

**Monthly Committee of the Whole Board Meeting**

Duluth Public Schools, ISD 709

Agenda

Tuesday, October 3, 2023

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

4:30 PM

1. **CALL TO ORDER**

2. **ROLL CALL**

3. **AGENDA ITEMS**

A. Action Items - Consent Agenda

1) Presentation Items Requiring Approval

2) Resolutions

3) Other Action Items

B. Informational Items

1) **Improving Systems - Staffing and Budget Meetings - Booster Club Updates** 2

2) Presentations

a. **Supporting Every Student - Middle School Model and Student Achievement Update** 5

b. **District Initiative Update: Continuous Improvement Teams (CITs)** 26

c. **Avancing Equity - 2023-2024 Educational Equity Framework Development Plan** 46

C. Other

4. **ADJOURN**

## **COW Agenda Cover Sheet**

**Meeting Date: October 3, 2023**

**Topic: Improving Systems - Staffing/Budget Meetings and Booster Club Updates**

**Presenter(s): Simone Zunich**

**Attachment (yes or no): Yes**

**Brief Summary of Presentation or Topic (no more than a few sentences):**

**Discussion- "The Finance and HR team hold 3 staffing and budget meetings each school year". The first round of meetings takes place in Sept/Oct. At the table is the site Principal, Special Education, HR, Finance, Asst Supt, Director of TLE. We will also include A & I and Indian Ed if those programs are at that site.**

**We review all staffing, FTE's, enrollment numbers and budget codes. We also review the finance budget. It is an intensive process that we just implemented last year and it was well received. The meeting lasts around 3 hours."**

**Booster Club Updates with attachments**

## Actions Booster Clubs Should:

- Volunteer time and raise money.
- Contribute funds to better enhance the team or organization's performance.
- Print promotional items like team schedules and programs (subject to approval by the head coach/AD).
- Organize team events, such as team meals. Listen and work closely with the head coach.
- Discuss as official business any item that meets the definition or function of a booster club as outlined on the previous page.

## Actions Booster Clubs Should Not:

- Openly discuss or perform a performance review of the head coach or coaching staff.
- Review the performance of a coach. Staff evaluations are solely the responsibility of the school district.
- Openly discuss playing time issues.
- Connect funding to playing a role in hiring or firing of coaches or directors.
- Offer up a petition by booster club members to hire/fire a coach.
- Plan, organize, or attempt to implement an off-season training program without direction or consent from the head coach.
- Discuss as official business any item that does not meet the definition and function of a booster club as outlined on the previous page.
- Organize a off-season camp using the school name without consent of the School and the Head Coach.

## Banquets

- The head coach is responsible for all facets of the end-of-season awards banquet. The head coach may delegate these responsibilities to the booster club; however, the program and the agenda must be approved by the head coach.
- The awards given out at the banquet are the sole responsibility of the head coach.
- Alcohol should not be present at banquets.

## Advertising

- The Activities office **must approve** all advertisements in printed programs or other print materials for events. Please email or fax a copy of your ads for approval prior to printing.
- The Activity office reserves the right to pull programs that have not been approved or are not consistent with district values.

## Fundraisers

- Fundraising is a necessary part of high school athletics today. We are very thankful for the efforts of parents and booster clubs.
- Be aware that membership on a team and/or playing time is not affected in any way by the amount of money raised by a participant.
- Booster club donations should be refunded to students who do not make the final roster.

## Booster Clubs Sponsored Captains' Practices

- No coaches — paid or volunteer — can supervise captains' practices. Adult supervision is required at captains' practices.
- Captains' practices may be scheduled up to two weeks before the start of the season. Student participation should never be mandated or required.

## MSHSL Basics

- Coaches are allowed to work with their teams only during the designated MSHSL season and the summer waiver period.
- Booster clubs are prohibited from paying for an athlete's sport participation fee or for fees to attend a camp or clinic.
- Visit the Minnesota State High School League website for more information, [www.mshsl.org](http://www.mshsl.org).

## Thank You!

This document was created to set guidelines for communication between booster clubs and our high school program. It is meant to be a tool used to better relationships, clarify procedures and rules, and set the stage for a successful season.

Parents, without your help we would not be able to provide quality activity programs for all Duluth Public Schools students.

**Thank you.**

For more information, visit [isd709.org](http://isd709.org)

## Duluth Schools Activities Offices

**Denfeld High School**  
(Phone) 218-336-8830 - AD x1948  
**East High School**  
(Phone) 218-336-8845 - AD x2151  
**Lincoln Park Middle School**  
(Phone) 218-336-8880  
**Ordean East Middle School**  
(Phone) 763-506-6821

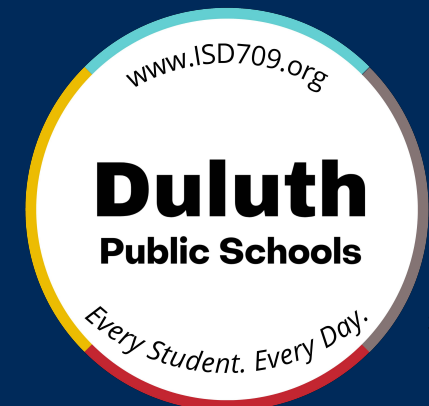
Rev. 8/31/23

## Duluth Public Schools Activities

# Booster Club Reference Guide



A reference guide  
for Booster Clubs on  
guidelines & procedures  
required by:  
**Duluth Public Schools**



## Purpose of Booster Clubs

A booster club is defined as “an organization that is formed to **help support the efforts of a sports team or organization**. Support is shown in many ways, including volunteering time, raising money, and contributing funds to better enhance the team or organization’s performance.”

