5/16/2017 ISD709

Revised: 3/20/2018 Second Reading

RESOLUTION

Acceptance of Grant Awards to Duluth Public Schools

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

WHEREAS, acceptance of the grant in accordance with the donor's terms is in the best interest of the Duluth Public Schools:

NOW, THEREFORE, BE IT RESOLVED that the Duluth Public Schools does accept the below-described grant from said organization in accordance with the terms set forth herein.

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

Organization	Author/Contact	Project Title	Award Amount	Terms
Duluth Superior Area Community Foundation – Duluth Public Schools Endowment Fund	Various	Misc.	\$28,908.00	Funds from these grants will support misc. projects and initiatives within Duluth Public Schools.
Duluth Superior Area Community Foundation – Scott D. Anderson Leadership Foundation Fund	Duluth Public Schools	Scott Anderson Leadership Forum	\$14,593	Funds will be used to support the annual, week-long Scott Anderson Leadership Forum.

2018 Duluth Public Schools Endowment Fund Applications

#	2018 PROJECT NAME	SCHOOL	PRINCIPAL	APPLICANT #	DESCRIPTION	AMOUNT REQUESTED	AMOUNT APPROVED
1	Visual Arts 'Framework'	Lincoln Park Middle School	Brenda Vathauer	Christine Valento	Students will creat artwork of high visual standard and prepare for public display. The funds will be used to buy 24 franes. 150 students	\$480.00	\$480.00
2	Technology in the Classroom	Duluth East High School	Danette Seboe	Jessica Cook	Purchase 3 chromebooks for special education students who would use them outside of the library if they need extra time to finish there work. 51-75 students	\$650.00	\$650.00
3	3 Rs....Rock and Read with Real life!	Lester Park Elementary	Mrs. Susan Lehna	Susan Mikel	Purchse 3 Hokki stools (allows students to move about on the stools) and 80 informational books for primary level readers. 31-40 students	\$767.00	\$767.00
4	Literacy Enhancemet	Stowe Elementary	Nathan Glockle	Helen Bergman	Purchase magnetic letters, boards and other literay supplies incluing supllimentary books for LLI (multiple copies to be able to do groups of students at a time) to enhance reading program. 41-50 students	\$1,000.00	\$1,000.00
5	Student Support Space	East High School	Danette Seboe	Lisa Wentworth	Turn an emply office into a space for students to provide a safe, comfortable place for students dealing with anxiety, sensory issues, depressioin and other mental health struggles. Funds will be used to purchase furniture, fidget toys, poster, lamps for appropriate lighting, yoga mates, "Girls in Real Life" book adresing lessons for teen girls and more. 150 students	\$1,000.00	\$1,000.00

2018 Duluth Public Schools Endowment Fund Applications

6	Social Emotional Learning for Classes K-5	Lowell Elementary	Jen Larva	Taylor Walling	Funds will be used to purchase Byron Garnett Social Emotional Learning Collection Grades K-5. Each grade level will get their own book bin. Effectiveness will be monitored using the semi-annual resiliency evaluations. 150 students	\$1,014.00	\$1,014.00
7	Bonsai Hands On Learning	Lincoln Park Middle School	Brenda Vathauer	Katie Oliver	Will focus on growing Bonsai trees. Funds will be used to transport students to Comop Conservatory to see Bonsai trees (\$700) and to buy pots and Bonsai trees. 21-30 students	\$1,075.00	\$0.00
8	Look, It's a bird, It's a plane... It's AVIATION!	Ordean Middle School	Gina Klieve	Peter Froehlingsdorf	Introduction of aviation to 6th grade students through a STEM approach. Funds will be used to purchase 32 hours of instructional materials. 120 - 150 students	\$1,080.00	\$1,080.00
9	STEM with Legos	Stowe	Nathan Glockle	Kristina Downs	Purchase legos, storage bins and lesson cards to teach STEM through critical thinking to 3rd grade students. 21-30 students	\$1,300.00	\$1,300.00
10	Knowledge Through Technology	Denfeld High School	Tonya Sconiers	Jennifer Fabbro	Would purchas iPads for students. Apple products are not supported by ISD 709 6-10 students	\$1,370.00	\$0.00
11	Science Exploration for Early Childhood	Duluth Preschool-Laura MacArthur	Pam Rees	Amanda Goodreau	Funds will be used to purchase materials for pre-K students to explore and experiement with light, sound, smells, and allow students to be hands on. 11-20 students	\$1,439.00	\$1,439.00
12	PLC Swimming Curriculum Initiative	Ordean East Middle School	Gina Klieve	Elizabeth McCuskey	Purchase 40 pairs of flippers for swimming classes. 150 students	\$1,500.00	\$1,500.00

