

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Wednesday, November 15, 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 - Facilities Capacity**

2

2) Presentations

a. **Advancing Equity - Instructional Leadership Academy**

10

b. **Supporting Every Student - MTSS SEB Updates**

30

C. Other

4. **ADJOURN**

COW Agenda Cover Sheet

Meeting Date: November 15, 2023

Topic: Improving Systems - Facilities Services: Facilities Assessments

Presenter(s): Theresa Severance

Attachment (yes or no): Yes

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

The Facilities Services Department supports the District to ensure that instructional facilities are conducive to learning and are properly maintained. The Facilities Services Department continues to work to direct our resources to remove facilities-related issues from the focus of instructional personnel. We remain steadfast in seeking out methods that will not only improve the delivery of construction and maintenance services to the district but also deliver these services in a cost-effective and efficient manner. As we complete capital and maintenance projects, we work to strengthen our efforts to maintain and maximize the useful life of our capital assets. The focus of all of our efforts is establishing and maintaining excellence in our facilities.

An overview of Facility Assessments for both condition and capacity will be briefly discussed. A sample assessment report and occupancy report are attached.

Capital Facilities Infrastructure

The current replacement value of the District's capital facilities infrastructure is estimated at roughly \$675 million dollars. The District maintains approximately 1.75 million square feet of building floor area (as of July 2023). Recent construction experience indicates our school facilities would cost approximately \$300 per square foot to rebuild. If provided with proper maintenance and repair, it is reasonable to expect that most of the Duluth school buildings will provide adequate educational program space for a total of at least 50 to 75 years.

Facility Conditions Assessment Reports

The District engaged with ICS to perform a condition assessment on all instructional buildings which included inspecting, reviewing and evaluating every school. The project is now completed, and we have a full Facility Assessment Report and individual School Reports that convey the condition of our schools. The data collected, estimated costs, and condition scores will be utilized by the District to address facility needs and to guide long-range planning decisions.

Facility Capacity

In 2018, the District completed capacity and occupancy reports for every school. We will be updating these reports over the next school year to provide a comparison of district-wide pupil enrollment with how the instructional spaces are utilized.

Summary: Lincoln Park Middle School is a three-story masonry building constructed in 2012 (189,137 sf).

Notable Deficiencies:

Site Projects: Parking lots need seal coating, patching, crack filling, and re-stripping. Artificial turf is worn and should be considered for replacement within three years. A few sections of walk have settled creating trip hazards at entrances. Grinding should be done.

Building Envelope: Overall the exterior is in good condition. Caulking around windows and at expansion joints is starting to show signs of cracking and should be monitored.

Roofing Systems: The roof consists of a modified built-up roofing system, which should provide an addition 15-20 years of service life with proper maintenance. Garland Roofing is set to come out over the summer to inspect all roofs and create a maintenance and replacement schedule for the district.

Building Hardware & Equipment: The pool's main pump is leaking, which has caused a half inch of water to pool in the pit. The main pump and seals need to be replaced to fix this issue. The chemical system and UV sanitizer are nearing the end of their useful service life and will need replacement. There are some damaged toilet partitions and restroom accessories.

& Equipment:

Interior Surfaces: Most items are in very good condition except a few minor items like damaged walls, missing sealant at expansion joints in burnished block walls.

Mechanical Systems: All the equipment is from the initial construction of the building in 2012. A quantity of three identical 3.2 MMBtu high efficiency condensing boilers provide heat to the building. Domestic hot water is heated by a natural gas water heater (replaced in 2021) along with a Boiler Mate and a 140-gallon storage tank. All the ventilation systems were installed with dehumidification except for the gym, lockers, shop and kitchen. Original equipment schedules note these units are to have space for a future coil. Chilled water for dehumidification is provided by a 400-ton air cooled chiller located on the roof. The air handling unit for the Administration area has its own air-cooled condensing unit (DX) on the roof for its dehumidification coil.

Plumbing: Plumbing fixtures and valves are in good condition. The domestic water heater is nearing the end of its useful service life and will need replacement soon.

Lincoln Park Middle School
3215 West 3rd Street, Duluth

Electrical: Many areas have been updated to LED to take advantage of being more efficient and longer lasting.

Life Safety / ADA Compliance: The fully addressable fire alarm system is in good condition.

<u>Component Ratings:</u>	Poor			Fair				Good		
Site:	1	2	3	4	5	6	7	8	9	10
Building Envelope:	1	2	3	4	5	6	7	8	9	10
Roofing Systems:	1	2	3	4	5	6	7	8	9	10
Building Hardware & Equipment:	1	2	3	4	5	6	7	8	9	10
Interior Surfaces:	1	2	3	4	5	6	7	8	9	10
Mechanical Systems:	1	2	3	4	5	6	7	8	9	10
Plumbing:	1	2	3	4	5	6	7	8	9	10
Electrical Systems:	1	2	3	4	5	6	7	8	9	10
Life Safety / ADA Compliance:	1	2	3	4	5	6	7	8	9	10

Considerations:

Below is an outlook of notable projects for consideration. This list is not intended to be a “comprehensive” or complete project list per facility, but rather to highlight the types of needs that were observed.

- Pool Filtration Replacement (2033) \$156,573
- Replace Boilers (2032) \$380,031
- Asphalt Maintenance and Repairs (2025-2031) \$866,226
- Replace Chiller (2030) \$501,502
- Add Dehumidification to AHU’s (2026) \$583,496
- LED Upgrade (2029) \$417,339
- Fire Alarm System Upgrade (2033) \$555,257
- Artificial Turf Replacement (2024 & 2032) \$701,000

Photos:



Worn artificial turf



Drainage issue



Settled concrete



Needed pavement repairs



Scuffs on painted surfaces



Missing sealant



Damaged restroom partition



Leaking main pool pump

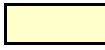
Lincoln Park MS Occupancy

Square Area
(6' square)
36 sq.ft per
Occupant

Circle Area
(6' diameter)
29 sq.ft per
Occupant

Room Description	Sq.Ft.	Max. Occupancy	Square Area (6' square) 36 sq.ft per Occupant	Circle Area (6' diameter) 29 sq.ft per Occupant	
1310	Art Lab	1,258	63	35	43
1320	Art Lab	1,189	59	33	41
1330	Computer Lab	1,292	65	36	45
1340	Foods Lab	1,590	80	44	55
1350	Computer Lab	1,162	58	32	40
1360	Computer Lab	1,243	62	35	43
1380	Project Lab	2,370	47		
1510	Classroom	876	44	24	30
1520	Classroom	635	32	18	22
1530	Classroom	901	45	25	31
1540	Classroom	870	44	24	30
1550	Science Room	1,215	61	34	42
1560	Classroom	875	44	24	30
1570	Classroom	869	43	24	30
1580	Classroom	873	44	24	30
1610	Science Room	1,204	60	33	42
1620	Classroom	872	44	24	30
1630	Classroom	874	44	24	30
1660	Classroom	874	44	24	30
1670	Classroom	870	44	24	30
1680	Science Room	1,217	61	34	42
2100	Cafeteria	12,934	862	359	446
2200	Gymnasium	18,412	368		
2210	Media Center	2,876	58		
2220	Computer Lab	1,281	64	36	44
2230	Computer Lab	989	49	27	34
2240	Classroom	927	46	26	32
2250	Classroom	928	46	26	32
2260	Fitness Room	1,388	28		
2300	Swimming Pool	12,315	397		
3300	Pool Viewing	3,028	500		
2400	Choir Room	1,425	71	40	49
2410	Orchestra Room	1,833	92	51	63
2420	Band Room	2,029	101	56	70
2430	Auditorium/Stage	6,426	400		
2510	Classroom	871	44	24	30
2530	Classroom	1,276	64	35	44
2540	Classroom	872	44	24	30
2550	Science Room	1,217	61	34	42
2560	Classroom	875	44	24	30
2570	Classroom	869	43	24	30
2580	Classroom	873	44	24	30
2610	Science Room	1,204	60	33	42
2520	Classroom	870	44	24	30
2630	Classroom	874	44	24	30

2660	Classroom	874	44	24	30
2670	Classroom	870	44	24	30
2680	Science Room	1,215	61	34	42
3510	Classroom	777	39	22	27
3520	Classroom	858	43	24	30
3521	Classroom	660	33	18	23
3530	Classroom	656	33	18	23
3540	Classroom	871	44	24	30
3550	Science Room	1,217	61	34	42
3560	Classroom	875	44	24	30
3570	Classroom	869	43	24	30
3580	Classroom	874	44	24	30
3610	Science Room	1,204	60	33	42
3620	Classroom	871	44	24	30
3630	Classroom	874	44	24	30
3660	Classroom	874	44	24	30
3670	Classroom	870	44	24	30
3680	Science Room	1,215	61	34	42
		116,245	5,485	1,929	2,394

 Indicates capacity at 50 sq.ft. per person or assembly room

COW Agenda Cover Sheet

Meeting Date: Nov 15, 2023

Topic: Instructional Leadership Academy Update

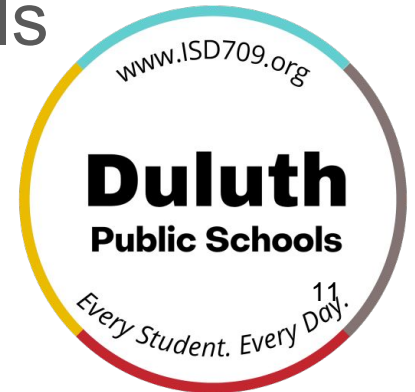
Presenter(s): Jen Larva and Brenda Spartz

Attachment (yes or no): Yes

Brief Summary of Presentation or Topic (no more than a few sentences): This presentation will update the board on the professional development some district leaders and the principals have engaged with from the Center of Educational Leadership. The purpose of this learning is to Advance Equity across our sites.

Instructional Leadership Academy

Advancing Equity in our Schools



Center for Educational Leadership (CEL)

What CEL does:

- Through professional learning and coaching, educators develop the skills, mindsets and practices to create schools where students, particularly those furthest from justice, can be happy and proud.
- [CEL Website](#)

How CEL approaches the work:

- Use frameworks that offer a research-based vision
- Form communities of leaders as learners
- Work from strengths moving from current state toward vision



Who CEL focuses professional development on:

- Central Office:
 - Empower school leaders to lead for great student learning experiences and equitable outcomes.
- School Leaders:
 - Prioritize student experience to grow collective leadership for equitable instruction/environments for learning.
- Teachers:
 - Facilitate impactful opportunities for educators to grow/solve problems together ensuring all students succeed.

Center for Educational Leadership (CEL) Journey

2022/2023: Leading Equitable Schools (LES)

- Center students' experiences and stories in school leadership
- Practice listening to students in their own words without judgment, bias, or filling in the blanks
 - [Student Experience Story Guide](#)
- Focus on the [4 Dimensions of School Leadership](#)

2022/2023: Principal Support Academy (PSA)

- Develop skills to strengthen instructional partnership with school leaders
- Principal Support Framework

2023/2024: Instructional Leadership Academy (ILA)

- [5 Dimensions of Teaching and Learning](#)

Instructional Leadership Academy Partnership: Outcomes

ILA Goals:

- Develop school leaders' ability to understand the current state of student experience and learning, and to create a replicable process for crafting a vision for the ideal state
- Deepen school leaders' skills in observation, analysis and collaborative conversation
- Develop school leaders' skill in providing professional learning and targeted feedback for teacher growth

Instructional Leadership Academy Partnership: Outcomes

Emerging Leadership Practices:

- Developing a shared vision for student learning
- Classroom walkthroughs for data-gathering and the building of a shared vision for student learning
- Frequent, ongoing feedback to teachers around specific aspects of their practice
- Use of anecdotal, qualitative, and quantitative data focused on student growth and experience
- Differentiated professional learning that is ongoing and job-embedded

Instructional Leadership Academy Partnership: Outcomes

Common
language for
high-quality
instruction



Vision of
Instructional
Effectiveness



Knowing how to
lead for that



Equity-Driven
School
Leadership



Equitable
Student
Experiences
and
Outcomes

16

ILA Participants

Facilitator: Lisa Rooney, Center for Educational Leadership

Sponsors: Jen Larva and Brenda Spartz

Cohort 1:

- Lora Thurston, Asst. Dir Special Services
- Nathan Anderson, Stowe Principal
- James Erickson, Laura MacArthur Principal
- Rachel Jackson, Myers Wilkins Principal
- Eve Hessler, Lowell Principal
- Beth Shermoen, Piedmont Principal
- Nathan Glockle, ALC/AEO Principal
- Barry Fisher, Lincoln Park Asst. Principal
- Mike Emerson, Ordean East Asst. Principal
- Tom Tusken, Denfeld Principal
- Joanna Sackette, Denfeld Asst. Principal
- Kyle Rock, East Asst. Principal
- Tawnya Lake, Dir of Assessment
- Danette Seboe, POSA

Cohort 2:

- Jason Crane, Dir Special Services
- Darren Sheldon, Lakewood Principal
- Tom Cawcutt, Homecroft Principal
- Kathi Kusch Marshall, Congdon Principal
- Anna Cawcutt, Lester Park Principal
- Jacob Hintsala, Treatment Program Principal
- Brian Kazmierczak, Lincoln Park Principal
- Susan Lehna, Ordean East Principal
- Jodi Stacken, Ordean East Asst. Principal
- Eric Stang, Denfeld Asst Principal
- Kelly Flohaug, East Principal
- Jon Flaa, East Asst. Principal
- Shane Erickson, Lowell Asst. Principal
- Dale Uselman, TOSA Curriculum Coordinator
- Sally Weidt, TOSA Student Achievement Coordinator

ILA Institutes Overview: Whole Group

Opening Institute: August 17, 2023

- *Focus:* Key instructional leadership concepts along with key practices, including observation and analysis, to strengthen connections between understanding how students experience instruction and equity

Mid-Program Institute: January 22, 2023

- *Focus:* Share learning; reinforce key skills with a focus on effective feedback

Closing Institute: May 1 & 2

- *Focus:* Designing more strategic teacher learning, including the role of *targeted feedback*, to improve the quality of teaching and learning

ILA Cohort Learning Walkthroughs

School-based opportunities for cohorts of leaders to develop:

- A shared vision for an equitable student learning environment and high-quality teaching by using the 5 Dimensions of Teaching and Learning framework linked to identified student learning problems.
- Habits of thinking for instructional leadership, with a focus on removing judgment and bias from data collection and staying grounded in evidence
- Skills for observing how students experience instruction
- Strength-based stance for communicating evidence of learning, student learning experiences and teaching practice

ILA Learning Walk Sessions: Cohort 1 & Cohort 2

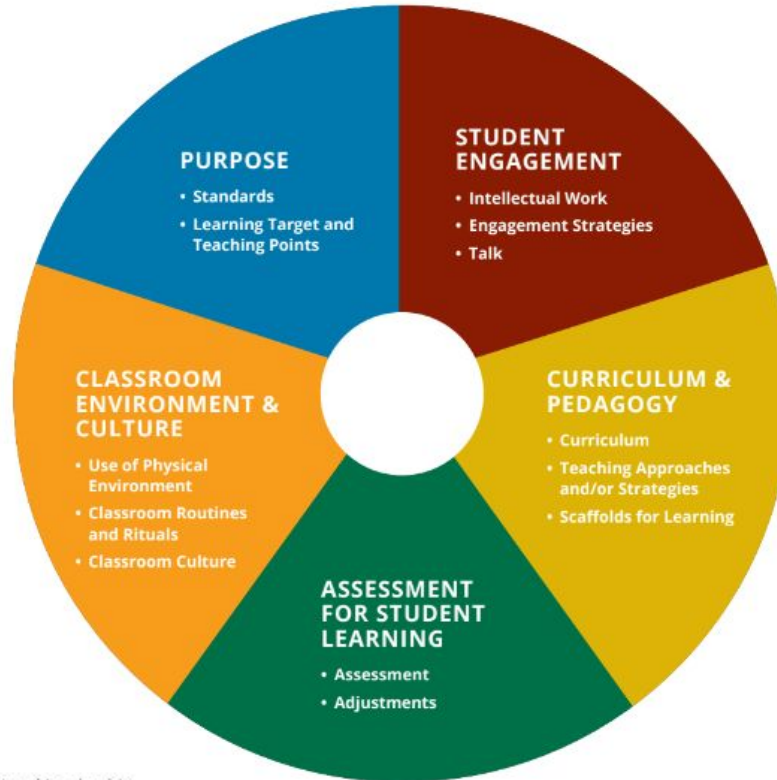
- **Learning Walk #1:**
 - October 4 - Cohort 1 - Denfeld
 - October 5 - Cohort 2 - Homecroft
- **Learning Walk #2:**
 - December 6 - Cohort 1 - Piedmont
 - December 7 - Cohort 2 - Lester Park
- **Learning Walk #3:**
 - February 7 - Cohort 1 - TBD
 - February 8 - Cohort 2 - TBD
- **Learning Walk #4**
 - April 3 - Cohort 1 - TBD
 - April 4 - Cohort 2 - TBD

ILA Learning Walk #1: @Denfeld & @Homecroft

Identify and discuss look-fors / listen-fors:

- Observation and scripting practice
- Ability to connect evidence to focus area
 - Purpose
 - Engagement
- Ability to take a strengths-based stance
- How leaders talk about their own practice (vs teacher practice or students)

CEL: 5 Dimensions of Teaching & Learning





SUBDIMENSION	THE VISION	GUIDING QUESTIONS
PURPOSE		
Standards	<ul style="list-style-type: none"> The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s). 	<ul style="list-style-type: none"> How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.? What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)?
Learning Target and Teaching Points	<ul style="list-style-type: none"> The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s). 	<ul style="list-style-type: none"> How are the standard(s) and learning target(s) communicated and made accessible to all students? How do students communicate their understanding about what they are learning and why they are learning it? How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?

STUDENT ENGAGEMENT

Intellectual Work	<ul style="list-style-type: none"> Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Students take ownership of their learning to develop, test and refine their thinking. 	<ul style="list-style-type: none"> What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? What does student talk reveal about the nature of students' thinking? Where is the locus of control over learning in the classroom?
Engagement Strategies	<ul style="list-style-type: none"> Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. 	<ul style="list-style-type: none"> What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? In what ways is work designed to promote sustained interest (e.g. creates value for students, generates student questions, promotes student ownership of material, etc.)? What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? How are student identities and experiences surfaced and valued in the classroom to provide multiple ways of understanding and experiencing academic content? What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?
Talk	<ul style="list-style-type: none"> Student talk reflects discipline-specific habits of thinking and ways of communicating. Student talk embodies substantive and intellectual thinking. 	<ul style="list-style-type: none"> Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?

SUBDIMENSION	THE VISION	GUIDING QUESTIONS
CURRICULUM & PEDAGOGY		
Curriculum	<ul style="list-style-type: none"> • Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. • The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. 	<ul style="list-style-type: none"> • How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) • How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards? • How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? • What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? • How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials? • How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
Teaching Approaches and/or Strategies	<ul style="list-style-type: none"> • The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. • Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. • The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs. 	
Scaffolds for Learning	<ul style="list-style-type: none"> • The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. 	