## Title IX Compliance

Title IX regulations prohibit aiding and perpetuating discrimination by “providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students.”

## Communication/Conflict

### Protocol

This communication protocol was developed to help promote direct communication so problems and concerns can be addressed quickly, efficiently, and effectively between parties involved.

#### **COACH/ADVISOR/DIRECTOR**

Students are encouraged to express their concerns directly with their coach/advisor. Parents can contact the coach/advisor via email or telephone.



#### **VARSIY HEAD COACH/HEAD ADVISOR**

If the concern is not resolved, then the student and parent should discuss the matter with the activity’s Varsity Head Coach/Head Advisor. If the head coach/head advisor is the person you contacted previously, please proceed to the next step.



#### **ACTIVITIES DIRECTOR**

If a student or parent is dissatisfied with the response from the Head Coach or Head Advisor, please contact the Activities Director at your school.



#### **PRINCIPAL**

If you still have concerns after speaking with the Activities Director, please contact the Principal at your school.



#### **ASSISTANT SUPERINTENDENT**

If your concern has not been resolved through the Principal’s office, please contact the Assistant Superintendent Office - 218-336-8739

## Getting Started

**Define your mission:** Your mission statement should define who the booster is, why you exist, who will benefit from your work and what your core priorities and activities are.

**Choose a name:** Check for name availability and reserve your booster club name with the Minnesota Secretary of State Office – [www.sos.state.mn.us](http://www.sos.state.mn.us).

**Enlist and Elect a board of directors:** At minimum you will need to have a President, Treasurer, and Secretary. It is also recommended to have a Vice President and chairs for your various activity committees.

**Notify the school/administration:** Please provide the Athletic Director at your school with your new booster club information.

## Legal Compliance

Each Club will remain in good standing with State and Federal Laws to be recognized as a “Booster Club” by the district.

#### **Obtain a Federal Tax ID #:**

Organizations must be incorporated before applying for Federal ID # (EIN). When opening bank accounts, you may be asked to provide your EIN.

#### **Complete your Articles of Incorporation:**

The articles establish the existence of your new nonprofit organization. The Minnesota Council of Nonprofits website has templates for creating your Articles of Incorporation.

#### **Develop your Bylaws:**

How your organization will run on a day to day basis is defined in the bylaws. The roles of the board members are explained and the rules of how the organization will operate are defined in the bylaws.

#### **Incorporate as a Nonprofit Organization:**

File your Articles of Incorporation with the Minnesota Secretary of State. This can be done online and there is a small fee.

#### **501c3 – Income Tax Exempt:**

A 501c3 is a specific type of public charity that has gained permission from the IRS to raise money from the public for an approved purpose and is exempted from paying federal income tax. Applications and annual filings are required.

File form 1023ez to be an exempt organization.

#### **Charitable Organization:**

An organization that solicits or intends to solicit contributions from Minnesota residents in excess of \$25,000 are required to register with the Charities Divisions of the Attorney General’s Office.

## Suggested Practices for Finances

- 1) Treasurer report should contain all transactions that took place prior to the meeting.
- 2) Finances of each club should be open to all members
- 3) A paid coach should not have check writing authority.
- 4) It is vital that **two people** should be involved in the authorization and signing of any check.
- 5) All purchases must go through the school district (see below).
- 6) At least two members should tabulate all funds collected.
- 7) Boosters may not use Duluth Public Schools’ Tax ID or Tax Exempt Numbers.
- 8) For the purpose of good communication with families, Duluth Public Schools may need to request tax statements, receipts, expenditures, and balances.
- 9) Boosters should not pay any coach directly or play a role in the amount a coach is paid.

## Purchasing

Booster clubs wishing to purchase equipment for their teams must go through the head coach and the activities director for approval. **Boosters clubs should not purchase equipment independently.** When equipment is purchased from donated funds it becomes the property of the school district.

After approval, the booster club should donate the funds to the activities department, specifying its purpose. The activities office will then complete a purchase order. All equipment and supplies must be shipped to school office.

The activities department cannot give out the school district tax-exempt number. Sponsors making donations must follow the above process for purchasing equipment.

## Billing to Booster Clubs

All transportation, fees, and equipment purchases must be approved by the head coach and the Activities Director.

Prior to the trip the activities department will bill booster clubs for bus transportation that exceeds the district budget.

The activities department will bill booster clubs for any fees for tournaments or games that exceed the given district budget.

The district may bill booster clubs for supplies/equipment that exceeds the district budget. All donations must be turned into the Activities Office prior to ordering.

## COW Agenda Cover Sheet

**Meeting Date:** October 3, 2023

**Topic:** Middle School Model Update

**Presenter(s):** Jen Larva and members of the MS Model Committee

**Attachment (yes or no):** Yes: [Google Slides](#)

**Brief Summary of Presentation or Topic (no more than a few sentences):**

The presentation will update the board and the community of the work completed by the MS Model committee. We will share our plan for a MS Model and an accompanying schedule that is being considered.

