

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, May 15, 2018

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

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

A. Assistant Superintendent's Report

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As part of her monthly report, Assistant Superintendent Starzecki highlighted efforts in teaching and learning across ISD 709. Updates were shared regarding implementation of District initiatives to support teaching and learning. As part of her report, Assistant Superintendent Starzecki also shared an update regarding the ongoing efforts to develop an action plan in response to disproportionate discipline data.

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

B. Informational Presentations

1) Record of Continuous Improvement (RCI) Presentations

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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 reviewed the continuous improvement process for their site: Lakewood Elementary and Laura MacArthur Elementary School.

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

2) Advisory Committee Update

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The district has a variety of advisory committees that inform our work. This month, we heard an update from the Education Equity Advisory Committee (EEAC). Cruz Mendoza, EEAC Chair, and committee members presented.

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

C. Grant Applications

1) MACAC National College Fair Grant

Sandra Rich, Duluth East High School, has submitted a grant application to the Minnesota Association for College Admission Counseling (MACAC) in the amount of \$3,400. If awarded, funds will be used to pay for busing to the Minnesota National College Fair in Minneapolis, MN in October 2018. Duluth East 11th grade students are given the opportunity to attend this event.

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

2) Essentia Health Grant

Melissa Janzen, Homecroft Elementary School, has submitted a grant application to Essentia Health in the amount of \$4,999. If awarded, funds will be used to develop plans to resolve drainage issues with the field at Homecroft Elementary School. Ms. Janzen is working closely with Facilities Management regarding her intent to obtain supplemental funding to resolve the drainage issue.

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

3) Lloyd K. Johnson Foundation Grant

Duluth Public Schools ISD 709 has submitted for and received a grant from the Lloyd K. Johnson Foundation in the amount of \$1,900. Funds will be used to support the Duluth Service Learning Collaborative.

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

D. Regulations - None

2. Action Items

A. Presentation Items Requiring Approval

1) FY19 State Head Start Grant 44

On behalf of Head Start Director Pam Rees, Assistant Superintendent Starzecki presented an overview of the FY19 State Head Start Grant application for approval.

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

B. Resolutions

1) Resolution E-5-18-3540 - Acceptance of Grant Awards to Duluth Public Schools 45

Attached is Resolution E-5-18-3540 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards from the following organizations:

Lloyd K. Johnson Foundation
Lester Park Foundation

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-5-18-3540 - Acceptance of Grant Awards to Duluth Public Schools.

2) Resolution E-05-18-3541 - Response to American Indian Education Resolution of Concurrence and Non-concurrence 2017 48

Attached is Resolution E-05-18-3541 - Response to AIE Resolution of Concurrence and Non-concurrence 2017, in response to recommendations made by the AIE Parent Committee.

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-05-18-3541 - Response to American Indian Education Resolution of Concurrence and Non-concurrence 2017.

C. Diploma Requests 51

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

Samantha R. Smith - April 12, 2018
Van Michael Johnson - April 13, 2018
Amber Tietge - April 20, 2018
Austin J. Balen - April 24, 2018
Kaitlyn Rose West - April 25, 2018
Jared Thomas Larson - April 30, 2018
Drew Gary-Michael Brower - May 1, 2018
Haley Nicole Fossen - May 1, 2018
Jomari Earl Alexander - May 2, 2018
Skyler James Smith - May 4, 2018
Jasmine M. Clark - May 4, 2018
Joshua Keith Blacketter - June 5, 2018
Melinda Louise Bolgrien - June 5, 2018
Esther Abigail Elizabeth Hammer - June 5, 2018
Caleb John Undahl - June 5, 2018
Megan Marie Kenney - June 5, 2018
Matthew R. Jupp - June 5, 2018
Samantha Pavek - June 5, 2018

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

D. Policies - None

E. Extended Trip Requests - None

3. **Future Items**

Curriculum Director's Report & Future Recommendations - June
Technology Plan Update - June
Comp Ed Funding Alignment & Reporting Template (SIP) - June
Policy Updates

May 2018

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

Full Service Community Schools

The 2018 Community School National Forum, sponsored by the Coalition for Community Schools, was held May 1-4. A team of community partners and school staff attended the annual conference in Baltimore, MD. This year, we presented at the national conference regarding our partnership with *Together for Health*. Thank you to Education Minnesota for covering the cost for me to attend and assist in the presentation for ISD 709.

Duluth Community School Collaborative 20 Year Celebration was held on April 19. It was well attended and a wonderful event. Thank you to the Collaborative Board for organizing this celebration.

Early Childhood Summit

The 2018 NE MN Early Childhood Summit hosted by the Northland Foundation was held on April 19. We had 35 staff attend this year and the costs for registration and subs were covered by the Northland Foundation. We had teachers, principals, superintendents and board members attend the event. The main presenter discussed the topic of trauma and the impact it has on our earlier learners.

