

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Thursday, August 4, 2022

UnitedHealth Group Building

4316 Rice Lake Road

Suite 108

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 - None

2) Resolutions - None

3) Other Action Items - None

B. Informational Items

1) Presentations

a. Lowell Traffic Issue Presentation 2

St. Louis County Traffic Engineer, Victor Lund

b. YMCA Opportunity 25

Sr. Vice President of Operation for Duluth YMCA, Jeramy Katchuba &
Assistant Superintendent, Anthony Bonds

c. CRC (Conflict Resolution Center) Presentation 29

Denfeld Principal, Tom Tusken

d. Headstart Corrective Action Plan/Management System 38

Early Childhood/Head Start Coordinator, Sherry Williams

e. Community Education Update - Verbal

Assistant Superintendent, Anthony Bonds and Executive Assistant for Comm.
Ed Cindy McLeod

f. Safety Update - Verbal

Assistant Superintendent, Anthony Bonds and Safety, Health & Environmental
Coordinator Matt Johnson

g. Concurrence & Non-concurrence Response Presentation 45

Assistant Superintendent, Anthony Bonds

C. Other - None

4. ADJOURN

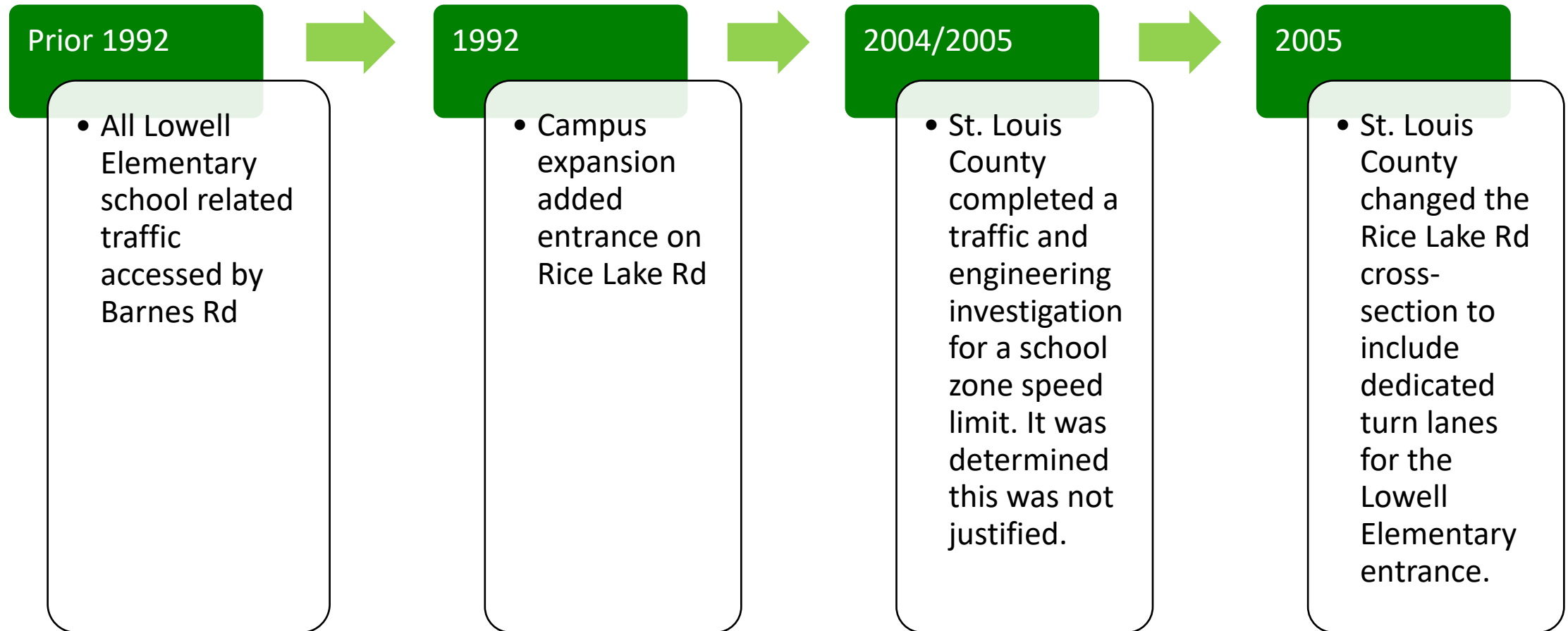
Lowell Elementary Traffic Investigation



Victor Lund, PE
Traffic Engineer
St. Louis County
August 4, 2022



Rice Lake Road Traffic History – Lowell Elementary



Traffic Engineering Investigation – Sight Distance

- Available sight distance to school entrance
 - Northbound traffic = 625 ft
 - Southbound traffic = unrestricted
- Minimum recommendations for Intersection Sight Distance (left-turn from stop)
 - 45 mph → 500 ft Sufficient
 - 50 mph → 555 ft Sufficient
- Minimum recommendations for Stopping Sight Distance
 - 45 mph with 6% downslope → 400 ft Sufficient
 - 50 mph with 6% downslope → 474 ft Sufficient

Traffic Engineering Investigation – Crash History

2017-2021 Rice Lake Road Corridor Unsignalized Intersections Crash History

Intersection	Type	Fatal	Serious Injury	Minor Injury	Possible Injury	Property Damage	Total Crashes	Crashes/Year	Severity Index
13 th St	T			1		5	6	1.2	8
14 th St	T						0	0	0
Ivy St	T					1	1	0.2	1
Marshall School	2T					2	2	0.4	2
Baylis St	T					1	1	0.2	1
Pecan Ave	T						0	0	0
Boulder Dr	T						0	0	0
Hickory St/Chinook Dr	+				1	2	3	0.6	4
Lowell Elementary	T				1	1	2	0.4	3
Barnes Rd	T						0	0	0
Public Safety Dr	T					1	1	0.2	1

South

 North

Severity Index = (Fatal x 5) + (Serious Injury x 4) + (Minor Injury x 3) + (Possible Injury x 2) + (Property Damage Only x 1)

Traffic Engineering Investigation – Speed Study



Traffic Engineering Investigation – Speed Study

- Speed study conducted on Rice Lake Road for the 24 hr period beginning Monday, September 24, 2018 at 11:00 am and ending Tuesday, September 25, 2018 at 11:00 am.
- Posted speed limit = 45 mph

Northbound Traffic		Southbound Traffic	
Average Speed	41 mph	Average Speed	42 mph
85 th Percentile Speed	47 mph	85 th Percentile Speed	48 mph
10 mph Pace	41-50 mph	10 mph Pace	41-50 mph
Percent in Pace	67%	Percent in Pace	71%

