

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Thursday, September 8, 2022

UnitedHealth Group Building

4316 Rice Lake Road

Suite 108

Duluth, MN 55811

4:30 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Action Items - Consent Agenda

1) Presentation Items Requiring Approval - None

2) Resolutions - None

3) Other Action Items - None

B. Informational Items

1) Presentations

a. Strategic Planning Update 2

COO and Principal Consultant, Dr. Ray Queener

b. Update Secondary Schedule Task Force 22

Director of Secondary Education, Jen Larva

c. Suspension, ODR, & Bullying Data Reports 77

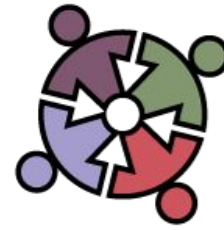
Climate Coordinator, Jacob Laurent

d. SRO Update - **PULLED**

Assistant Superintendent, Anthony Bonds & Finance Manager, Simone Zunich

C. Other - None

4. ADJOURN



Classroom To Boardroom

Comprehensive Strategic Planning

School Board Meeting Update

September 8, 2022

Purpose

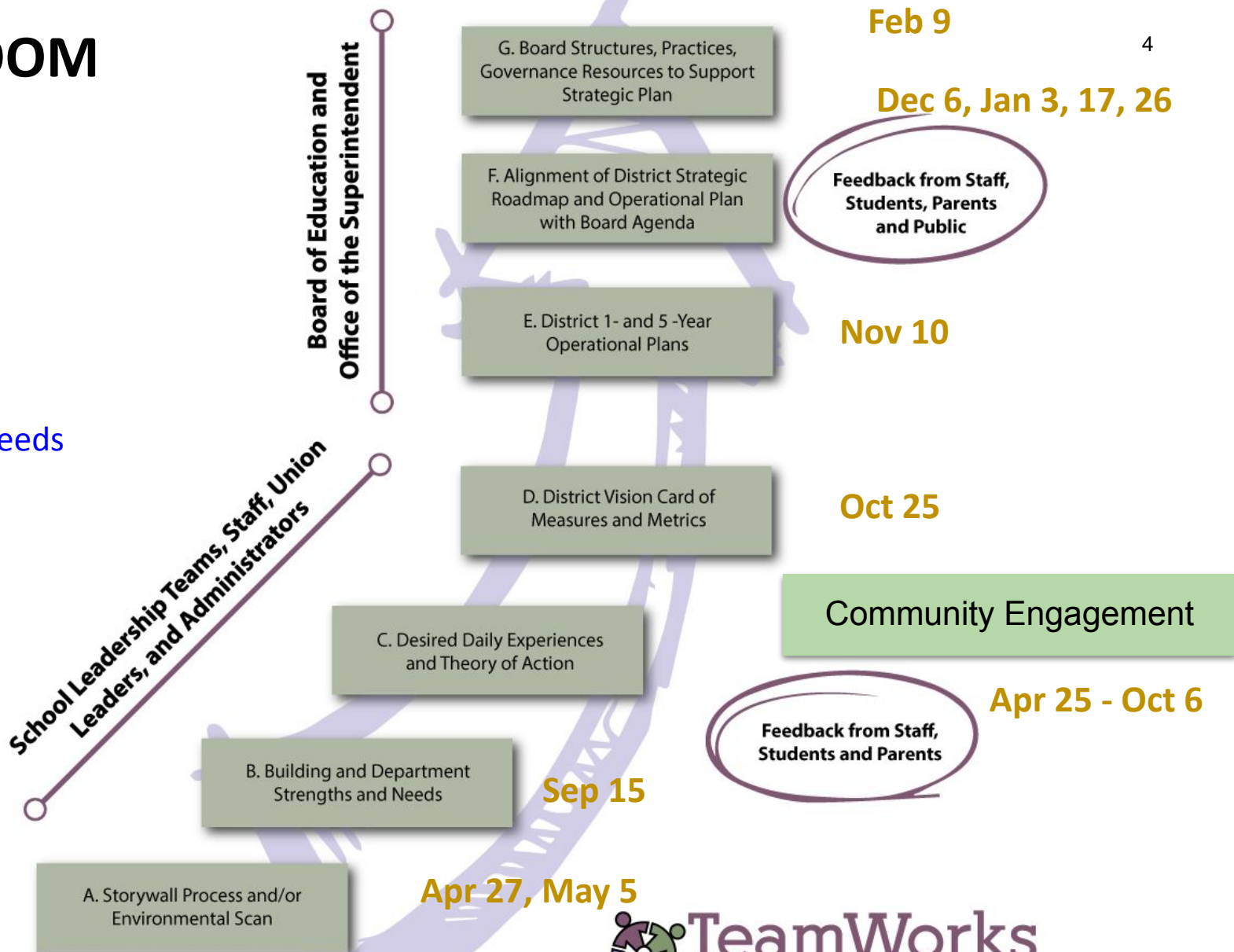
- Provide a review of the Classroom to Boardroom process
- Provide an update on work completed to date
- Share draft Desired Daily Experience statements
- Status update on stakeholder engagement
- Share key next steps and timeline
- Share Leadership Level of Influence
- Questions

CLASSROOM TO BOARDROOM STRATEGIC PLANNING PROCESS

- Assessing Our Reality
 - Storywall
 - Environmental Scan
 - Building and Dept Strengths & Needs

- Describing Our Vision
 - Desired Daily Experience
 - Theory of Action
 - VisionCard

- Setting Our Strategic Plan
 - 3-yr Operational Plan
 - School Improvement Plans
 - 3-yr Board Agenda

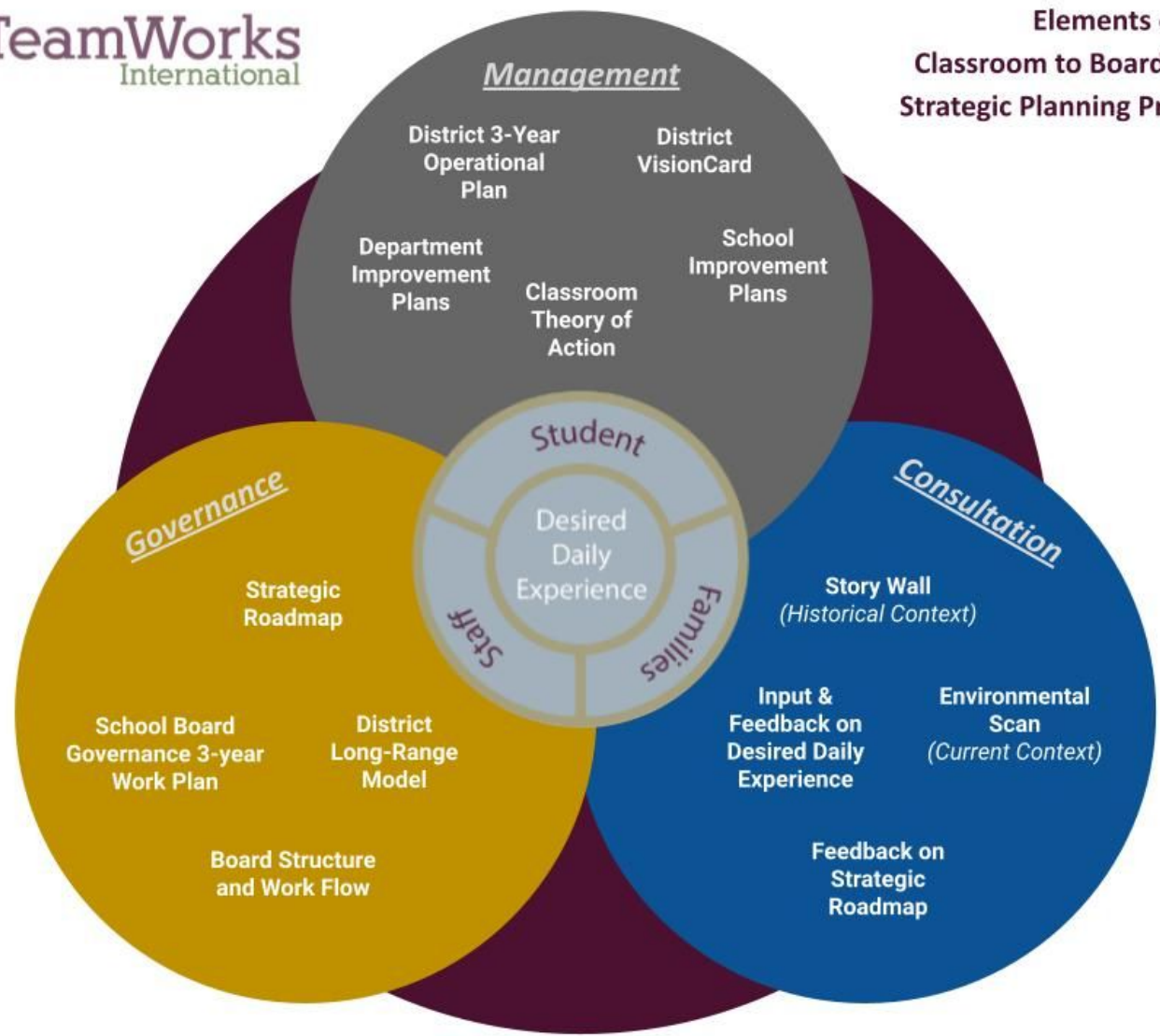


Additional Dates and Sessions

- School Board and Public Updates
 - December 6
 - February 28
- School and Department Improvement Plans with ActionCards
 - February 13