ASSESSMENT FOR STUDENT LEARNING

Assessment

- Students assess their own learning in relation to the learning target.
- The teacher creates multiple assessment opportunities and expects all students to demonstrate progress towards their learning goals.
- Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.).
- The teacher uses systems and routines for recording and using student assessment data (e.g., individual charts, conferring records, portfolios, rubrics) and emphasizes this data as evidence of student progress towards learning goals.
- Assessment criteria, methods and purposes are transparent and match the learning target.

Adjustments

- The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students.
- The teacher provides feedback that fosters students' meta-cognition to promote their role as editors of their work and that of their peers.

- How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment?
- What opportunities are provided for students to revise their work based on teacher and peer feedback?
- How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws?
- How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking?
- How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning?
- How does the teacher's instruction reflect planning for assessment?
- How does the teacher use multiple forms of assessment to inform instruction and decision-making?
- How does the teacher adjust instruction based on in-the-moment assessment of student understanding?



SUBDIMENSION	THE VISION	GUIDING QUESTIONS
CLASSROOM ENVIRONMENT & CULTURE		
Use of Physical Environment	<ul style="list-style-type: none"> The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.). 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? What do discourse and interactions reveal about what is valued in this classroom? What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
Classroom Routines and Rituals	<ul style="list-style-type: none"> Students show responsibility for and ownership of classroom systems and routines that further independence, learning, and a culture of respect. Available time is maximized in service of learning. 	
Classroom Culture	<ul style="list-style-type: none"> Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of belonging, equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. The classroom culture fosters the exchange of constructive feedback and celebration of growth. 	

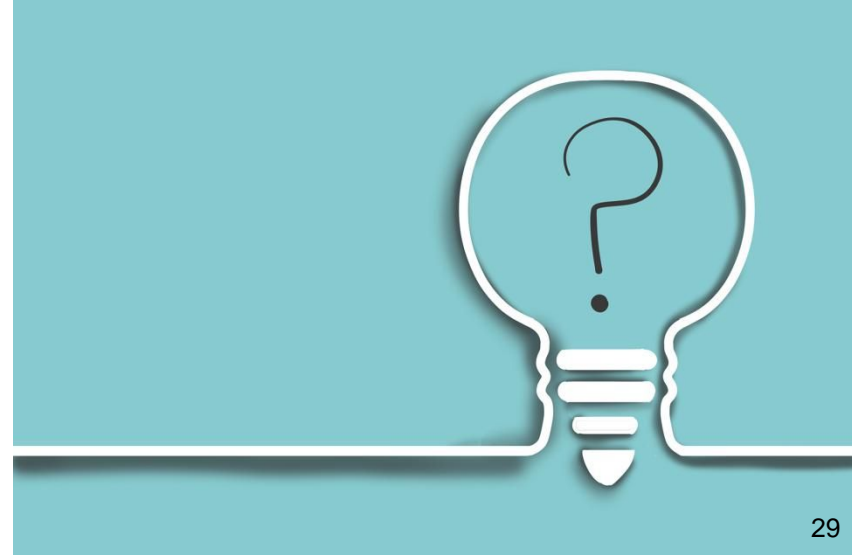
ILA Sponsor Coaching Support

Action Area 3: System and school leaders create a coherent approach to help participants continuously develop knowledge, mindsets, and practices for student-focused, equity-based teacher and school leadership.

- 7 coaching sessions spread throughout the ILA partnership (8/2023 to 5/2024)
- Initial alignment of Institute and Learning Walks to district priority work:
 - Strategic Plan
 - Action Cards: PLCs, Teacher Clarity, and Elementary Literacy
 - Partnership of Regional Centers of Excellence
- Support application of new skills or habits of thinking
- Create conditions for leaders to engage in the learning with CEL

Closing

Questions from the board



COW Agenda Cover Sheet

Meeting Date: November, 15th 2023

Topic: Progress Monitoring: Social Emotional Behavioral MTSS

Presenter(s): Jacob Laurent

Attachment (yes or no): Yes, Google Slides [SEB MTSS Progress Monitoring Update](#)

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

An update on our progress on the Social Emotional Behavioral side of Multi Tiered System and Supports including underlying initiatives such as PBIS, SEL, and Project AWARE.

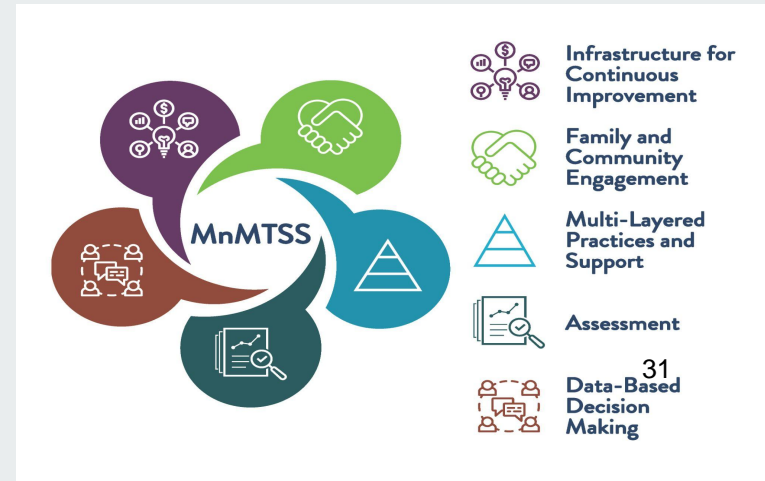
SEB MTSS Progress Monitoring Update

COW Meeting 11/15/23

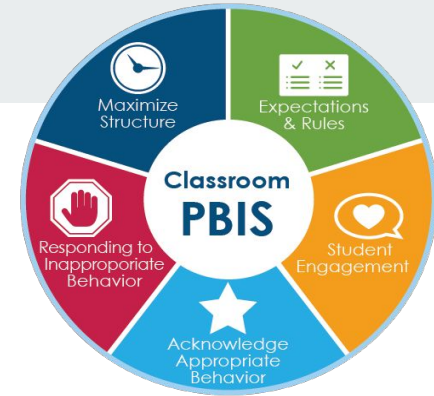
Presentation by:

Callie DeVriendt -Mental Health & Social
Emotional Behavioral Multi Tiered
System of Supports Coordinator

Jacob Laurent - Climate Coordinator



PBIS & Work w/SEB MTSS Coordinators



- ❑ PBIS Cohort Trainings -
 - ❑ Refresher completed for old PBIS schools (6 sites)
 - ❑ 2 Initial PBIS cohort trainings completed for new PBIS schools (3 more to go)
- ❑ Bi-weekly meetings with SEB MTSS Coords
 - ❑ Tiered Fidelity Inventory w/ Culturally Responsive Field Guide & Climate Surveys were completed in October. Awaiting compiled data since survey windows just closed.
 - ❑ Attendance Campaign
 - ❑ Bus incidents/referrals & positive reinforcement to address this
 - ❑ Behavior Response Plans Revisited
 - ❑ Data review & EduClimber Training (data warehouse)
 - ❑ Exploring partnership with site PBIS and KeyZone