# Middle School Model

*Committee Update*

*October 3, 2023*





# **Our Journey with the MS Model**

## MN Ten Commitments to Equity

**9. *Improve Conditions for Learning:*** Focus on school culture, climate and social emotional development. Connect teaching to the experiences, assets and needs of students.

**10. *Give Students Options:*** Empower students with high-quality options to support every learner's success.



# MS Model Committee Team Membership

Facilitators: Jen Larva and Ethan Fisher

Chrissy Valento - Art Teacher

Dale Uselman - Curriculum Coordinator

Dani Smilanich - Social Studies Teacher

Heidi Lyle - Media Specialist

Jason Crane - Director of Special Services

Katie Oliver - English SWS Teacher

Kristin Paschen - MTSS Coordinator / Music

Joan Lancour - Administrative Assistant

Charlotte Aschman - World Language Teacher

Doug Hughes - Business Teacher

Heather DeMeyer - FACS Teacher

Heather Harvick- Content Specialist / SD Coor

Kurt Drengler - Special Education Teacher

Sally Weidt - Student Achievement Coordinator

Morgan Costley & Tory Rock - Counselors

Brian Kazmierczak & Sue Lehna - Principals

# Parameters

We are tasked to creatively envision a **middle school model** and an accompanying **innovative** schedule that keeps **best practices** and the **desired daily experiences** of our students at the center of our focus.

- No reduction of core content minutes
- Cost responsible
  - Up to \$2M (Personnel, busing, PD, etc.)
- Aligns with the Desired Daily Experiences of our students
- Addresses standards outcomes

# Standards and Implementation

- [2018 Minnesota Arts Standards](#)
- Separated into 5 Fine Arts Areas
  - Visual Arts
  - Media Arts
  - Theater
  - Dance
  - Music
- Secondary benchmarks are now established by individual grade level (formerly they were banded)



# Impacts on Middle School

- Middle school students must be offered/have access to at least three (3) and are required to meet benchmarks in at least two (2) Arts areas **every year**
- All benchmarks in an area must be met in a year in order to fulfill this requirement



# Timeline of Work

## March:

- Formation of committee
- Defined parameters of our work
- Explored definition of MS Model

## April:

- Reviewed literature and resources to support MS Model
- Discussed the 18 characteristics of a Successful MS Model
- Began reviewing different schedule models

## May:

- Drafted belief statement
- Developed Work Groups

## June:

- Group attended AMLE Leadership Conference
  - Key Takeaways
- Identified Cornerstones of a MS Model
- Discussed Young Adolescent development
- Analyzed first version of a schedule

## August:

- Schedule revisions
- Begin discussion on course options

## September:

- More schedule revisions
- Prepare to present to board and sites

# Desired Daily Experiences

## ***Students:***

- Kids want to feel like they ***belong*** regardless of the color of their skin
- Desire strong, meaningful ***connections*** with other students and staff
- Desire many ***choices and options*** for courses including “real life” classes and extracurricular activities
- Access to ***mental health supports*** and to feel ***safe*** at school
- Knows what is expected of them and knows they will be ***treated fairly*** if mistakes are made

## ***Staff:***

- Have time during the work day to ***collaborate***, prepare and grow professionally
- Have ***systems and resources*** to support students’ academic social-emotional and socio economic needs
- Resources are provided to support ***safety*** at school and within departments of all students and staff
- Class sizes that allow to reach the individual, social/emotional and academic needs through ***differentiation*** and building ***relationships***

# Co-Created Belief Statement

**We believe** that middle school students build *community* and positive *relationships* through *exploration*, *choice*, and *student-centered learning*.

**We will accomplish** this through *educator teams* that are committed to supporting students' *academic*, *emotional*, and *social* development by providing an environment that is *welcoming*, *inclusive* and *affirming* for all.



[Image source](#)

# AMLE Leadership Conference

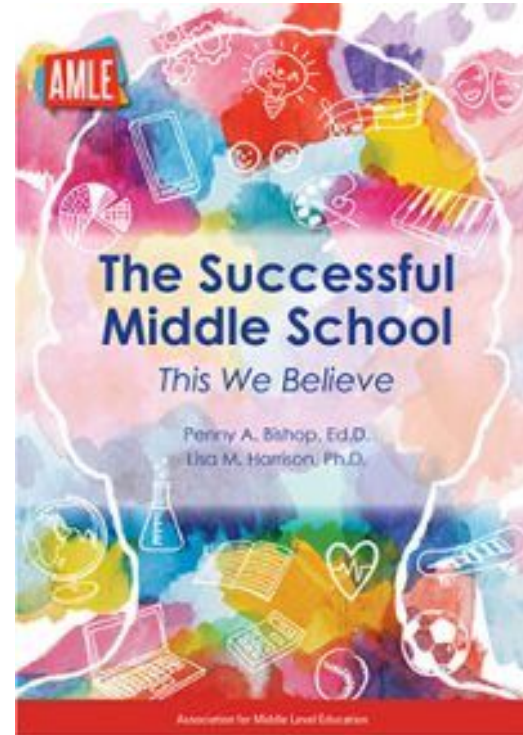
## *Key Takeaways*

### Cornerstones

- Advisement
- Teaming
- Exploratory
- Intervention/Enrichment

### Young Adolescent Development

- Movement
- Sense of Belonging





# Work Groups and Deliverables

## Culture and Climate

- Focus: Climate and Communication
- Deliverables:
  - What is a Middle School Model
  - Family Engagement and Communication