Elements of the Classroom to Boardroom Strategic Planning Process




Storywall

Time Periods

- 1993-2004
- 2005-2011
- 2012-2016
- 2017-2019
- 2020-Present

For each time period:

- Key influential events
- Behaviors encouraged / rewarded
- Characteristics of successes
- Characteristics of challenges
- Lifecycle

Period	Major Events/Actions of Duluth Public Schools	Observations/Characteristics	Lifecycle(s)
1993 To 2004	<ul style="list-style-type: none"> • 1st Gulf War – students’ parents deployed to war • 9/11/2001 – housing market impact, school lockdowns began, stock market decline – concerns about finances • Central 7-12 school 1993 • Many more school sites (Cobb, Chester, Birchwood, Washington Jr. Central, Woodland, Morgan Park, Washburn, Lakeside, Nettleton, Lincoln MS, Piedmont) • Bubble sheets • STC/VoTech, LSC – 1995 • Internet introduced (web sites) • Carbon copies (sp. Ed.) • TV on a card with VHS • 2001 funding formula from state • Budget retrenchments (from state) • 16,000 students / 1200 teachers • Less competition • Edison 1997 (started by superintendent) • Magnet schools (music, language, science / math) • Nonstandard spending (tech, SpEd, specialists) • Columbine – 1999 • Reg Noland • Mark Myles 94-98 (different focus) • Julio Almonza 98-05 (different focus) • Hiring policies varied • Lots of volunteers from community • Start of police liaisons (low key presence) • Resource competition • Grade level meetings – different decisions in schools • More administrators in elementary schools / fewer in high school • Smaller class sizes • Lunch tickets • Desegregation money – EEAC made funding decisions • Sp. Ed. Service no core or co-teach least restrictive • Greater public respect for teaches • 2001 – NCLB, OBE • 2004 – HS 7 period day to 6 period day • Job market? 	<p>Most Influential Events</p> <ul style="list-style-type: none"> • Edison Opening <p>Behaviors Encouraged/Rewarded</p> <ul style="list-style-type: none"> • Competition (internal within each school and external (community)) <p>Characteristics of Successes</p> <ul style="list-style-type: none"> • Technology <ul style="list-style-type: none"> ○ Efficiency ○ Autonomy ○ innovation <p>Characteristics of Failures</p> <ul style="list-style-type: none"> • Top-down • Accountability <ul style="list-style-type: none"> ○ Stress on teachers ○ Initiatives ○ Mandates ○ Unfunded ○ Standardization ○ Constant change ○ Stress on students 	Start of decline – past stability

Environmental Scan

Key Trends and Influences

Edge and Emerging

- Student/staff increasing social/emotional needs
- Societal influences and political landscape impacting district direction
- Continuing divide across district
- Evolving student options and performance
- Changing employment trends

Established and Ebbing

- Student choice and shifting approaches to school programming
- Continual divide within community based in shifting political landscape and inequities
- Increasing challenges with current and future resources
- Increasing employment challenges impacting diversity and experience of staff to fill positions

Desired Daily Experiences

The focus is to describe the desired daily experiences of the district's three primary stakeholder groups — students, families and staff — as articulated by the stakeholders who participated in input sessions between April 25 and May 16, 2022.

Eight groups of middle and high school students representing a variety of achievement levels, student involvement, and race, ethnicity and gender. About **125** students participated in the sessions. The schools represented were:

- Ordean East and Lincoln Park Middle Schools (4)
- Duluth East and Denfeld High Schools (4)

Desired Daily Experiences

Eight family groups, including about **30** parents, representing students in all grades and a variety of student achievement and involvement.

The family group sessions were:

- Early Childhood, Elementary, Secondary, Education Equity Advisory Committee

Five groups of staff representing all grades and a variety of positions across the school district. About **45** staff members participated in the group conversations. Group sessions were as follows:

- Licensed staff, Non-licensed staff

Desired Daily Experiences

Four community engagement sessions were opened to the public which included staff, families, and community members.

Approximately **45** participants engaged in these sessions located at:

- Ordean East Middle School
- Lincoln Park Middle School
- Denfeld High School
- Duluth East High School

Draft Desired Daily Experiences - Students

1. I enjoy school and feel like I belong.
2. I am accepted, cared about, and respected for who I am, regardless of the color of my skin, my identity and my beliefs.
3. I have strong, meaningful connections with classmates and staff.
4. I have many choices and options for courses including “real life” classes and extracurricular activities.
5. My lunch meets my unique needs and interests through choices and time.
6. Staff and teachers believe in me and my success, hear my voice, and will do what is needed to support me and my learning.
7. I have access to mental health support and am safe at school.
8. I know what is expected from me and know that I am treated fairly if I make a mistake.
9. Important information is shared with me through ways accessible to me.

Draft Desired Daily Experiences - Families

1. I have a voice in my child's education, am connected to the school/district, and am informed through consistent multiple communication methods.
2. I have a sense of belonging within the school community with meaningful relationships with staff, ensuring safety and trust in the quality of education.
3. I feel welcomed and a sense of community at school including with other parents, teachers, and administration.
4. My child is welcomed, seen, heard, safe, engaged and happy while at school.
5. My child has pathways to success and opportunities beyond high school.
6. My child's school provides an interesting, meaningful, and engaging academic learning environment/experiences that are equitable, diverse, and inclusive.
7. My child is supported with comprehensive resources that support their mental health, social emotional learning that allows for their growth.
8. My child has class sizes that allow for differentiation and individualized attention to meet their learning needs.
9. My child has equitable access to before, during, and after school activities where everyone can participate and experience success without barriers.
10. When my child makes a mistake at school they are treated fairly.

Draft Desired Daily Experiences - Staff

1. I enjoy my job and find it fulfilling.
2. I have dedicated time during my work day to collaborate, prepare, and grow professionally.
3. I am part of a diverse workforce, with an inclusive climate that values team building and respectful relationships.
4. I receive clear and timely communication.
5. I have systems and resources to support students' academic, social-emotional, and socio-economical needs.
6. I have access to and the ability to use current, relevant, educational resources including technology.
7. I have quality professional development opportunities for continued learning to support my students and me.
8. Resources are provided to support safety at school and within departments for all students and staff.
9. We have class sizes that allow us to reach the individual, social/emotional and academic needs of students through differentiation and building relationships.
10. I have a voice and opportunity to participate in the decision making process with my colleagues and administration.

Process and Next Steps Update

- Building and Department Strengths and Needs - September 15
- Desired Daily Experience revised - October 6
- Survey to stakeholders on DDE - August 31 - September 25
 - Student Responses - 138 (as of 9/8/22)
 - Family Responses - 458 (as of 9/8/22)
 - Staff Responses - 282 (as of 9/8/22)
- Desired Daily Experience Final Draft - October 6
- Classroom Theory of Action - October 6
- District VisionCard - October 25
- District Operational Plan - November 10 and December 1