Upcoming Professional Development/Trainings

Social Thinking Tier 2 Curriculum training scheduled (3 hours virtual)

- ❑ 11/28/2023

December 4th PD Day:

- ❑ Tier 2 SEB MTSS Training for all staff (primary focus on tier 2A menu of interventions)
- ❑ Restorative Practices Training on fundamentals of RP & community building circle overview
 - ❑ LPMS will conduct a more advanced training for that site on RP

Restorative Practices Circle Training scheduled for up to 30 people

- ❑ January 9th & 10th 2024 (2 Day):

PBIS cohort trainings upcoming:

- ❑ 11/29/2023
- ❑ 1/16/2024
- ❑ 2/15/2024



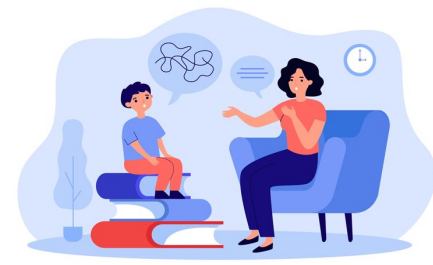
SEL: Second Step & BASE (Tier 1 SEL Curriculum)

- Second Step is a Pre-K-8th grade social emotional learning curriculum
 - Year 3 of 5 year commitment (ESSER funded) for Second Step digital curriculum
 - Year 2 completion data (goal 85%)
 - Elementary = 91.7%; Middle = 85.8%
- Purchased Second Step posters and staff lanyards, Spanish posters, bullying prevention kits for elementary, and after-school time kits for Keyzone
- In process of exploring translation of all 120 Elementary 2nd Step lessons into Ojibwe
- Purchased SEL curriculum for East H.S. for 3 years - BASE Education. (Project AWARE funded) In process of planning the rollout for second half of school year.



Project AWARE

- ❑ Conducted first SHAPE assessment of the year. SHAPE measures our success with building a more comprehensive mental health system. In comparing scores from last year to this year, scores have increased, particularly around development of Tiers 1 & 2.
- ❑ Purchased additional calming kits for classrooms and distributed where needed
- ❑ Navigating a variety of situations with community mental health and SEB MTSS related partnerships. Including expansion of services and troubleshooting barriers.
- ❑ Retrained Social Workers, Counselors and Principals on our suicide risk protocol. Developed protocol related to the new 988 mental health crisis line number.
- ❑ Youth Mental Health First Aid training in planning process (3 trainings before February)



Project AWARE Mental Health Referral Data

Referral Numbers to On-Site (Co-Located) Therapy Providers:

From July 1st-September 30th 2023 (Summer through 1st month of school 2023):

- 84 mental health referrals were made to co-located therapy providers district wide
- 38 students went on to receive services & 54 were still pending by October 1st
- 231 students district wide were actively receiving therapy services on site by October 1st

Last School Year from June 2022-July 1st 2023:

- 471 students district wide were referred to mental health co-located therapy services



Other SEB MTSS Updates and Goals for 23-24

- Update Discipline Policy
- SEB MTSS Handbook Development
- SAEBRS universal screening
- Safe Harbor & Trafficking Protocol
- Key Zone & after school time collaboration with PBIS
- Transition Process for upper level care
- Increased gen ed CPI Training/non violent crisis intervention
- Gender Regulation (June 15th) & continued updates to Student Records Form
- Second Step Bullying Prevention Kits
- Pathways for intensive drug and substance treatment
- Risk Mitigation, Crisis Recovery
- MOUs with a dozen partners