## Curriculum, Instruction, and Assessment

- Focus: Course Offerings
- Deliverables:
  - Exploratory vs. Elective Offerings
  - MN Arts Standards Implementation

## Leadership and Organization

- Focus: Structures
- Deliverables:
  - Schedule



# 4x4 A/B Option

# Overview of Schedule by Grade

## Block Schedule

70 min	Block 1	Advisory	Block 2	Block 3 / Intervention & Enrichment / Lunch			Block 4	
6th grade	8:45-9:55	10:00-10:20	10:25-11:35	11:40-12:10 (L)	12:15-12:45 (I&E)	12:50-2:00	2:05-3:15	
7th grade	8:45-9:55	10:00-10:20	10:25-11:35	11:40-12:10 (I&E)	12:15-12:45 (L)	12:50-2:00	2:05-3:15	
8th grade	8:45-9:55	10:00-10:20	10:25-11:35	11:40-12:50		12:55-1:25 (L)	1:30-2:00 (I&E)	2:05-3:15

# 4x4 A/B Example

## Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
"A" Day	"B" Day	"A" Day	"B" Day	"A" Day
Pds 1, 2, 3, 4	Pds 5, 6, 7, 8	Pds 1, 2, 3, 4	Pds 5, 6, 7, 8	Pds 1, 2, 3, 4

## Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
"B" Day	"A" Day	"B" Day	"A" Day	"B" Day
Pds 5, 6, 7, 8	Pds 1, 2, 3, 4	Pds 5, 6, 7, 8	Pds 1, 2, 3, 4	Pds 5, 6, 7, 8

# 2024-2025 Possible Middle School Course Offerings

## Grade 6

1. English 6
2. Math 6
3. Earth Science
4. Minnesota Studies
5. Physical Education
6. Music
7. Visual Art 6
8. Business Ed (Computers)
9. \*New Exploratory

## Grade 7

1. English 7
2. Math 7
3. Life Science
4. U.S. Studies
5. Physical Education
6. \*\*Fine Arts Req. Option #1
7. \*\*Fine Arts Req. Option #2
8. FACS
9. Industrial Technology
10. \*New Exploratory

## Grade 8

1. English 8
2. Algebra 1 or Int. Algebra
3. Physical Science
4. Global Studies
5. Physical Education
6. Health & Wellness
7. \*\*Fine Arts Req. Option #1
8. \*\*Fine Arts Req. Option #2
9. \*Elective Options

## Exploratory and Elective Options

The Exploratory and Elective Options will be created by the Curriculum, Instruction, and Assessment subgroup. A student interest survey will be sent to all middle school students as part of the process to develop exploratory and elective offerings.

# Time Comparison

## Current Schedule

- Six 49 minute periods per day
  - 141 hours per year
- Some classes on A/B schedule
- 8 courses over a school year
- No formal advisory period
- WIN every day
- Seven 5-minute passing periods
- Electives offered in 8th grade
  - 71 hours per year

## Proposed Model

- Four 70 minute periods per day (A/B)
  - 102 hours per year
- All classes on A/B schedule
- Up to 10 courses over a school year
- Pull advisory activities out of WIN time
- Interventions and Enrichment every day
- Six 5-minute passing periods
- Exploratory in 6th and 7th grade (TBD)
- Electives in 8th grade (TBD)
  - On a wheel for one Q
  - 51 hours per year

# Impacts

- Provides time for building community and making connections within Advisory time
- Maintains PLC time for content area alignment
- Allows time for Interdisciplinary Teaming and planning for Interventions and Enrichments
- Exploratory and Elective teachers will have time for teaming

## Block Scheduling Benefits:

- Time management- fewer class periods and disruptions during the day improves teacher's lesson quality.
- Allows alternate methods of teaching
- Promotes Cooperative learning
- Allows time for individualized teaching
- Less daily load for students

## Disadvantages:

- Less total class time per course
- Requires revising curriculum pacing
- Absent student may miss more content

# Cost Analysis

The 4x4 model will result in increase costs:

- Offering more classes to students and
- Hiring more teachers to deliver the additional programming for students
- Art standards requirements impact the number of required Art offerings

However, block scheduling is not implemented to be a cost savings but instead is implemented ***to create a more positive school climate and increase offerings.***

Realizing the benefits of blocks schedule is dependent on changes to teaching practices, adequate ***professional development*** to support teaching in a block schedule, and securing staff buy-in.



# Next Steps

- Begin conversations with stakeholders
- Gather questions and feedback from stakeholders
- Student Input into course offerings

Family and community sharing opportunities

Plan for course changes for 2024-25 school year

## COW Agenda Cover Sheet

**Meeting Date: October 3, 2023**

**Topic:** Supporting Every Student - Continuous Improvement Teams

**Presenter(s):** Dr. Tawnyea Lake and school principals

**Attachment (yes or no):** Yes [Presentation](#)

**Brief Summary of Presentation or Topic (no more than a few sentences):**

Dr. Tawnyea Lake will provide an update on one of our district's key initiatives - Continuous Improvement Teams (CITs). This update will include an overview of the initiative, a brief history of the initiative, as well as a status update. School board members will have an opportunity to meet our principals as well as have an opportunity to ask questions.