Leadership Level of Influence

School Board

Policy

Superintendents

Readiness and System

Directors

Structure and Processes

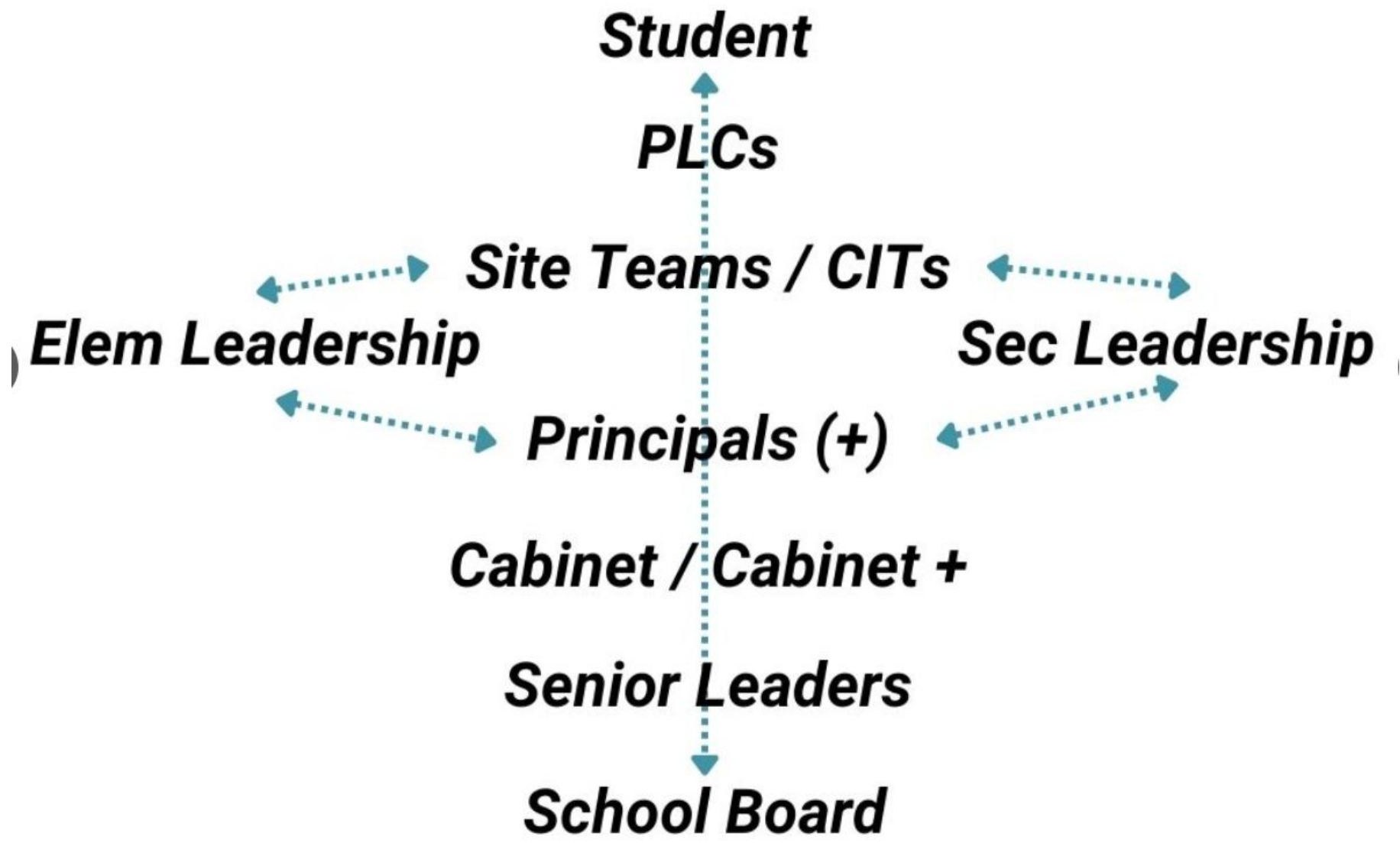
Principals

Practices and Oversight

Teachers and Staff

Implementation and
refinement

Flowchart



Flowchart

Leadership

Principals, Directors,
Coordinators
Wednesday Meetings

Committees

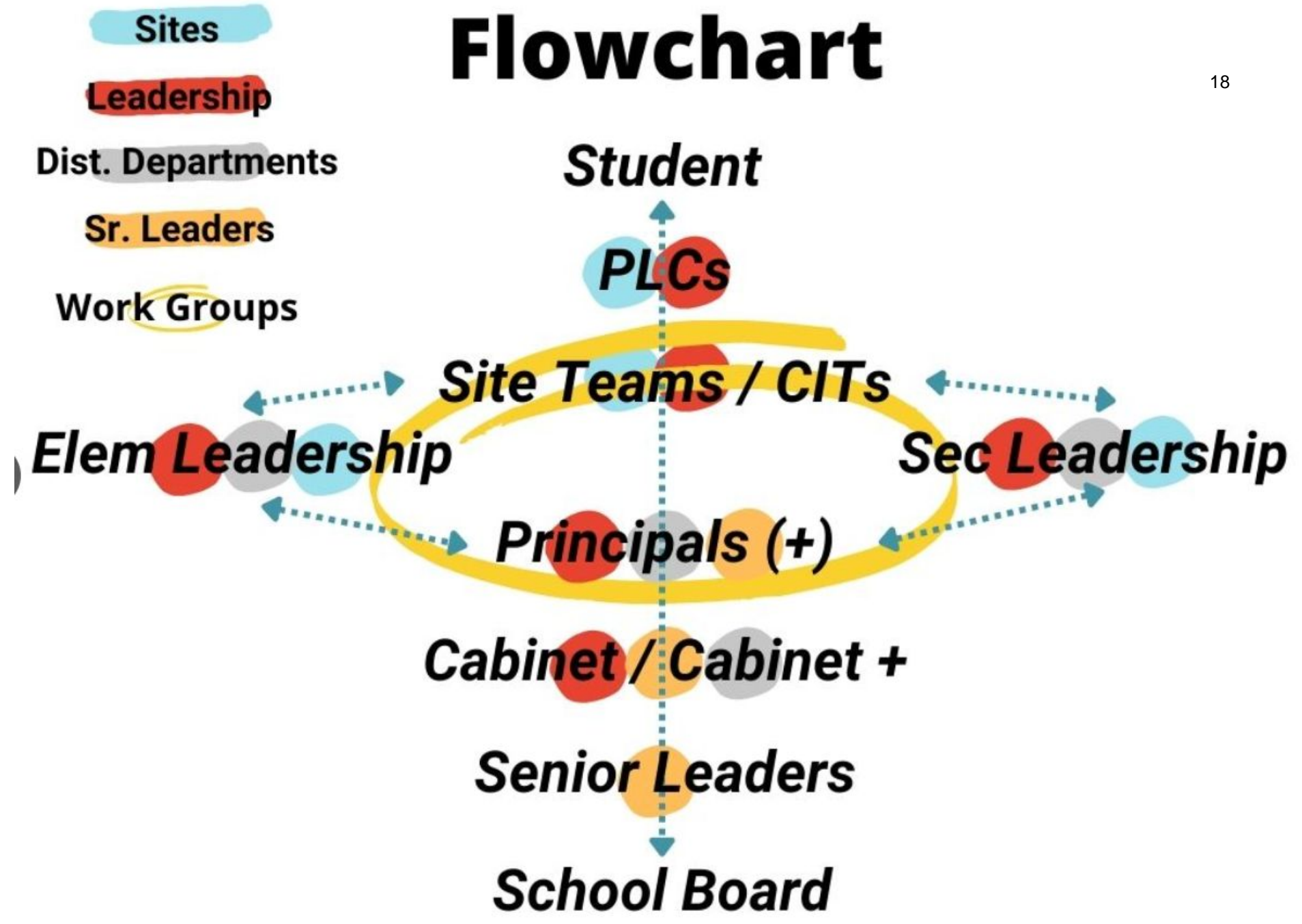
Task Force Groups
District Committees
Working Groups

