

Monthly Committee of the Whole Board Meeting - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, June 15, 2021

VIA VIDEO CONFERENCE

Google Meet

Duluth, MN 55802

6:30 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Teaching, Learning and Equity

1) Action Items - Consent Agenda

a. Presentation Items Requiring Approval - None

b. Resolutions - None

c. Other Action Items - None

2) Informational Items

a. Presentations

(1) Denfeld BARR Program Update 2

Principal Tusken and BARR Coach Jenny Wellnitz

Brief presentation about the BARR program at Denfeld as we near full implementation at the end of year 4.

(2) Families in Transition Program Update 19

Families in Transition Program Coordinator Katie Danielson

Brief presentation about current programming and support services for students experiencing homelessness.

(3) ALC/AEO Update 27

Assistant Superintendent Anthony Bonds

Brief update regarding the ALC/AEO relocation and Principal position.

B. Other

1) Discussion Related to Resolutions of Support

Chair Lofald

C. Future Items

4. ADJOURN



What is BARR?

<https://barrcenter.org/>

What is BARR?

3

BARR stands for
Building Assets, Reducing Risks.



What is BARR?

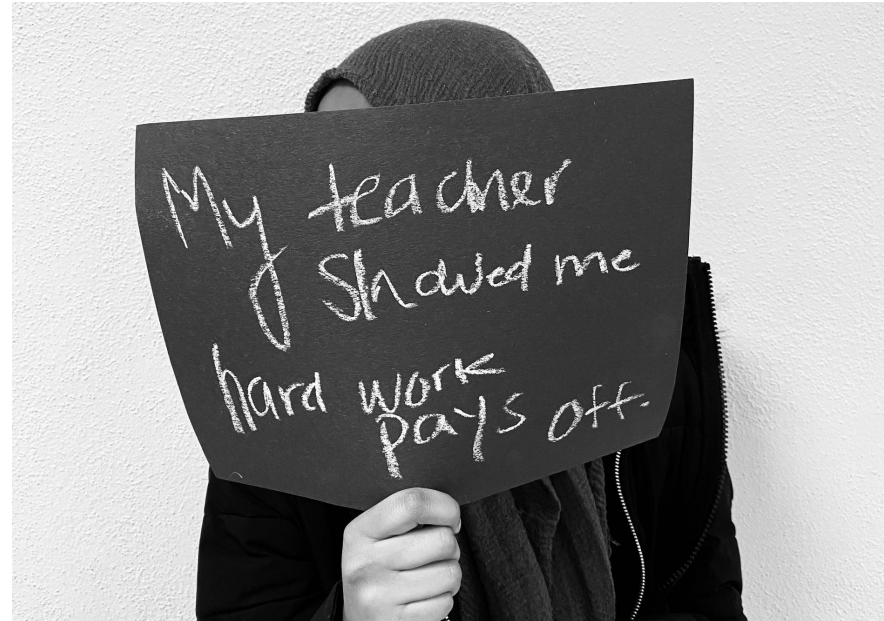
BARR is an educational model that improves the education system and creates strong schools and communities by empowering students, teachers, staff and family with intentionally deepened relationships and data so that schools can realign existing resources to nurture a unified and personalized culture of support and success for every student, both inside and outside the classroom.



What is BARR?

Built from a foundational belief that all schools have the capacity to make key changes using current staff, BARR produces proven and significant results.

In this current model, Denfeld has been a BARR school for four years.



This strengths-based model provides schools with a comprehensive approach to meeting the academic, social, and emotional needs of all students.





BARR Model

6



Focus on the whole student



Hold regular meetings of the cohort teacher teams



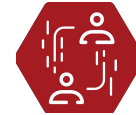
Provide professional development for teachers, counselors, and administrators



Conduct risk review meetings



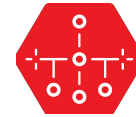
Use BARR's I-Time Curriculum to foster a climate for learning



Engage families in student learning



Create cohorts of students



Engage administrators

BARR cultivates belonging by implementing systems that ensure that every student is seen, feels valued, and has trusting, positive relationships within the building.

Proven Results

7

- The BARR model is the first and only school-improvement intervention to successfully climb the three tiers of evidence required under the U.S. Department of Education's **Investing in Innovation (i3)** program.
- The U.S. Department of Education's **What Works Clearinghouse** review concluded that BARR's research "met evidence standards without reservation," the highest possible WWC rating, in three separate studies.
- The BARR model has met the **Evidence for ESSA** requirements for "strong evidence" four times in both reading and math impacts.
- BARR is listed in the **CASEL Guide for Effective Social and Emotional Learning Programs**.
- BARR received the **2014 ACT College and Career Transition Award**.
- BARR is included in the **Substance Abuse and Mental Health Services Administration (SAMHSA) National Registry of Evidence-based Programs and Practices (NREPP)**.