# District Initiative Update: Continuous Improvement Teams (CITs)


Committee of the Whole - September 2023



# MN Commitments to Equity



Ten  
Minnesota  
Commitments  
to Equity

- 
1. Prioritize equity.
  2. Start from within.
  3. Measure what matters.
  4. Go local.
  5. Follow the money.
  6. Start early.
  7. Monitor implementation of standards.
  8. Value people.
  9. Improve conditions for learning.
  10. Give students options.



# Presentation Overview

Overview of the CIT Initiative

A Brief History and Status Update

Meet the Principals

Questions?

Resources



# Overview of the Continuous Improvement Teams Initiative



# **CITs and the Continuous Improvement Process**

Implementing a solid CIT framework in our schools was identified as a key strategy to help improve student achievement. The CIT initiative is one of the district's Action Cards.

The CIT initiative uses a continuous improvement process based on processes promoted by the Minnesota Department of Education.

It was adapted for the Duluth Public Schools working in partnership with the Regional Centers of Excellence.

# Overview of the CIT Initiative: The What, Why, Who



## Continuous Improvement Process

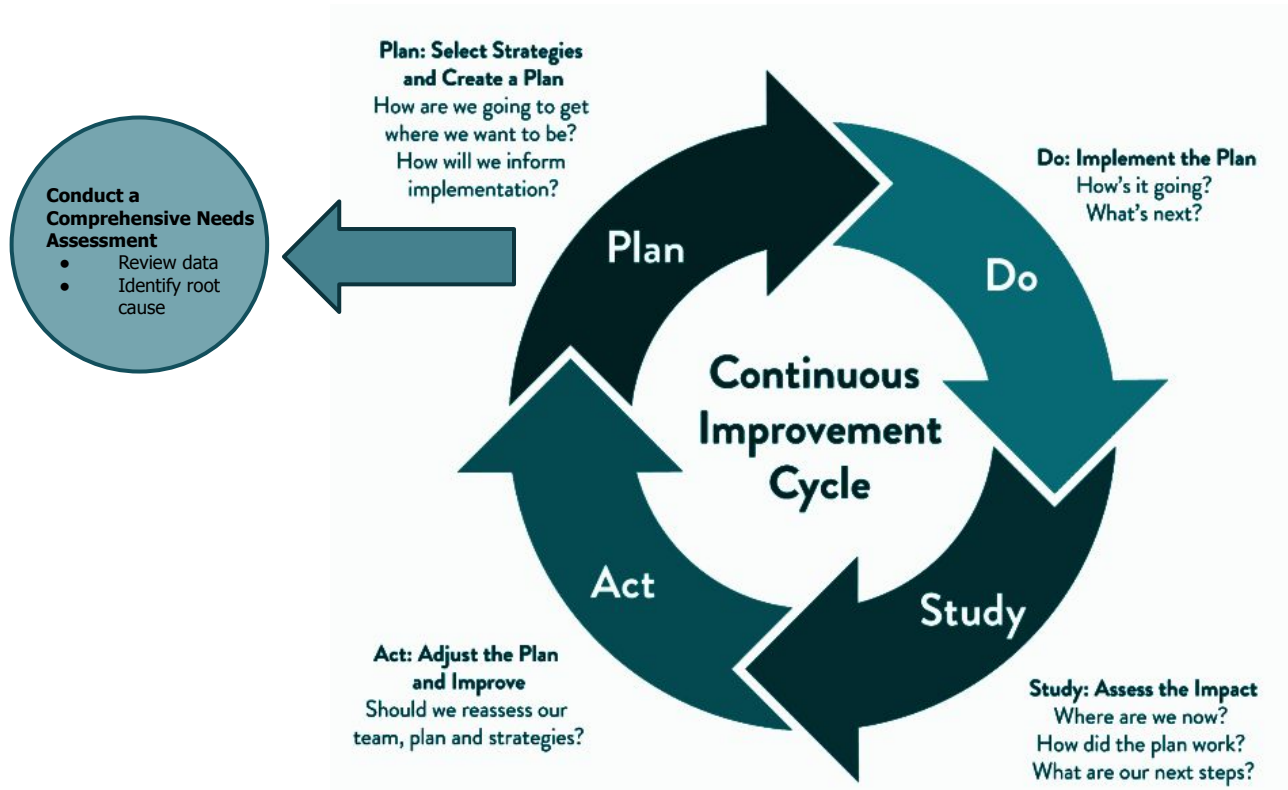
- Encourages coherence and connections
- Shifts mindsets - growth is key
- Focuses on the “how” to do the work

## Continuous Improvement Team (CIT)

- Provides leadership to guide each school’s continuous improvement work
- Represents a variety of perspectives



# Overview of the CIT Initiative: The How



# School Improvement Plan: The Tool

## What is a SIP?

- A written plan to achieve the vision of the school
- It answers “How are we going to get to where we want to be?”
- Its primary purpose is to identify and implement the research-based strategies, practices, or programs that will address the root cause – strategies that the system can implement with the greatest likelihood of success

# The Continuous Improvement Process: A Brief History and Status Update



# CITs: Where We've Been

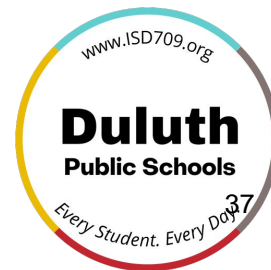
## **CITs are not new!**

- Continuous Improvement Teams (CITs) were implemented in the Fall of 2016
- Teams received training and support through December 2018
- In January of 2018, the District experienced deep mid-year budget cuts and funding for initiative was rescinded
- From 2018-2021, schools continued with CITs as best they could without district guidance or support. This resulted in inconsistencies in practice across the district.