Sites

Individual buildings
Parents and Community
Teachers and students

Departments

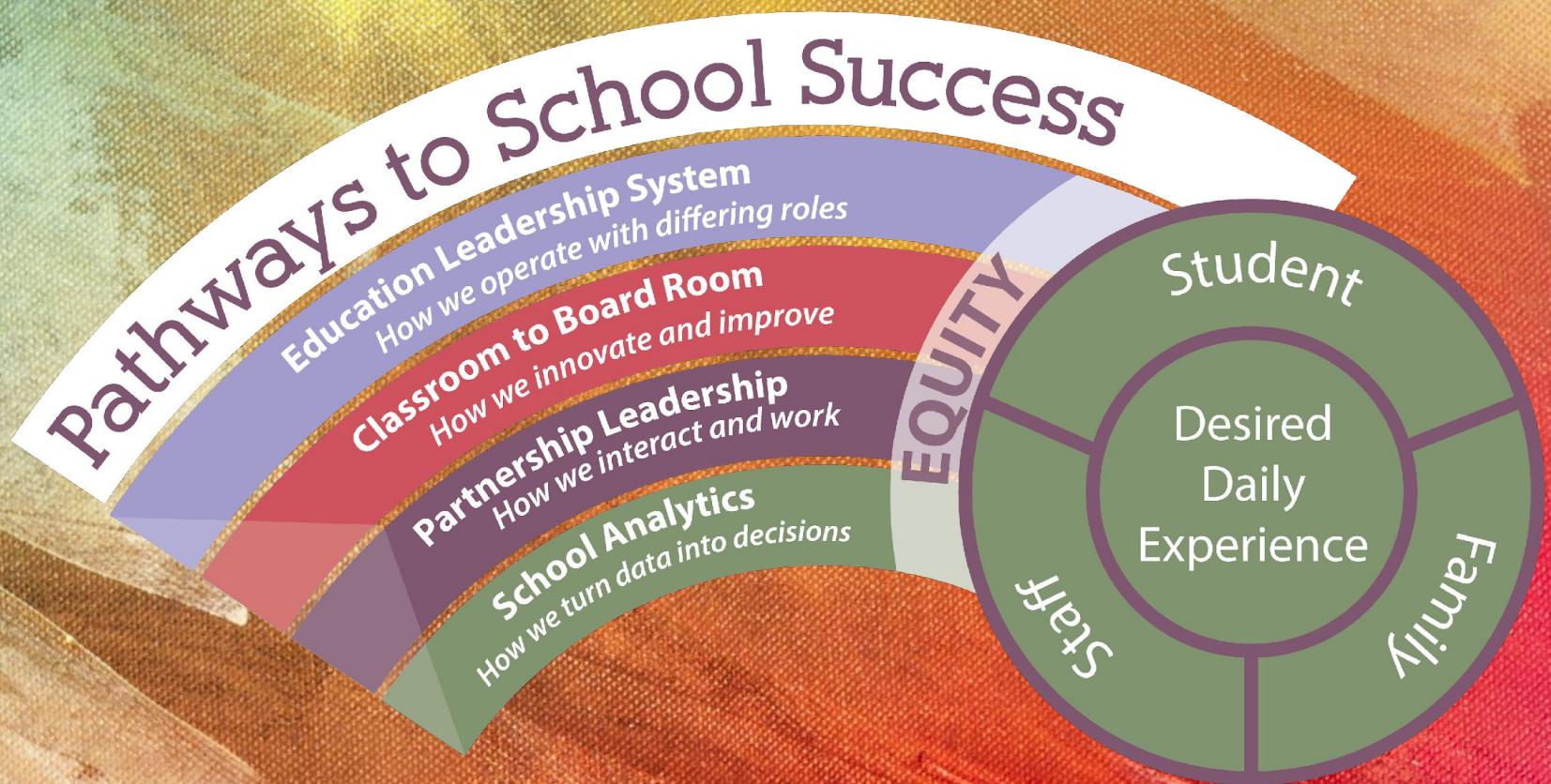
Academic: TLE, C&I, EC,
Special Services, etc.
Business Services and HR





Contact Information

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- Instagram: @rqueener



2022 Secondary Schedule Task Force

**WORKING DRAFT IN
PROGRESS**

Desired Daily Experiences

Students:

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

Staff:

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

General Considerations, Process, and Timelines

[Committee Resources and Agenda/Minutes](#)

Committee Members

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High School

Danette Seboe - Principal
Heidi Lyle - Teacher
Jamie Savre - Counselor
Thomas Tusken - Principal
Samantha Swanson - Teacher

District Staff

Jen Larva - Director
Anna Cawcutt - Coordinator
Anthony Bonds - Asst. Supt.
Heather Harvick - Specialist
Joan Lancour - Assistant

Middle School

Gina Kleive - Principal
Brian Kazmierczak - Principal
Tory Rock - Counselor
Deb Hannu - Teacher
Sandra Boynton - Teacher
Chrissy Valento - Teacher
Katie Oliver - Teacher
Sarah Seglum - Counselor
Jeffrey Steinsberger - Teacher

DFT

Ethan Fisher
Jim Jubenville

Committee Schedule Priorities

- Provide Flexibility for student choice
 - *Opportunities for exploration at the Middle School level*
- Allows for teacher collaboration
 - *Work within a PLC*
- Provides opportunity to engage students deeply in content and relationships
 - *Time for interventions with students (WIN-What I Need)*
 - *Maintains pathways at High School level*
- Allows us to meet the state standards
 - *Implementation of the 2018 Arts Standards*
- Is sustainable

Art Standards

Key Impacts on the Middle School Schedule

- Must offer three (3) and required to meet benchmarks in two (2) Arts areas each year
 - Individual grade level benchmarks
 - Separated into Five (5) Areas:
 - Music
 - Visual Arts
 - Media Arts
 - Theater Arts
 - Dance Arts
 - Must be implemented in 2023-24 school year
-

Timeline

Date	Description
August 4, 2022	Secondary Schedule Task Force Meets for final preview
August 16, 2022	Presentation to school board for discussion
August TBD	Principals and Secondary Scheduling Task force evaluate potential courses
August 17, 2022	Presentation to QSC
August 31, 2022	Meet with Content Specialists to present any schedule and course changes
September 31, 2022	All proposed courses and changes submitted to Curriculum and Instruction
October 15, 2022	All proposed courses and changes submitted to Infinite Campus coordinator
December 31, 2022	23-24 Course Catalog completed
February 1, 2023	High School and Middle School Registration opens
March 1, 2023	Review enrollment numbers for courses
August 31, 2023 - June 30, 2023	Curriculum revisions and/or writing for new courses
23-24 School Year	Implement schedule changes

Curriculum Adjustments:

Average length of time required to create a new course is 6-9 months (includes research, writing, test, design and revisions)

- **New Course Creation Estimate** (Time will be needed to research, writing, design, test the course)
 - If nine week course up to 100-110 hours (110 Hours @ \$33.46 per hour = \$3680.6 per course without benefits)
 - If semester course up to 120 hours - (120 hours @ \$33.46 = \$4015.2)
 - If a full year course up to 150 hours - (150 hours @ \$33.46 = \$5019.00)
 - Professional Development for all staff Teaching Course (This will be dependent on the course and the platform) (Estimate 16 hours, 6 teachers @ \$23.09 per hour) \$2216.64
 - Purchase of Curriculum Materials - this will be a variable, depending on the course, and the course materials needed
- **Implementation feedback and revision Course Curriculum** (Teach and revise continually - assessment, look for different materials, meeting and revision.
 - Estimate 80 hours per course
 - Example: 40 hours, 2 teachers @ \$33.46) = \$2680

Middle School Options

Young Adolescents

Young people undergo more rapid and profound personal changes between the ages 10 and 15 than at any other time in their lives. Examples listed below:

- *Peer opinions* matter more than those of teachers and parents
- Capable of self-awareness, insight, and empathy
- Growth spurts and *physical changes* due to puberty
- May begin to *excel* at a subject (such as science) or a skill (such as drawing)
- *Enthusiastic* about school work they see as purposeful, such as research projects, science experiments, and drama productions
- *More interested* in civics, history, current events, environmental issues and social justice

2022-23 Middle School Course Offerings

Grade 6

1. English 6
2. Math 6
3. Earth Science
4. Minnesota Studies
5. Physical Education / *Music Elective (A/B day rotation)
6. Art or Business Education
7. WIN

Grade 7

1. English 7
2. Math 7
3. Life Science
4. U.S. Studies
5. Physical Education / *Music Elective (A/B day rotation)
6. FACS or Industrial Technology
7. WIN

Grade 8

1. English 8
2. Algebra 1 or Intermediate Algebra
3. Earth Science (2023-2025)
4. Global Studies
5. Physical Education or Health & Wellness
6. Electives : _____/_____
7. WIN

*Music Elective

Grade 6

Beginning Band
Beginning Choir
Beginning Orchestra

Grade 7

Intermediate Band
Intermediate Choir
Intermediate Orchestra

Grade 8 Electives

Art: Cartooning and Animation
Business Education
Family and Consumer Science
Industrial Technology
Music: Advanced Band, Choir or Orchestra
World Language: German or Spanish

Plans to consider

Plan A: Current 6 Period with Wheel

Plan B: 7 Period

Plan C: 3 x 5 Block (with or without AB)

Plan A: Current 6 Period with Wheel

Wheel Defined

Exploratory wheel classes are designed to give students the opportunity to explore topics they may wish to take in the future. The courses are introductory in nature and provide pathways into field of study in high school. These classes may be required to meet requirements of state and local standards.

Elective wheel classes are designed to have “choice and voice” for students. Students select the courses that they are interested in as long as they are meeting the requirements of state and local standards. This would look like a menu of electives that students would choose from (more like high school).

Note:

Each wheel course would be 9 weeks, or 1 quarter, in length.

Current Six Period Day with Wheel Option

Time		Quarter 1	Quarter 2	Quarter 3	Quarter 4				
8:45-9:34	Pd 1	English	English	English	English				
9:39-10:28	Pd 2	Math	Math	Math	Math				
10:33-11:04	WIN	Interventions, Enrichment and Exploration							
11:09-12:33	Pd 3	Social Studies / Lunch	Social Studies / Lunch	Social Studies / Lunch	Social Studies / Lunch				
12:38-1:27	Pd 4	Science	Science	Science	Science				
1:32-2:21	Pd 5	Phy ED	Required Arts (1) - Music	Phy ED	Required Arts (1) - Music	Phy ED / Health (8th)	Required Arts (1) - Music	Phy ED / Health (8th)	Required Arts (1) - Music
2:26-3:15	Period 6	Required Arts (2)	Wheel Explore/Elective	Wheel Explore/Elective	Wheel Explore/Elective				

Electives could include (examples): Visual Arts, Media Arts, General/Modern Music, FACS, Industrial Tech, Business/Computers, Communications, Drama, Study Skills, Film/Animation, Environmental Studies, etc.