Traffic Engineering Investigation – Speed Study

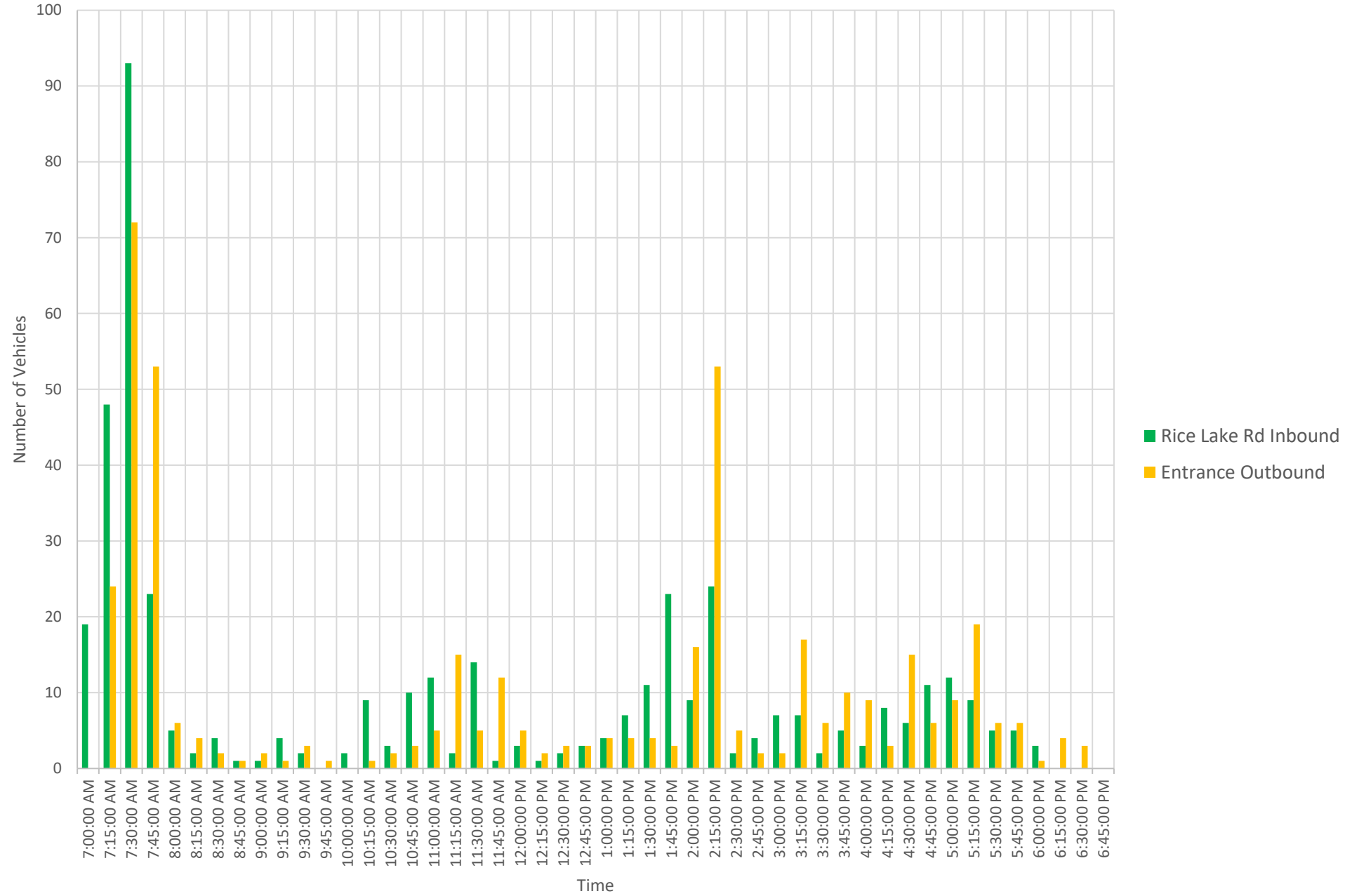
- A speed study was also conducted on Rice Lake Road on January 15-18, 2013 near the Lowell Elementary entrance.
- Posted speed limit = 45 mph

Both Directions	
Average Speed	41 mph
85 th Percentile Speed	47 mph
10 mph Pace	39-49 mph
Percent in Pace	66%

Traffic Engineering Investigation – Traffic Volume

- Turning movement count performed on Tuesday, September 25, 2018
- Peak hour arrival and departure times
 - Arrival Period – 7:00 am to 8:00 am
 - Departure Period – 1:30 pm to 2:30 pm
- Peak 15 min arrival and departure times
 - Arrival Period – 7:30 am to 7:45 am
 - Departure Period – 2:15 pm to 2:30 pm

Lowell Elementary Traffic Volume



Peak Hour Turning Movements



Rice Lake Rd

478 (235)
104 (25)

Lowell Elementary
Entrance

95 (41)
54 (35)

341 (258)
79 (42)

AM (PM)



Peak Hour Factors

Approach	AM	PM
Rice Lake Rd Inbound	0.49	0.70
Lowell Elementary Outbound	0.52	0.36

Peak 15 min Turning Movements



Turning Movement	AM Conflicting Vehicles	PM Conflicting Vehicles
Outbound Left	3 sec/veh	7 sec/veh
Outbound Right	9 sec/veh	15 sec/veh

Left-Turn Gap = 7.5 sec
Right-Turn Gap = 6.5 sec

Rice Lake Rd

149 (61)
55 (6)

Lowell Elementary
Entrance

50 (30)
22 (23)

101 (62)
38 (18)

AM (PM)



Red Line = 680 ft
30 ft/veh → 23 veh

Blue Line = 230 ft
30 ft/veh → 8 veh

Number of Parking Spaces = 67

Parking Lot Capacity = 98 veh
Standing Capacity = 75 veh

There are ~93 veh arriving to the parking lot during the AM peak 15 min period. There are ~24 veh arriving to the parking lot during the PM peak 15 min period.

Plate Rd
4



Traffic Engineering Investigation – Summary

- There is sufficient intersection sight distance for the Lowell Elementary entrance.
- Vehicles turning into Lowell Elementary have dedicated turn lanes on Rice Lake Rd.
- Most vehicles on Rice Lake Rd are driving at or under the posted speed limit. There is generally good compliance with the posted speed limit. Vehicle speeds on Rice Lake Rd have been consistent over time.
- The outbound left-turn movement from the parking lot has insufficient gaps to turn onto Rice Lake Rd during the AM and PM peak 15 min. The outbound right-turn movement from the parking lot has sufficient gaps to turn onto Rice Lake Rd during the AM and PM peak 15 min.
- The parking lot does not have sufficient standing space for arriving vehicles.

Traffic Engineering Alternatives

- Alternative 1: Staggered Drop-Off and Pick-Up Times
 - Assign students by grade to a specific time slot.
 - Would spread out arriving vehicles over a longer time period.
 - May only have to stagger the AM drop-off.
 - May require additional staff time and schedule changes.



Traffic Engineering Alternatives

- Alternative 2: Drop and Ride Busing
 - Have students being transported by private vehicles be dropped off and picked up at a designated parking lot and ride a bus to/from school.
 - Would require additional school transportation resources.
 - Logistical challenges (e.g. parent did not come pick up child at the designated parking lot).



