

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Wednesday, November 4, 2020

VIA VIDEO CONFERENCE

Google Meet

Duluth, MN 55802

4:30 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Curriculum and Instruction

1) Action Items - Consent Agenda

a. Resolutions

(1) Resolution E-11-20-3767 - Resolution of School Board Supporting Form A Application to Minnesota State High School League Foundation 3

Assistant Superintendent Anthony Bonds

The primary goal of the Minnesota State High School League (MSHSL) Foundation is to award grants that assist, recognize, promote, and fund extra-curricular participation by high school students in athletic and fine arts programs. It is recommended that the Duluth School Board support the District's application to the MSHSL Foundation for a Form A grant to offset student activity fees for free and reduced lunch students in grades 9-12.

b. Presentation Items Requiring Approval - NONE

c. Other Action Items - NONE

2) Informational Items

a. Presentations

(1) Early Childhood and Mental Health 4

Duluth Preschool Supervisor & Head Start Director Sherry Williams

Brief informational presentation regarding the work underway in Early Childhood to mitigate the effect that trauma and mental health has on our students and staff related to "our new normal".

(2) Phase One Targeted Supports for Secondary Students 11

Assistant Superintendent Anthony Bonds

Brief informational presentation regarding the phased implementation of target student supports at the secondary level.

(3) Academic Tutoring Partnership with the College of St Scholastica 14
 Interim Director of Curriculum and Instruction Jen Larva
 Brief presentation regarding an agreement between Duluth Public Schools and the College of St Scholastica (CSS) to provide academic tutoring supports for students participating in our Distance or Hybrid Learning models.

(4) Technology Update 15
 CFO Cathy Erickson
 Brief informational presentation regarding the recent device acquisition and distribution.

(5) October 26 Staff Development Day Update 16
 Interim Director of Curriculum and Instruction Jen Larva
 Brief informational presentation regarding offerings and outcomes for the October 26 Staff Development Day.

(6) Return to Learn Plan Update 17
 Superintendent John Magas
 Informational presentation of the most recent updates to the Return to Learn Plan.

(7) 100 Day Plan Update 25
 Superintendent John Magas
 Informational presentation of the most recent updates to the Superintendent's 100 Day Plan.

- B. Other - NONE
- C. Future Items

4. **ADJOURN**

FORM A

RESOLUTION OF SCHOOL BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota’s high school youth to participate in athletics and fine arts;

WHEREAS, the District 709 Duluth School Board recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist school districts in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Duluth School Board supports the District’s application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

Date

Board Chair

Date

Board Clerk - Treasurer



Early Childhood and Mental Health

November 4, 2020



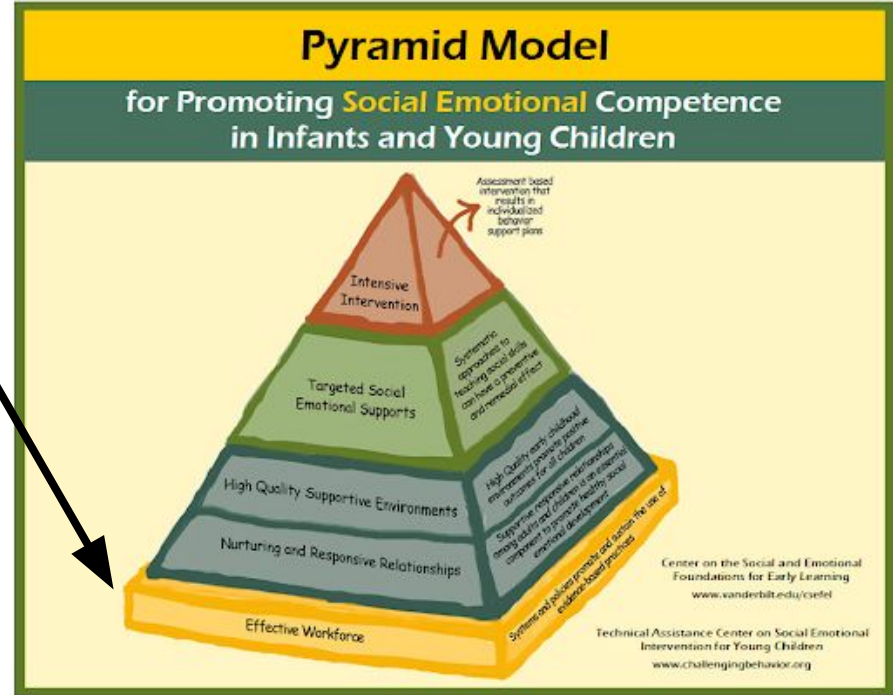
Mental Health Support Roles in Pre-K:

- Mental Health Coordinator
 - Provides a connection to community services
 - Provides classroom supports for child who are or have experienced trauma, psychosocial stressors, and/or have a Mental Health diagnosis
 - Provide family supports to cope with child's mental health concerns
 - Provide education around Mental Health
 - Ability to work with ALL children in our program
- Early Childhood Special Education School Social Worker
 - Provides the same services above for children who are on an IEP

Mental Health Supports: Staff

In order to help our children understand and process the new routines related to COVID-19, we recognized that our staff needed a space to process their own feelings.

- Reflective Practice to all staff
- Wellness challenges/education
- Wellness Wednesday: staff check in
- Collaboration with HDC project



Mental Health Supports: children

7

Go to the Pyramid Model Hub

Search in Google Docs for Hub Pyramid Model

OR copy & paste this URL into your browser

https://docs.google.com/document/d/1F9690C2VOXHR6VD2LFSTSY_3480QKbTrkJHUR2B34hA/edit

In the HUB, find Student Celebrations

Then click on Giving Positive Feedback

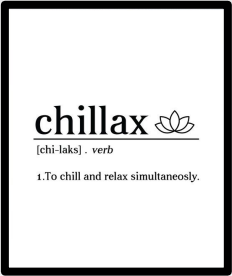
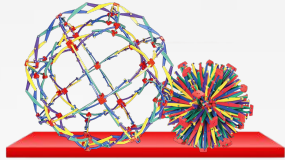
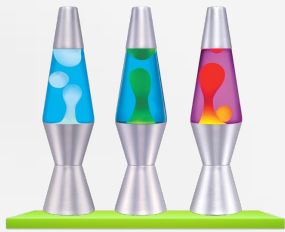
This is a great doc on PDF statement starters

- Focus on the “Big 5”
 - 5:1 positive descriptive feedback
 - Predictable schedule
 - Routines within routines
 - Teaching behavior expectations
 - Teaching social skills

Social-Emotional Learning supports:

8

- Pyramid model
 - [HUB](#)
 - [Social stories](#)
 - [SEL books with companion lessons](#)
- SeeSaw lessons
 - https://app.seesaw.me/#/activities/library?community&grade_level=Pre-K&subject=SocialEmotionalLearning
 -



CALM DOWN YOGA FOR KIDS



Thank you!

In-Person Support for Secondary Students ¹¹

Last week, each secondary school provided some limited in-person support for targeted secondary students. More students will be provided similar opportunities as capacity allows.

Denfeld: Brought in 9th grade students who were disengaged and/or had 4-6 F's. When they came in, we made sure they:

- Had access to the internet
- Had a Chromebook
- could take their attendance in Infinite Campus or through the daily check in link to Infinite Campus through Canvas
- Could navigate and understand how to use Canvas
- Were provided a sample daily schedule to help them organize and manage their time
- Were allowed to work in Canvas with a staff member available to help them until the session ended.

In-Person Support for Secondary Students 12

Last week, each secondary school provided some limited in-person support for targeted secondary students. More students will be provided similar opportunities as capacity allows.

East: 1 on 1 assistance from a counselor, principal, or teacher in the following:

- Finding things in, and organizing their Canvas class pages
- Using Google Meet
- Using the paper planner and teacher's planning guides to plan a week
- Checking and responding to emails
- Communicating with teachers about what work can still be done and prioritizing what to work on now
- Setting up Google meets with teachers to review these things and to create plans for Term 1 grades
- Mental health check ins and referrals to counselor/social worker as needed; technology help
- Chromebook check out if necessary

In-Person Support for Secondary Students ¹³

Last week, each secondary school provided some limited in-person support for targeted secondary students. More students will be provided similar opportunities as capacity allows.

Lincoln Park: Focus on student engagement - Navigating Canvas and technology support, extreme missing assignments, students with multiple failing grades, students with multiple courses with little to no engagement. We are also providing time to meet with social workers and counselors for social emotional support.

Ordean East: Focus has been on those that have had challenges getting into a routine with Distance Learning. We have provided tech support, Canvas navigation, and academic support.

