

Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, September 18, 2012

UnitedHealth Group Building

4316 Rice Lake Road

Suite 108

Duluth, MN 55811

6:30 PM

1. Informational Items

A. Informational Presentations

1) After School Program Collaborative/21st Century Learning Centers 4

Jay Roesler, Director of Community Education and Early Childhood, and Blair Gagne, Executive Director-Community Services of the YMCA, provided an update on the out of school time (OST) collaborative program called KEY Zone occurring in all Duluth Public Schools' elementary schools beginning in the Fall of 2012, and how the program will carry out the goals of the the 21st Century Learning Center Project.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

2) 2012 ACT Assessment Results 9

Tawnyea Lake, Director of Assessment, Evaluation, and Performance, shared the local results of the 2012 ACT Assessment, which is a national college entrance exam and accepted by all United States colleges and universities.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

3) 2012 Multiple Measurement System Results 19

State, District, and school results for the 2012 Multiple Measurement System were released, Friday, August 30, 2012 by the Minnesota Department of Education (MDE). Included in this release were schools' Multiple Measurement Ratings (MMR), Focus Ratings (FR), and Adequate Yearly Progress results (AYP). Tawnyea Lake, Director of Assessment, Evaluation, and Performance, presented an overview of these results and shared District efforts that are underway to ensure the success of all students.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

4) School Improvement Plans

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Last Spring, when MDE released the first MMR results, Laura MacArthur Elementary (Priority School), Lincoln Park Middle School (Focus School), and Piedmont Elementary (Focus School) were identified as Title I schools that would receive additional support at the State level. Nathan Glockle, Cher Obst, and Denise Clairmont presented an overview of the School Improvement Plans (SIP) submitted to MDE for their sites.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

B. Grant Applications

1) 2012-13 ESEA Consolidated Application

The 2012-13 ESEA Consolidated Application for the Duluth Public Schools was submitted by Charlie Leibfried, Duluth Public Schools LEA, to the Minnesota Department of Education requesting allocations for Title I, Part A - Improving Basic Programs; Title I, Part D - Neglected and Delinquent, and Title II Part A - Teacher and Principal Training and Recruiting. The amounts requested are as follows:

Title I, Part A - \$3,098,937.03

Title I, Part D - \$227,864.09

Title II, Part A - \$595,284.12

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

2) American Heart Association

Bonnie Wolden has applied for a Garden Grant from the American Heart Association in the amount of \$300. If awarded funds will be used to furnish raised garden beds for students to plant and harvest.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

2. Action Items

A. Presentation Items Requiring Approval - None

B. Resolution E-9-12-3050 - Acceptance of Grant Awards to Duluth Public Schools

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Attached is Resolution E-9-12-3050 - Acceptance of Grant Awards to

Duluth Public Schools, to accept and approve grant awards for the following organizations:

Minnesota Department of Education/Minnesota State Colleges & University
Systems
Department of Health and Human Services
Minnesota Department of Education
VSA of Minnesota
Minnesota Department of Education
Essentia Health

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-9-12-3050 - Acceptance of Grant Awards to Duluth Public Schools.

C. Diplomas

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The following students have completed all high school requirements and should be awarded a diploma:

Terry Joseph Griffiths - August 2, 2012
Evan William Bing - July 26, 2012
Sage Danielle Lucci Matheson - June 21, 2012 (date correction)

Recommendation: It is recommended that the Duluth School Board accept and approve the above diploma awards.



To Register for School Year, Break Week or Summer Program Contact:

Mark Connor
(218) 336-8760 x 6
Mark.connor@duluth.k12.mn.us
or

Amber Schoen
(218) 722-4745 x 123
aschoen@duluthymca.org

www.duluthymca.org
and
www.duluthcommunityed.org



Thanks to our generous funders and supporters.

ISD 709 Duluth Public Schools

ISD 709 Community Education

ISD 709 Targeted Services (EXCEL)

Duluth Area Family YMCA

True North AmeriCorps Program

Mentor Duluth Program

United Way of Greater Duluth

Kiwanis Club of Duluth

RBC Foundation– USA

jcpenny

Duluth Superior Area Community Foundation

Northland Foundation

Ordean Foundation

University of Minnesota Duluth

College of St. Scholastica

Duluth Superior Symphony Orchestra

Minnesota Department of Education

K.E.Y. Zone

**Knowledge,
Enrichment &
Youth Development**

**An Academic and Enrichment
Out-of-School Time Program
Offered Year Round for
Students in Grades K-5**

**K.E.Y. Zone is offered as a
collaborative program through the
Duluth Area Family YMCA,
ISD 709 Community Education and
EXCEL Targeted Services.**



Program Components

High Quality School Age Care
Academic Enrichment Activities
Homework Support
Academic Mentors
Service Learning Opportunities
Physical Recreation
Clubs (Science, Math, Creative Arts & Health and Wellness)
Connections to the School Day
Healthy Snacks
Leadership Development
Life Skills Development
Family Engagement

Program Locations

Congdon Park Elementary School
Homecroft Elementary School
Lakewood Elementary School
Laura Macarthur Elementary School
Lester Park Elementary School
Lowell Elementary School
Nettleton School
Piedmont Elementary School
Stowe Elementary School
Duluth Area Family YMCA

Program is offered at various sites during ISD 709 Break Weeks and Summer.

Paramount to Our Program

- Consistent and caring relationships between young people & adults, and between young people & their peers.
- Constructive well-planned schedules & activities that are tailored to the youth we serve.
- Sufficient and clean space.
- Strong partnerships with young people, families, schools and our community
- Committed and well-trained staff and volunteers.

Our philosophy as a collaborative program is to offer a safe and engaging out-of-school time program that complements the school day and creates an enriching environment that fosters positive youth development & academic success.



Typical Day

Before School 6:30 - 7:45 a. m.

6:30-7:45am - Check-in

7:00-7:15am - Morning Meeting

7:15-7:45am - Choice Time

School Breakfast Available

After School 2:15 - 6:00 p.m.

2:15-3:00pm - Check-in, Snack & Physical Recreation

3:00-4:00pm - Brain Time Activities

4:00-5:00pm - Clubs

5:00-6:00pm - Check-out, Choice Time



Summer Program & School Break

6:30 a.m. - 6:00 p.m.

6:30-9:00am - Check-in & Choice Time

9:00am-4:00pm -Group Games, Snack, Swimming, Field Trips, Gym, Service Learning, Team building Activities, Academic Enrichment Clubs, etc

4:00-6:00pm - Check-out, Choice⁵ Time

*hours may vary by site

21st CCLC Overview

Background and Purpose of 21st CCLC

It's purpose is to support the creation and expansion of community learning centers that:

- ✓ provide a wide range of high-quality enrichment opportunities,
- ✓ complement the regular academic program of participating students,
- ✓ serve students attending high poverty, low performing schools,
- ✓ offer during those times when school is not in session.

Specifically,

- ✓ Academic enrichment activities that can help students meet state and local achievement standards.
- ✓ A broad array of additional services designed to reinforce and complement regular academic program, such as: drug and violence prevention programs, counseling programs, art, music and recreation programs, technology education programs, and character education programs.
- ✓ Literacy and related educational development services to the families of children who are served in the program.

21st CCLC are:

- Intentional
- High quality
- Student driven
- Attended regularly
- Comprehensive and connected

They are not:

- A series of stand along programs
- Drop in centers
- Adult focused
- Skill and drill
- "more school" afterschool

21st CCLC Program Goals in Minnesota

Goal 1: Increase participant's opportunities to develop and apply 21st Century Skills (critical thinking, problem solving, communication, collaboration, responsible citizenship, job/career/post-secondary exploration, etc)

Goal 2: Increase school and community connectedness of participants.

Goal 3: Increase academic performance of participating students who are low performing/failing or at high risk of failure in core academic areas.

Our aims:

Serve 600 at-risk youth

- 150 students at Nettleton
- 125 students at Lowell
- 75 students at Stowe
- 100 students at Piedmont
- 100 students at Laura MacArthur
- 50 students at Lincoln Park Middle School

We must offer 420 hours of program/year.

Key features of our program model include; Snack, Physical Recreation, Brain Time (ie EXCEL), Clubs (Service Learning, STEM, Creative Arts, Health and Wellness), Family Nights, Career Exploration, and Academic Mentoring, Family Liaisons- connect families to schools through the Out-of-School time program. (see program brochure).

Contacts:

Key Zone/21st Century oversight team

Amber Schoen – OST and 21st Century Director - Duluth YMCA 218-722-4745 ext 110 aschoen@duluthymca.org

Carrie Copperud – OST Site Coordinator (Lead) - Duluth ISD-709 c-218-310-5128 218-336-8900 x 3108
carrie.copperud@duluth.k12.mn.us

Blair Gagne – Chief Operating Officer/Executive Director-Community Services YMCA 218 722 4745 ext 125 (o) 218 722 4746 (F) bgagne@duluthymca.org

Jay Roesler –Director of Community Education Duluth Public School 218.336.8708 o | 218.336.8773 f

K.E.Y. Zone (Knowledge, Enrichment and Youth Development)

Serving students in grades K-5

For over 30 years, the YMCA and ISD 709 have been leaders in offering high quality out of school time programs that meet the needs of youth and families. K.E.Y. Zone staff are committed to offering a fun, safe and engaging environment for children before/after school and during school and summer breaks. Children have the opportunity to explore hands-on activities in the arts, science, and healthy living. Brain games and activities are incorporated into all programming through clubs, field trips, academic enrichment and homework support, including mentoring and tutoring.