Mental Health Conference

The nation's largest children's mental health conference was held in Duluth on April 15-17 by the MN Association for Children's Mental Health. Grant dollars were used to support ISD 709 staff to attend. I attended along with some teachers, social workers, etc. The event was filled with information for schools regarding historical trauma and trauma informed schools.



Wellness Policy Update

We have been focused on building awareness of policy and supporting compliance with federal requirements while working to encourage school sites to develop their own solutions for promoting healthy, safe environments for all students.

Implementation of the wellness policy has consisted of the following:

- Communication plan regarding new wellness policy has been implemented
- Fundraising alternatives and resources for schools and parents are posted to our website: <http://www.isd709.org/for-parents/Wellness-Policy>
- School wellness promotion (walk/bike to school days, Farm to School program at several sites, development of resources to educate and promote wellness in schools and among principals, encouraging school sites to be self-directed – not top down)

Outcomes:

- Alternatives were found for special education services fundraisers.
- Surveys were conducted with each principals regarding wellness policy implementation and shared with wellness committee. Feedback from school principals has been generally positive – they feel staff understand the expectations of the policy. We need to focus more communications efforts on parents/families.

Wellness Next Steps:

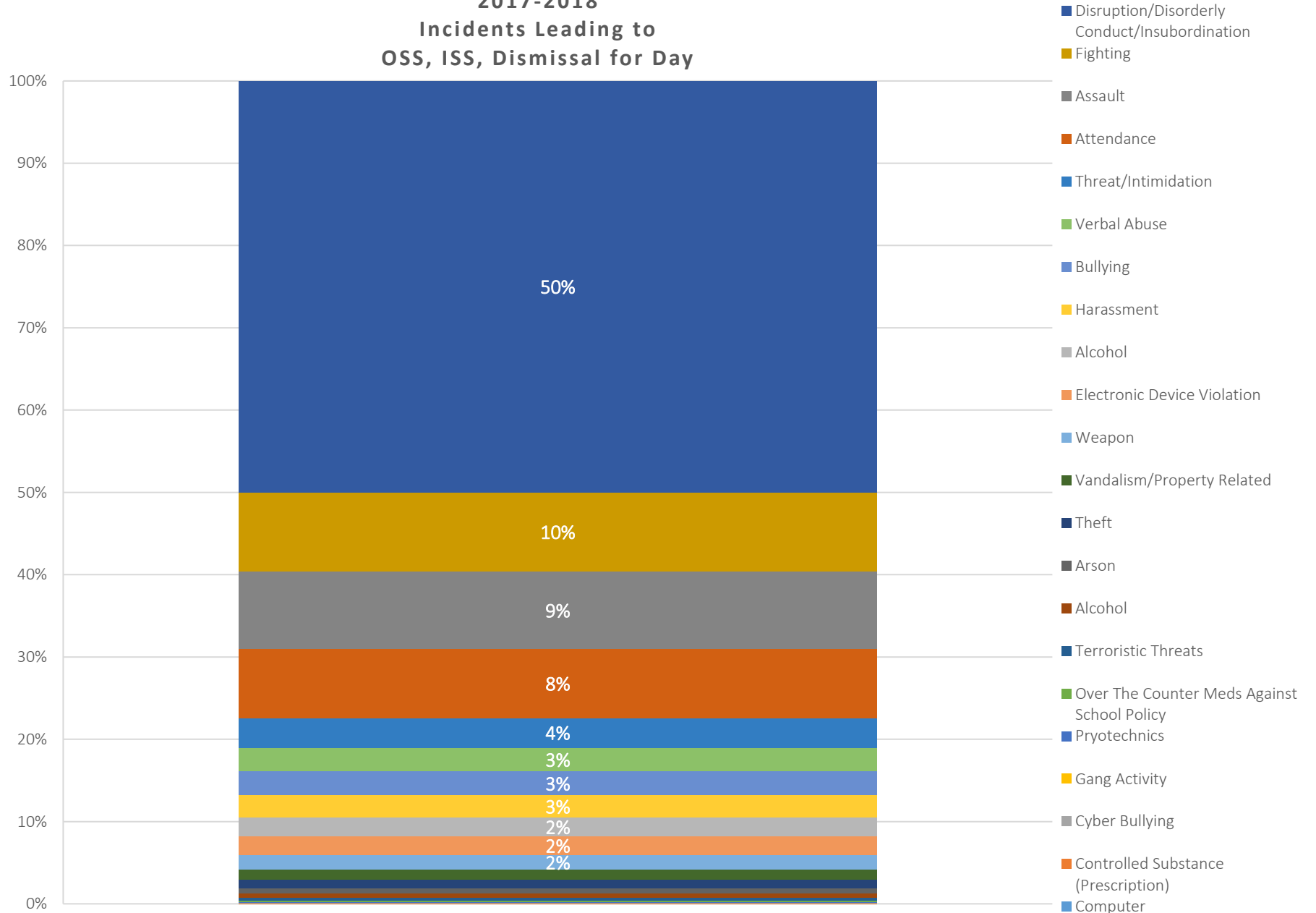
The wellness committee has discussed the need for greater focus and collaboration with community partners in the realm of mental wellness and substance abuse prevention. The focus on nutrition and physical activity in our schools will continue.