2018 Duluth Public Schools Endowment Fund Applications

13	Drums Alive Program	Linda Puglisi	Nathan Glockle	Linda Puglisi	Purchase Dum-n-Store Bucket set with 36 buckets, 36 exercise balls 36 sets of drum sticks and activity guide. 150 students. We will fund 30 sets of buckets, balls and drum sticks.	\$1,544.00	\$1,286.00
14	Special Education DCD/ASD-3 (Career Exploration)	Ordean East Middle School	Gina Kleive	Stephanie Jaspersen-Agenes	Purchase 6 chromebooks for special needs students. 11-20 students. We will fund 3 chromebooks.	\$1,569.00	\$785.00
15	6th Grade Day Camp - Orientation	Ordean East Middle School	Gina Kleive	Gina Kleive	Purchase 320 T shirts that will be given to 6th graders during day camp orientation.	\$1,750.00	\$0.00
16	Laura MacArthur World Beat Drumming	Laura MacArthur School	Clayton Norman	Adam Metzger	Purchase 8 tubano drums and a variety of hand percussion instruments. 6-10 students	\$1,920.00	\$1,920.00
17	Multilevel Classrooms + Hi-Tech = Success 2018	Ordean East Middle School	Gina Kleive	Nathan Norman	Purchase up to 53 individual student ALEKS licenses. 51-75 students	\$1,988.00	\$1,988.00
18	Congdon Park Life Structures - Bats	Congdon Park	Kathi Kusch Marshall	Cindy Miller	Purchase materials for building bat habitat and study materials on bats.	\$2,000.00	\$0.00
19	Congdon Park Maker Space Project	Congdon Park	Kathi Kusch Marshall	Cindy Miller	Purchase instructional books focus on the 4 Cs of STEM Learning: Creativity, Critical Thinking Collaboration and Communication. 150 students	\$2,000.00	\$2,000.00
20	Connecting PLC, Assessment, & Instruction	Ordean East Middle School	Mrs. Gina Kleive	Timothy Churchill	Purchase Timothy Kanold books to help teachers to improve math teaching skills. ISD 709 teachers who have attended Solution Tree / Kanold workshops will provide the instruction to the teachers.	\$2,000.00	\$0.00

2018 Duluth Public Schools Endowment Fund Applications

21	Harmony Bridge: Music & Senior Living Connection	Ordean East Middle School	Mrs. Gina Kleive	Leslie Churchill	Middle school students will do a minimum three concerts at senior living centers (30 mins) and also have 30 mins of conversation with seniors. Funds will be spent to purchase Harmony Bridge program music. 150 students	\$2,000.00	\$2,000.00
22	Improving Fluency for Striving Readers	Denfeld High School	Tonya Sconiers	Carla Harrold	Purchase reading texts and five Chromebooks to assist with improving reading fluency. 76-100 students	\$2,000.00	\$2,000.00
23	Lincoln Park Health Fair	Lincoln Park Middle School	Brenda Vatthauer	Karla Winterfeld	Put on health fair including dinner for students, families, staff and community members. Funds will be spent on fees for demonstrations/lessons/activities (yoga, zumba, etc. - \$100), blender bike rental - \$100, food & paper products \$400, display boards and supplies or create health exhibits - \$1400. Expect 200 attendees	\$2,000.00	\$0.00
24	Outdoor Flight Expansion	East High School	Danette Seboe	Hamilton Smith	Purchase transmitters, batteries, servos, speed controllers and receivers for Aerospace Physics course to build model aircraft. Believe we funded last year. 51-75 students.	\$2,000.00	\$2,000.00
25	Outdoor Gear for Learning!	Lowell Elementary	Jennifer Larva	Crystal Goldman	Purchase rainsuits and boots so students can go outside in the woods for learning opportunities.	\$2,000.00	\$0.00
26	Panthers With Answers	Piedmont Elementary	Beth Shermoen	Jacob Laurent	Purchase T shirts to create excitement around MCA testing for students and teachers.	\$2,000.00	\$0.00