COW Agenda Cover Sheet

Meeting Date: November 15, 2023

Topic: Head Start Annual Report to the Public

Presenter: Sherry Williams

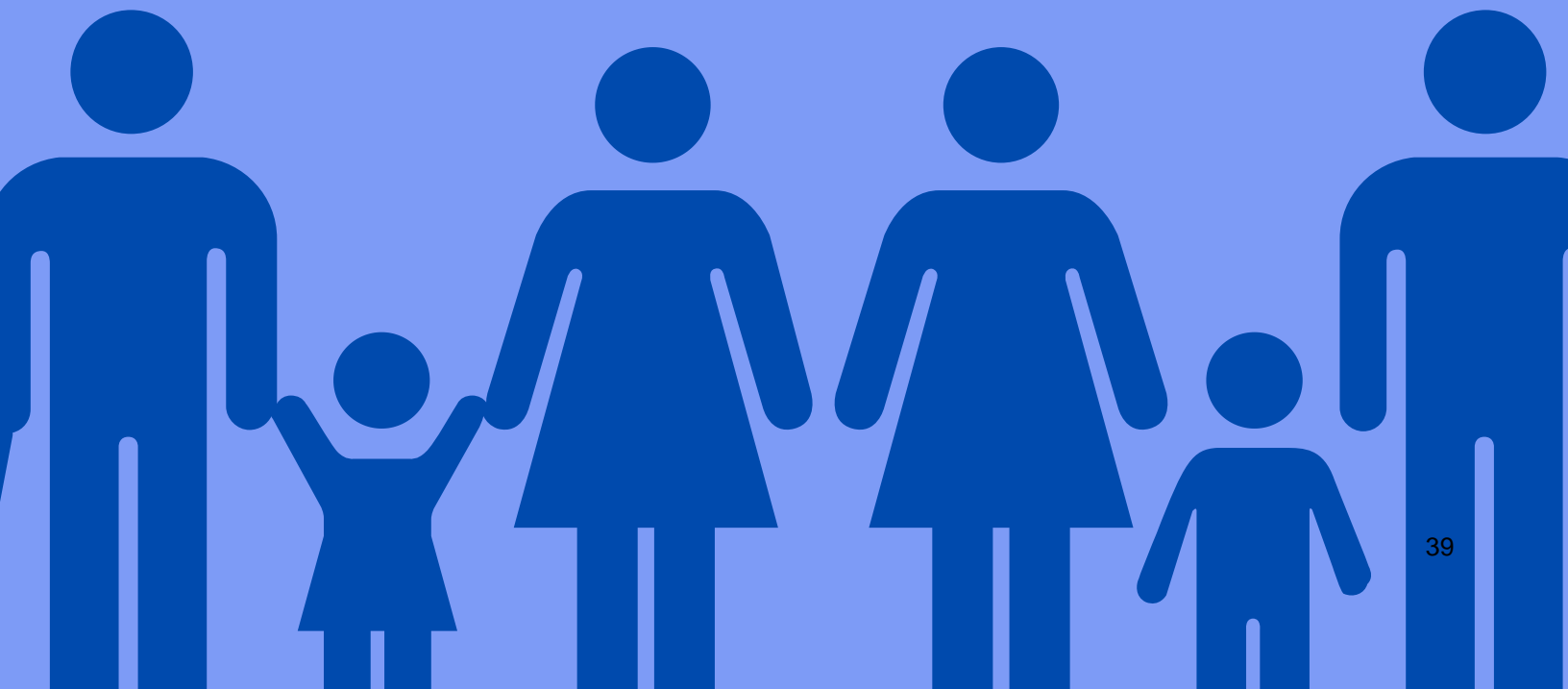
Attachment: Yes

Brief Summary of Topic: The Annual Report to the Public is required to share data about the Head Start program from the most recently concluded fiscal year.

ANNUAL REPORT TO THE PUBLIC
2022-2023



DULUTH
HEADSTART/
PRESCHOOL



Mission

The mission of Duluth Head Start is to provide services for income eligible preschool children and their families. These services include opportunities to enhance social and cognitive skills, increase health and wellness and build upon family strengths. Working together, we strive to create a strong learning community in order to achieve success both in the classroom and beyond.

We offer preschool services in seven of Duluth's elementary schools. Our state funded Head Start program offers home visiting services to families- including families experiencing homelessness. This includes our spots for Early Head Start. We have 18 spots reserved for children from birth through age three. Many preschool age children whose families are experiencing homelessness take advantage of the McKinney-Vento Act and are bussed to their home schools while their families are without housing.

Funding

Duluth Head Start receives grants from the Office of Head Start and the State of Minnesota through the Minnesota Department of Education. Additionally, we receive funds through the State Pathway II Early learning scholarships.

Federal Head Start Budget

\$2,597,984

This number includes our base grant funding and additional COLA and QI Funds that were awarded. This money funds personnel (\$2,485,205). The remainder is spent on things that support staff to work district wide to support families - cell phones, taxi services for families, mileage reimbursement, and classroom supplies. Indirect costs to the district also come out of this budget. \$28,958 from this budget is earmarked for training and technical assistance for both staff and families. This money funds us to serve 224 children, though our numbers remained lower than that likely due, in part, to the changing needs of families since the Covid-19 pandemic. We served 191 families in the 2022-23 school year. 49 of those were families of three year old's whose child returned for a second year.

State Head Start Budget

\$401,253

These funds provide our program the opportunity to offer several unique ways to support families. Families in Transition staff are supporting 17 children whose families are experiencing homelessness. Homelessness of families with very young children is on the rise in Duluth. We have 12 slots for Early Head Start (pregnant mothers to age 3) and 5 preschool slots. Many preschool aged children whose families are experiencing homelessness take advantage of the McKinney Vento Act and are bused to preschool classrooms that parents have identified as the schools they plan on attending for kindergarten. State funding also supports Home Base option for 12 families who, for many reasons, cannot access our classrooms across the city. \$358,162, is dedicated to staff wages and fringe benefits, while the remainder is spent on things to support staff such as cell phones, taxi services for families to attend class, socializations, doctor appointments, classroom supplies, and mileage reimbursements. State funded enrollment for 2022-23 was 29.

Pathways II Early Learning Scholarship Award

\$191,040

This money supports the classroom with additional paraprofessional assistance to reduce the class size and assist in serving food in our classrooms. We serve breakfast, lunch, and snacks in our full day classrooms, and breakfast and lunch, or lunch and snack in our half day programs. Serving meals in our rooms allow us the opportunity to both provide nutritious meals, but also to do nutrition education. Self-help skills and engaging in discussions at the table are also time well spent in an early childhood classroom.

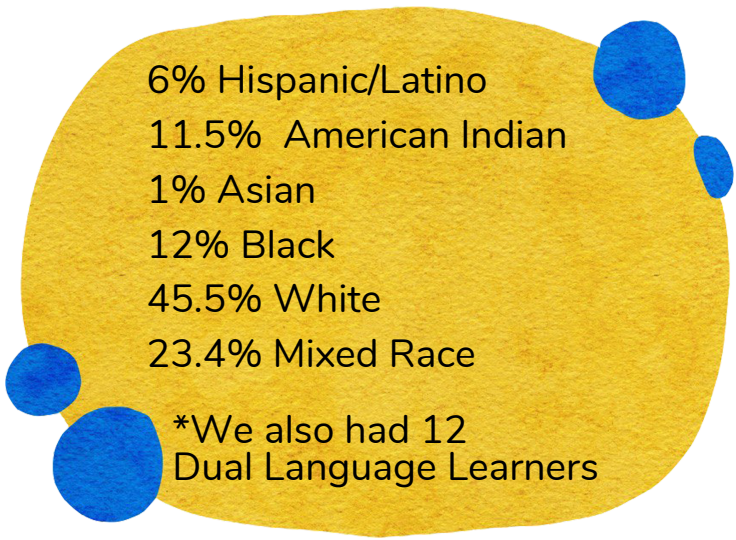
Audit

The audit that was done for the 2022-2023 school year shows there were no audit findings for Head Start. A copy of the audit is available through our office. Follow the contact information at the end of this report.

Duluth Preschool believes that ALL children should have strong bodies, strong minds, and strong families.

Celebrating Diversity

We are fortunate to serve a diverse population of children and families. Here is the demographic makeup of our students for the 2022-2023 school year.



6% Hispanic/Latino
11.5% American Indian
1% Asian
12% Black
45.5% White
23.4% Mixed Race

*We also had 12
Dual Language Learners

STRONG BODIES

Addressing Health Needs

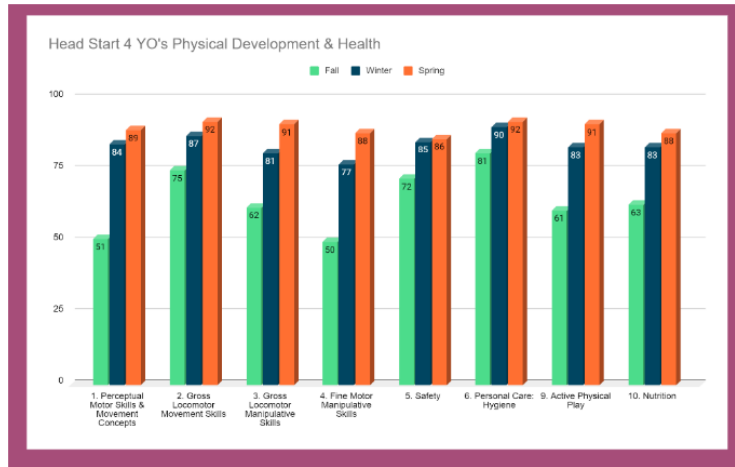
Part of the comprehensive service provided by Head Start is to assist families with their health needs.