Program Goals:

- Foster Academic Enrichment and Learning
- Develop Life Skills
- Promote Regular Attendance in School
- Provide Opportunities for Fun and Adventure



Typical Day:

Before School

6:30-7:45am	Check-in
7:00-7:15am	Morning Meeting/Quiet Activities
7:15-7:45am	Choice and Group Activities *School Breakfast Available*

After School

2:15-3:00pm	Check-in, Snack, Physical Recreation Time
3:00-4:00pm	Brain Time Activities (Homework Support, EXCEL, Reading, and Math Activities)
4:00-5:00pm	Clubs (Science, Creative Arts, Health and Wellness, Service Learning, Leadership)
5:00-6:00pm	Choice Time



Program Locations:

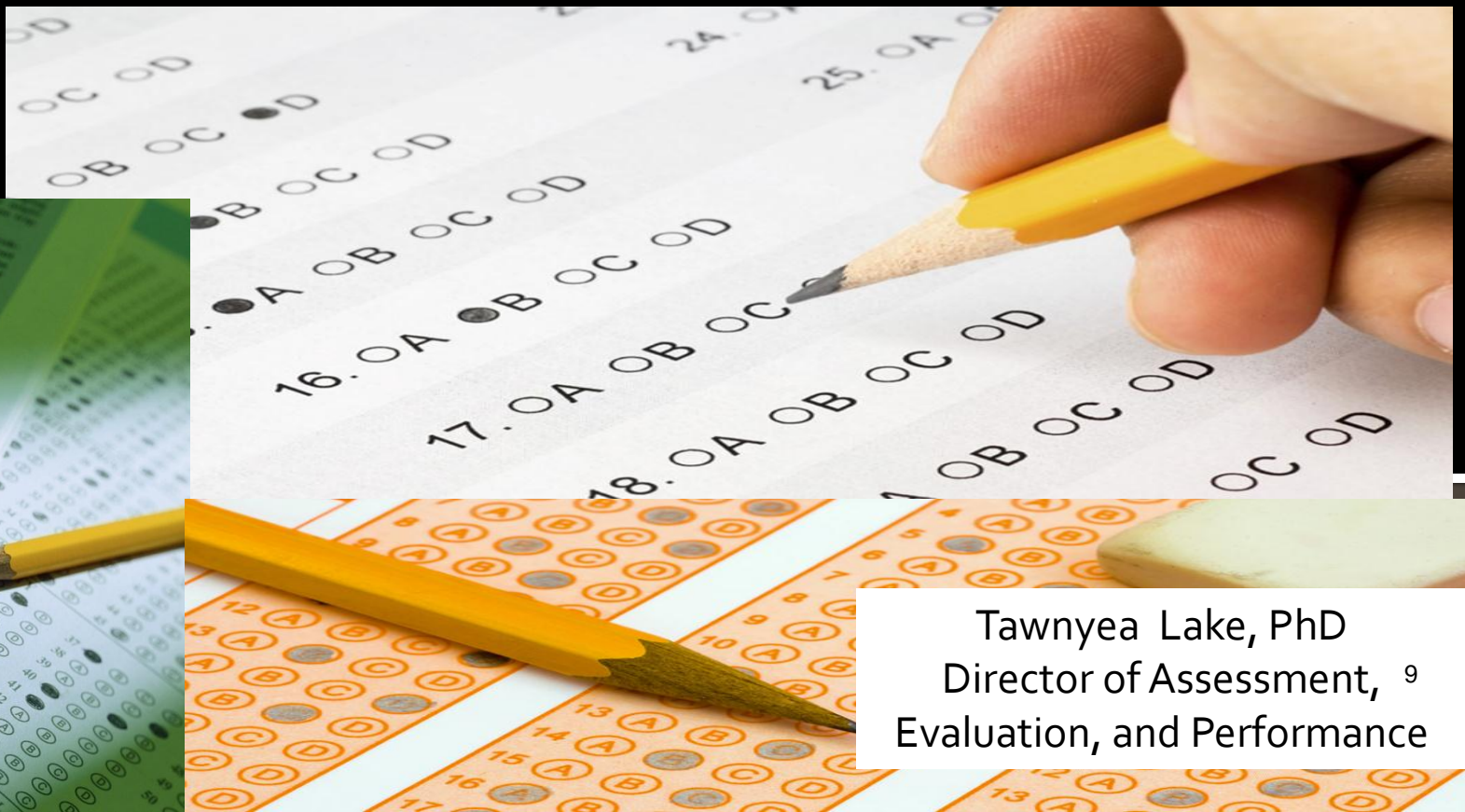
- Congdon Park Elementary School
- Duluth Area Family YMCA – Downtown (during break weeks and summer only)
- Homecroft Elementary School
- Lakewood Elementary School
- Laura Macarthur Elementary School
- Lester Park Elementary School
- Lowell Elementary School
- Nettleton Elementary School
- Piedmont Elementary School
- Stowe Elementary School



Programming is offered as a collaborative effort between the Duluth Area Family YMCA, ISD 709 Community Education and EXCEL Targeted Services. Program offered at select sites during ISD 709 Break Weeks and Summer.

To learn more about the registration process for this program please contact Amber Schoen at (218) 722-4745 ext 123 or email aschoen@duluthymca.org or Mark Connor at 336-8760 ext 6 or email mark.connor@duluth.k12.mn.us

ACT Summary Report Graduating Class of 2012



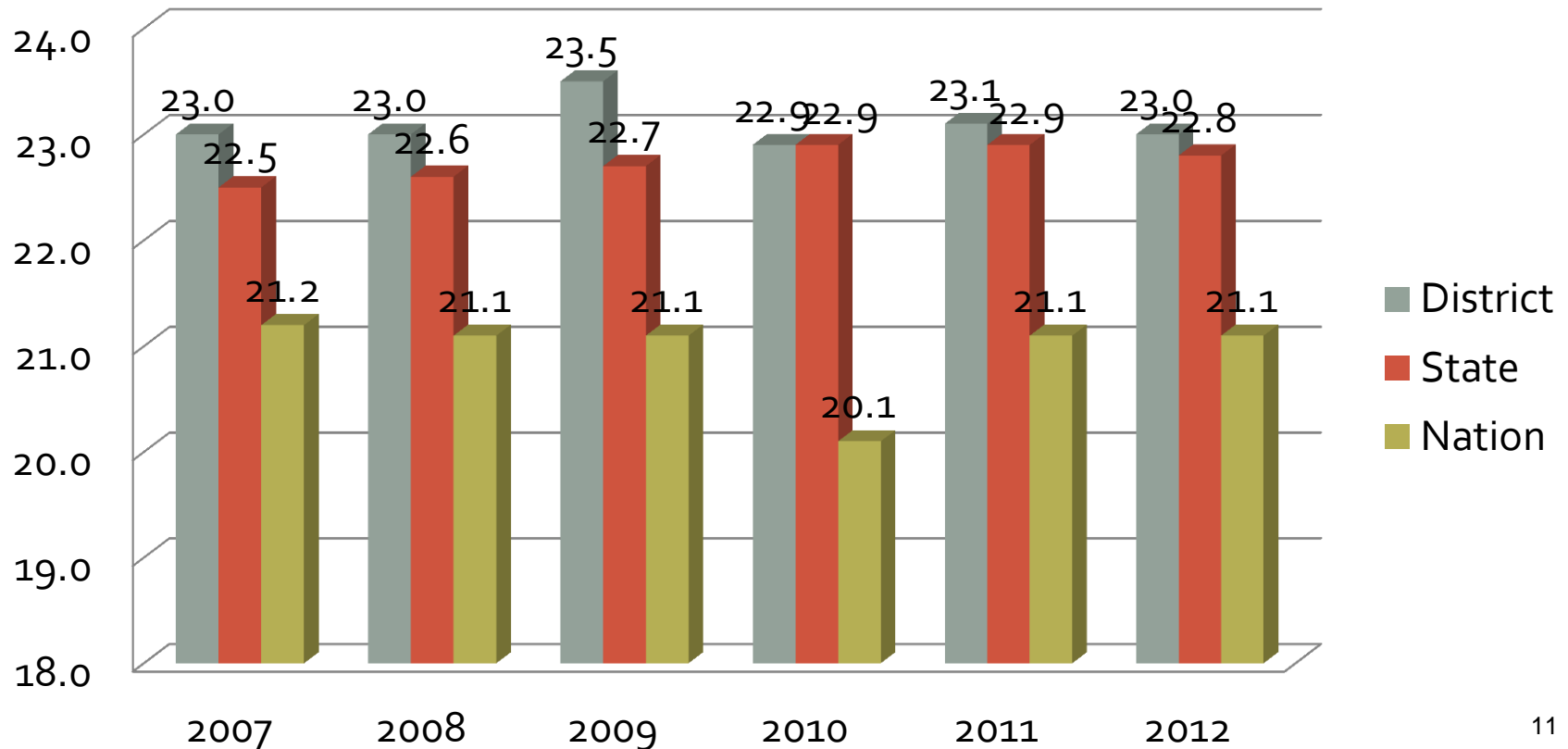
Tawnyea Lake, PhD
Director of Assessment, ⁹
Evaluation, and Performance

ACT Basics

- Curriculum-based measure that provides a readiness indicator for college-level work
- Tests achievement in 4 areas:
 - English College English
 - Math College Algebra
 - Reading College Social Science
 - Science College Biology