Tutoring Partnership with CSS

- Funding through St. Louis Co CRF grant
- Vision of Services
- Request for Tutoring Services form

Technology Update

- Device Update
- CDW-G Project Management
 - Device Distribution
 - Curriculum Support
 - Plans and Timeline

Staff Development Update

- Quick overview of the day
- Feedback Common Themes
- Next Steps

2020-21 SCHOOL YEAR



DULUTH PUBLIC SCHOOLS
RETURN TO LEARN PLANNING

www.ISD709.org/ReturnToLearn

2020 Return to Learn

Return to Learn Update

November 4, 2020

2020 Return to Learn



ISD 709

Guiding Principles

FOR RE-OPENING SCHOOLS

- 1 Ensure the safety and wellness of students and staff
- 2 Deliver high-quality instruction to students, regardless of delivery model
- 3 Equity: Ensuring all means all
- 4 Optimize use of resources (space & materials)
- 5 Community and stakeholder engagement in plan development

Equity Criteria:

Access

Participation

Representation

Outcomes

ISD709.org/Equity

Previous Considerations for Initial Model Selection

- A. Changing Local COVID Rates
- B. Balancing the needs of safety and learning
- C. Challenges of hybrid / hybrid
- D. Concerns for space at east side elementaries
- E. Childcare space issues

COVID-19 Cases Update

- A. Staff Positives: 23 (7 additional since 10/21)
- B. Student Positives: 30 (5 additional since 10/21)
 - 15 in elementary
 - 15 in secondary
- C. ISD709 students and staff who have been quarantined:
 - 136 students (40 additional since 10/21)
 - 38 staff (2 additional since 10/21)
- D. District dashboard scheduled to launch this week

2020 Return to Learn

Current Local COVID-19 Numbers

St. Louis County Bi-Weekly Case Rate for Schools

- 8/29 - 10.5
- 9/05 - 12.98
- 9/12 - 16.14
- 9/19 - 22.47
- 9/26 - 33.37
- 10/03 - 35.2
- 10/10 - 32.7
- 10/17 - 34.2

Policy Option	Range (14-day case rate per 10,000 people)
In-person learning for all students	0 to less than 10
Elementary in-person, Middle/high school hybrid	10 to less than 20
Both hybrid	20 to less than 30
Elementary hybrid, Middle/high school distance	30 to less than 50
Both distance	50 or more

Current Planning Considerations

- The current learning model will extend through the end of December.
- The MDH and the MDE jointly shared that districts should also consider rates of infection spread within schools, as well as within athletics and activities.
- We will continue athletics, activities and targeted supports for students at the secondary level.
- We continue to prepare for more in-person learning when COVID numbers drop and remain low over time.
- The district remains prepared to move into all distance learning and pause athletics and extracurricular activities if deemed necessary.

Family, Student and Staff Surveys

Additional Resources

www.ISD709.org/ReturnToLearn

Superintendent's Entry Plan **ISD 709 Duluth Public Schools**
John Magas
July 21, 2020



Duluth Public Schools are working to inspire every student to achieve their potential and preparing students to lead productive, fulfilling lives as citizens of Duluth and the wider world.

100 Day Entry Plan Update

John Magas
November 4, 2020

Three Critical Areas

- Alignment of district actions and resources to support and empower students, staff, and community
- Advancement of equity practices to ensure student success, safety and well-being
- Maximize learning for each student, every day



Three Phases

- **Phase 1:** Initial relationship building, listening, and learning.
- **Phase 2:** Strategic actions to support academic excellence, equity, cohesive leadership teams, and systems of continuous improvement for greater student success.
- **Phase 3:** Collective review of data from first two phases and additional sources. Begin developing a five-year strategic plan in collaboration with the board and community stakeholders, defining collective goals for the District.



PHASE 1 ACTIVITIES **COMPLETED**



Transition focused on relationship building and learning through:

- One-on-one meetings with central office administrators, principals, all school board members and student representatives
- Meetings with various stakeholders such as the Duluth Federation of Teachers president and other bargaining group members, community partners, officials of cities within our district, and a wide variety of other community members, staff, and higher education partners
- Engagement in an initial analysis of student achievement and climate data
- Review of financial data including an overview of the district budget, and attendance in a class on Minnesota finance and levies
- Facilitation of a needs analysis and hiring processes for key leadership positions
- Leadership of the development of our fall Return to Learning plans

PHASE 2 ACTIVITIES



Academic Excellence

Maximize learning for each student. With the recent Covid closures never has this purpose been more clear.