# CITs: Where We've Been

**In 2021-22, the district recommitted to CITs and prepared for a re-launch of the initiative**

- Updated processes and procedures to align with Regional Center of Excellence (RCE) and MN Dept of Ed (MDE) expectations and timelines
- Developed tools and resources to support the initiative (ex: [Handbook](#))
- Assessed status of leadership teams using pre/post rubric
- Identified teams' needs based on the results of Leadership Rubric
- Proposed a roadmap for implementation



# CITs: Where We've Been

**In 2022-2023, the district re-launched CITs across the district**

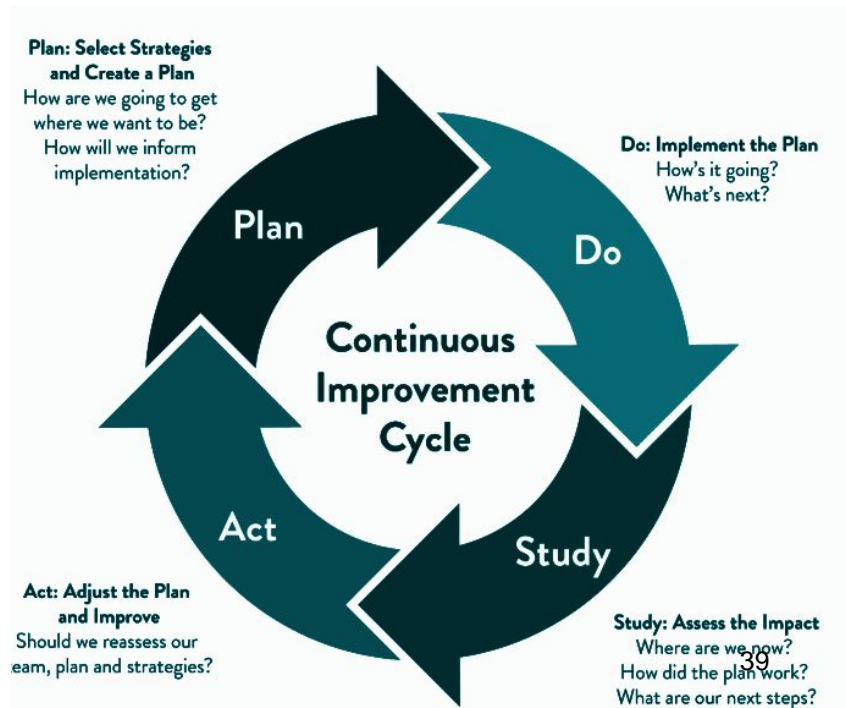
- Provided training and support using updated processes
- Monitored the use of updated processes
- Gathered feedback on training, processes, and support
- Made improvements based on feedback



# Where Are We Now?

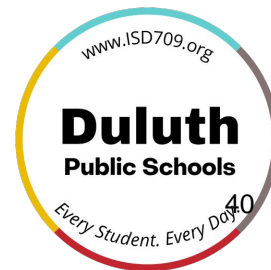
## By the end of 2022-2023 (year 1), all schools:

- Formed a team to guide the work (CIT)
- Developed a schedule for the CIT to meet regularly
- Completed an initial Comprehensive Needs Assessment (CNA) and identified a Root Cause
- Set student outcome goals based on the data reviewed in their CNAs
- Identified a strategy or strategies to address the identified root cause
- Developed an action plan for implementing the strategies they selected



# Where Are We Now?

Schools across the district vary in where they are in the process of implementing, monitoring, and evaluating the strategies that are included in their School Improvement Plans.





# Where Are We Going?

**Continue to support teams through initial implementation of the initiative, move towards full implementation or “standard practice”**

- Continue to provide training and support using updated processes
- Continue to monitor the use of updated processes
- Continue to gather feedback on training, processes, and support
- Incorporate new resources from MDE into our practices
- Make improvements to the processes based on feedback



# Meet the Principals



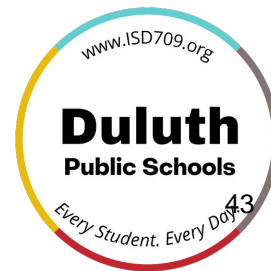
# Meet the Principals

Introduce yourself (name and school)

1-2 things you are particularly proud of this related to your school's continuous improvement work

Optional: Something you want the SB to know about you, your CIT, or your school

**1-2 minutes per principal - MAX**



# Questions?

**Initiative Lead: Tawnyea Lake, PhD, NCSP**

Director of Assessment and Evaluation

[tawnyea.lake@isd709.org](mailto:tawnyea.lake@isd709.org)

218.336.8713 (or x1027)

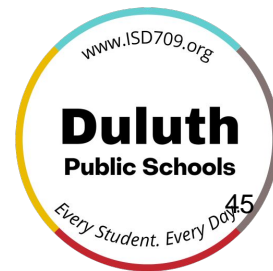


# Additional Information

For additional information on what each school is doing to improve student achievement, you may access their most recent school improvement plan on their school's website under "About Us" (after October 15).