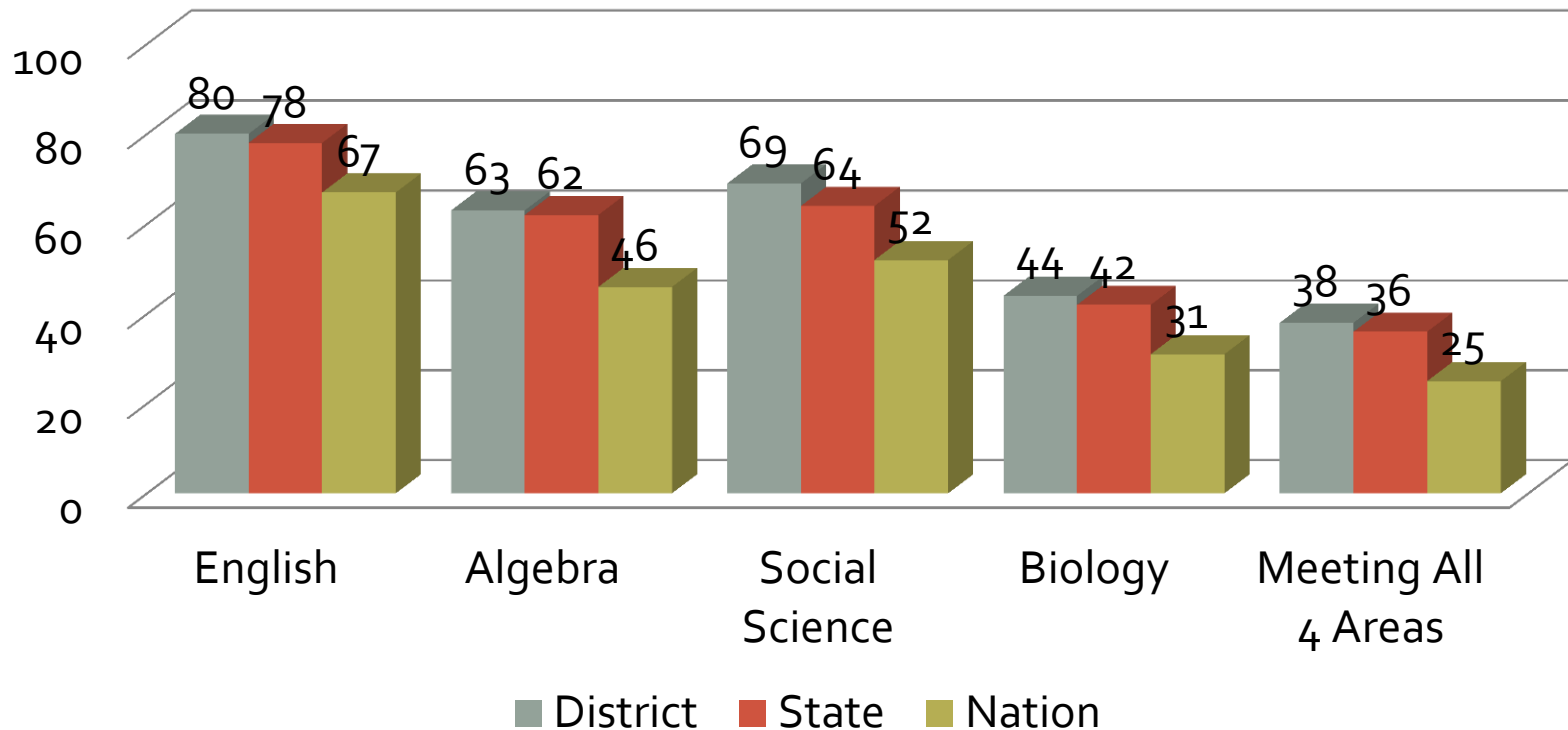
ACT Results

Composite Scores Over Time



ACT Results

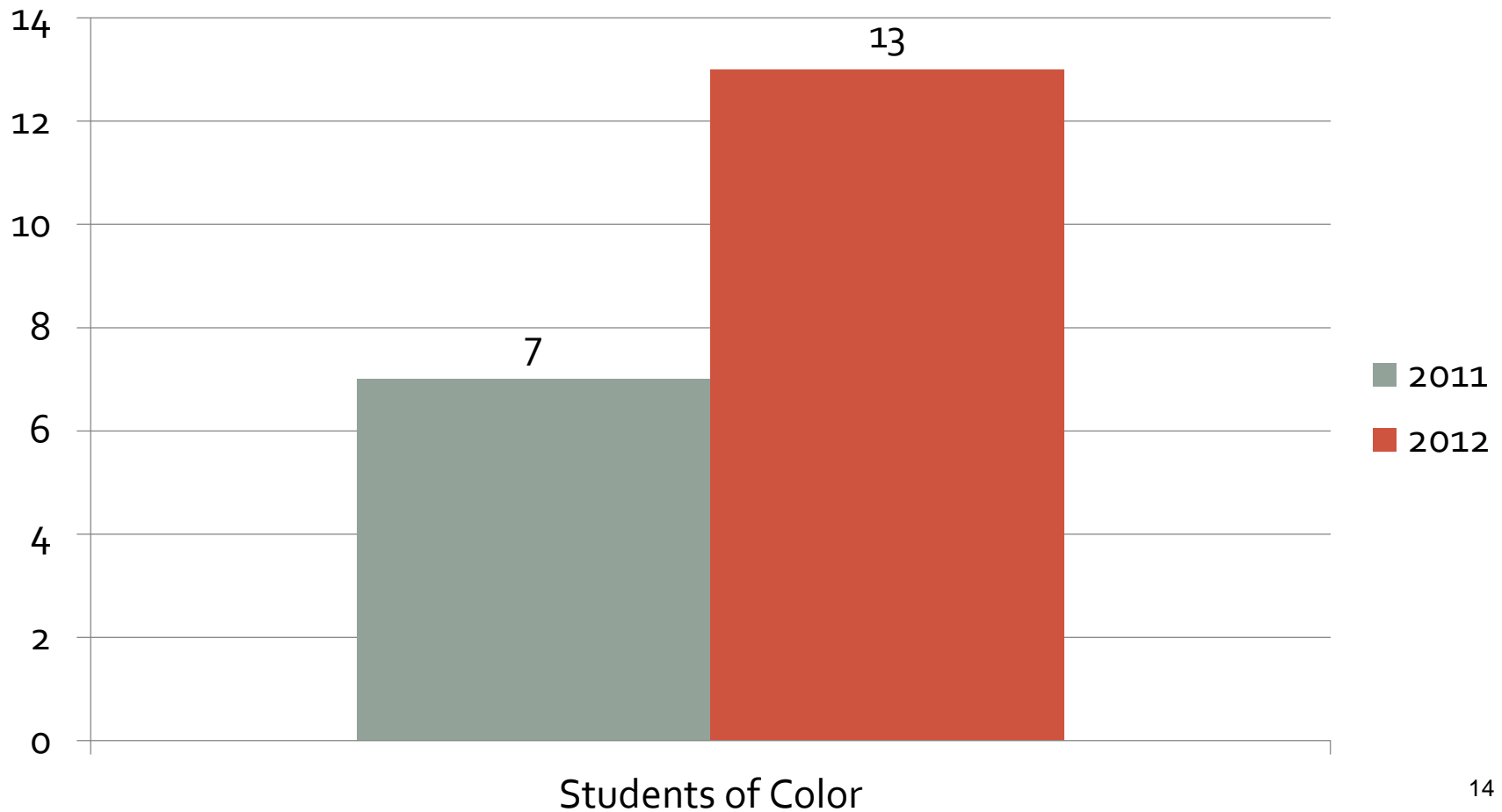
Percent of Students Ready for College-Level Coursework



ACT Themes

- Duluth students were above the state and well-above the nation in percent of students meeting college readiness benchmarks in:
 - English Composition
 - College Algebra
 - Social Science
 - Biology
 - All four areas

Percent of Children of Color Taking ACT



Composite Scores By Ethnicity

	2011	2012
All Students	23.1	23.0
Black/African American	20.3	17.0
American Indian/ Alaskan Native	18.5	20.0
White	23.3	23.2
Hispanic/Latino	19.9	21.2
Asian	23.4	25.5
Native Hawaiian/ Other Pacific Islander		23.0
Two or more races	19.4	23.1
Prefer not to respond/ No response	22.8	25.2

ACT Themes

- Students who take more advanced courses “Core or More” have substantially higher ACT composite scores
 - Core or More = 4 or more years of English and 3 or more years each of math, social studies, natural science
- Ex: Students who take more advanced math courses (in addition to Algebra 1, Algebra 2, Geometry) substantially increase their ACT math score
 - Of the Duluth students taking 3 or more years of math beyond Algebra I, Algebra II, and Geometry (Trigonometry and Calculus, for example), 96% were considered college ready
 - Of the Duluth students who reported taking fewer than 3 math courses, only 2% were considered college ready

ACT Themes

- To increase college readiness, ACT recommends the following:
 - Increase access for students to take the ACT
 - Make core or more a curriculum focus
 - Make sure the students are taking the right kind of courses early
 - Evaluate the rigor of courses

Questions?