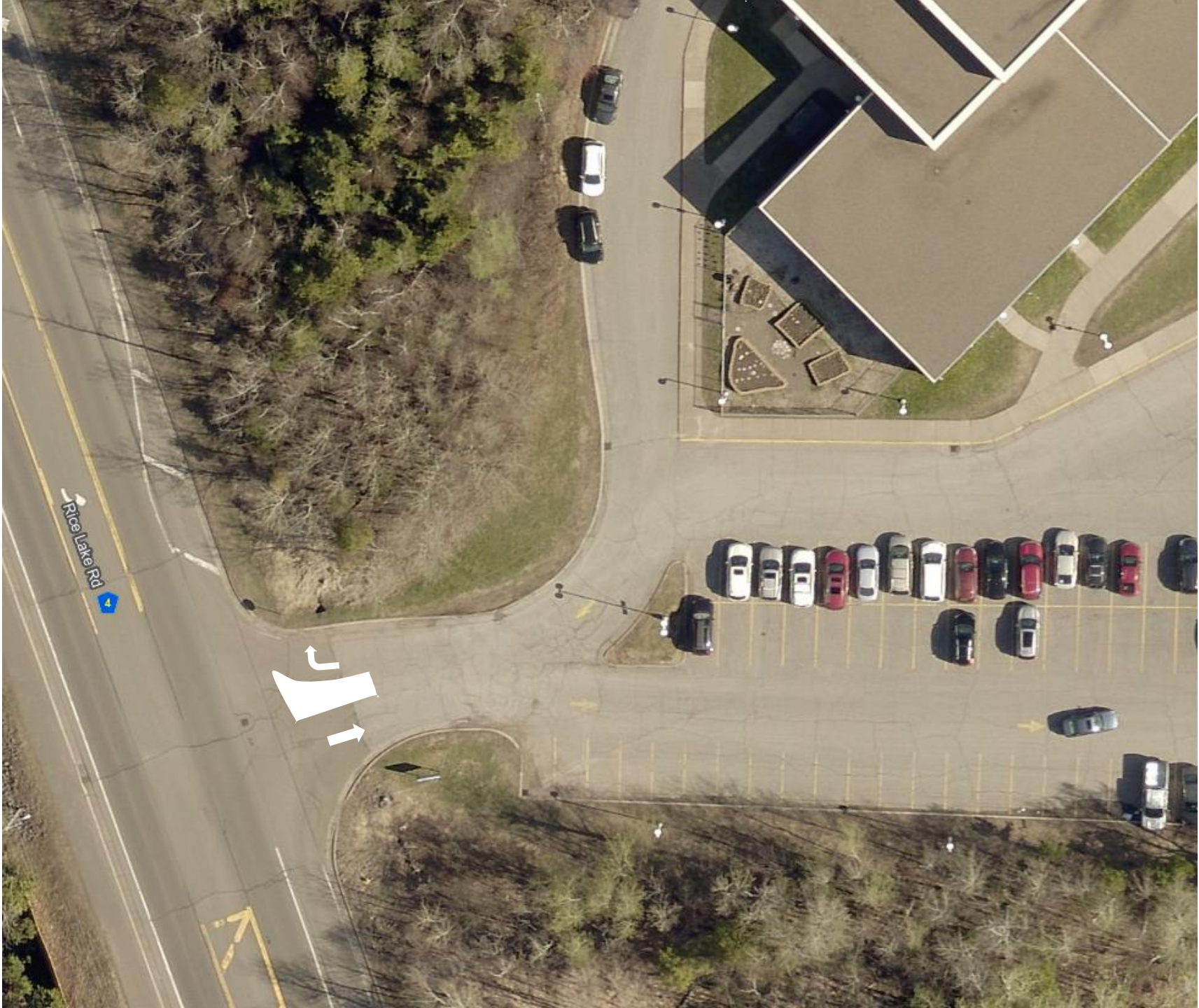
Traffic Engineering Alternatives

- Alternative 3: Dedicated Turn Lanes in Entrance
 - Widen the school entrance to accommodate a single inbound lane, a left-turn outbound lane and a right-turn outbound lane.
 - Would allow outbound right-turning vehicles to turn onto Rice Lake Rd without waiting for a left-turning vehicle to find an appropriate gap to turn onto Rice Lake Rd.
 - Would improve flow within the parking lot.