Disproportionate Discipline Plan Update

I recently facilitated two meetings in preparation for our action plan to address disproportionate discipline. We first met with principals, then with elementary, middle and high school QLTs to review district data and determine initial first steps. We are now in the process of developing a leadership team to oversee this work. Please see the attached data, shared with these teams, as part of the board packet.



2017-2018 Incidents Leading to OSS, ISS, Dismissal for Day



TOTAL INCIDENTS = 1859 (TO DATE)

DULUTH PUBLIC SCHOOLS

	Demographics	2015-2016 Suspensions (days)		2016-2017 Suspensions (days)		2017-2018 Suspensions (days to date)			
		Number	Percent	Number	Percent	Number	Percent		
District	Hispanic/ Latino	253	3%	61	5%	51	3%	46	4%
	American Indian/Alaskan Native	346	4%	153	12%	206	13%	104	8%
	Asian	124	1%	4	0%	0	0%	8	1%
	Black /African American	551	6%	354	27%	419	26%	359	28%
	Native Hawaiian/Pacific Islander	*	*	0	0%	0	0%	0	0%
	White	6768	77%	528	40%	735	46%	509	39%
	Two or more races	798	9%	228	17%	201	12%	276	21%
	Free/Reduced	3856	44%	747	56%	1455	90%	1140	88%
	Special Education	1587	18%	581	44%	853	53%	730	56%
	Male	4534	51%	986	74%	1180	73%	969	74%
Female	4310	49%	342	26%	432	27%	333	26%	

2017-2018 data calculated through 4.20.18
 *= Fewer than 10 students - Data suppressed to maintain data privacy
 Totals may not equal 100% due to rounding

Laura MacArthur

Elementary

Clay Norman, Principal
Shane Johnson, CIT Teacher

Celebrations

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

- Staff that care about kids
- Improved building climate
- Social Emotional Learning
- PBIS begins next year



CIT Members

Name	Role
Norliza Tarnowski	1st grade teacher
Tanya Hallgren	2nd grade teacher
Deb DeBolt	3rd grade teacher
Shane Johnson	4th grade teacher/reading specialist
Adam Metzger	5th grade teacher
Melissa Olson	SPED teacher
Clay Norman	Principal



COMPREHENSIVE NEEDS ASSESSMENT

Data Review

2016-2017 School Goals	Met/Not Met
1. All student groups will increase reading proficiency.	
2. All student groups will increase in math proficiency.	
3. 1st 20 days of behavior workshop will be implemented.	Met

Data Review

Non-Academic

Enrollment / Demographics	
	2016-2017
All Students	385
American Indian	5%
Asian	1%
Hispanic	4%
Black	7%
White	70%
More than one race	13%
English Learner	1%
Special Education	25%
Free or Reduced Lunch	75%

Data Review

Academic

Reading Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	52.6	57.5	53.5	44.7
American Indian	27.3	33.3	26.7	
Asian				
Hispanic				
Black			36.4	18.8
White	57.3	62	58.1	49.6
Two or more races				
Special Education	45.2	42.3	36.4	28.3
Free or Reduced Lunch	46.9	51.7	47.3	39

Data Review

Academic

Math Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	72.9	64.2	53.8	54.3
American Indian	45.5	50	42.9	44.4
Asian				
Hispanic				
Black	20	22.2	18.2	31.3
White	80.4	72.3	61	56.4
Two or more races				
Special Education	61	57.7	41.9	30.2
Free or Reduced Lunch	68.5	59.5	49	50

Data Review

Academic

Reading Proficiency By Grade

	2013-2014	2014-2015	2015-2016	2016-2017
3	38.7	52.2	44.3	45.3
4	49.2	47.5	46.7	39.6
5	68.1	74.1	68.8	48.3

Math Proficiency By Grade

Grade	2013-2014	2014-2015	2015-2016	2016-2017
3	60	67.6	54.1	57.3
4	74.6	57.4	58.3	56.6
5	82.6	67.2	49.2	48.3

Data Review

Academic

Reading Growth 2016-2017	Low	Medium	High
Proficient	15.5%	17.5%	11.7%
Not Proficient	26.2%	17.5%	11.7%

Math Growth 2016-2017	Low	Medium	High
Proficient	11.7%	27.2%	17.5%
Not Proficient	19.4%	16.5%	7.8%

Data Review

Perception, Program, Fidelity

1. *CIT leaders report staff feel student climate has improved due to behavior plans implemented to address behavior.*
2. *Based on reading data, 4th grade students who are in the second year of Wonders have made gains in their reading ability and scores.*
3. *Monitoring implementation of Morning Meetings and supporting Zones of Regulation.*

Summary of CNA

Successes:

- School Climate
- Behavior Procedures
- High approval rate to implement PBIS

Prioritized Concerns:

- Continued behavior support
- Reading instruction and intervention

School Goals 2017-2018



1. Increase reading proficiency from 39% to 44%.
2. Increase math proficiency from 50% to 52%.
3. Implement PBIS with fidelity

School Action Plan

Initiatives

- Zones of Regulation
- PBIS beginning next year

Instructional Practices (Practice Profile Focus)

- Balanced Literacy
- Increase in reading Support

Any questions?