- **Develop cross-functional planning teams** to develop feasible and engaging learning plans to safely reopen schools in the fall of 2020 for in-person, hybrid, and enhanced distance learning models
 - *Structured Cabinet, District Continuous Improvement, COVID Lead and other teams*
 - *District plan on website*
 - *Initial School board presentation and frequent updates*

- **Create a plan for professional learning** for the upcoming year that aligns with the delivery models
 - *Documented professional learning plans*
 - *Agenda for professional development days*
 - *Professional development day evaluation results*
 - *Professional learning is based on PD survey information, tailored to educators specific needs as they emerge. Landing page: www.ISD709.org/digital-learning-2*

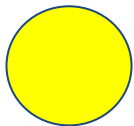
PHASE 2 ACTIVITIES



Academic Excellence

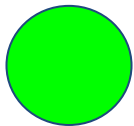
Setting a high bar of achievement, removing barriers to success, and modeling that we are all life-long learners are critical to creating a culture of academic excellence.

- **Support Implementation and Monitoring Team and Curriculum and Instruction Team** in the development of recommendations for a guaranteed and viable curriculum



- *Restructured Implementation and Monitoring as District Continuous Improvement*
- *Met to review World's Best Workforce plan with small steering committee*
- *Reviewed WBW plans with principals*
- *Produced next steps, person responsible, due dates*
- *Short term curricular focuses as opposed to long term due to COVID Return needs*

- **Begin development of a long-term professional development plan** that prioritizes student learning and student well-being, including a system for support and accountability



- [9.10.20 Staff Development Meeting](#)
- [10.7.20 Staff Development Meeting](#)
- *Met to reframe the staff development committee*
- *Director of Curriculum & Instruction is working to create a framework and has begun a [long-term staff development planning process](#)*

PHASE 2 ACTIVITIES



Equity

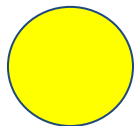
Increasing capacity to meet each students' learning and social emotional needs and courageously challenging and changing structures that do not is vital to the success of the district and community.

- **Review the Implementation and Accountability Plan** for the existing Education Equity Framework and consider next steps for revision and implementation



- *Formed a team to complete review process*
- *Met with the team to produce next steps, person responsible, and due dates*
- [Report on Review](#)

- **Complete an analysis of district policies, procedures and practices** and use the results to create a prioritized revision plan utilizing the Equity Framework and resources such as the Tool for Equity Accountability



- *Formed a team to complete review process*
- *Met with the team to produce next steps, person responsible, and due dates*
- *Documented plan to review new policies and procedures, but did not complete review of existing policies*
- *Considering MSBA support for this effort*
- [Report on Review](#)

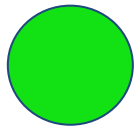
PHASE 2 ACTIVITIES



Equity

Increasing capacity to meet each students' learning and social emotional needs and courageously challenging and changing structures that do not is vital to the success of the district and community.

- **Conduct a review of district behavioral practices and plans** to ensure the ongoing implementation of current best practices in all Duluth Public Schools



- *Replaced climate coordinator to support district climate, culture and behavioral efforts*
- *Met with behavior team to conduct a review of district behavioral practices and plans*
- *Established steering team to consider next steps in improvement*

- **Launch dialog sessions with high school student groups** to discuss issues of equity, race, and power



- *Formed initial planning group to consider initial steps*
- *Launched initial dialog sessions with more to come*
- *Considering possible additional facilitation or support needs*

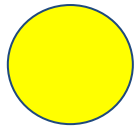
PHASE 2 ACTIVITIES



Cohesive Leadership Teams

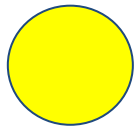
Cohesive, aligned leadership teams are essential to district success. A great board provides support, focused feedback and clarity of direction through proper governance for great district leaders. Great district leaders support and improve great principals. Great principals support and improve great teachers. Great teachers support and improve the efforts of our outstanding students.