Tawnyea L. Lake, PhD
Director of Assessment, Evaluation,
and Performance

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(218) 336-8700 ext. 1027

DULUTH PUBLIC SCHOOLS ACCOUNTABILITY RESULTS

Tawnyea Lake, PhD
Director of Assessment
and Evaluation

Multiple Measurement Ratings
Released August 30, 2012

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Review



Feb 2012 – US Dept of Education approved MDE's NCLB Waiver Request

Waiver will be in effect for 3 years, or until NCLB is re-authorized

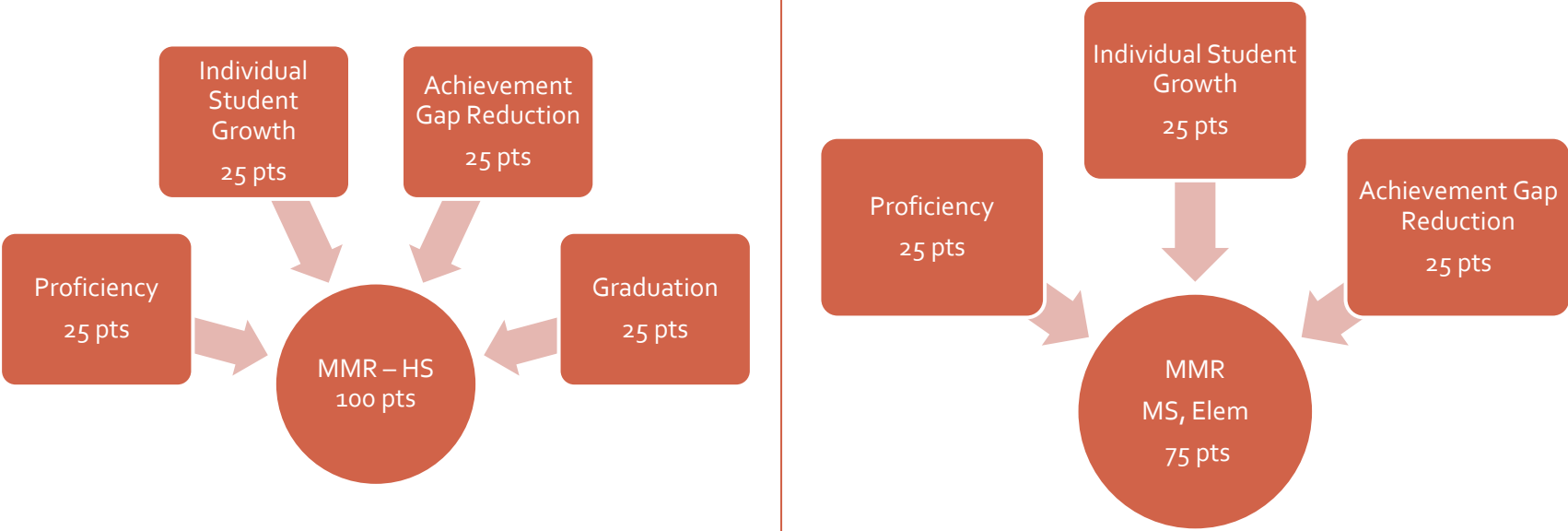
Review

- What is our new accountability system?
 - ▣ Focuses on closing the achievement gap and promoting high growth for all students
 - ▣ Built around multiple measurements - MMR
 - ▣ Directly addresses the achievement gap for the first time
 - ▣ Provides support for locally-developed school improvement plans

Review

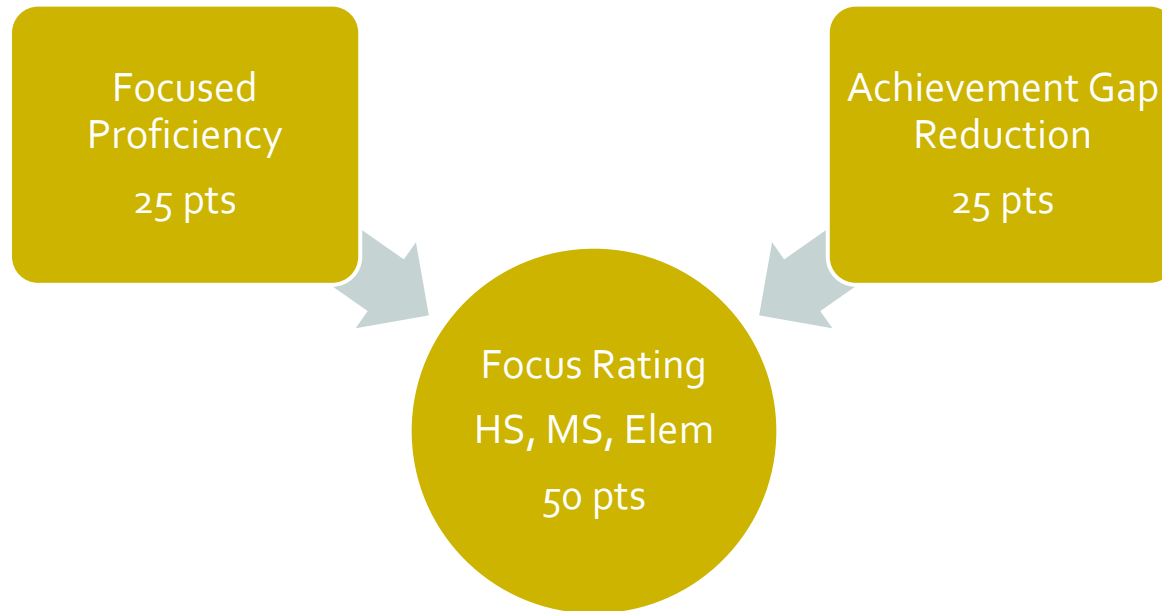
- Schools are given two ratings:
 - ▣ Multiple Measurement Rating (MMR)
 - Used to identify *Priority Schools, Continuous Improvement Schools, Reward Schools*
 - ▣ Focus Rating (FR)
 - Used to identify *Focus Schools*

Review: MMR



MMR is used to identify
Priority, Continuous Improvement, and Reward Schools

Review: FR

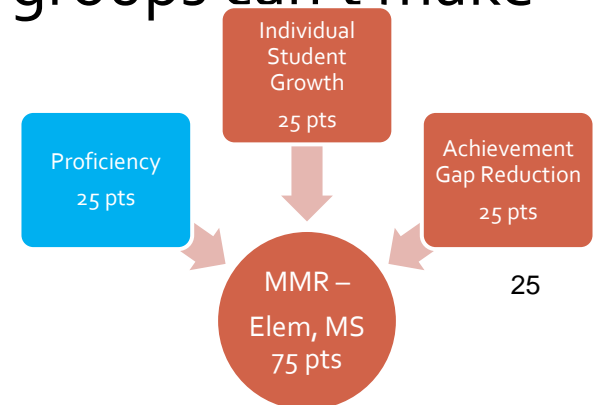
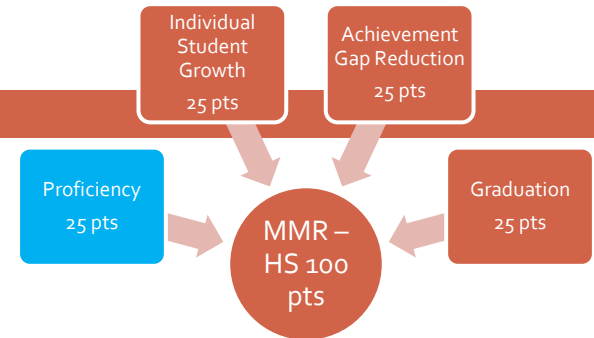


FR is used to identify Focus Schools

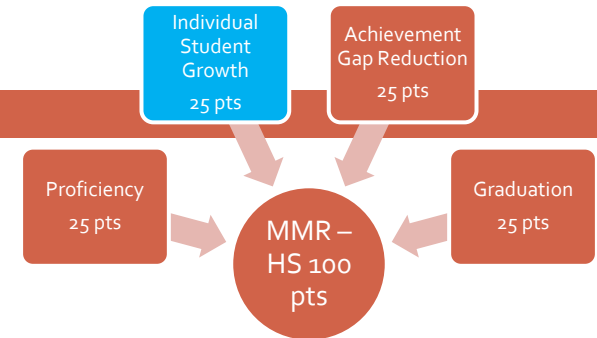
Components Defined

□ Proficiency

- Proficiency domain uses the AYP index model
- Schools earn points based on weighted percentage of subgroups making AYP
- Weighting is based on the size of subgroups
- Unlike in AYP, in MMR Proficiency, groups can't make AYP through Safe Harbor
- Component of MMR



Components Defined



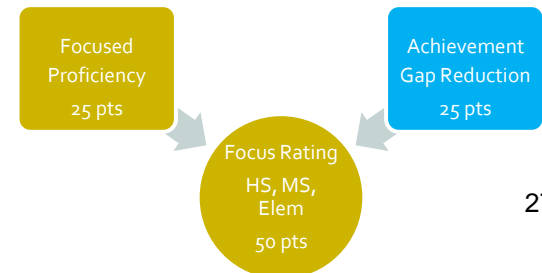
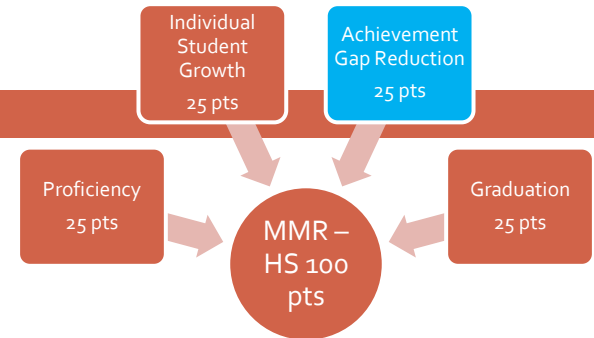
□ Growth

- Growth measures ability of schools to get individual students to exceed predicted growth
- Growth predictions based on students' last assessment result
- Predictions generated by looking at two cohorts of students, where they scored one year and where they scored the next year
- Student growth score based on being above or below prediction
- School growth score is average of student growth scores
- Component of MMR