[District SIPs At-A-Glance](#)

[School Improvement Goals and Progress Report](#)



## COW Agenda Cover Sheet

**Meeting Date:** Oct 3, 2023

**Topic:** Plan to develop an Education Equity Framework

**Presenter(s):** Nate Smith (he/him), Coordinator - Office of Education Equity

**Attachment (yes or no):** Yes ([LINK HERE](#))

**Brief Summary of Presentation or Topic (no more than a few sentences):**

Presentation to share the background, current reality and plans for the development of an Education Equity Framework this year. We will be creating a team to develop identified initiatives as part of the Framework.

# Duluth Public Schools

2023-2024

## Educational Equity Framework Development Plan



# Background / Current Reality

- In 2017, the previous Superintendent, asked the previous Coordinator of the Office of Education Equity, to assist in developing an Education Equity Framework for the Duluth Public Schools. The district began this process researching resources for a **definition of equity** along with various key questions for considering equity in decision-making processes from previous work already done with the Minnesota Department of Education (MDE).
- Stakeholder input was vital to the process of starting the development of an Educational Equity framework and the school board Resolution of Commitment for our district.
- The district used various methods for gathering input on the development and components of an Educational Equity Framework and Resolution of Commitment, including:
  - listening sessions with individuals and community organizations,
  - three Think Kids input sessions, community conversations, and
  - an online survey to receive input from staff and folks that were not able to attend the neighborhood input sessions.
  - Collaborated with the HiAP group in gathering input on the components of the framework and on the drafting of the overall proposed Framework. Intention was used to gather input from individuals and communities who identify as being diverse, or have/are living in poverty.
- The Definition of Equity, Ten Minnesota Commitments to Equity, and the Tool for Equity Accountability (TEA) Form are components of an Educational Equity Framework that the stakeholder team recommended the Duluth School Board adopt through a Resolution of Commitment.
- The school board adopted this resolution on June 19th, 2018 ([resolution linked here](#))





# Background / Current Reality

- A District Leadership team was created to develop an Educational Equity Framework with an implementation plan, monitoring/accountability measures, TEA Form use, storage and review/monitoring system and timeline.
  - The team started drafting recommendations for proposed Focus Areas, professional development/training ideas and the development of a district/community committee titled, Equity Review Team.
  - A draft implementation and monitoring plan and timeline was started (never completed)
- November 2019, Equity Leadership Team dissolves
- Covid hits later that school year
- Transition of district leadership who oversaw development and initial drafting of an Educational Equity Framework happened, leading us to where we are now.
- The Office of Education Equity is supporting the districts Advancing Equity Strategic Direction and Action Card, which identifies the development on an Educational Equity Framework as a priority focus area this year.
- The Advancing Equity Action Card also lays out other priority focus areas and steps that we, as a district and school community can do, to advance equity.
- We have an identified need to create an Equity Leadership Task Force and Monitoring team made up of district staff and community members, which will work on and monitor Advancing Equity and the development of an Educational Equity Framework



# Duluth Public School Resolution E-6-18-3555

## **Commitment for an Education Equity Framework**

*WHEREAS*, education equity is the condition of justice, fairness, inclusion, and cultural responsiveness in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials;

*WHEREAS*, the pursuit of education equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, ethnicities, incomes, and other social conditions;

*WHEREAS*, eliminating those structural and institutional barriers to educational opportunity requires systemic change that allows for distribution of resources, information, and other support depending on the student's situation to ensure an equitable outcome;

*NOW, THEREFORE, BE IT RESOLVED* that the Duluth School Board does commit to implementation of the Duluth Public Schools Education Equity Framework, which includes a definition of Education Equity, the Minnesota Department of Education's Ten Minnesota Commitments to Equity and the Duluth Public Schools Tool for Equity Accountability (TEA) form;

*BE IT FURTHER RESOLVED* that the Duluth School Board hereby directs administration to develop a Duluth Public Schools Education Equity Framework implementation and accountability plan.



# MN 10 Commitments to Equity

1. Prioritize equity: Set and communicate a vision and targets for high outcomes for all students.
2. Start from within: Focus on leadership, diversity and inclusiveness.
3. Measure what matters: Use relevant and meaningful data. Hold each other accountable for equity.
4. Go local: Engage and develop leaders at all levels. Empower community partners in continuous improvement work.
5. Follow the money: Allocate resources to learners who need them most.
6. Start early: Invest in families and learners early on.
7. Monitor equitable implementation of standards: Improve the quality of curriculum and instruction for all students.
8. Value people: Focus on teachers and leaders. Develop the people you have. Ensure equitable access to the best teachers.
9. Improve conditions for learning: Focus on school culture, climate and social-emotional development. Connect teaching to the experiences, assets and needs of students.
10. Give students options: Empower students with high-quality options to support every learner's success.





**Infrastructure for Continuous Improvement**



**Family and Community Engagement**



**Multi-Layered Practices and Support**



**Assessment**



**Data-Based Decision Making**



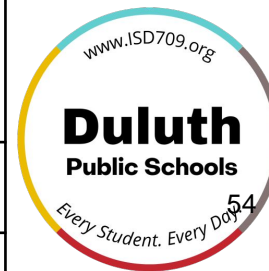
# Next steps....