- **Improve practices of hiring and consider next steps for improving onboarding** of new leaders at all levels



- *Hired key initial leadership positions of Assistant Superintendent and Director of Curriculum and Instruction using behavior based questioning and performance task*
- *Restructured and hiring Director of Human Resources position to focus on key priorities*
- *Director of Human Resources will focus on systemic improvements, including onboarding and talent development*

- **Propose, plan and participate in a board retreat** focused on governance, process/communication protocols, superintendent goal setting and evaluation, as well as planning for ongoing next steps



- *Collaborated with Board Chair to survey board members on needs*
- *Interviewed multiple retreat facilitators*
- *Governance and communication retreat set for Friday, November 13th*

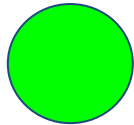
PHASE 2 ACTIVITIES



Cohesive Leadership Teams

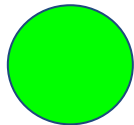
Cohesive, aligned leadership teams are essential to district success. A great board provides support, focused feedback and clarity of direction through proper governance for great district leaders. Great district leaders support and improve great principals. Great principals support and improve great teachers. Great teachers support and improve the efforts of our outstanding students.

- **Conduct a district self assessment of supports for instructional leadership** and prioritize steps to implement a principal support framework



- *Summary of self-assessment results*
- *List of next steps, person responsible, due dates*
- *Principal Support Framework*

- **Align district leadership entry plan efforts through a cabinet professional book study** on 100 Day Leadership by Reeves and Eaker



- *Cabinet professional learning focused on reflection on and application of readings*
- *Provided structure for additional continuous improvement efforts*

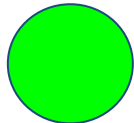
PHASE 2 ACTIVITIES



Continuous Improvement

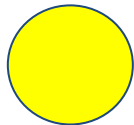
The constant drive to do better or create better outcomes impacts nearly every decision that we make as humans. Use of tools for root cause analysis, plan/do/study/act cycles of inquiry, and best practices of implementation and monitoring, all of which increase our understanding and ability to adapt.

- **Review current student achievement and behavior data** as well as previous continuous improvement plans to identify interim measures of success for our schools and district for the 2020-21 school year



- *Met with our climate and culture committee leadership to review past efforts, degree of implementation and next steps*
- *Reinstated the district climate and culture steering team to continue with these efforts*

- **Conduct an initiative audit** as well as begin exploration of improvement science based processes for implementation and monitoring



- *Reviewed all major district plans and participated in an initiative inventory to determine what is most important to our work at this time, as well as what initiatives we want to include in our next strategic planning process*
- *Began using various tools of improvement science as we continue our district continuous improvement efforts and strategic planning*

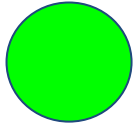
PHASE 2 ACTIVITIES



Continuous Improvement

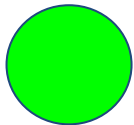
The constant drive to do better or create better outcomes impacts nearly every decision that we make as humans. Use of tools for root cause analysis, plan/do/study/act cycles of inquiry, and best practices of implementation and monitoring, all of which increase our understanding and ability to adapt.

- **Investigate initial steps for strategic, fiscally responsible allocation of limited resources** within the budgeting process



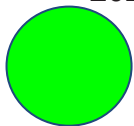
- *Reviewed processes used for budgeting*
- *Prioritized resources based on current needs as well as future planning*

- **Re-examine previous boundaries and study efforts** with the board and discuss potential next steps



- *School Board meeting topic on November 4th*
- *Next steps to be considered this evening*

- **Explore options for strategic planning** to begin in late fall or winter of the 2020-21 school year that include broad stakeholder input



- *Met with district leadership team to produce recommendations for strategic planning*
- *List of next steps, person responsible, due dates*

PHASE 3 ACTIVITIES



Planning for our ongoing work.

We have created a study and steering team, including school and central office leaders and other stakeholders to analyze lessons learned and data collected in Phase 2 and to inform next steps as we:

- Engage the district this winter in the development of a five-year strategic plan to begin in 2021-22
- Align organizational structures and resources to strategic priorities identified within the strategic plan through the clarification of structure, roles, and responsibilities

Core Beliefs & Conclusion

Superintendent's Entry Plan

PHASE 3 ACTIVITIES



Conclusion

Thank you for your commitment and flexibility as we engaged in this plan for our District. In normal transition circumstances, this would have been an ambitious plan. Given the current realities with COVID-19 and the health and financial implications of this crisis, we did need to make minor adjustments as we prioritized student and staff safety and learning needs.

I believe it is vital that we are clear and transparent about our plans. I also believe deeply in community feedback and collective responsibility. As we engage in the strategic planning process, it is vital that we continue to move forward - our students, families, staff, and community are depending on us!

I am excited to continue our journey together!