Components Defined

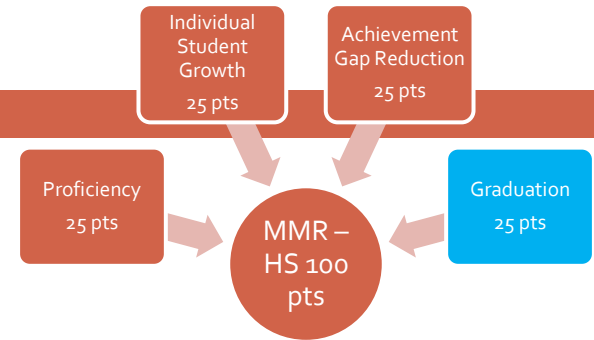
□ Achievement Gap Reduction

- Measures the ability of schools to get higher levels of growth from lower-performing subgroups than statewide average growth for higher performing subgroups
- Growth of individual subgroups of students of color compared to growth of white students, Els compared to non-Els, FRPs compared to non-FRPs, SpEd compared to non-SpEd
- Subtract schools' growth scores for lower performing groups from statewide average of higher performing groups
- Negative score indicates success
- Component of MMR and FR



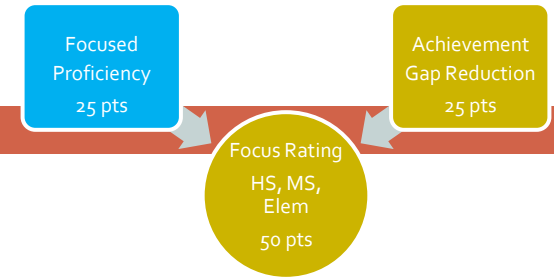
Components Defined

□ Graduation



- Looks at the percentage of subgroups that made AYP in graduation rate
- Calculation of graduation rates has changed to 4 year cohort model
- Graduation rate targets have increased to 90% for all subgroups
- Component of MMR for HS only

Components Defined



□ Focused Proficiency

- ▣ Proficiency Rating minus the “All” and “White” groups
Looks at the percentage of subgroups that made AYP in graduation rate
- ▣ Component of FR

School Designations Defined

- **Reward Schools:** Highest 15% of Title I Schools in the state based on MMR, applications taken after August 2012.
- **Celebration Schools:** Highest 25% of Title I schools based on MMR, applications taken after August 2012.
- **Continuous Improvement Schools:** Lowest 25% of Title I schools based on MMR (identified in August 2012).
- **Focus Schools** – The lowest 10% of Title I schools based on FR and/or graduation rate under 60% (identified May 2012; in effect for 3 years).
- **Priority Schools** – Lowest 5% of Title I schools in the state based on MMR (identified May 2012; in effect for 3 years).

School Designations

- No new Priority Schools or Focus Schools were identified statewide in August – initial designations announced in May will be in place for 3 years
 - ▣ Priority School: Laura MacArthur
 - ▣ Focus Schools: Piedmont, Lincoln Park Middle School

- Continuous Improvement Schools were identified statewide in August
 - ▣ Continuous Improvement School: Stowe

School Results

School	MMR	FR
Laura MacArthur	3.49	7.03
Piedmont	4.62	4.57
Lincoln Park	7.58	6.98
Stowe	9.03	52.23
Denfeld	10.79	14.62
Woodland	11.34	14.64
Lowell	12.14	11.99
Nettleton	32.47	32.35
Merritt Creek Academy	38.78	45.71
East	47.79	15.05
Area Learning Center	57.45	63.30
Lester Park	61.65	57.82
Chester Creek Academy	73.63	77.37
Lakewood	82.99	89.52
Homecroft	83.44	85.64
Congdon	87.25	88.44

Celebrations – State Ranks

	Top 25%	Top 15%	Top 5%	Top 1%
Proficiency	Chester Creek			Congdon Park Homecroft Lakewood Lester Park
Growth	Homecroft	Congdon Park		
Achievement Gap Reduction	Chester Creek Academy Congdon Park Lakewood			
Graduation				East

Next Steps

- Train Instructional Data Coaches and other staff on the nuances of MMR
- Use information as additional data source to help guide school improvement efforts
- Focus and Priority Schools will continue to work with Centers of Excellence staff and district staff to monitor and refine school improvement plans (SIP)

Questions?



Tawnyea Lake, PhD

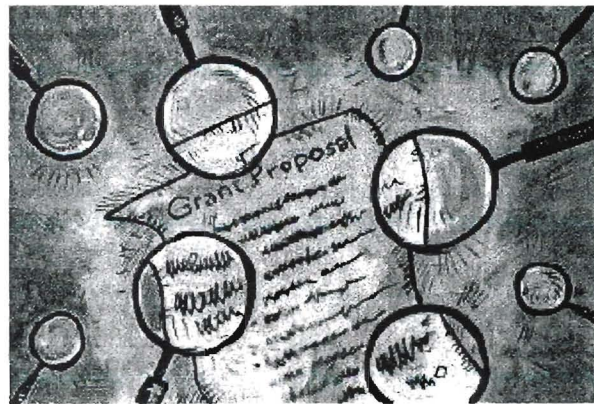
Duluth Public Schools

Director of Assessment and Evaluation

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Transformation Model



**[SUMMARY OF SCHOOL
IMPROVEMENT GRANT]**

School Improvement Terminology and Acronyms	
SIG	School Improvement Grant
SIP	School Improvement Plan
CAN	Comprehensive Needs Assessment
LEA	Local Education Agency (ISD #709)
SEA	State Education Agency (Minnesota Department of Education) MDE
PDP	Professional Development Plans
PLC	Professional Learning Community
PDSA	Plan, Do, Study, Act
BOM	Building Operations Manager
Transformation	Model chosen for MacArthur

Transformational Model (This model was determined to be our best fit)

- Replace the principal who led the school prior to commencement of the transformation model;
- Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
 - (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (b) Are designed and developed with teacher and principal involvement;
- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards;

- Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Establish schedules and strategies that provide increased learning time;
- Provide ongoing mechanisms for family and community engagement;
- Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduations rates; and
- Ensure that the school receives ongoing, intensive technical assistance and related support from the district.

Here are 5 significant changes as required by MDE...

#1 Our new mindset:

Continuous improvement: Successful schools are dynamic places with high expectations for everyone. Effective improvements happen planfully and are built around goals that educators, parents and other community members know and support. It is a simple process with four stages of action: (1) Plan – developing an action plan, (2) Do/ Implement - carrying out the plan, (3) Study/ Evaluate - seeing how successful the plan is, and (4) Act/Refine - finding ways to make it better.

#2 New positions of support to help implement the change during the grant period:

Building Operations Manager (BOM) or locally-named position: SIG schools are required to ensure a distribution of administrative responsibilities to support the principal as an instructional leader, including a position to assist the principal in school operations, student discipline, teacher observations, and instructional facilitation.

Continuous Improvement Specialist: Schools are required to establish oversight of the continuous improvement cycle driving the school turnaround efforts at the school level and to support the principal and turnaround staff in the ongoing process to plan, implement, progress monitor, and reflect on student learning needs and instruction.

Data and Instructional Coach: Schools are required to ensure the principal and turnaround staff are supported with ongoing coaching around assessment practices, using data to inform instruction, and implementing instructionally-focused professional learning communities (PLCs).

Family and Community Liaison: Schools are required to actively collaborate with families and community partners to engage them in academics and increase student success.

Regional Centers of Excellence: The Regional Centers of Excellence are partners of the Minnesota Department of Education (MDE) providing services to the northern, central/south, and southeast/metro areas of the state. The role of the Regional Centers of Excellence is to provide support and technical assistance to districts and schools across the state to help them build capacity for a sustained improvement in student academic outcomes. In partnership with MDE, the Centers will deliver consistent and focused services across the state of Minnesota and will be supported by cross-agency implementation teams from MDE. MDE will provide an implementation specialist, reading specialist, math specialist, special education specialist and a director. They are required to spend at a minimum of 3 days a month in our buildings. They will work collaboratively with our staff as determined by student data. They will be available in many different ways such as: coaching, teaching model lessons, expert level advice on learning and instruction etc.

#3 Job-embedded professional development:

Job-embedded professional development is professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded professional development is usually characterized by the following:

- It occurs on a regular basis (e.g., daily or weekly);
- It is aligned with academic standards, school curricula, and school improvement goals;
- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
- It requires active engagement rather than passive learning by participants; and
- It focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

Laura MacArthur will provide at a minimum 90 minutes each 8 day rotation for every teacher, dedicated to professional learning communities (PLCs). All educators are required to attend PLCs and engage in active dialogue and instructional problem solving as described in job embedded professional development. Educators are expected to use the knowledge gained from data-informed discussions on student progress towards meeting standards to inform instruction in the classroom. Sustained, content-focused PLCs improve teachers understanding of effective evidence-based instructional strategies resulting in improved student achievement.

Job-embedded professional development can take many forms, including, but not limited to: classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, pre and post observation meetings, peer evaluations (walk-through) peer coaching, grade level planning, analyzing of student data with data team, teacher collaboration, individual growth and development plan

#4 The specialist schedule:

We will have specialist for five days at MacArthur. The other three days they will be at Stowe. By scheduling the specialists this way, it allowed for grade levels to have common time. All 3rd-5th grade classrooms will not have specialists in the morning. For KG-2nd, there will be no specialist in the afternoon for these classrooms. This will allow our special education teachers to co-teach. It will also provide flexibility for teachers to differentiate their instruction or do creative activities/lessons with their colleagues. (Example, share students).

#5 Teacher Evaluation System:

Effective teacher evaluation systems include the following features:

- The teacher evaluation system is documented as an integral part of the site professional development plan and reflects the site professional development activities.
- All teachers are observed or evaluated at least three times and by at least two or more trained observers.
- Teachers participate in additional forms of observations during the school year, such as having peers observe and score a lesson and reflect on scoring, completing a lesson video for inter-rater reliability practice, modeling a lesson for peers or sharing reflections from observations with PLC members.
- The integrity of the evaluation process is ensured through the use of the same evaluation tool (rubric) by all observers for the observation of all teachers.
- The evaluation rubric is clear, transparent, research-based and has specific categories with defined, observable performance indicators. The rubric sets “Proficient” as the standard for a successful evaluation and is used by all observers for all teachers.
- The high-quality instructional rubric is also utilized schoolwide or districtwide as a guide to professional practice focused on student achievement.
- All licensed staff members participate in the evaluation program.
- All evaluators receive initial training in teacher observation methods and the use of an evaluation tool to ensure inter-rater reliability in the scoring process.
- The reflection and feedback from teacher observations results in improved classroom instruction.