- Create an Education Equity Task Force & Monitoring Team following the 4 Stage Development Process
- This team will facilitate the development of an Education Equity Framework, to include:
  - The districts definition of Education Equity
  - Implementation, use and monitoring of the TEA Tool
  - District alignment to MN 10 Commitments to Equity
  - Development of a Diversity Policy
  - Recruitment and Retention plan
  - Affinity Group structure and guidelines
  - District support of EEAC, AIPAC and other district advisory teams
  - Consideration of existing policies, practices, and organizational culture to identify areas for improvement.
  - Develop and identify measurable goals, objectives and accountability measures to progress monitor implementation
  - Determine key milestones and timelines for implementing initiatives, and regularly review and adapt the plan as needed.



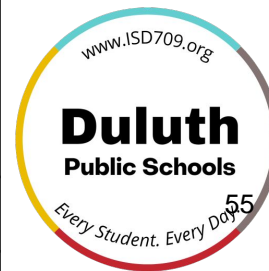
# Equity Task Force & Monitoring Team - 4 Stage Development Process

	Stage 1	Stage 2
	Formation	Orientation
Who	District leaders and staff, principals and site leaders, families, and community members	Office of Education Equity
What	<p>Formation: Assemble a diverse group of individuals-district leadership, staff and community members who are passionate about equity and inclusion to form the Educational Equity Taskforce and Monitoring Team</p> <p>Recruit team members from various departments and levels within the organization and community to ensure diverse perspectives and representation.</p> <p>Seek individuals who possess knowledge, skills, and a genuine commitment to driving equity and dismantling systemic biases.</p>	<p>1. Roles and Responsibilities: define and communicate the roles and responsibilities of each equity team member.</p> <ul style="list-style-type: none"> <li>-Clearly outline the purpose and objectives of the team.</li> <li>-Assign specific tasks and areas of focus to team members based on their expertise and interests.</li> <li>-Foster collaboration and shared accountability among team members.</li> </ul> <p>2. Training and Education: Provide training and educational opportunities to enhance the team's understanding of equity-related concepts and issues.</p> <ul style="list-style-type: none"> <li>-Organize workshops, seminars, and webinars on topics such as implicit bias, cultural competence, and inclusive leadership.</li> <li>-Encourage team members to engage in self-directed learning through reading materials, online courses, and attending relevant conferences or events.</li> </ul>
When	Recruitment starting near the beginning of the 23-24 school year. Convene 1st meeting by November 1st, 2023	Through January 2024
How	<a href="#">Process linked here</a>	Define roles and objectives at first meeting and continually identify, develop, facilitate and share training opportunities with members



# Equity Task Force & Monitoring Team - 4 Stage Development Process

	Stage 3	Stage 4
	Orientation part 2	Implementation
Who	Office of Education Equity	Educational Equity Task Force and Monitoring Team
What	<p><b>Action Plan Development</b>            Create a detailed action plan and timeline that outlines specific initiatives and strategies to be implemented, including the development of an Educational Equity Framework, to include:</p> <ul style="list-style-type: none"> <li>-Monitoring and use of the TEA Tool</li> <li>-District alignment to MN 10 Commitments to Equity</li> <li>-Development of a Diversity Policy</li> <li>-Recruitment and Retention plan</li> <li>-Affinity Group structure and guidelines</li> <li>-District support of EEAC, AIPAC and other district advisory teams</li> <li>-Consideration of existing policies, practices, and organizational culture to identify areas for improvement.</li> <li>-Develop and identify measurable goals, objectives and accountability measures to progress monitor implementation</li> <li>-Determine key milestones and timelines for implementing initiatives, and regularly review and adapt the plan as needed.</li> </ul>	<p><b>Collaboration and Communication:</b> Establish effective and intentional channels of communication and collaboration within the team and across district organizational leadership teams (Cabinet, Cabinet +, Duluth Leadership Team, Teaching, Learning and Equity, Principal +, ect.)</p> <ul style="list-style-type: none"> <li>-Foster open dialogue, active listening, and a safe space for team members to share ideas, concerns, and perspectives.</li> <li>-Regularly update the district and leadership teams on the process, progress, challenges and achievements of the team, ensuring transparency and accountability and an intentional communication loop.</li> <li>-Seek feedback and input from employees at all levels to ensure their voices are heard and considered in task force-related decisions.</li> </ul>
When	By March 1st, 2024	Ongoing
How	Facilitated by the Office of Education Equity	Process developed and facilitated by the Educational Equity Task Force and Monitoring Team



# Progress Measurement

- Regularly assess the Equity Taskforce and Monitoring team's progress against the action plan and timeline while monitoring the impact of initiatives on organizational culture, employee satisfaction, and inclusion metrics.
  - Conduct surveys, focus groups, and qualitative feedback sessions to gauge perceptions and identify areas for improvement.
- Review progress measurement data regularly



# Vision at implementation

By setting clear goals, establishing an Educational Equity & Monitoring Team, and implementing robust monitoring mechanisms, we aspire to foster a workplace that values and celebrates diversity. Our commitment extends to effectively implementing and monitoring the use of the TEA tool, aligning our systems with MN's 10 Commitments to Equity, and creating an Educational Equity Framework. Through these initiatives, we aim to create an inclusive environment where everyone feels respected, empowered, and has equal opportunities to thrive.

# Questions and reflections?