Lakewood Lynx

Darren Sheldon, Principal
Name, CIT Teacher (Nobody Volunteered
As of Today)

Celebrations

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

- MCA Scores are above the state average.
- PBIS Work (I could do a whole nice slideshow on this work for you.)
- Relationships between families and staff.
- Relationships between students and staff.
- Dedicated staff who know ALL students.




CIT Members

Name	Role
Darren Sheldon	Principal
Heather Kemp	Grade 5 Teacher
Katie Stresow	K-1 Teacher
Kim Evavold-Bolf	Grade 3 Teacher



COMPREHENSIVE NEEDS ASSESSMENT

Data Review

2016-2017 School Goals	Met/Not Met
1. This goal is complicated and based on FAST Data from the beginning of the year to the end of the year in aReading.	Our goal was that at least three of our six grade levels reach their goal to increase a certain percentage of students from the beginning of the year to the end of the year. We met this goal as four of the six classrooms did.
2. This goal is complicated and based on FAST Data from the beginning of the year to the end of the year in aMath.	Our goal was that at least three of our six grade levels reach their goal to increase a certain percentage of students from the beginning of the year to the end of the year. We went in to look at the data early this year and couldn't get into the appropriate data to determine. However, our MCA scores correlated to determining that we were successful in math.
	 The logo for Duluth Public Schools, featuring the text "Duluth Public Schools" in a bold, sans-serif font. To the left of the text is a vertical stack of three colored squares: yellow, red, and teal. The number "60709" is written vertically in yellow to the left of the text.

Data Review

Non-Academic

Enrollment / Demographics				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	249	242	236	227
American Indian	0	0	1	1
Asian	0	0	1	2
Hispanic	2	2	6	6
Black	0	0	0	0
White	243	237	225	214
More than one race	4	3	3	4
English Learner	0	0	0	1
Special Education	14	14	14	12
Free or Reduced Lunch	97 / 39%	83 / 34%	80 / 34%	74 / 33%

Data Review

Academic

Reading Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	66.2%	62.2%	64.5%	71.1%
American Indian	NA	NA	NA	NA
Asian	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA
Black	NA	NA	NA	NA
White	71.1	71.1	71.1	71.1
Two or more races	NA	NA	NA	NA
Special Education	36.4%	18.2%	28.6%	25%
Free or Reduced Lunch	44%	47.8%	44.7%	57.1%

Data Review

Academic

Math Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	75.9%	69.3%	71.1%	70.2%
American Indian	NA	NA	NA	NA
Asian	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA
Black	NA	NA	NA	NA
White	65.6%	61.6%	64.4%	71.6%
Two or more races	NA	NA	NA	NA
Special Education	27.3%	27.3%	42.9%	37.5%
Free or Reduced Lunch	68%	54.3%	60.5%	54.3%

Data Review

Academic

Reading Proficiency By Grade				
	2013-2014	2014-2015	2015-2016	2016-2017
3	54.3%	46.3%	67.5%	63.6%
4	57.1%	64.4%	46.3%	76.9%
5	86.7%	75.6%	80.0%	71.4%
Math Proficiency By Grade				
Grade	2013-2014	2014-2015	2015-2016	2016-2017
3	82.6%	56.1%	72.5%	63.6%
4	61.9%	77.8%	58.5%	82.1%
5	82.2%	73.2%	82.5%	64.3%

Data Review

Academic

Reading Growth 2016-2017	Low	Medium	High
Proficient	6 / 7.8%	22 / 28.6%	17 / 22/1%
Not Proficient	3 / 3.9%	15 / 19.5%	14 / 18.2%



Year	Percent On-Track
2013	73.2%
2014	63.1%
2015	55.9%
2016	60.8%
2017	68.9%

Data Review

Academic

Math Growth 2016-2017	Low	Medium	High
Proficient	2 / 2.6%	21 / 27.3%	28 / 36.4%
Not Proficient	3 / 3.9%	13 / 16.9%	10 / 13%



Year	Percent On-Track
2013	73.2%
2014	72.4%
2015	82.6%
2016	68.3%
2017	76.7%

Data Review

Perception, Program, Fidelity

Perception: Data taken from 2013-15 showed some of the following areas needing improvement:

- Dissatisfaction with school climate among staff (trust & communication and adult treatment within the school).
- School administration response to issues involving students needs improvement.
- Parent dissatisfaction with office staff.
- There is some bullying among students.
- Student access to support services.
- Behavior expectations, rules, and consequences enforced.

Program: The following Programs are happening at Lakewood.