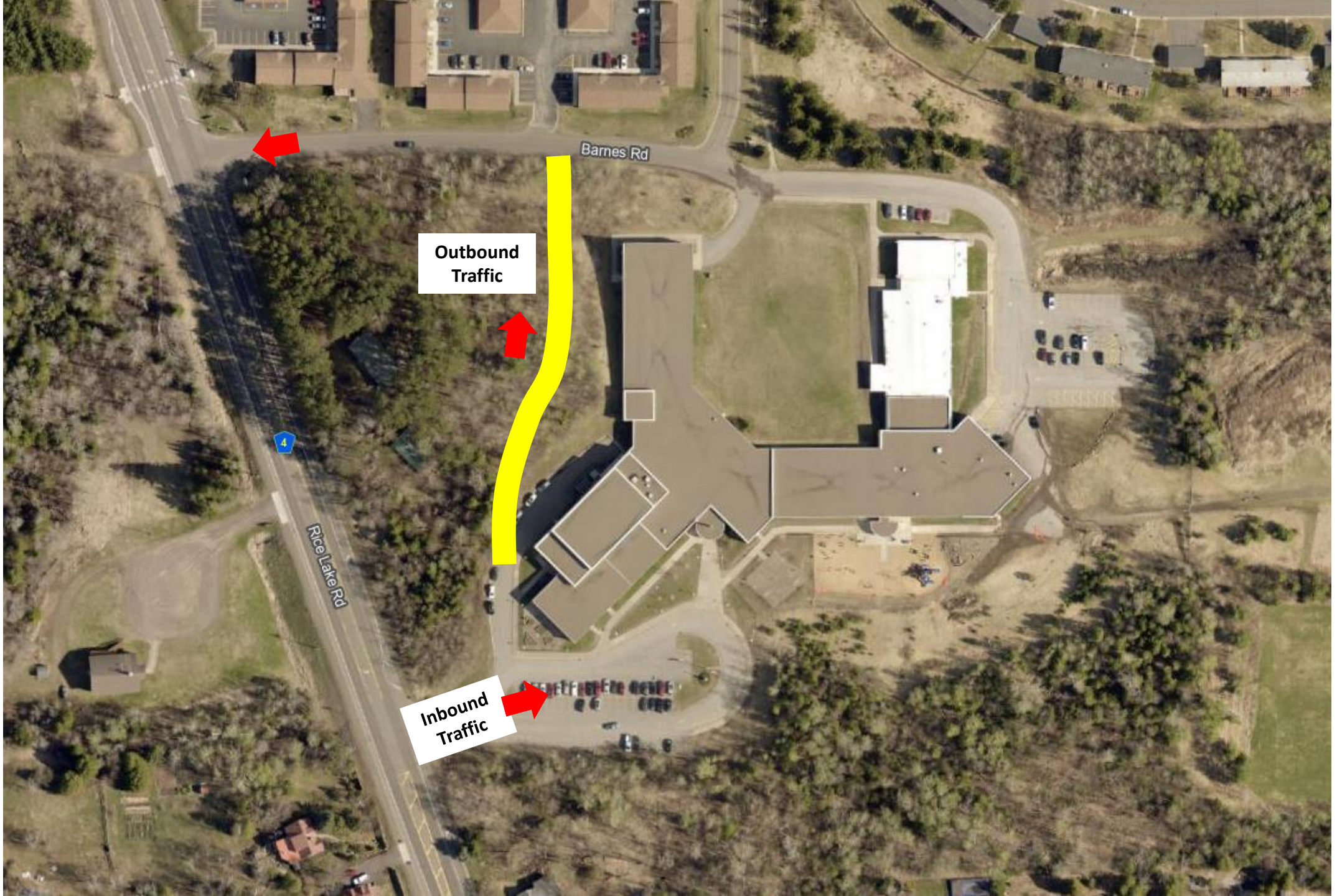
Traffic Engineering Alternatives

- Alternative 4: $\frac{3}{4}$ Access Entrance
 - Construct a channelized island in the throat of the entrance to prohibit outbound left-turn movements.
 - Would allow inbound left-turn movements, inbound right-turn movements and outbound right-turn movements only.
 - Would improve flow within the parking lot.



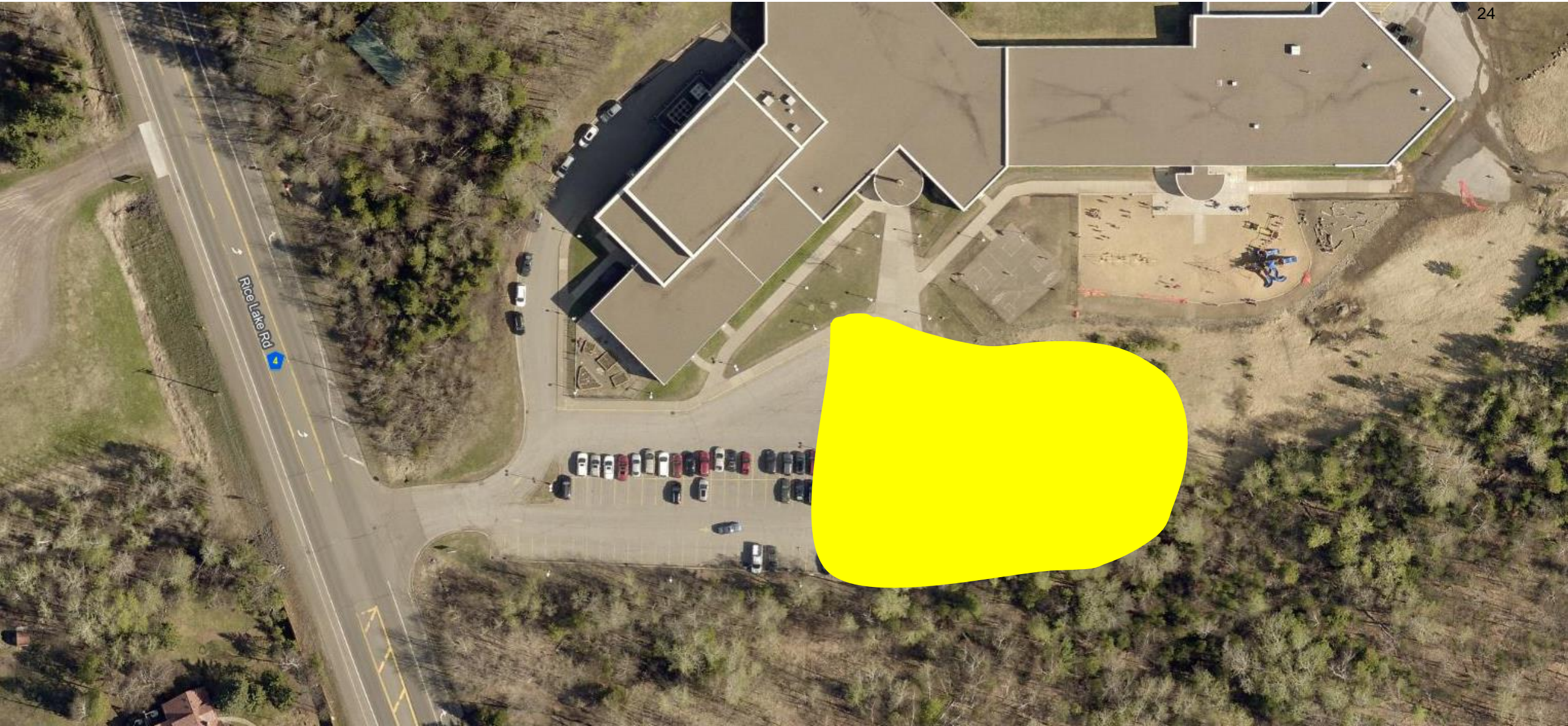
Traffic Engineering Alternatives

- Alternative 5: Rerouted Access to Parking Lot
 - Connect the upper parking lot (main) to Barnes Rd.
 - Restrict outbound movements to Barnes Rd.



Traffic Engineering Alternatives

- Alternative 6: Enlarge Parking Lot
 - Enlarge parking lot to increase parking and standing capacity.





Duluth Area Family YMCA Proposal for ISD 709 ESSER Funds

Drafted June 30, 2022

Overview

The Duluth Area Family YMCA (the Y) is one of the oldest and largest nonprofits in the Northland. The Y is committed to strengthening community by connecting all people to their potential, purpose, and each other. As an association, the Y's programs reach over 180 miles, from Moose Lake to Grand Portage. Locally, programs operate within all Duluth Public Elementary Schools, the Harbor Highlands Community Center, the Gary-New Duluth Recreation Center, the Woodland Community Center, and several non-profit youth serving agencies.

In partnership with ISD 709, the Y is proposing to provide the following services to increase youth development and healthy living opportunities for Duluth-area youth, specifically those from low-income households and BIPOC communities over the 2022-2023 and 2023-2024 school years.

The Y acts as a leader, collaborator, and catalyst for change. Services described in this proposal will have a widespread impact on youth and families, as they will be done in collaboration with the following entities: AICHO, Boys and Girls Clubs of the Northland, CHUM's Steve O'Neil Apartments, the Damiano Center, the Duluth Community School Collaborative, Family Freedom Center, Gary New Duluth Recreation Center, Harbor Highlands Community Center, Laura MacArthur KEY Zone, Lincoln Park Children and Families Collaborative, Myers-Wilkins KEY Zone, Stowe KEY Zone, and Valley Youth Center. These partnerships were carefully identified for this project as they all serve a high percentage of youth from low-income households (40-95% qualifying for free or reduced-price lunch) and families that identify as part of the BIPOC community (20-95%).