We work to ensure all families have a source of ongoing and continuous health insurance. With our cumulative enrollment at 191 children, 92% had health coverage at the end of the year. 98% had an ongoing source of continuous, accessible health care. At the beginning of the year, only 19% of students were up to date on their yearly physical exams, and at the end of the year that number was 69%. 92% percent of our children were up to date on their immunizations. 97% percent have what we call a Dental Home meaning they have an identified dentist. 81% of students received preventative dental care during the school year.

Nutrition Services

A licensed nutritionist works with families to support access to healthy foods, including students with special dietary needs.

Children's Growth in the area of Physical Development and Health



Collaboration with Duluth YMCA

With our YMCA collaboration, 72 preschool children went to a six week anti drowning program at the Y called, "Safety Around Water". 286 day passes were distributed to families.

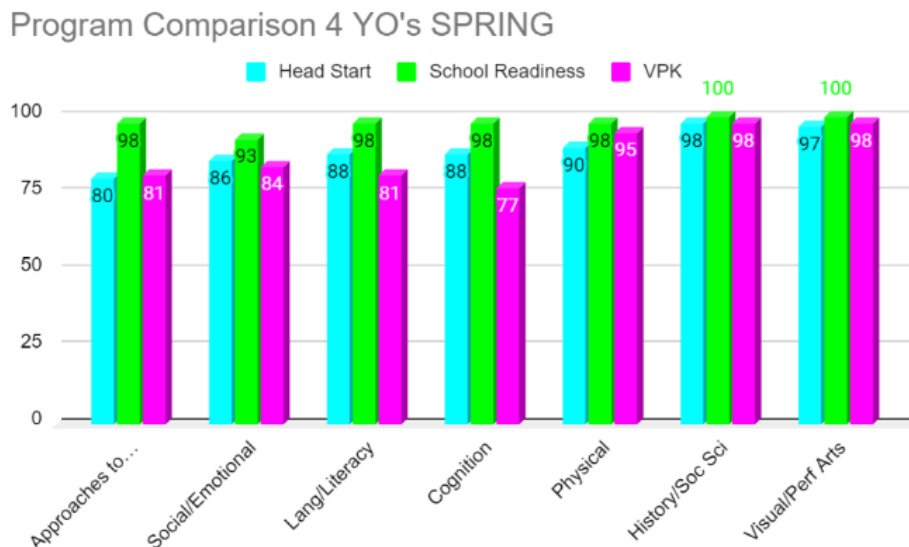
STRONG MINDS

Getting Children Safely to Preschool

86 children rode safely to school following the implementation of Safe Delivery of Preschool Children Training for Parents and bus drivers.

Preparing Children for Kindergarten

Our assessment tool is the Desired Results Developmental Profile. It measures all domains of learning. Data is collected three times per year. The following graph compares how four year old children from all three funding streams performed across all domains



12.2%

OF OUR CHILDREN STARTED THE YEAR RECEIVING SPECIAL EDUCATION SERVICES

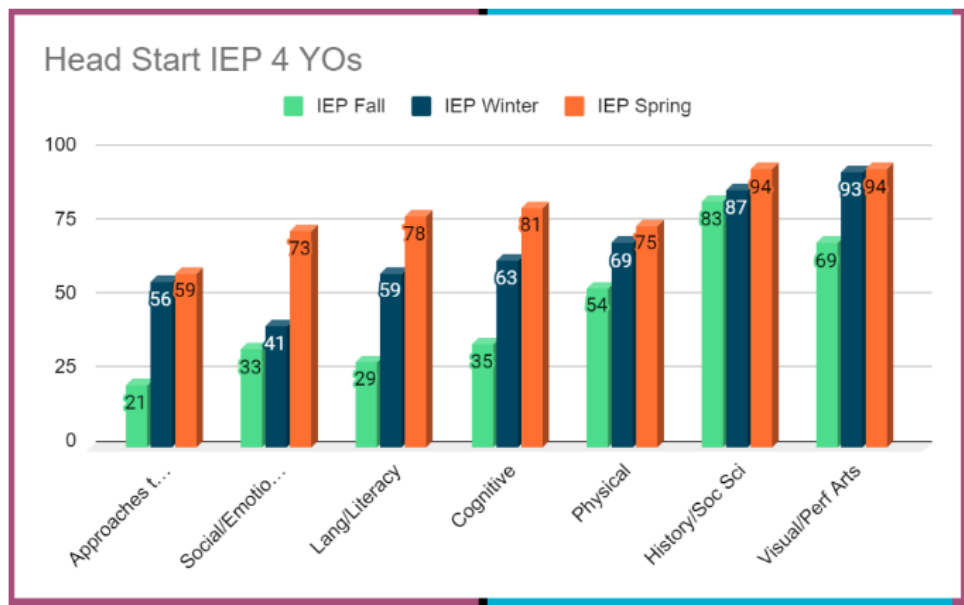
26.6%

OF CHILDREN IN OUR PROGRAM RECEIVED SERVICES FROM SPECIAL EDUCATION BY THE END OF THE YEAR.

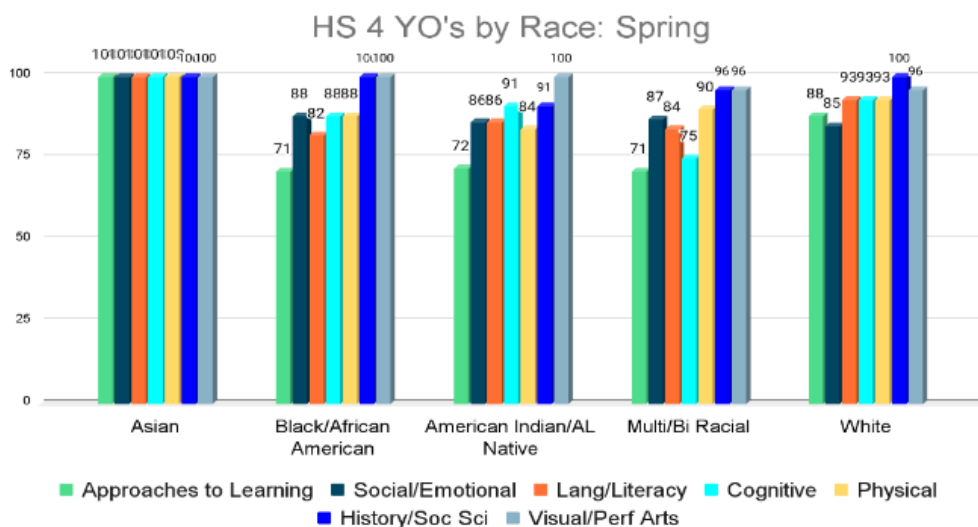
46%↑

47 CHILDREN HAD MENTAL HEALTH REFERRALS IN 2022-23. A 46% INCREASE FROM 2021-22.

As a fully inclusive program, we pay close attention to the achievement of students on IEPs, making sure their rate of growth is similar to all other student groups. The following graph illustrates student growth for Head Start 4 year olds with IEPs.