- My Learning Plan: In Place
- Balanced Literacy: Two Practice Profiles: 1) Balanced Literacy Research; 2) Whole Group Interactive Read Aloud : in initial stages
- Positive Behavior Interventions & Supports: In Place
- Green Team--Student Led Recycling
- Professional Learning Communities: Developing

Fidelity Data: We do not have a lot of Fidelity Data except through our TFI with PBIS.

Share key data from these categories

- We will be reviewing perception data after our district/school survey in May to determine school climate, bullying, and parent satisfaction.
- We have used PBIS as a tool to teach behavior expectations, reduce bullying, consistent behavior response, and to bring staff together sharing common language.
- We have had a lot of turnover in staff the past two years which has changed a lot of the perception above.
- We will need to continue Balanced Literacy as part of our Record of Continuous Improvement.
- PLCs will need to be addressed in the next couple of years.

Summary of CNA

Successes:

- MCA Math/Reading scores are above the state average.
- Science scores are well above the state average.
- Some data from a different survey sent out in 2015-16 survey does show increased school climate.

Prioritized Concerns:

- Because we are a small school it is more difficult to incorporate MTSS like other schools. Tied into MTSS is our staffing challenges, which I talk about in below.
- Lakewood has Splits at K-1, 2-3, and 4-5. This is unique because of our numbers at Lakewood. There is really nothing we can do at this time, but it is sometimes hard to PLC and configure classrooms.
- Staffing changes every year, sometimes dramatically. Classroom Teachers often post into Lakewood and because we are small our CST, Specialists, and Americorp have changed frequently.
- Making sure we have the resources to do everything appropriately.
- Continuing initiatives when district office staff or school staff leave.

School Goals 2017-2018



Goal 1-Reading

Scoring	Reading		<u>Spring Score</u>
4	Exceeds	75%	
3	Meets	66%	
2	Partially Meets	65%	
1	Does Not Meet	Below 65%	

Goal 2-Math

Scoring	Math		<u>Spring Score</u>
4	Exceeds	80%	
3	Meets	75%	
2	Partially Meets	70%	
1	Does Not Meet	Below 70%	

School Action Plan

Initiatives

- PBIS
- MTSS
- Constant re-working of CST
- In the future: PLC, Math, and All BL components

Instructional Practices (Practice Profile Focus)

- Research Balanced Literacy Components
- Whole Group Interactive Read Aloud

Any questions?



Key Components of Continuous Improvement

This document illustrates the key components of continuous improvement. It shows the difference between teams maintaining the status quo and those committed to continuous improvement.

When approaching improvement focused only on the status quo, some short-term compliance may be met, but ongoing improvement cannot be achieved. When the approach is of a growth mindset, ongoing improvement and relationships are made while building the capacity and sustainability.

Key Components	Status Quo	Commitment to Continuous Improvement
Equity	<p>The goal of equity work is focused on equality, meaning all students receive the same support.</p> <p>Equity work is done in isolation and not embedded throughout the work.</p> <p>Programs and practices in your district may inadvertently privilege some students over others.</p>	<p>Equity is giving all students what they need while paying attention to persistent inequities such as disparities in discipline, achievement and opportunities.</p> <p>Equity criteria, intentionally used to steer the planning process, includes conversations around access, participation, representation and outcomes.</p> <p>When decisions are made team members think about unintended consequences for some students.</p>
Compliance	<p>There is a singular focus on doing only what is required and making no change.</p>	<p>Teams focus on improvement to address the needs of students and the organization.</p> <p>Accountability and compliance are part of the process but not the sole focus.</p> <p>There is an intentional focus on multiple perspectives that are valued and validated.</p>
Vision	<p>The vision is narrow, unclear and established with little input from stakeholders.</p>	<p>Teams develop a vision that includes doing everything possible to improve instruction and learning for all students.</p> <p>They use evidence to inform the vision that is created by integrating a variety of stakeholder viewpoints, and ensure the vision clarifies how every child has an equitable opportunity to succeed.</p>
Leadership	<p>There is a top-down leadership that focuses on completing requirements.</p> <p>Areas of emphasis often change as leaders change, and there is less opportunity for sustainable improvement</p>	<p>Leaders create safe, inclusive spaces that identify, acknowledge, and enable shared decision-making that supports students and adults.</p> <p>Leadership team members have knowledge and understanding of equitable practices and implementation; and skills for involving community members in meaningful ways.</p>