Summary:

#1 Continually seeking ways to improve our trade. It involves identifying benchmarks of excellent practice and instilling a sense of employee ownership in the process. This is the essence of the continuous improvement cycle.

#2 The new positions will support you in the classroom. No longer can we work in isolation but in collaboration. You will never have more support to help you professionally than the next 3 years.

#3 We will model learning for our students. Our professional learning communities will lead their own professional development (as determined by student needs). In all my years of education, I have never been more excited to be a part of an endeavor like this.

#4 Common assessments? Peer coaching? Co-teaching? Learning from each other? Time to collaborate with your colleagues for 90 minutes a week without distractions? Awesome!!!

#5 Some of you right now are thinking, “I have not had a formal evaluation in 12 years. Now I am going to have three in one year?” Take a deep breath and relax. My role is that of a coach, getting the best out of people to reach a common goal of increasing student achievement. I am here to help you be successful, period.

I want you to think about this phrase, “There is no growth in the comfort zone and no comfort in the growth zone.” We will work collaboratively to make these evaluations worthwhile. Be prepared to grow personally and professionally this year. ☺

Piedmont School Action PlanReading (Draft as of 9.11.12)

looking at strong

The percentage of all students in grades 3-5 at Piedmont School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 61.6% in 2012 to 64.7% in 2013. A 3.1% increase each year will bring the proficiency level of the whole school to 80% in 6 years. This means 8 more students will need to be proficient in reading by the spring of 2013.

In addition...

- The percentage of black students in grades 3-5 at Piedmont School enrolled by October 1 who are proficient in reading (all accountability tests) will increase from 44.0% in 2012 to 48.63% in 2013. (vs. white 63.5%). This will reduce the achievement gap by half over 6 years, and assumes a 3% annual increase for the white student subgroup. This means 1 more student will need to be proficient in reading by the spring of 2013.
- The percentage of white students in grades 3-5 at Piedmont School enrolled by October 1 who are proficient in reading (all accountability tests) will increase from 63.5% in 2012 to 66.25% in 2013. This will increase proficiency to 80% in 6 years. This means 8 more students will need to be proficient in reading by the spring of 2013.

The percentage of students receiving free or reduced price lunch in grades 3-5 at Piedmont School who are proficient in reading (all accountability tests) will increase from 50.8 % in 2012 to 56.8% in 2013. (vs. not frl 86.3 %). This will reduce the achievement gap by half over 6 years, and assumes a 3% annual increase of the not frl group. This means 7 more students will need to be proficient in reading by the spring of 2013.

INTERVENTION: The Needs Assessment indicates a need to increase student achievement levels in reading comprehension and that individual students need more specific instruction at their particular skill level. As a school focus, professional development will be directed toward strategies and interventions that increase reading comprehension and work toward lowering the achievement gap for All, Black, White, and F&R students.

Plan:

To increase reading comprehension and vocabulary through staff development focusing on interventions determined by specific student needs, as shown by assessment data. Plan is to check assessment data, determine specific student levels, develop a staff development plan that enhances teacher skills to meet those student needs, and have grade level PLC teams meet.

Do:

Pre-K will work with parents to teach and encourage use of strategies for developing vocabulary in children. During EC sessions parents will be taught strategies for increasing vocab in children, including the importance of talking with children, following the child's lead in conversation, taking the child into the community and describing events, teaching songs and fingerplays, and using words to describe feelings. Head Start will use O.W.L. (Opening the World to Learning) and post vocab words in the classroom for adults to use in conversation with children, present the vocab words at the writing centers, and use the vocab words in small group activities, such as games.

K will continue to develop and revise their Literacy Centers. Materials will be added as needed and teachers will implement a common center time focusing on reading comprehension. They will use guided reading and develop an at-home reading program that includes families.

Grades 1-2 will use flexible grouping to address the needs of students by using the five components of Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading (Daily Five/Café) techniques and guidelines for comprehension. Teachers will continue guided reading with a focus on quality non-fiction leveled reading materials. An at-home reading program will be developed that includes families. The Phy Ed specialist will work with class to make a Phy Ed Book. They will use guided reading.

Grades 3-5 will use flexible grouping to address the needs of students by using techniques from the five components of Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading (Daily Five/Café). Teachers will examine assessment data to build cross-grade-level groups specific to student achievement in reading comprehension in order to do group interventions matched to individual student needs. Guided reading and Study Island (computer reading review) will be used. A reading at home program using materials specific to the child's reading level will be implemented. Small group tutoring opportunities of up to three times per week for 20 minutes each will be implemented with at risk students.

All K-5 classroom and sped teachers will meet monthly with the Data Coach to review current best practice and learn and practice reading comprehension interventions. They also will use staff development funds to pay for subs or meet after school as a PLC to discuss what is working, what is not, and learn from each other.

Study:

For Pre-K, a pre and post measure of vocabulary will be taken in the fall and spring, and the Individual Growth and Development Indicators will be taken three times a year.

For K-5, district benchmark assessments, NWEAs, and MCAs will be used to guide initial interventions. Grade specific assessments will be used. Targeted students will be those who fall in the "below grade level" category. Assessments will be completed as noted in "Do, Column 6" above. Specific interventions, including level readers and non-fiction selections, will be evaluated for effectiveness in increasing student involvement, motivation, and reading comprehension.

Act:

Monthly meetings will be conducted with the Data Coach or Pre-K administration to evaluate and modify student specific interventions. Teachers will meet as a grade level monthly for training on specific interventions.

Piedmont School Action PlanMath (Draft as of 9.11.12)

The percentage of all students in grades 3-5 at Piedmont School enrolled by October 1 who are proficient in math (all accountability tests) will increase from 51.9% in 2012 to 56.58% in 2013. A 4.68% increase each year will bring the proficiency level of the whole school to 80% in 6 years. This means 11 more students will need to be proficient in math by the spring of 2013.

In addition...

- The percentage of black students in grades 3-5 at Piedmont School enrolled by October 1 who are proficient in math (all accountability tests) will increase from 20.0% in 2012 to 27.16% in 2013. (vs. white 57.9%). This will reduce the achievement gap by half over 6 years, and assumes a 4% annual increase in proficiency for the white student group. This means 2 more students will need to be proficient in math by the spring of 2013.
- The percentage of white students in grades 3-5 at Piedmont School enrolled by October 1 who are proficient in math (all accountability tests) will increase from 57.9% in 2012 to 61.58% in 2013. This would bring proficiency to 80% in 6 years. This means 4 more students will need to be proficient in math by the spring of 2013.
- The percentage of students in special education in grades 3-5 at who are proficient in math (all accountability tests) will increase from 20.0% in 2012 to 27.05% in 2013. (vs. not sped 56.6%). This will reduce the achievement gap by half over 6 years, and assumes a 4% annual increase in proficiency for the not sped group. This means 2 more students will need to be proficient in math by the spring of 2013.
- The percentage of students receiving free or reduced price lunch in grades 3-5 at Piedmont School who are proficient in math (all accountability tests) will increase from 37.1% in 2012 to 44.88% in 2013. (vs. not frl 82.4%). This will reduce the achievement gap by half over 6 years, and assumes a 4% increase in the not frl subgroup. This means 9 more students will need to be proficient in math by the spring of 2013.

INTERVENTION: The Needs Assessment indicates a need to increase student achievement levels in mathematical number sense and operation and that individual students need more specific instruction at their particular skill level. As a school focus, professional development will be directed toward strategies and interventions that increase mathematical number sense and operation skills and work toward lowering the achievement gap for All, Black, White, Sped, and F&R students

Plan:

To increase mathematical number sense and operation skills through staff development focusing on interventions determined by specific student needs, as shown by assessment data. Plan is to check assessment data, determine specific student levels, develop a staff development plan that enhances teacher skills to meet those student needs, and have grade level PLC teams meet.

Do:

Pre-K will increase awareness and interest in numbers and counting. EC will work with parents to teach and encourage use of strategies for developing strategies to support number sense and numerical concept development in children, including counting, sorting, grouping, shapes, 1 to 1 correspondence,

teaching parents the importance of allowing children to problem solve, working puzzles, and play number games. Head Start will use books with numbers, provide math and science centers, help with jobs where counting is involved, and use fingerplays, songs, puzzles, and stories with math.

K will implement differentiated math instruction. K will use end of the week math centers, Everyday Math Counts, math literature, Math Homework Sheets, and implement a K math night for students and parents.

Grades 1-2 will implement differentiated math instruction using Guided Math games, Daily Math, at home math games, and math literature.

Grades 3-5 will use flexible grouping to address the needs of students by using techniques from the five components of Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading (Daily Five/Café). Teachers will examine assessment data to build cross-grade-level groups specific to student achievement in reading comprehension in order to do group interventions matched to individual student needs. Guided reading and Study Island (computer reading review) will be used. A reading at home program using materials specific to the child's reading level will be implemented. Small group tutoring opportunities of up to three times per week for 20 minutes each will be implemented with at risk students.

All K-5 classroom and sped teachers will meet monthly with the Data Coach to review current best practice and learn and practice reading comprehension interventions. They also will use staff development funds to pay for subs or meet after school as a PLC to discuss what is working, what is not, and learn from each other.

Study:

For Pre-K, a pre and post measure of vocabulary will be taken in the fall and spring, and the Individual Growth and Development Indicators will be taken three times a year.