Proposed Services

- **Camp Miller:** New opportunities for recreation and positive youth development through camping services will be established in partnerships with Steve O'Neil Apartments, Harbor Highlands Community Center, Duluth Community School Collaborative Myers Wilkins, Valley Youth Centers, Family Freedom Center and others with a focus on students from low-income households. Camp will focus on providing students with a wide range of recreation and personal development activities.
 - Scholarships for 10 students to attend a week of camp summer 2022
 - \$750 per student x 10 students = \$7,500
 - \$3,750 ESSER Funds, 50% match from the Y
 - Scholarships for 40 students to attend a week of camp summer 2023
 - \$790 per student x 40 students = \$31,600
 - \$15,800 ESSER Funds, 50% match from the Y
 - Transportation \$2,000
 - Create a new opportunity for youth engagement through a two-day MEA weekend camp for 50 students during 2022-2023 school year
 - \$110 per student x 50 students = \$5,500
 - Transportation \$1,000

- MEA break camp for 50 students during 2023-2024 school year
 - \$120 per student x 50 students = \$6,000
 - Transportation \$1,100
- **CATCH Kid's Club:** Coordinated Approach to Childhood Health (CATCH) Kid's Club will provide 72 nutrition and healthy living lessons to 180 students at 6 sites (Harbor Highlands, Myers-Wilkins, Piedmont, Laura MacArthur, and two of the following: Boys and Girls Clubs, Steve O'Neil Apartments, or the Valley Youth Center) from September 2022 - June 2024. CATCH provides interactive lessons to K-5th grade students on nutrition and healthy eating, the importance of lifelong physical activity, and strategies to reduce screen-time. Each weekly lesson is taught by a trained instructor with age-appropriate activities designed to make learning preventative health fun.
 - 36 lessons x 6 sites (30 youth/site) = 180 youth/year
 - 180 youth/year x 2 years = 360 youth served total
 - \$30,170 total for 2 years of CATCH programming
 - \$7,084 in staffing costs/year x 2 years = \$14,168
 - \$8,001 in supply costs/year x 2 years = \$16,002
- **Community-Based Programming:** Increase enrichment opportunities for students from low income and BIPOC households to engage in free, high quality, year-round out-of-school time programming at the Harbor Highlands Community Center and Gary New Duluth Recreation Center. Create new opportunities to engage in and with the community.
 - Guest speakers and field trip fees for Harbor Highlands Community Center once per month throughout the 2022-2023 school year and both Harbor Highlands and Gary New Duluth Recreation Center in the 2023-2024 school year. Speakers and field trips may be educational, such as the Great Lakes Aquarium or the Duluth Public Library, or recreational such as Spirit Mountain.
 - Speakers or field trip Fees: 30 students x \$5/ student=\$150 budget per month per site
 - \$1,800 for 2022 – 2023, \$3,600 for 2023 – 2024
 - \$5,400 total for 2022-2024
 - Transportation fee \$300/trip (up to 65 students per trip)
 - \$3,600 for 2022 – 2023, \$7,200 for 2023 – 2024
 - \$10,800 total for 2022-2024
- **KEY Zone:** Increase opportunities for students to engage in high quality out-of-school time programming during the school year. Services will focus on KEY Zone Laura MacArthur, Myers Wilkins, and Stowe Elementary.
 - Scholarships for 10 students from each location to receive free high-quality care full time through KEY Zone in the 2022-2023 and 2023-2024 school years.
 - Students will be referred to the program as needing additional support from ISD 709 staff or families may apply directly
 - 30 students x \$185 for 9 months = \$49,950/year
 - Additional enrichment opportunities through guest speakers brought to each site once per month throughout the 2022-2023 and 2023-2024 school years.
 - Approximately 40 youth x \$5/youth = \$200 per month per site x 3 sites = \$600 per month

- \$5,400 for a 9-month school year at three sites
 - \$10,800 for 18 months, covering 2 school years
- Supplemental healthy snacks, fruits and vegetables, for KEY Zone sites that receive district-provided snacks that do not include fresh fruits or vegetables. All sites supported have a high percentage of students receiving free/reduced price lunch.
 - Approximately 120 youth x .30/child daily = \$720 per month
 - \$6,480 for a 9-month school year
 - \$12,960 for 18 months, covering 2 school years.
- **Swim Lessons:** Free 6-week Safety Around Water swim lessons for 144 children over two years at Laura MacArthur KEY Zone, Piedmont KEY Zone, Valley Youth Center, Duluth Community School Collaborative, Lincoln Park Childrens and Families Collaborative, Steve O'Neil, Boys and Girls Clubs, or Harbor Highlands.
 - \$52.50 per 6-week lesson per youth
 - \$36.75/lesson will be in-kind support from the Y
 - 12 kids/lesson x \$52.50/kid x 6 lessons/year x 2 years = \$7,560
 - \$5,292 in-kind support from the Y
 - Transportation = \$62.50/day if provided in Y van
 - \$50 staffing + \$12.50 milage = \$62.50 x 72 days = \$4,500

Proposed Budget

Service	Details	Amount
Camp Miller Scholarships	10 students in the summer of 2022 and 40 students in the summer of 2023 receive a free week of camp	\$21,550
Camp Miller MEA Break	50 students in fall 2022 and 50 students in fall 2023 attend special MEA break camp	\$13,600
CATCH Kid's Club	360 students at 6 sites will receive a total of 72 nutrition and healthy lifestyle lessons from September 2022 - June 2024	\$30,170
Community Program Enhancements	60 youth will experience additional enrichment opportunities through guest speakers at Harbor Highlands and Gary New Duluth from September 2022 - June 2024	\$16,200
KEY Zone Scholarships 2022-2023	30 youth access (10 per site Laura MacArthur, Myers Wilkins, and Stowe Elementary) receive free high-quality care full time	\$49,950
KEY Zone Scholarships 2023-2024	30 youth access (10 per site Laura MacArthur, Myers Wilkins, and Stowe Elementary) receive free high-quality care full time	\$49,950

KEY Zone Program Enhancements	120 youth will experience additional enrichment through guest speakers at 3 KEY Zone sites 2022-2024	\$10,800
KEY Zone Healthy Snacks	120 youth will experience fresh fruits and vegetables daily (40 per site Laura MacArthur, Myers Wilkins, and Stowe elementary)	\$12,960
Swim Lessons	144 students from afterschool programs receive free swim lessons from September 2022 - June 2024	\$12,060
	Total	\$217,240

Contact**Jeramy Katchuba**

Senior Vice President of Operations

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Melissa Fanning

Community Services Executive Director

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Duluth Area Family YMCA302 W 1st St

Duluth, MN 55802



Denfeld and the Conflict Resolution Center

Presented to the Duluth School Board Committee of the Whole
Thursday, August 4



History

- Denfeld identified for disproportionate out of school suspensions
- Denfeld selected as one of six MN Model schools to help address this
- Partnership with Conflict Resolution Center (CRC) created through MN Model



What is the MN Model?