DRAFT

Step 1: Establish a Leadership Team of Stakeholders	Questions	Tasks	Sub Tasks or Considerations	Resources
Guiding Questions:	Who will be involved in the process? How will we engage stakeholders?			Record of Continuous Improvement
Who will develop the leadership team?	Assign a facilitator.		Assign someone to lead the development of the leadership team. If this person will not be the primary facilitator of leadership team work, ensure someone else is assigned the role of facilitator.	Leadership team rubric.
What stakeholder perspectives should be represented on the leadership team?	Define stakeholders to join the team.		Define stakeholders to join the team. Include multiple internal and external stakeholders who are directly affected by the system being improved. Ensure that the perspectives of historically underserved populations are represented appropriately.	
How will leadership team members be recruited?	Build the team		Determine a process to recruit, select, and appoint leadership team members (including stakeholders) who are reflective of demographics of students served and all functions critical to team tasks.	
How will the leadership team function?	Determine schedules, norms, roles and responsibilities.		Determine schedules, norms, roles and responsibilities. Take stakeholders' needs into account when scheduling and conducting meetings.	
How will the leadership team embed equity throughout the process?	Develop an equity-focused mission and vision.		Develop a shared definition of equity. Use the equity definition to guide the creation of a mission and vision. Connect the leadership team's mission and vision to the local World's Best Workforce (WBWF) strategic plan.	MDE definition, 10 equity commitments, 4 equity criteria, etc. Mission and vision development tool (TBD).
How will we communicate and celebrate progress?	Create a communication plan.		Ensure the communication plan includes steps to relay information and collect feedback about progress to and from participants and key stakeholders.	
	Choose a way to celebrate.		Ensure that the celebration is appropriate and welcoming for all.	

Local Solutions to End Poverty



ROUNDTABLE DISCUSSION GUIDELINES

April 25, 2018 Denfeld High School

Respect and equal opportunity sharing are the watchwords for the event. We encourage all participants to share or state they will pass before anyone speaks twice.

All participants should avoid dominating or campaigning—by campaigning we don't mean just campaigning for office but also don't campaign for a pet idea or pet peeve to the exclusion of listening to other points of view. Give time for everyone to share before speaking again. A guideline of no more than 3 minutes for each share is suggested.

After the meal, the group will discuss steps forward to solutions to the issue. A notetaker will record solutions. The group will select the most able person to report these ideas to the whole room.

If an elected official is ready to commit to act on these solutions, they are requested to do the report out and make a verbal commitment.

ENHANCED COMMUNICATION

Councilor Sally Trnka:

Communication between the School Board, Administration and the Communities at large have been inadequate. Examples"

- The Educational Equity Advisory Committee of the School Board has not had a quorum for many months.
- Decisions to deselect *To Kill A Mockingbird* and *Tom Sawyer* from the curriculum were made without community discussion.
- The location of the annual school board retreat was changed at the last minute to the Aquarium which lacks bus service or free parking. The public was not notified or encouraged to attend this important vision setting meeting.
- The administration does not ask for input about or share basic information with the board about programs and plans and instead asks only for approval after they have been developed.

How has the school district succeeded in opening communication with low income and communities of color in the past?

Cruz Mendoza:

What can be done to develop new channels of communication with the community?

What are barriers that can be addressed?

Group:

How can community leadership be supported by the schools?

Local Solutions to End Poverty



The Issue: What issue did your group examine?

The Team: Who was present during your conversation?

The History: What is currently being done in Duluth to address this issue?

The Status: Have there been recent improvements on this issue and what is unresolved?

The Accountability: How can Duluth citizens, community organizations and elected officials continue working together on this issue?

The Solution: What needs to be done first and when should it be done?

**Duluth Public Schools Head Start Program
FY19 State Head Start Grant Application**

FUNDING TYPE	FUNDING LEVEL	STATE FUNDED ENROLLMENT
Early Head Start (Infants and Toddlers) @ YWCA Childcare Collaboration and Families in Transition	\$214,608.	16
Head Start (Preschoolers)	\$287,280.	30
Remaining balance	\$5105.	0
State Grant Total	\$506,993.	46

The State Head Start Grant fully funds the following positions:

- 1 Families in Transition Teacher/Advocate (30 hours) serving 9 children
- 1 Families in Transition Teacher/Advocate (30 hours with summer work with infants and toddlers) serving 9 children
- 1 Childcare Collaboration Teacher/Advocate (30 hours with summer work with infants and toddlers) serving 16 children
- 1 Home Based Teacher/Advocate (40 hours) serving 12 children

The State Head Start grant partially funds the following positions:

- Business Manager
- 2 Clerical staff (shared with ECFE)
- Program Director
- 4 Service Area Coordinators
- Recruiter
- 1 Mental Health Consultant

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.

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
Lloyd K. Johnson Foundation	Duluth Public Schools ISD 709 – Tonya Sconiers	Duluth Service Learning Collaborative	\$1,900	Funds from this grant will support the Duluth Service Learning Collaborative.
Lester Park Foundation	Various – Lester Park Elementary Teachers & Staff	Misc.	\$4174.26	Funds from these grants will support misc. projects and initiatives at Lester Park Elementary School.

Lloyd K. Johnson

FOUNDATION

March 23, 2018

Duluth Public Schools ISD 709
Ms. Tonya Sconiers, Principal
401 North 44th Ave West
Duluth, Minnesota 55807

Dear Tonya:

The Board of the Lloyd K. Johnson Foundation is pleased to inform you that a grant to Duluth Public Schools ISD 709 in the amount of \$1,900 has been approved to support Duluth Service Learning Collaborative.