For K-5, district benchmark assessments, NWEAs, and MCAs will be used to guide initial interventions. Grade specific assessments will be used.

Targeted students will be those who fall in the "below grade level" category. Assessments will be completed as noted in "Do, Column 6" above. Specific interventions, including level readers and non-fiction selections, will be evaluated for effectiveness in increasing student involvement, motivation, and reading.

Act:

Monthly meetings will be conducted with the Data Coach or Pre-K administration to evaluate and modify student specific interventions. Teachers will meet as a grade level monthly for training on specific interventions.

RESOLUTION

Acceptance of Grant Awards to Duluth Public Schools

WHEREAS, Minnesota Statute 465.03 requires a school district to accept grants by resolution expressed in the terms prescribed by the donor in full; and,

WHEREAS, acceptance of the grant in accordance with the donor's terms is in the best interest of the Duluth Public Schools:

NOW, THEREFORE, BE IT RESOLVED that the Duluth Public Schools does accept the below-described grants from said organizations in accordance with the terms set forth herein.

BE IT FURTHER RESOLVED that the Duluth Public Schools wishes to extend its grateful appreciation to these various organizations.

	Organization	Author/Contact	Project Title	Award Amount	Terms
1	Minnesota Department of Education and the Minnesota State Colleges & Universities	Jim Arndt	Carl Perkins Career and Technical Education Grant	\$445,576.48	Funds will be used to support secondary and post-secondary Career and Technical Education Programs and Activities within the Consortium.
2	Department of Health and Human Services Administration for Children and Families (OA/OGM/Region V)	Pam Rees	Federal Head Start Grant	\$1,889,485	Funds from this grant award will be used to support the Duluth Public Schools Head Start Program.
3	Minnesota Department of Education	Deborah Wagner	McKinney-Vento Education for Homeless Children and Youth Program Grant	\$40,000	Funds from this grant award will be used to provide services to increase the identification, enrollment, retention, and educational success of homeless children and youth.
4	VSA of Minnesota	Bonnie Wolden	Artists in the Classroom Grant	\$3,000	Funds from this grant award will be used for a dance project for DCD and autistic students at Lester Park.
5	Minnesota Department of Education	Nathan Glockle	School Improvement Grant – Priority School	\$1,321,365.42	Funds from this grant award will be used for staff development opportunities, added positions of support to ensure fidelity of our interventions, building in accountability measures through Plan Do Study Act cycles as measured by data, and to provide opportunities for Laura MacArthur to team with the community.
6	Essentia Health	Deidre Quinlan	Essentia Health Corporate Contributions Grant	\$20,000	Funds from this grant award will be used to fund an on-site ⁴⁶ clinical nurse practitioner to

	Organization	Author/Contact	Project Title	Award Amount	Terms
					<p>provide health care services and an on-site clinical social worker to provide infant mental health services at Habitat Health Services, which is a school-based clinic that partners with the Habitat Program to provide comprehensive services to Duluth Public Schools pregnant and parenting teens and their children.</p>



Minnesota
STATE COLLEGES
& UNIVERSITIES

OFFICE OF THE CHANCELLOR

WELLS FARGO PLACE
307; ST. E., SUITE 350
ST. PAUL, MN 55101-7804

ph 651.201.1800
fx 651.297.5550
www.mnscu.edu

MEMORANDUM

TO: William Gronseth, Superintendent
Patrick Johns, President

FROM: JoAnn Simser, State Director Career and Technical Education
System Director, Perkins Federal Grant *JoAnn Simser*

DATE: July 27, 2012

SUBJECT: Lake Superior Perkins CTE Plan Approval Notification and
Fiscal Information, July 1, 2012 - June 30, 2013

Your consortium plan has been reviewed jointly by Career and Technical Education (CTE) staff within the Minnesota Department of Education (MDE) and the Minnesota State Colleges & Universities, System Office (SO). The plan has been approved for Fiscal Year 2012-2013. The approved plan will be available on www.cte.mnscu.edu. CTE staff at MDE and at SO have contacted the respective Perkins Consortium Coordinators and recommended suggestions for meeting the plan goals, strategies, outcomes and measurements.

Minnesota has received the final Carl D. Perkins Career and Technical Education allocation information for Federal Fiscal Year 2012 (October 1, 2012 through September 30, 2013) from the US Department of Education. Based on that, allocation funds available for your consortium for 2012-2013 (July 1, 2012 through June 30, 2013) are as follows:

Perkins Total Allocation for the Lake Superior Consortium for 2012-2013

\$125,828.50	Secondary Basic Allocation	FIN 428/628
\$22,860.67	Secondary Reserve Allocation	FIN 475/675
\$265,317.81	Postsecondary Basic Allocation	GL 384131
\$31,669.50	Postsecondary Reserve Allocation	GL 384132
\$445,576.48	Consortium Total	

Please keep in mind that the consortium plan determines how total Perkins funds will be allocated. These funds cannot be redistributed on a formula basis to school districts and among college units. When these funds are being spent, the consortium must adhere to the federal requirements under the Perkins Act, the Minnesota State Plan and the state fiscal requirements of MN Department of Education or the Minnesota State Colleges and Universities system which ever is appropriate.

Please remember that you must account for your Basic and Reserve funds separately (through a separate FIN code on the secondary side and through a separate GL on the postsecondary side) and that reserve funds must be used only for programs that serve large numbers of CTE students and/or address the rural needs of your consortium.

William Gronseth
Patrick Johns
Page Two
July 27, 2012

An explanation of the General Ledger numbers and the cost center set up is as follows:

- 1) Basic Grant G/L 384131 -- To be used for the initial basic grant award for the Fiscal Year.
 - a) Cost centers must be set up for administration and for each goal in your local consortium approved application.
- 2) Reserve Funds G/L 384132 -- To be used for the reserved funds award for the Fiscal Year.
 - a) Cost centers must be set up in the reserve fund G/L for each of your goals in your local consortium approved application.
- 3) Sub-grants G/L 384134 -- To be used by the sub-grant recipient in tracking expenditure of sub-grants each fiscal year.
 - a) Sub-grants are Basic Grant funds granted again by the original recipient to another college. The grantor makes payments from Basic Grant, Leadership, Recaptured or the Reserve award.
 - b) Sub-grant recipient colleges must set up a separate cost center for each sub-grant.

Because state and federal fiscal years do not align, states receive federal Perkins funds on a *forward funding* basis. As such, Minnesota consortia may access a *portion* of their 2012-2013 allocation prior to the start of the federal fiscal year. While it is unlikely that the forward funding provisions will impact Minnesota's consortia, fiscal hosts must ensure that no more than the portion of the consortium's allocation made available through forward funding is spent prior to October 1, 2012. For your consortium, this means that no more than the following amounts may be expended in each funding category during the period of July 1 through September 30, 2012. Understand that the amounts shown below are not in addition to your allocation above, but represent the forward funded portion of that allocation. Of your allocation do not spend more than the following amounts prior to October 1, 2012:

\$37,652.06	Secondary Basic Forward Funding	FIN 428/628
\$6,840.67	Secondary Reserve Forward Funding	FIN 475/675
\$79,391.89	Postsecondary Basic Forward Funding	GL 384131
\$9,446.64	Postsecondary Reserve Forward Funding	GL 384132
\$133,331.26	Consortium Total – Forward Funding	

If you have any questions, please contact Dan Smith, Supervisor, Adult and Career Education, Division of Postsecondary Success, MDE (651-582-8330) dan.smith@state.mn.us or me at (651-201-1650) joann.simser@so.mnscu.edu.

- c: Consortium Superintendents and Presidents
Consortium Fiscal Contacts, secondary and postsecondary
Consortium Perkins Contacts, secondary and postsecondary
Dan Smith, Center for Postsecondary Success, MN Department of Education

**Department of Health and Human Services
Administration for Children and Families
Notice of Award (NOA)**

SAI NUMBER:

PMS DOCUMENT NUMBER:
05CH533533

1. AWARDING OFFICE: OA/OGM/Region V		2. ASSISTANCE TYPE: Discretionary Grant		3. AWARD NO.: 05CH5335/33		4. AMEND. NO.:		
5. TYPE OF AWARD: SERVICE			6. TYPE OF ACTION: Non-competing Continuation			7. AWARD AUTHORITY: 42 USC 9801 ET SEQ.		
8. BUDGET PERIOD: 08/01/2012 THRU 07/31/2013				9. PROJECT PERIOD: INDEFINITE			10. CAT NO./CFDA: 93.600 ...	
11. RECIPIENT ORGANIZATION: DULUTH PUBLIC SCHOOL DISTRICT #709 Barnes Early Childhood Center 2101 Blackman Ave Duluth MN 55811 2058 Ann Wasson, Board Chair						12. PROJECT / PROGRAM TITLE: HEAD START: FULL YEAR PART DAY HANDICAPPED TRAINING AND TECHNICAL ASSISTANCE		
13. COUNTY: ST LOUIS			14. CONGR. DIST: 08		15. PRINCIPAL INVESTIGATOR OR PROGRAM DIRECTOR: Bill Gronseth , Superintendent of Schools			
16. APPROVED BUDGET:				17. AWARD COMPUTATION:				
Personnel..... \$ 1,185,934				A. NON-FEDERAL SHARE..... \$ 477,406 20.00 %				
Fringe Benefits..... \$ 523,286				B. FEDERAL SHARE..... \$ 1,909,622 80.00 %				
Travel..... \$ 5,798				18. FEDERAL SHARE COMPUTATION:				
Equipment..... \$ 0								
Supplies..... \$ 26,014				A. TOTAL FEDERAL SHARE..... \$ 1,909,622				
Contractual..... \$ 50,984				B. UNOBLIGATED BALANCE FEDERAL SHARE.....\$ 20,137				
Facilities/Construction..... \$ 0				C. FED. SHARE AWARDED THIS BUDGET PERIOD.\$ 1,889,485				
Other..... \$ 31,095				19. AMOUNT AWARDED THIS ACTION:		\$ 1,889,485		
Direct Costs..... \$ 1,823,111				20. FEDERAL \$ AWARDED THIS PROJECT PERIOD:		\$		
Indirect Costs..... \$ 86,511				21. AUTHORIZED TREATMENT OF PROGRAM INCOME:				
At % of \$				22. APPLICANT EIN:		23. PAYEE EIN:		24. OBJECT CLASS:
In Kind Contributions..... \$ 0				1-416003776-A1		1-416003776-A1		41.51
Total Approved Budget(**)... \$ 1,909,622								