This is where we can get creative with offerings for students.

We could also have set/required classes at specific grade levels.

Possible Wheel Courses by Grade Level

6th Grade

Exploratory Wheel

Introductory Level Classes:

Business/Computers
Industrial Technology
Family and Consumer Science
(FACS)

Arts Standards (Must have 2)

(1) Art:
-Visual or Media (choice)
(2) Music:
-Beginning Choir, Band or
Orchestra (choice)

7th Grade

Exploratory/Electives Wheel

FACS
Industrial Technology
Study Skills/Career Exploration -
Reading Strategies -
Business/Computers-

Arts Standards (Must have 2)

(1) Art:
-Visual, Media, Dance, Theater (choice)
(2) Music:
-General Music
OR
-Intermediate Choir, Band or Orchestra

8th Grade

Electives Wheel

Environmental Studies -
Intro to World Language -
FACS -
Ind Tech -

Arts Standards (Must have 2)

(1) Art:
-Visual, Media, Dance, Theater (choice)
(2) Music:
-Advanced Choir, Band or Orchestra
OR
-Music Elective (Modern Music, Guitar,
Hip Hop, etc.)

*The exploratory and elective offerings would be defined once a decision has been made regarding a schedule.

Plan A: Current 6 Period (Wheel)

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Pros:

- Staffing cost neutral option
- Potential increase student choices
- Performance music could be year long on A/B rotation
- Easier to implement
- Art Standards would meet compliance
- Introduction to several possible career pathways
- No curriculum adjustments for core content areas
- Allows for WIN and PLC
- Fits into current contract language
- Possible creation of innovative course electives

Cons:

- Less days of instruction in elective areas (quarters vs. semesters)
- Standards would need to be prioritized in 9-week elective courses
- Potential staffing challenges with having to share sites
- Does not address needs/desires of high school schedule
- Elective choices might be limited by licensing requirements

*This would be a change for Middle School only

Cost Analysis of Plan A:

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- Cost impact on staffing would be neutral
 - *Same FTE but potential shifts in licensure area*
- Curriculum Adjustments (one time cost)
 - *Some classes would need to be adjusted for quarters (Wheel and Electives)*
 - *Currently there are 12 affected courses in the Middle School Course Catalog.*
 - *New courses may be created as Elective Options (assuming 6 for calculation)*

Minimum Estimated Known Cost Impact: \$32,000-\$54,000

Plan B: 7 Period Day

7 Period Day Defined

This is a standard or traditional schedule. Students attend class on a daily basis. All class periods start and end at the same time every day, meet at the same sequence and are the same length.

Note:

Classes would be 44 minutes in length. This would be a reduction of 5 minutes per day at the Middle School level.

Middle School: Straight 7 Period (+18 minutes)

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Time Example	Sixth (6) Grade	Semester One	Semester Two
8:45-9:29	1	Math	Math
9:34-10:18	2	Science	Science
10:23-11:07	3	English	English
11:12-11:42	WIN	Interventions, Enrichment and Exploration	
11:47-12:31	4	Social Studies	Social Studies
12:36-1:06	Lunch	30 minutes	
1:11-1:55	5	Physical Education	*Elective
2:00-2:44	6	Business Education	Required Arts (2)
2:49-3:33	7	Required Arts (1)	*Elective

Impacts Band, Choir, and Orchestra (1 semester) - Adds two (2) semesters of electives for 6th graders

Middle School: Straight 7 Period (+18 minutes)

Time Example	Seventh (7) Grade	Semester One	Semester Two
8:45-9:29	1	Math	Math
9:34-10:18	2	Science	Science
10:23-11:07	3	English	English
11:12-11:42	WIN	Interventions, Enrichment and Exploration	
11:47-12:31	4	Social Studies	Social Studies
12:36-1:06	Lunch	30 minutes	
1:11-1:55	5	Physical Education	Required Arts (2)
2:00-2:44	6	Ind Tech	FACS
2:49-3:33	7	Required Arts (1)	*Elective

Impacts Band, Choir, and Orchestra (1 semester) - Adds one (1) semester of electives for 7th graders

Middle School: Straight 7 Period (+18 minutes)

Time Example	Eighth (8) Grade	Semester One	Semester Two
8:45-9:29	1	Math	Math
9:34-10:18	2	Science	Science
10:23-11:07	3	English	English
11:12-11:42	WIN	Interventions, Enrichment and Exploration	
11:47-12:31	4	Social Studies	Social Studies
12:36-1:06	Lunch	30 minutes	
1:11-1:55	5	Health	Physical Education
2:00-2:44	6	Required Arts (1)	Required Arts (2)
2:49-3:33	7	*Elective	*Elective

Impacts Band, Choir, and Orchestra (1 semester) - Adds two (2) semesters of electives for 8th graders

Plan B: 7 Period Day

Pros:

- Additional elective opportunities for students
- Could possibly have World Language and Music in one year
- Includes WIN and time for PLCs
- Added student contact minutes over the course of the school year if lengthen student school day
- No significant impact on curriculum development
- Standards met during course of school year
- Old language remains in teacher contract
- More opportunities for Special Education supports to be offered outside of core

Cons:

- More transitions for students (1 additional)
- Periods would be shortened (4-5 min)
- Teachers would see more students per day, more grading
- More classes for students to manage at once
- Adjustments needed to Transportation schedule

Middle School Cost Analysis for Plan B

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- Increased staffing
 - 14-16.7% of staff reduced in 2006 when we moved from 7 periods to 6 periods
 - Rough number of additional sections needed = number of students in building / number of student to staff ratio / number of sections a teacher can teach
 - OEMS = 6 FTE ; LPMS = 4 FTE
 - Middle School = 10 FTE = \$1,000,000 (Assuming 1 teacher = \$100,000)
 - Teach 5 out of 7 periods (71%) vs. 5 out of 6 periods (83%) = +12% of teaching staff needed
 - Middle School = + 8 FTE
 - Estimated cost increase for teaching FTE: \$800,000
- Increased time for hourly staff who work bell to bell if additional time added to student day
 - Rough estimate of 12% increase in total labor cost (teachers, paras, clerical, etc) = \$825,000
- Undetermined Cost Variables
 - Adjustments to transportation
 - Would need to revisit contract with Voyageur Transit
 - End time Adjustments of 18 minutes for Middle School students
 - May drive need to adjust High School Schedule as well due to transportation schedule
 - Possible New Course Development (number TBD)
 - Union Contract Negotiations
 - Old language still exists in contract and may need revisions

Minimum Estimated Known Cost Impact: \$825,000-\$1,025,000

Plan C: 3 x 5 Block (with or without AB)

Definition of 3 x 5 Schedule

A 3x5 schedule is a variation of a standard period schedule. It is used in combination with a school or district calendar that has trimester terms. Schools would have five periods per day.

Students are able to complete a year-long course in either two or all three trimesters.

Note: In this case, each standard period would be 60 minutes per day. This would be an addition of 11 minutes per class at the middle school. There would be one less period per day.

MS 3 x 5 (Without AB Example)

Time Example	8th Grade	Trimester One	Trimester Two	Trimester Three
8:45-9:45	Block 1	Math	Math	Physical Education
9:50-10:20	WIN	30 min	30 min	30 min
10:25-11:25	Block 2	English	English	Health
11:30-12:30	Block 3	Physical Science	Physical Science	Rqd Arts Choice
12:35-1:05	Lunch	30 min	30 min	30 min
1:10-2:10	Block 4	Global Studies	Global Studies	*Elective
2:15-3:15	Block 5	Rqd Arts Choice	*Elective	*Elective

6th/7th Grade	Trimester One	Trimester Two	Trimester Three
Block 1	Math	Math	Required Arts Choice
Block 2	English	English	PE
WIN	30 min	30 min	30 min
Lunch	30 min	30 min	30 min
Block 3	Earth/Life Science	Earth/Life Science	6th grade TBD / Indl Tech.
Block 4	MN/US Studies	MN/US Studies	Comp/FACS
Block 5	Required Arts Choice	*Elective	*Elective

Impacts Band, Choir, and Orchestra - Reduces minutes in core content areas

Plan C: 3 x 5 without AB schedule

Pros:

- Students would have more class options/elective opportunities
- Fewer transitions (1 per day)
- Longer class length (11 min/day)
- Additional class time would be minimal adjustment for teachers
- More time allows for more in depth teaching and relationship building during a period
- Fits within current student day timeframe
- Teacher prep is slightly longer
- Students focus on only 5 classes at a time, resulting in more in depth work

Cons:

- Would be challenging for HS to implement
- Performing Music courses would be impacted
- Not all classes back-to-back trimesters
- Less time in core classes (math, ELA, Science, etc.) over the course of a year (8400 minutes vs. 6900 minutes)
- Many necessary curriculum adjustments
- Shortened time to master standards (12 week trimesters vs 18 week semesters)
- Would require a change in contract language

Alternative 3x5 with AB

Additional option to provide full year instruction in some course areas.