With an eye on equity, we monitor all subgroups of children.



UMD Study

Last year the Storer Foundation funded a study done by UMD to study the impact of nature based learning on receptive and expressive vocabulary to be done with our program.

Questions they proposed to answer were:

1. Does nature-based early learning support preschoolers' receptive and expressive vocabulary, and is the relationship between nature-based learning and vocabulary mediated by the quality of teacher-student interactions?
2. Can nature-based early learning moderate the relationship between socioeconomic status and preschoolers' vocabulary?


Preliminary findings suggest that incorporating some nature based practices into an early learning setting supports significant receptive vocabulary growth, especially for children from lower socioeconomic backgrounds. We will share the published results when they are available.

Here is the one page publication based on the study we participated in last year:

Flourishing in Nature

Harnessing the Potential of Nature-Based Practices to Elevate and Equalize Executive Function Outcomes

Overview. Executive function (EF) skills are attention-regulation skills that allow conscious planning and the ability to work towards goals. EF skills include inhibitory control (impulse control), cognitive flexibility (attention switching), and working memory (mentally "holding" and using information). EF has been particularly emphasized in early childhood education over the last two decades, due to the growing recognition of its importance to young children's cognitive and social-emotional development, school-related behavior, and academic success. EF skills are critical, as they are the foundation for learning and are relied upon throughout life. This study investigated the effect of nature-based practices on young children's EF. The Minnesota Executive Function Scale was administered to 147 preschool children within one public school district at the beginning and end of the 2021-2022 school year.



Comparison of Posttest EF Across Preschool Types
*controlling for pretest, age, and gender

Preschool Type	Posttest EF Score (approx.)
Less Nature	51
Blended	58
Nature	55

Results. Incorporating nature-based practices into preschool was effective. Children in classrooms where nature-based practices were used had significantly higher EF levels than children in classrooms where nature-based practices were more minimally used. Preschools that used a blended approach (some incorporation of nature-based practices) were particularly effective. Results also suggest the effectiveness of nature-based practices for equalizing EF outcomes among SES subgroups that typically differ in level of EF. Posttest EF levels for the lower SES preschoolers in classrooms where nature-based practices were used were on par with their higher SES peers. Further, lower SES children in classrooms using nature-based practices significantly exceeded EF developmental expectations.

Conclusion. This study suggests benefits of nature-based practices can occur within a publicly-funded school district, with participants of lower SES, and in urban settings. While private nature preschools often have the resources and flexibility to support to learning outcomes through means of their choosing, a blended approach may offer an effective intervention for supporting school readiness that is closer to a typical classroom context. Thus, not only is it more accessible to public preschools, it is likely more acceptable and feasible. Ultimately, the blended approach can be a vehicle toward greater equity in terms of who experiences and ultimately benefits from nature-based early learning practices.

Citation: Ernst, J., Sobel, D., and Hall, A. (2022). Executive function in early childhood: Harnessing the potential of nature-based practices to elevate and equalize outcomes. Front. Educ., 7(1011912). doi: 10.3389/educ.2022.1011912

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Attendance

30% of Head Start students had high rates of absenteeism last year. Illness and transportation were some of the main reasons. This will be an area we will focus on moving forward.

STRONG FAMILIES

Parent Family and Community Engagement

Policy Council

Policy Council met in person for most months. Exceptions were made when winter weather was difficult or childcare staff were unavailable. For those meetings we were able to meet virtually, thanks to skills gained over the pandemic.

Policy Council had two active fathers, along with four active mothers. We reached a quorum every month. We were able to take a Policy Council member with us to the National Head Start Association Annual Conference in Phoenix, AZ when we presented on our topic, 'Nature for All.'

Parent Family Community Engagement

Most frequent services received:

- Kid's Closet
- Backpack Program
- Emergency/Crisis
- Parenting Education
- Housing
- Adult Education
- Asset Building
- Transportation
- Mental Health
- Employment
- Custody

74

families engaged in Family Partnership Goal Agreements

32

families of preschoolers set 39 Family Goals

77%

of families surveyed participated in some type of Family Event.

That's 200 adults and 230 children

We had our First City-Wide end of the year event at the Great Lakes Aquarium. 89 families, 165 children and 16 staff members attended.

Governor Tim Walz

Governor Tim Walz visited our Laura MacArthur Full Day Head Start Program, along with Mayor Emily Larson. 3 Policy Council members were there to greet them. They were thrilled to meet such important people.



Community Partnerships

In the 2022-2023 school year, we partnered with the following organizations:

Arrowhead Economic Opportunity Agency

Children's Dental Service

CHUM: Steve O'Neil Apartments

City of Duluth: Washington Center

Duluth Children's Museum

Duluth Public Library: Every Child Ready

Duluth Zoo

East Side Neighborhood Development Company

Family Freedom Center

First Witness

Great Lakes Aquarium

Help Me Grow

ISD 709: Early Childhood Special Education

ISD 709: American Indian Education Department

ISD 709: Adult Education

Kid's Closet

Lifehouse

Lincoln Park Child and Family Collaborative

Minnesota Reading Corps

Safe Haven Shelter

Salvation Army

St. Luke's Pediatrics

Star of the North Maternity Home

Thrive

UM Extension Service

University of MN Duluth: College of Education and Human Service Professions

YMCA

Duluth Preschool

Our classrooms blend funding from School Readiness and Head Start to deliver services that meet the Head Start Performance Standards. Voluntary PreK is also under the umbrella of Duluth Preschool. We are the only Head Start program in the state of MN in which a school district is the grantee. Duluth Public Schools have had a Head Start program since its inception in 1965.

For more information regarding our program contact us online, by phone, or in person.

We welcome you!

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www.isd709.org