In order to receive the grant funding, please review and sign the attached agreement and return the signed agreement to the: Lloyd K Johnson Foundation 130 West Superior Street, Suite 710 Duluth, Minnesota 55802. A check will be mailed to your organization shortly after we receive the signed grant agreement.

Please note that these grant funds must be used substantially in accordance with the budget included with your grant application and that no substantial changes in the budget or the grant period may be made without prior written approval from the Foundation. Any funds not used for the purposes stated in the approved grant application or any unspent funds must be returned to the Foundation.

A condition of the grant agreement is that you submit a Final Report to the Foundation which includes a narrative of the progress made towards the goals described in the grant application as well as a final report of expenditures made from grant funds. A reminder e-mail that your Final Report is due will be sent to you one month prior to the due date, and a blue hyperlink will appear on your grant application online homepage under the "requirements" tab for you to complete and submit.

We request that in any publicity given this grant, acknowledgement be made that the funds were received from the Lloyd K. Johnson Foundation. Please enclose copies of any publicity with your Final Report as an attachment.

Congratulations on receiving funding from the Lloyd K. Johnson Foundation! If you have any additional questions, please feel free to contact me at 218.726.9000.

Sincerely,



Joan Gardner-Goodno
Executive Director
Lloyd K. Johnson Foundation
jgardner@lloydkjohnsonfoundation.org

cc: Bill Mittlefehldt, Coordinator

EXECUTIVE DIRECTOR

Joan E. Gardner-Goodno

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Nichele Canavan <nichele.canavan@isd709.org>

Lester Park Foundation Grants--Agenda Items

1 message

Nicki Seibert <nicki_seibert@yahoo.com>

Mon, May 7, 2018 at 9:11 AM

To: "nichele.canavan@isd709.org" <nichele.canavan@isd709.org>

Hello,

Please include these items on the appropriate Agenda for the next meeting . These are the staff/teacher grants that the Lester Park Foundation has approved for the spring cycle. Teachers and staff are waiting to make purchases until they are approved on your end.

Gayle Friday \$150.00	Lester Park KeyZone	Floor Hockey set and balls
Donna Hanna \$259.99	Physical Education	10 Cup-stacking Cup Sets
Kellie Mulliner \$500.00	5th grade teacher	5 ENO Double Nest Hammocks and suspension systems for School Forest
Samantha Webster \$600.00	ECFE teacher	Outdoor classroom/school garden extension -Seeds, Dirt, Climbing Rock, Sand, Outdoor Fabric for hideout
Kristin Paschen \$1888.00	Music K-5	10 Xyloba mezzo sets and 2 extension sets
Carrie Tessier \$410.92	Kindergarten teacher	Flexible seating for classroom 5 plastic step stools, 6 balance ball chairs, 4 wobble chairs, 6 pack rocker chairs
Tracy Thompson \$63.00	Administrative Assistant	Sensory items for kids taking a break in the office
Mary Davidson \$87.35	3rd grade teacher	STEM games for 3rd grade classrooms
Susan Mikel \$215.00	1st grade teacher	Sensory tubs and items for classroom

Let me know if you have any questions on the Foundation grants.

Thanks!
Nicki Seibert

RESOLUTION

Response to American Indian Education Resolution of Concurrence and Non-concurrence 2017

WHEREAS, Minnesota Statute 124D.78 requires a school board to respond in writing within 60 days, in cases of non-concurrence, to each recommendation made by the American Indian Education Parent Committee and state its reasons for not implementing the recommendations.

NOW, THEREFORE, BE IT RESOLVED that the Duluth School Board submits the response to the American Indian Education Resolution of Concurrence and Non-concurrence 2017 report as attached.

RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE 2017

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS	RESPONSE
KINDERGARTEN READINESS	Increase the number of American Indian families in Headstart programs and ready for K	No one in place at Headstart level to provide ongoing culturally relevant support to families and students.		Hire someone with knowledge and experience to ensure Headstart is providing culturally relevant programming.	Work with Headstart/Early Learning, Help Me Grow Coordinator to develop a communication plan with American Indian families to encourage participation.
READ WELL BY GRADE THREE					
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	2016-17 math proficiency goal is 64% for American Indian students actual is 41.1%	Rates have increased since 2012-13 (Increased 6.4%) 41.1 % proficiency in Math is still unacceptable for American Indian students.	Include AIHSL in the MTSS model district wide not just at sites that are willing.	Work with building Principals to increase understanding of the role of AIHSL in the MTSS process. American Indian Education involvement will be valuable as we share this information.
	Increase American Indian Student Achievement	2012-13 baseline reading proficiency goal is 35.3% for American Indian Students 2016-17 proficiency is 43.1%. 7.8% increase, still unacceptable	Rates have increased since 2012-13 (increased 7.8 %). 43.1 % (2016-17) proficiency in Reading is still unacceptable for American Indian students	Continue using Reading Americorps. Continue to address class size. Provide access to literary content relatable to students in a variety of mediums (including culturally relevant materials for American Indian students)	Reading Corps will continue and class size continues to be a priority as well. We are looking into opportunities that would increase accessibility to electronic literature as well as new partnerships with the Duluth Public Library.
	Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	Some teachers are in compliance with state standards because they utilize American Indian Home School Liaisons or Coordinator to help meet these standards.	District monitor and enforce compliance with American Indian State standards. Provide/hire American Indian specific content specialist.	We will continue to work with building Principals as they go through the evaluation process with staff. American Indian Education staff could support this work by helping to create practice profiles (what to look for in classrooms and instruction). We have made reductions to curriculum staff and are not able to hire another content specialist at this time.
GRADUATION	Raise Graduation rates for American Indian students	2012-13 District Wide graduation rate (4 year) for American Indian Students was 32.5 and has increased to 36.5% in 2015-16	Academic and Achievement Centers are available for all students at 2 High Schools. Denfeld has a SOAR Academy going for students. Peer Tutors are also available. WIN class supplement. Saturday School.	Increase access to peer tutors. Continue Saturday School requirement/option. Continue WIN and WIN utilization by teacher and student request for academics.	Saturday School is available at East High School and DASH has started at Denfeld. WIN times will continue in both the middle school and high school levels.
COLLEGE AND CAREER READINESS					