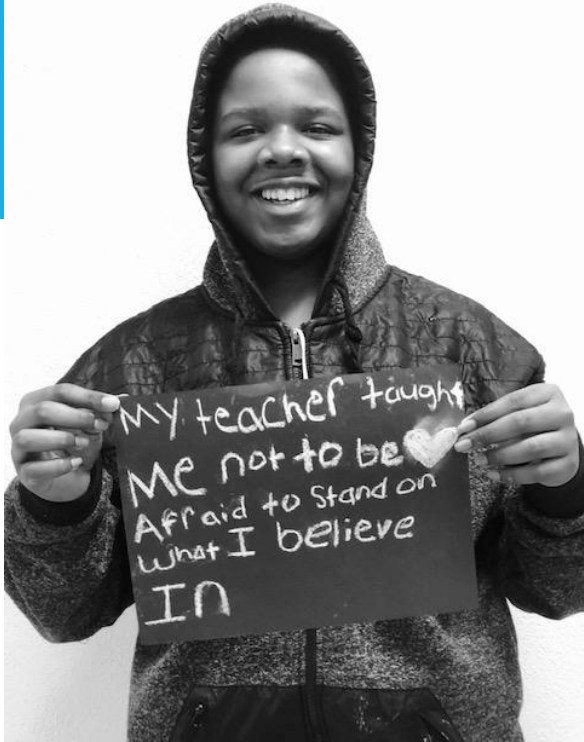
How we built relationships this school year

8

- 14 teachers and multiple support staff have been trained in the BARR model
- We have hosted three Parent Advisory Council meetings and got some great feedback from families
- Our BARR teachers intentionally sent home positive postcards on a weekly basis
- Three BARR teams and one Risk Review team met weekly beginning in September of this school year
- We welcomed our 9th graders to the Denfeld Family at the start of the school year by delivering swag to their homes
- We hosted an infinite number of google meets with students and families
- Our core teachers did weekly I Times (SEL lessons) the entire school year
- We were able to "hold the line" with our 1st semester NC rate in comparison to the previous school year

Socioemotional Learning

9



A growing body of research has demonstrated the effects of socioemotional learning on school climate, student behavior, and student academic performance (CASEL, 2019; Durlak et al, 2011; Kendziora & Yoder, 2016).

Critical to this discussion is the use of rigorous research designs that test the causal nature of this relationship.



I Time

10

Purpose is to build the assets of students to increase success and reduce risk through building relationships.

Logistics the lessons are delivered weekly on Friday for an average of 30 minutes on a 3 content area rotation (English, Math, Science)

Sample Lesson Topics: Personal Goal Setting, Decision Making, Nonverbal Communication, Listening, Grief and Anger, Bullying

[I Time: The Science of Happiness](#)

[I Time: Positive Risk Taking](#)

What our BARR staff has to say...



"One of my observations I've made about BARR is that the majority of students we provide support to are students that far too often are forgotten, or simply have struggles that any one staff doesn't not have the resources/time to address. BARR carves out a specific time, sets it aside, and gathers those staff that have the "know-how" to surround that student with the compounded expertise, often resulting in specific measures and actions that without BARR, would have likely never been reached."

-Jeremy Rupp, Integration Specialist, BARR Risk Review



"The PLC time that we have built with the BARR model has been an incredible experience for me. I have built better relationships with other teachers, been able to see a student as a whole person rather than as just another student in my class, and I have been held accountable for checking in with ALL students which has made me an overall better teacher to them."

-Rachael Price, math teacher, BARR block team member



"I-Times allow us an opportunity to hear our students' honest voices. Our work during I-Times is to give those voices a deeper vocabulary and safe place to practice"

-Andrew Nissen, science teacher, BARR block team member



"During BARR block meetings, we focus on individual students together which allows a higher fidelity understanding of them. When we then in class we're only getting one piece of the picture, whereas when we talk about a student with other teachers we get more detail."

-Andrew Nissen, science teacher, BARR block team member



"Equity drives the way we use BARR at Denfeld. It's easy to talk about the students who are doing great and we do. However, we spend more time talking about the students who are either overtly struggling or who are flying under the radar. These students require more of our attention because the system hasn't been working for them. Many times, these are students on IEPs, Students of Color, American Indian students, or those from families who face economic struggles. When we focus on how to help these students, the systemic barriers to equity become all the more apparent."

-Andrew Nissen, science teacher, BARR block team member



"The I-Time lessons keep BARR teachers focused on equity by creating space to allow for discussion of each student's individual needs."