2018 Duluth Public Schools Endowment Fund Applications

27	Prairie Fire Children's Theatre	Laura MacArthur Elementary	Clay Norman	Jody Peck	Promote theatre performing by bringing in the Prairie Fire Childre's Theatre for grades 2-5. Funds will pay for hotel rooms for directors, Praire Fire Children's Theatre fee, T Shirt and snacks. 51-75 teachers.	\$2,000.00	\$0.00
28	STEM-Kindergarten Problem Solvers	Laura MacArthur	Clayton Norman	Kim Eaton	Purchase a variety of STEM kits and materials to teach stem principals to students through hands on learning. 21-30 students.	\$2,000.00	\$1,132.00
29	Take Action to Read and Write	Denfeld High School	Tonya Sconiers	Susan Olson	Provide materials to help improve reading skills by purchasing books, subscriptions for Scholastic Action Magazine and Scholastic News Just Write. 51-75 students	\$2,000.00	\$2,000.00
30	Wanted: 21st Century 3rd Grade Classroom!	Piedmont Elementary School	Beth Shermoen	Jenna Amundson	Would purchas iPads for students. Apple products are not supported by ISD 709 21-30 students	\$2,000.00	\$0.00
31	Wiggle While You Work!	Laura MacArthur	Clayton Norman	Kim Eaton	Address issues with Kindegarten students who can't sit still by purchasing a variety of "seating" aids and 1 chromebook to help track data. Eliminate chromebook	\$2,000.00	\$1,567.00
					Total	\$49,446.00	\$28,908.00

	# of APPLICATIONS RECEIVED	31
	# of APPLICATIONS APPROVED	21
	TATE & LYLE STEM FUNDS AVAILABLE TO SPEND	\$4,500.00
	DPS FUND AVAILABLE TO SPEND	\$24,408.00
	TOTAL FUNDS AVAILABLE TO SPEND	\$28,908.00
	AMOUNT REQUESTED	\$49,446.00
	TOTAL FUND AMOUNT APPROVED	\$28,908.00
	Balance	\$0.00



RECEIVED

APR 02 2018

Office of the Superintendent

BOARD OF TRUSTEES

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March 30, 2018

Mr. William Gronseth
Superintendent
ISD#709 - Duluth Public Schools
215 North First Avenue East
Duluth, MN 55802

Dear Mr. Gronseth:

I am pleased to inform you that a grant for \$14,593 from the Scott D. Anderson Leadership Foundation Fund for your project/program – “*Scott Anderson Leadership Forum*” was approved at the March 28, 2018 meeting.

Enclosed please find our Grant Agreement. If these conditions are acceptable to you, please return the signed and dated document to us as soon as possible. **Please review the contingency on the agreement (number 9): Inform DSACF if there are situations where a student is unable to participate and other resources are not available to help with the registration fee.** Once the agreement has been received, a check for \$14,593 will be mailed to ISD#709 - Duluth Public Schools.

As we understand the term of this grant to be through December 31, 2018, please submit a Final Project Report, including all requested materials, by March 1, 2019. This Final Report and instructions for its completion, is accessed through the online grant application portal, which you can find through our web site (www.dsacommunityfoundation.com). The report will help us determine the effectiveness of this grant.

We also request that the Community Foundation be credited for this grant in all related publicity materials and that you forward copies of those materials to us for our files. Credit lines should read, “Funded (or Funded in part) by the Scott D. Anderson Leadership Foundation Fund of the Duluth Superior Area Community Foundation.”

We are very pleased to be able to help you with your project and wish you continued success.

Sincerely,

Holly C. Sampson
President

Enclosure

C: Chris Peterson, ISD#709 – Duluth Public Schools Finance Department
Rory Johnson, Scott Anderson Leadership Forum

Private giving for the public good.

“Fostering generosity, civic engagement, and inclusiveness”

Zeitgeist Center for Arts and Community • 222 East Superior Street, Suite 302 • Duluth, MN 55802

P: 218.726.0232 • F: 218.726.0257

info@dsacommunityfoundation.com • www.dsacommunityfoundation.com



MEMORANDUM

TO: Curriculum Dept.

FROM: Patricia Fleege, Adult Diploma Program

SUBJECT: High School Diploma

DATE: March 27, 2018

The following student completed all requirements for graduation from I.S.D. 709 via the Adult Diploma Program and requests her Duluth Public Schools diploma, dated March 27, 2018:

Samarrea Pearson

March 28, 2018

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

Dear Ms. Starzecki,

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

NAME OF GRADUATE

Rebecca L. Rutka

SCHOOL ON DIPLOMA

GRADUATION DATE

Duluth Public School

3/28/2018

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

**Adrian Norman
Principal**

**Michelle Porter
Administrative Assistant
Area Learning Center**

March 19, 2018

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

Dear Mr. Gronseth,

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

Name of Graduate/School

Graduation Date

Adam Brickley Witta

Rockridge Academy

March 29, 2018



Thank you,
Denise Clairmont
Principal