Allows for performance Music classes (Band, Choir and Orchestra) to be full year

Allow for students to be active in PE over the course of the year

In this scenario, we have prioritized one core instructional area, Math. Due to lower than desired student achievement scores, this would be a year long course with extended time.

MS 3 x 5 (AB Example)

Time	Gr.	Trimester One		Trimester Two		Trimester Three	
	6th	A Day	B Day	A Day	B Day	A Day	B Day
8:45-9:45	1	Rqd Arts - Music (1)	PE	Rqd Arts - Music (1)	PE	Rqd Arts - Music (1)	PE
9:50-10:20	WIN	Interventions, Enrichment and Exploration					
10:25-11:25	2	English		English		Idea: Reading Strategies	
11:30-12:30	3	Math		Math		Math	
12:35-1:05		Lunch: 30 min					
1:10-2:10	4	Social Studies		Social Studies		Required Arts Choice (2)	
2:15-3:15	5	Science		Science		Business Education	

MS 3 x 5 (AB Example)

Time	Gr.	Trimester One		Trimester Two		Trimester Three	
	6th	A Day	B Day	A Day	B Day	A Day	B Day
8:45-9:45	1	Rqd Arts - Music (1)	PE	Rqd Arts - Music (1)	PE	Rqd Arts - Music (1)	PE
9:50-10:20	WIN	Interventions, Enrichment and Exploration					
10:25-11:25	2	English		English		Idea: Reading Strategies	
11:30-12:30	3	Math		Math		Math	
12:35-1:05		Lunch: 30 min					
1:10-2:10	4	Social Studies		Social Studies		Required Arts Choice (2)	
2:15-3:15	5	Science		Science		Business Education	

MS 3 x 5 (AB Example)

Time	Gr.	Trimester One		Trimester Two		Trimester Three	
	7th	A Day	B Day	A Day	B Day	A Day	B Day
8:45-9:45	1	Rqd Arts - Music (1)	PE	Rqd Arts - Music (1)	PE	Rqd Arts - Music (1)	PE
9:50-10:20	WIN	Interventions, Enrichment and Exploration					
10:25-11:25	2	English		English		Ind Tech	
11:30-12:30	3	Math		Math		Math	
12:35-1:05		Lunch: 30 min					
1:10-2:10	4	Social Studies		Social Studies		Required Arts Choice (2)	
2:15-3:15	5	Science		Science		FACS	

MS 3 x 5 (AB Example)

Time	Gr.	Trimester One		Trimester Two		Trimester Three	
	7th	A Day	B Day	A Day	B Day	A Day	B Day
8:45-9:45	1	Rqd Arts - Music (1)	PE	Rqd Arts - Music (1)	PE	Rqd Arts - Music (1)	PE
9:50-10:20	WIN	Interventions, Enrichment and Exploration					
10:25-11:25	2	English		English		Ind Tech	
11:30-12:30	3	Math		Math		Math	
12:35-1:05		Lunch: 30 min					
1:10-2:10	4	Social Studies		Social Studies		Required Arts Choice (2)	
2:15-3:15	5	Science		Science		FACS	

MS 3 x 5 (AB Example)

Time	Gr.	Trimester One		Trimester Two		Trimester Three	
	8th	A Day	B Day	A Day	B Day	A Day	B Day
8:45-9:45	1	Rqd Arts - Music (1)	PE/Health	Rqd Arts - Music (1)	PE/Health	Rqd Arts - Music (1)	PE/Health
9:50-10:20	WIN	Interventions, Enrichment and Exploration					
10:25-11:25	2	English		English		*Elective	
11:30-12:30	3	Math		Math		Math	
12:35-1:05		Lunch: 30 min					
1:10-2:10	4	Social Studies		Social Studies		*Elective	
2:15-3:15	5	Science		Science		Required Arts Elective	

*Maintains two elective choices at 8th grade level

MS 3 x 5 (AB Example)

Time	Gr.	Trimester One		Trimester Two		Trimester Three	
	8th	A Day	B Day	A Day	B Day	A Day	B Day
8:45-9:45	1	Rqd Arts - Music (1)	Health	Rqd Arts - Music (1)	Health / PE	Elective Arts - Music (1)	PE
9:50-10:20	WIN	Interventions, Enrichment and Exploration					
10:25-11:25	2	English		English		*Elective	
11:30-12:30	3	Math		Math		Math	
12:35-1:05		Lunch: 30 min					
1:10-2:10	4	Social Studies		Social Studies		*Elective	
2:15-3:15	5	Science		Science		Required Arts Elective	

*Maintains two elective choices at 8th grade level

Plan C: 3 x 5 with AB

Pros:

- Some room for student choice
- Allows for PE and Music to continue all year
- Allows for one full year course to run in three trimesters (example prioritized Math)

Cons:

- Not all classes back-to-back trimesters
- Less time in most core classes (ELA, Science, Social Studies)
- Special Education opportunities may be limited as service minutes might be during core instructional periods

Cost Analysis for Plan C

- Staffing: Possible FTE adjustments
 - Added Electives
 - Adjustments to FTE for traveling
 - Assuming a 4% increase in staffing = 2.6 FTE or \$260,000
- No Bussing or Transportation additional costs
- Curriculum Adjustments
 - All classes would need to be adjusted for trimesters
 - Currently there are 41 courses in the Middle School Course Catalog
 - Assuming 40-80 hours per course @ \$33.46 = \$54,874 - \$109,748
- Undetermined Cost Variables
 - Adjustments to the DFT contract

Minimum Estimated Known Cost Impact: \$370,000

8:45-3:15	Concept: Plan A 6 Period Day +Wheel + WIN			Concept: Plan B 7 Period + WIN (18 min)		Concept: Plan C 5 Block Trimester + WIN		
WIN minutes	31			30		30		
Passing Time	35			40		30		
Lunch	30			30		30		
Class Length	49			44		60		
Total Minutes Per Day	390			408		390		
Total Estimated Known Cost:	\$32,000-\$54,000			\$825,000-\$1.25 M		\$370,000		
Ongoing Additional Cost per year:	\$0			\$825,000-\$1.25 M		\$260,000		
One Time Cost:	\$32,000-\$54,000			minimal		\$110,000		
Class Days Per Year	173			173		115 or 58		
WIN minutes Per Year	5363			5190		5190		
Frequency of Class in Schedule	6 + WIN			7 + WIN		7.5 + WIN		
	Full = 1 cr	1 Sem = .5 cr	1 Qtr = .25 cr	Full = 1 cr	1 Sem = .5 cr	3 tri = 1 cr	2 tri = 1 cr	1 tri = .5 cr
Class Minutes Per Year	8477	4238	2058	7612	3806	10,380	6900	3480
Hours in Class Per Year	141.3	70.6	34.3	126.9	63.4	173.0	115.0	58.0

High School Option

High School Graduation Requirements

Course Area	Credits
English Lang. Arts	4.0
Social Studies	3.5
Mathematics	3.0
Science	3.0
Arts Choice	1.0
Health	0.5
Physical Education	0.5
Electives (Covid Adjust)	6.0 (21.5)
Electives (regular)	7.0 (22.5)

Required credit courses	Credit	Required credit courses	Credit
English Language Arts Courses		Mathematics Courses	
English 9**	1.0	Intermediate Algebra	1.0
English 10**	1.0	Geometry 9 or Geometry	1.0
English 11**	1.0	Algebra 2 or Algebra 2 Concepts	1.0
English Electives**	1.0		
Social Studies Courses		Science Courses	
Civics in Global Society	0.5	Physical Science 9/Earth Science 9 Integrate	1.0
United States History**	1.0	Biology**	1.0
World History or Int'l Studies (Grade 11)**	1.0	Chemistry, Physics, or Aerospace Physics**	1.0
Economics (Grade 11 or 12)**	0.5		
American Government and Politics (Grade 12)**	0.5	Physical Education Choice	0.5
		Arts Choice	1.0
Health Courses		Elective Courses	
Health	0.5	Class of 2023 and 2024	6.0
		Class of 2025 and beyond	7.0

Duluth's 6 Period Day (Current Schedule)	
Zero Hour	8:07 – 8:55
Period 1	9:00 – 9:48
Period 2	9:53 – 10:41
WIN	10:46 – 11:16
Period 3	11:21 – 12:09
Period 4A	12:14 – 1:02
Lunch (first)	12:14 – 12:44
Period 4B	12:49 – 1:37
Lunch (second)	1:07 – 1:37
Period 5	1:42 – 2:31
Period 6	2:36 – 3:24

HS: Six Period Day (Current)

Plans to consider

~~Plan A: Current 6 Period~~

Plan B: 7 Period

Plan B (2): 7 Period Modified

~~Plan C: 3 x 5 Block (with or without AB)~~

Straight 7 Period

Period/Time	Semester 1	Semester 2 66
1st Period 9:00-9:44	Advanced Band	Advanced Band
2nd Period 9:49-10:33	German 2	German 2
WIN 10:38-11:08	WIN	WIN
3rd Period 11:13-11:57	Algebra 2	Algebra 2
4A 12:02-12:46/Lunch 12:51-1:21 Lunch 12:02-12:32/4B 12:37-1:21	Biology 10	Biology 10
5th Period 1:26-2:10	English 10	English 10
6th Period 2:15-2:59	American History 10	American History 10
7th Period 3:04-3:48	Ceramics and Sculpture	Introduction to Engineering

HS: Straight 7 (+24 minutes)

7 Period Modified

Modified Block Definition

A modified block schedule uses a standard schedule as its base. It allows for classes to be modified on set days and maintains the standard schedule on others.