- Sponsored by the Minnesota Department of Human Services
- Goal is to reduce exclusionary discipline, like out of school suspensions, especially for students of color and preventing incidents that occur in school from resulting in arrests and intake into the criminal justice system
- OSS is the number one predictor of a student dropping out of school*
- Students arrested at school are three times more likely to drop out than their peers who are not arrested*
- Very few students are arrested at school.

*The Minnesota Model of School-Based Diversion for Students with Co-Occurring Disorders, Together Towards Tomorrow: Making space for courageous conversations, Bill Wyss, Minnesota Department of Human Services

What is CRC?



- Denfeld has partnered with the Conflict Resolution Center since 2016
- CRC provides:
 - Individual conflict coaching (Tier III-Individualized Intervention)
 - Mediations (Tier III-Individualized Intervention)
 - Classes: “Words Can Work” provides a group setting that models SEL (Social Emotional Learning) skills and positive conflict resolution behaviors. Have been held during WIN or after school (Tier II-Small Group Intervention)
- Administrators (Principals and Deans) refer students to CRC using a Google Form, this provides initial communication with the mediators from CRC and provides a basis to track participants, demographic data and outcomes.
- Denfeld teaches school wide expectations, uses a student recognition system and provides SEL lessons through our PBIS framework. (Tier I-Whole Group Intervention)



Erica Backstrom , Duluth Program Director

Erica holds a Juris Doctor from Hamline University School of Law and is a qualified neutral under Rule 114. Previously, Erica served as Executive Director of the Volunteer Attorney Program (VAP), a non-profit organization that works with volunteer attorneys to provide quality pro bono civil legal services to low-income individuals and families in Northeastern Minnesota. Bringing over ten years of experience working with victims of trauma, abuse and at-risk youth, Erica is passionate about conflict resolution's ability to empower participants through a process that honors each individual's voice and recognizes the value of seeing other perspectives respectfully. Erica is an experienced Restorative Services practitioner, participating in circles to address youth truancy, community building and Restorative Justice with Woodland Hills, Inc. and Men as Peacemakers.



Jes-wa' Harris, Duluth Youth Programs Coordinator

Jes-wa' is a passionate mentor, coach, and youth service provider with 25 years of experience working with youth in residential treatment facilities, crisis shelters, Intensive Day Treatment programs and school programming. Jes-wa' coaches high school basketball and middle school track in Duluth Schools. Jes-wa' is a member of Phi Beta Sigma Fraternity and lives by the motto: Culture for service and service for humanity.

CRC Staff that currently work at Denfeld

Source: <http://crcminnesota.org/>



How is CRC used?

- **Resolution:** Primarily, students have been referred to CRC after a conflict has resulted in a confrontation that is either verbal and or physical with the intention of resolving the conflict so further confrontations are avoided.
- **Prevention:** Students are also referred when conflicts become known to staff as a means of preventing confrontations.
- **Process:** Staff from CRC meet with the Denfeld Administrative Team bi-weekly to discuss recent suspensions and the process involved at arriving at that consequence based on the circumstance, investigation and district policy. Assessment of suspensions also explores possible alternatives or changes to process that could be used instead.



Referrals to CRC since 2019:

2019-20: 57 Referrals

2020-21: Distance Learning

2021-22: 97 Referrals



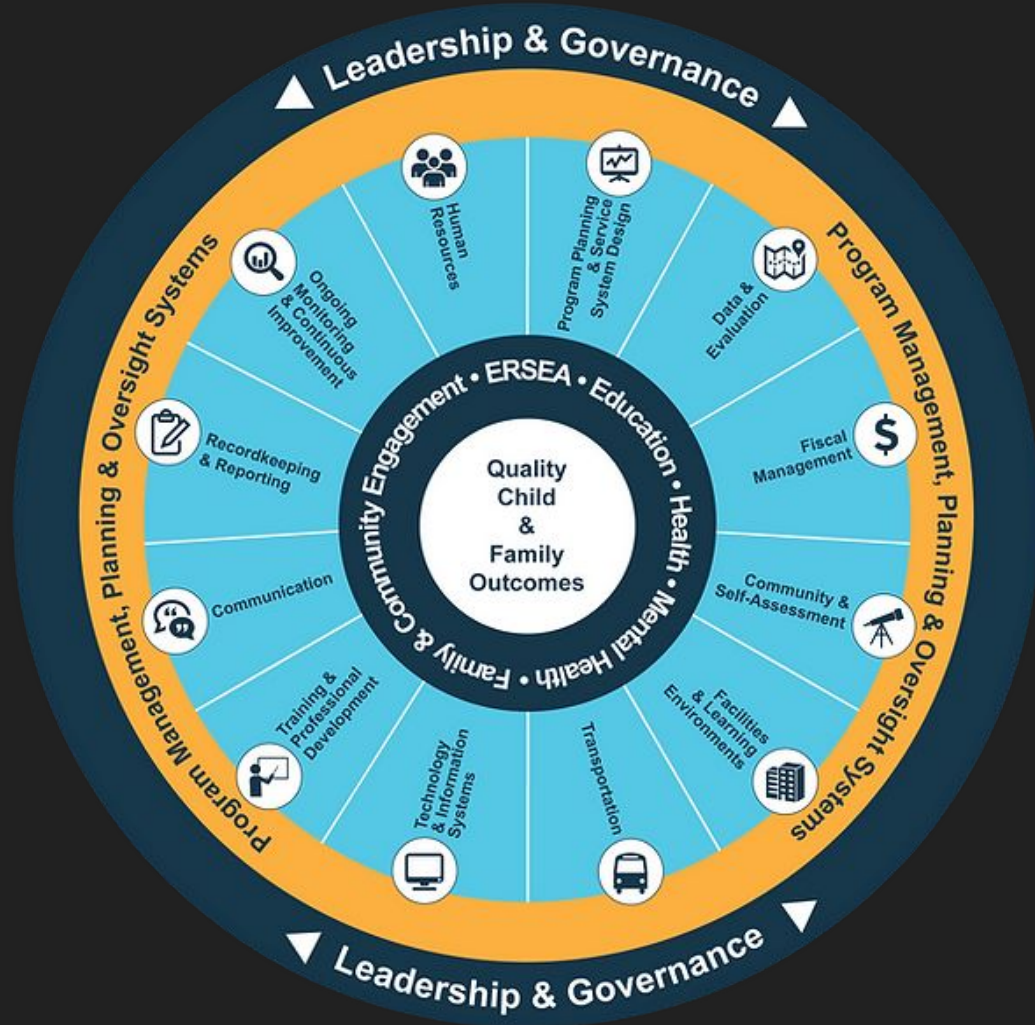
What are the desired outcomes for our work with CRC this year?