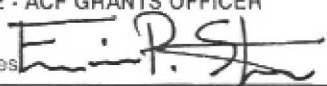
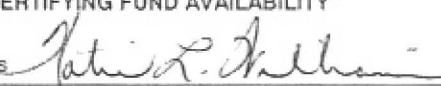

25. FINANCIAL INFORMATION:

DUNS: 071501092

ORGN	DOCUMENT NO.	APPROPRIATION	CAN NO.	NEW AMT.	UNOBLIG.	NONFED %
OGM	05CH533533	75-2-1536	2012 G054122	\$1,863,065		
OGM	05CH533533	75-2-1536	2012 G054120	\$26,420		
OGM	05CH533531	75-0-1536	2010 G054122		(\$17,599)	
OGM	05CH533531	75-0-1536	2010 G054120		(\$2,538)	
OGM	05CH533533	75-0-1536	2010 G054122		\$17,599	
OGM	05CH533533	75-0-1536	2010 G054120		\$2,538	

26. REMARKS: (Continued on separate sheets)

Client Population: 255.
Number of Delegates: 0.
Paid by DHHS Payment Management System (PMS), see attached for payment information.
This award is subject to the requirements of the HHS Grants Policy Statement (HHS GPS) that are applicable to you based

27. SIGNATURE - ACF GRANTS OFFICER		DATE:		28. SIGNATURE(S) CERTIFYING FUND AVAILABILITY	
Eric P. Staples 		7/23/12		Katie L. Williams 	
29. SIGNATURE AND TITLE - PROGRAM OFFICIAL(S)				DATE:	
Kay Willmoth  Regional Program Manager				7/24/12	

**Department of Health and Human Services
Administration for Children and Families
Notice of Award (NOA)**

SAI NUMBER:

PMS DOCUMENT NUMBER:
05CH533533

1. AWARDING OFFICE: OA/OGM/Region V		2. ASSISTANCE TYPE: Discretionary Grant	3. AWARD NO.: 05CH5335/33	4. AMEND. NO.
5. TYPE OF AWARD: SERVICE	6. TYPE OF ACTION: Non-competing Continuation		7. AWARD AUTHORITY: 42 USC 9801 ET SEQ.	
8. BUDGET PERIOD: 08/01/2012 THRU 07/31/2013		9. PROJECT PERIOD: 08/01/2009 THRU 07/31/2013		10. CAT NO./CFDA: 93.600
11. RECIPIENT ORGANIZATION: DULUTH PUBLIC SCHOOL DISTRICT #709				

26. REMARKS: (Continued from previous page)

on your recipient type and the purpose of this award.
This includes requirements in Parts I and II (available at <http://www.hhs.gov/asfr/ogapa/grantinformation/hhsgps107.pdf>) of the HHS GPS.

Although consistent with the HHS GPS, any applicable statutory or regulatory requirements, including 45 CFR Part 74 or 92, directly apply to this award apart from any coverage in the HHS GPS.

This award is subject to requirements or limitations in any applicable Appropriations Act.

This award is subject to the requirements of Section 106 (g) of the Trafficking Victims Protection Act of 2000, as amended (22 U.S.C. 7104).

For the full text of the award term, go to http://www.acf.hhs.gov/grants/award_term.html.

This award is subject to requirements as set forth in 2 CFR 25.110 Central Contractor Registration (CCR) and DATA Universal Number System (DUNS).

For full text go to http://www.acf.hhs.gov/grants/award_term_cor_duns.html.

This award is subject to requirements as set forth in 2 CFR 25.110.

For full text go to http://www.acf.hhs.gov/grants/msg_sf425.html.

This grant is subject to the requirements as set forth in 45 CFR Part 87.

Attached are terms and conditions, reporting requirements, and payment instructions.

Initial expenditure of funds by the grantee constitutes acceptance of this award.

This award is subject to HHS regulations codified at 45 CFR 1301, 1302, 1303, 1304, 1305, 1306, 1308, 1309 and 1310.

(**) Reflects only federal share of approved budget.

This grant action funds Common Accounting Numbers (CAN) G054120 and G054122 for Fiscal Year (FY)

2012. The amount in CAN G054122 includes funds for the cost-of-living adjustment increase and

permanently increases the base funding level. The projected base funding level for the Head Start

program in FY 2013 is \$1,680,664.

Head Start population: 255 children.

Designated Head Start service area: City of Duluth within St. Louis County.

This action also offsets unobligated CAN G054122 funds of \$17,599 and unobligated CAN G054120 funds of \$2,538 from Program Year 31 to Program Year 33.

This grant is subject to the requirements for contribution of the non-Federal share match and approval of key staff, the limitations on development and administrative costs and employee compensation, and prior approval for the purchase, construction and major renovation of facilities as specified in Attachment 1.

Attachment 1

Award Number: 05CH5335/33

Recipient Organization: Duluth Public School District #709

This grant is subject to Section 640(b) of the Head Start Act and 45 C.F.R. § 1301.20 requiring a non-Federal match of 20 percent of the total cost of the program. This grant is also subject to the requirements in Section 644(b) of the Head Start Act and 45 C.F.R. § 1301.32 limiting development and administrative costs to a maximum of 15 percent of the total costs of the program, including the non-Federal share contribution of such costs. The requirements for a non-Federal match of 20 percent and the limitation of 15 percent for development and administrative costs apply to the 08/01/2012-07/31/2013 budget period unless a waiver is approved. Any request for a waiver of the non-Federal share match, or a portion thereof, that meets the conditions under Section 640(b)(1)-(5) of the Head Start Act or 45 C.F.R. Section § 1301.21 or a waiver of the limitation on development and administrative costs that meets the conditions under 45 C.F.R. § 1301.32(g) must be submitted in advance of the end of the budget period.

The HHS GPS (II-56) (see above and 45 C.F.R. § 74.25(c)(2) and 45 C.F.R. § 92.30(d)(3) (as applicable) provide the authority to ACF to approve key staff of Head Start grantees. For the purposes of this grant, key staff is defined as the Head Start Director or person carrying out the duties of the Head Start Director if not under that title and the Chief Executive Officer, Executive Director and/or Chief Fiscal Officer if any of those positions is funded, either directly or through indirect cost recovery, more than 50 percent with Head Start funds.

Section 653 of the Head Start Act prohibits the use of any Federal funds, including Head Start grant funds, to pay any portion of the compensation of an individual employed by a Head Start agency if that individual's compensation exceeds the rate payable for Level II of the Executive Schedule, currently \$179,700.

Prior approval must be obtained under 45 C.F.R. Part 1309 to use Head Start grant funds for the initial or ongoing purchase, construction and major renovation of facilities. No Head Start grant funds may be used toward the payment of one-time expenses, principal and interest for the acquisition, construction or major renovation of a facility without the express written approval of the Administration for Children and Families.



Essentia Health

Here with you

August 30, 2012

Duluth School District ISD 709
Attn: Diedre Quinlan
215 North First Ave E
Duluth MN 55802

Dear Ms. Quinlan,

At its recent meeting, the Essentia Health Corporate Contributions Committee reviewed your application and voted to make a donation to your organization for your healthcare and mental health programs for pregnant and parenting students. We are pleased to provide on behalf of Essentia Health a contribution of \$20,000.00.

Within one year of receiving this donation, the Corporate Contributions Committee would like a report on the results of your program or event. You can use the Minnesota Common Report Form, which can be found online.

This contribution represents a corporate donation from all of our entities.

Sincerely,

Sister Kathleen Hofer
Active Board Chair
Corporate Contributions Chair



ALC/UNITY HIGH SCHOOL
INDEPENDENT SCHOOL DISTRICT 709
215 NORTH FIRST AVENUE EAST
DULUTH, MINNESOTA 55802
PHONE: (218) 336-8756
FAX: (218) 336-8770

August 21, 2012

William Gronseth
Ind. School Dist. 709
215 N. 1st Ave. E.
Duluth, MN 55802

Dear Mr. Gronseth,

This is to certify that the persons listed below have completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from Duluth Public Schools.

<u>Name of Graduate / School</u>	<u>Graduation Date</u>
<u>DULUTH PUBLIC SCHOOLS</u>	
Terry Joseph Griffiths	8/2/2012
Evan William Bing	7/26/2012

Please send diploma to Brenda at Unity

Brenda VanDell

Office Support Specialist
Unity/ALC High School



East High School

301 North 40th Avenue East · Duluth, Minnesota 55804 · 218.336.8845/Fax 218.336.8859

August 27, 2012

Mr. Ed Crawford
Director of School Operations
ISD 709
215 North First Avenue East
Duluth, MN 55802

Dear Mr. Crawford

The following student has completed her credits at East and would like an East diploma.

I would like to order an East diploma for:

Name – **Sage Danielle Lucci Matheson** – date of graduation – **6-21-2012**

Thank you in advance for your assistance.

Sincerely,

Laurie Knapp
Principal

LK:kw