Note:

In this example, two block days are added to a more traditional standard schedule. Three days a week, students would go to all their classes following the standard periods, and two days a week, go to half their classes for an extended period of time.

Period/Time	Monday	BLOCK DAYS (93 min)	Tuesday	Wednesday	Thursday	Friday
1st Period 9:00-9:44	American History	BLOCK 1-2 9:00- 10:33	Period 1: American History	Period 2: German 3	American History	American History
2nd Period 9:49-10:33	German 3				German 3	German 3
3rd Period 10:38-11:22	Geometry	BLOCK 3-4 10:40-12:13	Period 3: Geometry	Period 4: Ceramics	Geometry	Geometry
4rd Period 11:27-12:11	Ceramics				Ceramics	Ceramics
5A 12:16-1:00 Lunch 1:05-1:35 Lunch 12:16-12:46 5B 12:51-1:35	English 10	5A 12:20-1:05 Lunch 1:10-1:40 Lunch 12:20-12:50 5B 12:55-1:40	English 10	English 10	English 10	English 10
WIN 1:40-2:10	WIN	WIN 1:45-2:15	WIN	WIN	WIN	WIN
6th Period 2:15-2:59	Health	BLOCK 6-7 2:22-3:55	Period 6: Health	Period 7: Biology	Health	Health
7th Period 3:04-3:48	Biology				Biology	Biology

HS: 7 Period Modified Block (Showing 1 sem only)

High School Cost Analysis for Plan B

70

- Increased staffing
 - Based on 14-16.7%: Rough number of additional sections needed = number of students in building / number of student to staff ratio / number of sections a teacher can teach
 - East = 9 FTE ; Denfeld = 6 FTE
 - High School = 15 FTE = \$1,500,000
 - Teach 5 out of 7 periods (71%) vs. 5 out of 6 periods (83%) = +12% of teaching staff needed
 - High School = + 10.2 FTE
 - Based on 12%: Estimated cost increase for teaching FTE: \$ 1,020,000 (Assuming 1 teacher = \$100,000)
- Increased time for hourly staff who work bell to bell if additional time added to student day
 - Rough estimate of 12% increase in total labor cost (teachers, paras, clerical, etc)
 - \$1,035,000
- Undetermined Cost Variables
 - Transportation Adjustments
 - Would need to revisit contract with Voyageur Transit
 - End time Adjustments of 24 minutes for High School students
 - Union Contract Negotiations
 - Old language still exists in contract and would need revisions, especially for modified block

Estimated Known Cost Impact: \$1,035,000-\$1,535,000

9:00-3:48	Current: No changes 6 Period Day + WIN		Concept: Plan B 7 Period + WIN (+24 min)		Concept: Plan B 7 Period Modified + WIN (+24 min) ⁷¹	
WIN minutes	30		30		30	
Passing Time	35		40		40	
Lunch	30		30		30	
Class Length	498		44		44	
Total Minutes Per Day	383		408		408	
Estimated Known Costs: (In the HS model these are ongoing costs)	-		\$1,035,000- \$1,535,000		\$1,033,000- \$1,535,000	
Class Days Per Year	173		173		103 standar period 35 block	
WIN minutes Per Year	5190		5190		5190	
	6 + WIN		7 + WIN		7 + WIN	
Credits Earned each Year	Full	1 Sem	Full	1 Sem	Full	1 Sem
Class Minutes Per Year	8160	4080	7612	3806	7612	3806
Hours in Class Per Year	136.0	68.0	126.9	63.4	126.9	63.4

High School Comparison

Wrap-Up

Alignment to Desired Daily Experiences (DDE) and Priorities

Area	<i>Plan A: 6 + Wheel</i>	<i>Plan B: 7 period</i>	<i>Plan C: 3 x 5</i>
Relationships	Same Level	Less time more kids	More time less kids
Choices and Pathways	Maybe - Determine grade requirements	Yes	Maybe - Determine grade requirements
Intervention/Support	Yes - WIN	WIN + added time	WIN + added time?
Time for Content	Yes - Current	Less per day Less per year	More per day Less per year
Sustainability	Yes - Current	Cost Impacts	Cost Impacts
Collaboration	Yes	Yes	Yes

Recommendation from Committee

Move forward with planning *Middle School* options that would fit our immediate needs:

- Address the implementation of Arts Standards
- Uses resources that are available
- Offers the most benefit to our students

While the 7 period day would be a desired option, it comes with substantial changes and significant resources. We would like to continue to explore the option as part of the longer term planning process that aligns with the District strategic plan.

Next Steps

Begin conversations with stakeholders

Gather questions and feedback from stakeholders

Include content specialists and more specialized staff as committee members

Address how options benefit students compared to our current schedule

Plan for course changes for 2023-24 school year

Future planning for High School schedule needs

Behavior, Bullying, & Suspension Incidents Report

Sept. 8th, 2022

Jacob Laurent
Climate Coordinator
Duluth Public Schools

ISD
709
Duluth
Public Schools

Implicit Bias and Review of Data

78

Framing Bias

Attribution Bias

Confirmation Bias

Cautious When Reviewing Data

2021-2022 Behavior Incidents

[2021-22 Behavior Incidents PDF](#)

1832 Disruption / Insubordination

913 Violence / Threat (approx)

133 Attendance

75 Tech Violation (approx)

143 Alc., Tobacco, Drugs (approx)

3924 Total Incidents (469; 4341 previous 2 years in order)

21-22 Bullying and Cyber-Bullying Resolutions

80

[Bullying and Cyber-Bullying Resolutions PDF](#)

Working with Parents

Student Conferencing

Various Interventions; Restorative Practices

ISS/OSS

72 Bullying; 17 Cyber-Bullying

2021-2022 OSS Data

Duluth Public Schools

**2021-2022 Duluth Public Schools
Total Number of OSS Days By Student Group
Annual Report - Public Copy**

2021-2022	Total	Male	Female	Hispanic or Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Free or Reduced Lunch	Paid Lunch	SpEd	GenEd
Congdon Park	23	20	3	0		0			11	0	22	1	21	2
Homecroft	0	0	0						0	0	0	0	0	0
Lakewood	0	0	0						0		0	0	0	0
Lester Park	8	7	1	1					6	1	2	6	5	3
Lowell	7	7	0	5	0				2	0	6	1	6	1
Lowell Spanish Immersion	9	0	9	0					9	0	0	9	0	9
MacArthur	11	6	5	0	0		1		5	5	9	2	3	8
Myers Wilkins	22	16	6	2	4		4		4	8	20	2	8	14
Piedmont	58	53	5	0	0		2		49	7	52	6	9	49
Stowe	1	1	0				0		1	0	1	0	0	1
Lincoln Park	407	226	181	31	82		110		103	81	327	80	133	274
Ordean East	148	117	31	2		0	34		102	10	72	76	52	96
ALC	0	0	0						0	0	0	0		0
Denfeld	948	640	308	34	30		271		475	130	754	194	553	395
East	117	83	34	2	2	0	4		98	11	44	73	43	74
Total	1759	1176	583	77	118	0	438	0	865	253	1309	450	833	926