OTHER ITEMS	Increase staff and student knowledge of American Indians original to the area.	Lack of cultural awareness and history on local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American indian Education Department.	N/A	Professional development training days or online training opportunities for staff related to American Indian (Ojibwe) language,culture and history.	This year we had a large team attend the MAIE conference. The team included regular education and special education teachers, administrators, and others. We would like this to continue as we believe it is a valuable opportunity. We will look to American Indian Education staff fo providing ongoing supports and opportunities through regularly scheduled district-wide professional development days as available.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to American Indian education	Funding dropped from the district to help with American Indian student success from 50k to 10k	Some funds are delegated for American Indian Education	Increase current funding with goal to increase to previous budget for American Indian Education to improve programs and supports for Students.	During this budget cycle most departments had reductions. We have maintained the same level of investment in American Indian Education because we believed it was important to do so. The district has made other investments in equity which will also benefit American Indian students and families.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to Immersion programming	Resources allocated for American Indian Education and Misaabekong are not evenly balanced and roles are not well defined.	N/A	Staff Misaabekong with Ojibwe specific coordinator, assistant, and curriculum writer(s)	The district will support a .6 coordinator for the Missabekong program.

April 11, 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

Samantha R Smith

SCHOOL ON DIPLOMA

GRADUATION DATE

Duluth Public School

4/12/2018

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

April 12, 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

Van Michael Johnson

SCHOOL ON DIPLOMA

Duluth Public School

GRADUATION DATE

4/13/2018

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
Area Learning Center

April 19, 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

Amber C. Tietge

SCHOOL ON DIPLOMA

Duluth Public School

GRADUATION DATE

4/20/2018

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

Adrian Norman
 Principal

Michelle Porter
 Administrative Assistant
 Area Learning Center

April 23, 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

Austin J. Balen

SCHOOL ON DIPLOMA

GRADUATION DATE

Duluth Public School

4/24/2018

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

Adrian Norman
 Principal

Michelle Porter
 Administrative Assistant
 Area Learning Center

April 24, 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(s) listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Kaitlyn Rose West	Duluth Public Schools	4/25/2018

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
ALC/AEO

April 24, 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

Jared Thomas Larson

Rockridge Academy

April 30, 2018



Thank you,
Denise Clairmont
Principal

April 24, 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

Drew Gary-Michael Brower

Rockridge Academy

May 1, 2018



Thank you,
Denise Clairmont
Principal

April 30, 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(s) listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Haley Nicole Fossen	Duluth Public Schools	5/1/2018

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

Adrian Norman
 Principal
rsop@d.umn.edu

Michelle Porter
 Administrative Assistant
 ALC/AEO

April 24, 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

Jomari Earl Alexander

Rockridge Academy

May 2, 2018



Thank you,
Denise Clairmont
Principal

April 24, 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

Skyler James Smith

Arrowhead Academy

May 4, 2018



Thank you,
Denise Clairmont
Principal

May 3, 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

Jasmine M Clark

SCHOOL ON DIPLOMA

Duluth Public School

GRADUATION DATE

5/4/2018

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

Adrian Norman
 Principal

Michelle Porter
 Administrative Assistant
 Area Learning Center

April 24, 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(s) listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Joshua Keith Blacketter	Denfeld High School	6/5/2018
Melinda Louise Bolgrien	Denfeld High School	6/5/2018

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

Adrian Norman
Principal

Michelle Porter
Administrative Assistant
ALC/AEO

April 24, 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(s) listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Esther Abigail Elizabeth Hammer	East High School	6/5/2018
Matthew R. Jupp	Denfeld High School	6/5/2018
Caleb John Undahl	East High School	6/5/2018
Megan Marie Kenney	East High School	6/5/2018
Samantha Pavek	Denfeld High School	6/5/2018

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

Adrian Norman
 Principal

Michelle Porter
 Administrative Assistant
 ALC/AEO