-Brian Jungman, English teacher, BARR block team member



Why does this matter to the ISD 709?

18

The success of our 9th grade can set the tone for the school year.

The success of the 9th grade impacts class sizes and course offerings as they move through high school.

The success of our 9th grade impacts Denfeld and ISD 709's graduation rate three years later.

Families in Transition

— —

Katie Danielson, Coordinator
Katie.danielson@isd709.org
218.336.8700 x3345

Program Staff

Katie Danielson, Coordinator and direct student/family service, 1.0 FTE

Leanna Hudson, Social Worker, .4 FTE

Katie Greene, Math/Reading Interventionist 1.0 FTE (Myers Wilkins)

Carol Gallinger, Math/Reading Interventionist .6 FTE (Congdon)

What is McKinney Vento?

21

- Federal Law that provides students experiencing homelessness protections
 - The act states that children and youth who lack a “fixed, regular, and adequate nighttime residence” will be considered homeless. This includes but is not limited to:
 - Shelter
 - Transitional Housing
 - Hotel/Motel
 - Doubled Up (Couch-Hopping/Couch-Surfing)
 - Camping
 - Living in a vehicle, abandoned building, etc.
 - Migrant

ISD 709 averages 400-450 students identified as homeless each school year.

McKinney Vento Supports

(Incomplete list)

- Enrollment
- VISPDAT for unaccompanied youth
- Assistance obtaining social security card and State ID
- Applying for MA and EBT (food support)
- Educational support in school (attendance, IEP meetings, etc)
- Transportation arrangements
- Assistance with college applications and FAFSA
- Coordination of service with housing agencies
- Limited clothing and food supports
- Referrals for mental health and chemical dependency

Who are our community housing partners?

23

- Chum (main shelter and family shelter)
- Safe Haven
- Loaves and Fishes Community (Dorothy Day House and Olive Branch)
- CASDA
- Daabinoo'Igan
- Center City Housing
- Harbor House-Superior
- Renaissance
- Another Door
- Bethany Crisis Shelter
- The Loft
- Salvation Army
- AICHO
- YWCA- Young Mothers Program

Advocacy

- Working with Coc Coordinator (Courtney Cochran) and Laura Birnbaum (SLC Housing and Homelessness Programs Supervisor) regarding ARP funds county wide
- Interviewed by Politico, MinnReformer, and Duluth News Tribune publications regarding homeless education
- Advocated to [schoolhouseconnection.org](https://www.schoolhouseconnection.org), a national youth and families homelessness policy organization
- State homeless liaison trainer
- Working with SLC Public Health to bring Covid-19 vaccination clinics to underserved populations and now youth 12-15

Activities

- Member of the St. Louis County CoC (continuum of care)
- Member of the St. Louis County Coordinated Entry Team
- Member of the Safe Harbor Team (for youth that are at risk or are sex trafficked)
- Monthly meetings with shelters/housing agencies regarding students/families enrolled in ISD 709
- 1 of 5 statewide homeless liaison trainers
- 1st homeless liaison in the state to do VISPDATS with youth
- Recipient of MDE McKinney Vento Subgrant

Hope and Dreams

American Rescue Plan Funds: Phase 1

- Increase Leanna Hudson Social Work FTE
- Hire additional Social Work FTE specifically for MS FIT students
- Hire LPN/RN for wrap around nursing services for FIT students

American Rescue Plan Funds: Phase 2

- Continue the above services
- Hire Math/Reading Interventionist at middle school level for FIT students

Area Learning Center (ALC) Academic Excellence Online (AEO) Phase I Relocation Project

Monthly Committee of the Whole Meeting
June 1, 2021

Staff Engagement and Status Update ²⁸

- January 27- Stakeholder engagement planning- met with ALC/AEO Leadership to discuss engagement process
- February- Survey sent to stakeholders (staff and families)
- March 1 - Survey results discussed and determined next steps
- March 9- Visioning, space options and planning discussed
- March 16- Toured potential sites
- March 18- District admin met with ALC/AEO Staff
- March 24- Toured more potential sites
- April 7- Toured more potential sites
- April 14- District admin met with ALC/AEO Leadership and Project Manager
- April 28- District admin met with ALC/AEO Leadership and Project Manager
- April 29- District admin met with ALC/AEO staff

Relocation Options

Open House/Tours for ALC/AEO Staff:

Wednesday, June 2 from 9am to noon

Radio Station- located at 14 E Central Entrance

Tech Village- located at 11 East Superior Street

Leadership Change and Posting

30

Congratulations to Adrian Norman!
Superintendent of Chisholm Public Schools

The vacancy for ALC/AEO Principalship has been posted or will be posted this week.