1. Make more preventative referrals before conflicts result in verbal and or physical confrontations that result in out of school suspensions in an effort to increase our graduation rate.
2. Use our mediation resources to capacity and look to expand that capacity once reached
2. Host regularly scheduled and ongoing “Words Can Work” classes during WIN and after school
3. Further integrate and clarify the role of CRC within our greater Restorative Practice philosophy and framework

Questions?

Head Start Management System

School Board=Governing Board



The Governing Board has a legal and fiscal responsibility to administer and oversee our program.

40

Governing Board approval is required for:

- Grants/Budgets
- Self Assessment
- Waivers
- Corrective Action Plans

Information that must be shared with the Governing Board:

- Procedures and Timetables
- Policies, guidelines, and Office of Head Start communication
- Program and financial reports
- Plans, policies and procedures, including the grant application.

**this information is often shared via School Board liaison who sits on Policy Council*



Corrective Action Plan (CAP)

Program Name: Independent School District # 709		Grant #: 05CH011591		Assignment Start and End Dates: 6/2022-9/30/22		
Program Specialist: Glenda Williams-Jones		Grants Management Specialist: Jade Dill		Grantee Specialist: Zachary Foster/Ametta Reaves		ECE Specialist: Kristi Smythe
Compliance Date: 9/30/22 HSPPS Citation: 1302.90 Personnel policies. (c) Standards of conduct. (1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that: (ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not: (G) Physically abuse a child.						
System/Action Steps	Person Responsible	Time Frame	Resources/Budget	Monitoring Data Sources/Evidence	Progress Notes	Completion Date
Human Resources: Recipient will Integrate Handle with Care, Circle of Security, and Pyramid Model Trainings into onboarding system	Nancy Vega	ongoing	\$0	A spreadsheet listing staff and trainings will be maintained by Business Manager		
Communication: Recipient will create a timeline of corrective actions taken to document their progress	Sherry Williams	June 14-Sept 30	\$0			
Communication: Recipient will develop key messages around creating a culture of safety for staff, children, and families	Sherry Williams	August 2022				
Communication: Recipient will Develop a plan for reporting of incidents including specific time	Sherry Williams	August 2022				



Head Start Regional TTA Network

<p>guidelines, who to report to, and what is the backup plan if key team members are not available</p>					
<p>Communication: Recipient will Develop a plan with timelines on how information will be shared with the school district and key stakeholders</p>	<p>Sherry Williams</p>	<p>August 2022</p>			
<p>Data/On-Going Monitoring/Professional Development: Recipient will train all staff on Handle with Care</p>	<p>Becky Gamache</p>	<p>August 29, 2022</p>	<p>\$500</p>	<p>Staff will have complete training in fall of 2022. Following initial 6 hour training, maintaining certification requires a 2 hour training, which will be provided annually. Staff hired after the full training will receive an overview Handle With Care, and will follow the direction of trained staff to keep the other children safe in the event of a crisis situation. Untrained staff will not be allowed to use holds until trained. The full training will be offered annually, as needed.</p>	



Head Start Regional TTA Network

<p>Data/On-Going Monitoring/Professional Development: Recipient will train all staff on Circle of Security</p>	<p>Katie Scheufeli</p>	<p>Training in Circle of Security September-December 2022 Pilot Coaching: 2023</p>	<p>\$5,500 Training certified staff and full-time paras not yet trained in Circle of Security \$3,000 Pilot: Providing Coaching 1-2 sites</p>	<p>Circle of Security Classroom Approach is designed to enhance caregiver's abilities to form secure relationships and helps to offer some organizing principles from attachment theory. We will discuss the impacts of this training during teacher meetings. We will integrate language from this model into our team check ins. Successful implantation will be evident in how challenging behavior is framed.</p>		
<p>Data/On-Going Monitoring/Professional Development: Recipient will revisit Pyramid Model Training for staff</p>	<p>Maria Shermoen</p>	<p>Ongoing</p>	<p>\$500</p>	<p>Pyramid Model is monitored closely by Pyramid coaching. Teachers are successful when they meet fidelity on the T-POT tool and when evidence of the Big 5 prevention</p>		



Head Start Regional TTA Network

				strategies are evident in their classrooms.		
Leadership/Governance: Recipient will provide a copy of the Deficiency Report to the Governing Board	Sherry Williams	July 12, 2022			Governing Board is confident we will successfully move forward.	July 12, 2022
Leadership/Governance: Recipient will Provide a copy of the Deficiency Report to Policy Council	Sherry Williams	June 29, 2022			Policy Council is confident we will make our way through this process successfully.	June 29, 2022

2021 RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS	RESPONSE to be developed by the school board (information provided from departments that own the work)
KINDERGARTEN READINESS	Increase the number of American Indian students/families in Early Childhood programs to be prepared and ready for Kindergarten. Increase knowledge of cultural differences/similarities of staff to have a safe beginning place for American Indian Students within DPS.	Lack of American Indian teachers/staff in the Early childhood level to provide ongoing culturally relevant support to families and students. (Approximately 2 known teachers of color.) Lack of culturally relevant curriculum.	Oshki-Inwewin was implemented this Fall. We currently have 17 American Indian students participating in this program. We have 2 staff who identify as American Indians working within Oshki-Inwewin.	Continue to train all staff on culturally inclusive strategies to ensure Early Childhood programs are providing culturally relevant programming. Look at hiring practices and recruitment with Headstart and Human Resources. Integrate culture and language throughout Headstart programs beyond Oshki-Inwewin.	We partnered with Every Child Ready Duluth (Duluth Public Library) to provide training by Anton Treuer, Navigating Positive Identity Development and Cultural Diversity with Young Learners to not only ISD 709 staff, but private childcare and preschools as well. We have reached out personally to Fond du Lac Head Start when we have had openings, to help us spread the word. We will be sharing simple phrases for all classrooms to use in the 2022-2023 school year. The Preschool equity team has merged with the education equity advisory committee to de-silo preschool equity conversations and initiatives in our community. American Indian students were one of the highest achieving students. The Office of Education Equity and the Diverse Recruitment Retention team will serve on Elementary School spring 2022 applicant pool interviews.
READ WELL BY GRADE THREE	Increase the number of American Indian students to reading at grade level by third grade. Increase culturally appropriate resources/references in the curriculum so our students see themselves in school/curriculum.	American Indian students still continue to score low on reading assessments. Average reading proficiency from 2015/16-2018/19 is 40.49% reading proficiency. Less than 50% of our American Indian Students are proficient in reading.	Curriculum Department purchased books for the Misaabekong Ojibwe Immersion program. ELA content specialist selected indigenous-focused books that were tied to Wonders curriculum and distributed them to K-5 teachers. (Note: Some of those books were purchased by the AIE program)	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.	This fall, books were distributed to the elementary schools that were published by grassroots Indigenous publishers for school libraries. Additional books were distributed to classroom teachers K-5 during the 2020-21 school year. Dale is working with the Wonders Committee through our ELA content specialists. They were working in 2020-21 on identifying a list of American Indian texts for the wonders units and examining resources to address cultural objections and misconceptions. Integration Specialists, who work with protected class students, are working to connect diverse students and families to academic support interventions such as tutoring and after-school programs. Duluth media specialist teachers will be sorting school library collections in summer 2022 and summer 2023. They will be assessing the collection and removing any materials that are not culturally appropriate or outdated. The next step would be intentionally adding new culturally specific selections. We have an Achievement & Integration strategy to provide culturally relevant intervention and curricular materials to students at Myers Wilkins. At our Immersion school through the A&I plan, we have cultural immersion paraprofessionals working within those classrooms to support the academic needs of our immersion program students.
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	American Indian students continue to score low on Math assessments. Average for AI students 2015/16-2020-21 is 27.1% Math Proficiency. This does include the SY 2019/20 where testing was waived by the state.	AIE program coordinator has been working with Elementary and Secondary Content Specialist and the PD coordinator on planning a Professional Development opportunity for Math teachers and interventionists focused on Best Practices for American Indian students as well as an Indigenous focus. Antibias training was done district wide	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.	Work has been conducted to re-establish the MTSS framework and examine systemic constructs that may be barriers for American Indian Students. A district MTSS leadership committee was formed and has reviewed the forms and systems already in place. Planning for staff development is ongoing. The staff development coordinator position was created to focus more attention to the training needs of our staff. The coordinator has been working with all members of TLE, the mentorship program, and the DFT Teacher Development program to create opportunities for staff.

	Increase American Indian Student Achievement	American Indian students continue to score low on Reading assessments. The average for AI students 2015/16- 2020-21 is 33.1% Reading Proficiency. This does include the SY 2019/20 where testing was waived by the state.	ELA specialist worked with the Coordinator of AIE and OEE to identify culturally appropriate books for teachers to utilize. Antibias training was done district-wide.	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.	Work has been conducted to re-establish the MTSS framework and examine systemic constructs that may be barriers for American Indian Students. A district MTSS leadership committee was formed and has reviewed the forms and systems already in place. Planning for staff development is ongoing. The staff development coordinator position was created to focus more attention on the training needs of our staff. The coordinator has been working with all members of TLE, the mentorship program, and the DFT Teacher Development program to create opportunities for staff. The Office of Education Equity, through an Achievement & Integration strategy, provides culturally relevant intervention and curricular material to students at Myers Wilkins to ensure students, teachers and classrooms have access to culturally relevant learning materials
	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	American Indian-focused State Standards have been shared with Content Specialists.	Continue the work of American Indian-focused State Standards implementation that began in 2018. Bring awareness to teachers through content area meetings on the American Indian-focused state standards and tie resources and training to teachers. Work with the AIHSL in this process, they are a great resource.	The curriculum specialists meet regularly with the content specialists to address the implementation of the MN state standards. Embedded within the standards are identified American Indian specific standards. This has been shared at monthly content specialist meetings. Teams working on the curriculum review cycle examine the standards and our resources. Curriculum specialists work to ensure that diverse groups are included in the review process as materials and resources are selected. The Office of Education Equity, in collaboration with the Indian Education Department, contracted with local Anishinaabe expert, Blair Powless to build lessons around Historiography and issues in the conceptualization of Native Peoples and to work with our highschools to incorporate these lessons into our social studies curriculum. The curriculuml being taught in these lessons are built to align with the MN Social Studies Standards around American Indian Education (9.1.5.10.1-9.4.4.22.8) and MN English Language Arts State Standards around American Indian Education (9.9.1.1-11.12.6.6). This project kicked on during the 2021-2022 school year and will expand going into the 2022-2023 school year.
GRADUATION	Raise Graduation rates for American Indian students	All students reach 85% graduation rate by 2020	American Indian students garaduation rate is currently at ___ which they did not meet the District gaol.	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or culturally needs of American Indian Students. Utilize the four components of CARE, Culture, Achievement, Resilience, Engagement. Focus on the culture of the school. Provide a survey to AI families on what they think the district should do for their students to help them meet the requirements for graduation and keep them engaged in school.	For students to be successful in school, they must attend and engage in school. The most state accountability data for the Duluth Public Schools indicates that 39% of American Indian students meet the federal definition of chronically absent. In the summer of 2021, the district applied for external grant funds to support expanding an evidence-based intervention that specifically addresses student engagement - Check & Connect. Check & Connect was built on components and core elements which transcend cultural, racial, language, economic, and ability variables. Both internal and external data show that Check & Connect leads to increased credit accrual, persistence rates, and graduation rates; and reduced absences, drop out rates, and behavior referrals. For information on the research behind Check & Connect, visit Selected Findings from Check & Connect Research Studies . The Office of Education Equity has 11 Integration Specialists working with protected class students with a goal to develop college and career readiness plans through a Personal Learning Plan for all rostered students.

OTHER ITEMS	Increase staff and student knowledge of American Indians original to the area.	Lack of cultural awareness and history of local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.	No progress	Provide an American Indian Curriculum Specialist or Instructional Coach.	The Office of Education Equity has been working with the Minnesota Humanities Center to provide the Misaabekong Learning From Place project. This roll-out had been delayed due to the pandemic and is scheduled to take place with staff in June 2022. Additional training and opportunities would be welcomed. The staff development coordinator has been working with all departments and the district committee to provide opportunities. The Office of Education Equity, in collaboration with the Indian Education Department, contracted with local Anishinaabe expert, Blair Powless to build lessons around Historiography and issues in the conceptualization of Native Peoples and to work with our high schools to incorporate these lessons into our social studies curriculum. The curriculum taught in these lessons is built to align with the MN Social Studies Standards around American Indian Education (9.1.5.10, 1-9.4.4.22.8) and MN English Language Arts State Standards around American Indian Education (9.9.1.1-11.12.6.6). This project kicked on during the 2021-2022 school year and will expand going into the 2022-2023 school year.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to American Indian education	Lack of support for American Indian programming. Lack of Tribal consultation with the AIPAC on the ARP funding or any other Covid dollars that require Tribal Consultation with the AIPAC.	General Fund supports 3 Misaabekong teachers and .5 Ojibwe language paraprofessionals to help at the Middle and High school Ojibwe language classes.	Have a meaningful Tribal Consultation with the AIPAC. Be transparent on where the ARP dollars have been spent. Make sure the CFO and Finance department understand the funding sources of the AI Education department and HOW the dollars can and should be spent.	We continue to examine our budgeting processes to ensure that resources are aligned with strategic priorities. This is an area in which the district had previously shifted \$40,000 to be used out of programmatic budgets rather than the general budget. We will reexamine this in the coming budget cycle.