	Hispanic or Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	SpEd	GenEd
Alcohol		2		1		7	1	4	83
Arson	2								2
Assault	8	13		31		99	33	79	105
Attendance	4	11		19		17	14	26	39
Bomb Threat						2			2
Bullying	2			7		22	4	13	22
Computer						1			1
Controlled Substance (Prescription)						11		1	10
Cyber Bullying						7	2	4	5
Disruption/Disorderly Conduct/Insubordination	31	33		140	9	332	113	320	338
Electronic Device Violation		1		3		11	3	3	15
Extortion				3		1	1	1	4
Fighting	11	12		94		110	44	121	150
Gang Activity				1			1		2
Harassment	1	4		3		38	8	22	32
Illegal Drugs	5	3		17		54	12	30	61
OverTheCounter Meds Against School Policy						1			1
Robbery	1							1	
Terroristic Threats						2		2	
Theft		2		2		11	3	5	13
Threat/Intimidation	3	4		28		58	16	48	61
Tobacco	7	10		9	1	39	15	36	45
Vandalism/Property Related	3	3		5	1	30	3	23	22
Verbal Abuse	1	4		20	3	34	15	50	27
Weapon	1	3		4		17	7	15	17
Grand Total	80	105	0	387	14	904	295	804	981

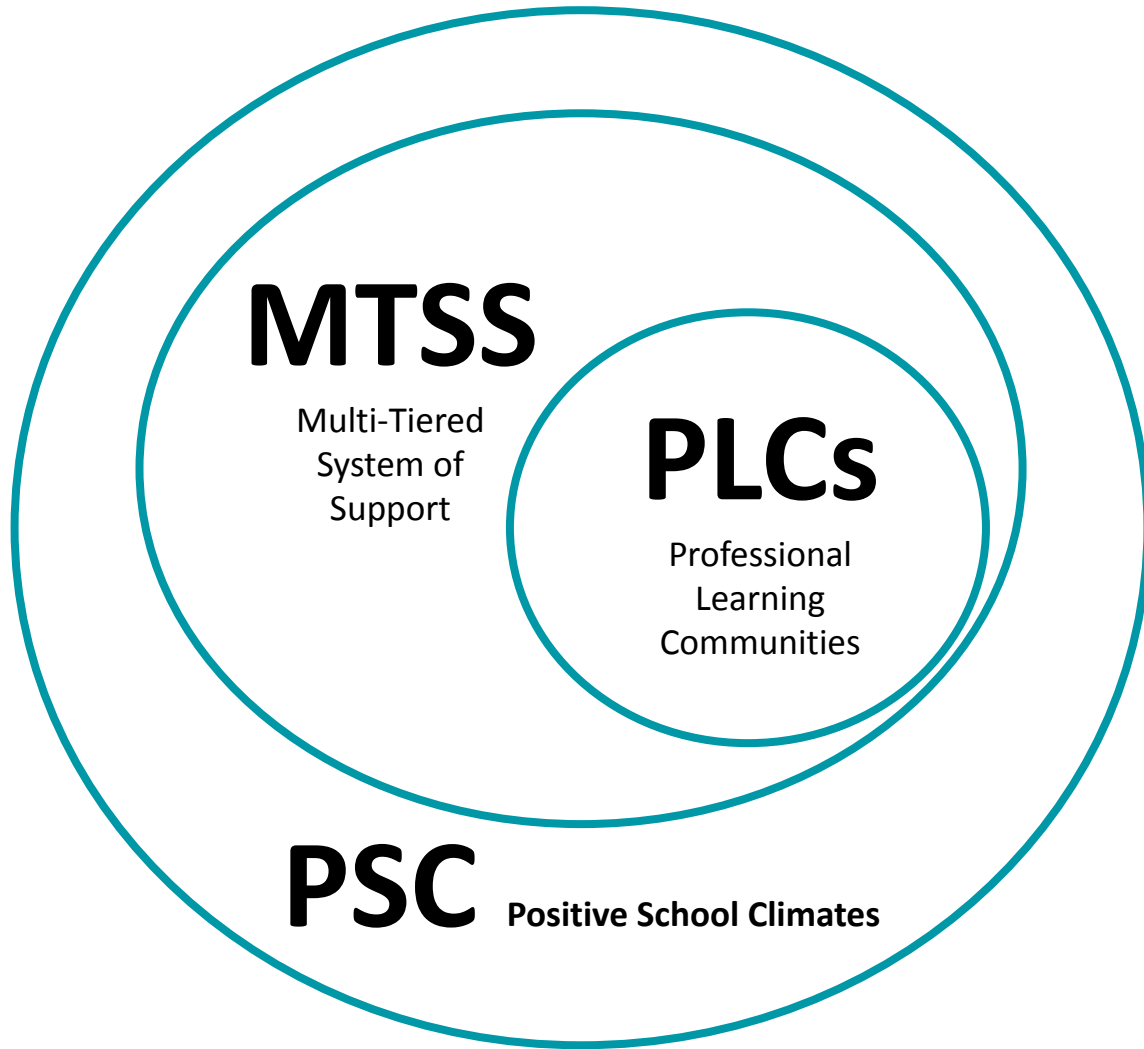
5 Year Trend: District Days of OSS

Demographic Groups	2017-2018	2018-2019	2019-2020**	2020-2021**	2021-2022
Hispanic or Latino	56	52	72	8	77
Am. Ind. or Alaskan N.	124	76	77	5	118
Asian	8	1	3	0	0
Black or Afr. American	426	424	288	25	438
Hawaiian or Pacific Isl.	*	*	*	*	*
White	648	474	475	56	865
2 or More Races	322	248	229	17	253
Special Education	876	611	519	29	833
General Education	708	664	625	82	926
Total Days Used	1584	1275	1144	111	1759

Disproportionate across:

<u>Race</u>	<u>(OSS - POP.)</u>
Black	(25% - 5%)
Am. Ind.	(6.7% - 3%)
2 or More Races	(14% - 10.5%)
White	(49.2% - 77%)
Special Educ	(47.4% - 19%)
Free & Reduced	(74.4% - 33%)
Female	(33.1% - 49.5%)

1759 Days of Use in 2021-2022



MTSS

Multi-Tiered
System of
Support

PLCs

Professional
Learning
Communities

PSC

Positive School Climates

Continuing the MTSS Journey

*MTSS = Multi Tiered Systems of Support

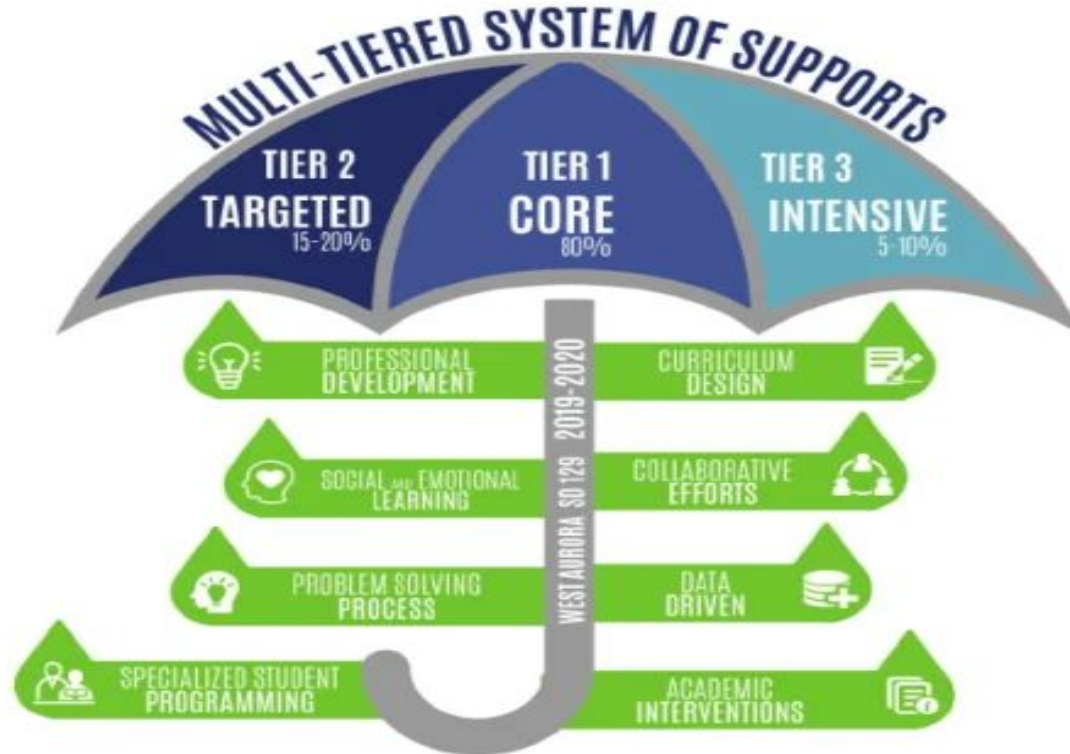
*District Team (Academic and SEB) went through training through U of MN

*Goal of completing and finalizing an operating Handbook; and ‘Quick Glance’

*Hired MTSS Social-Emotional-Behavioral Coordinators for each site

*When done with fidelity and commonality will lower Special Education referrals and proper interventions matched to students can lower disciplinary practices as well such as OSS and ISS

Under the MTSS Umbrella



2nd Step - Social-Emotional Learning Curriculum - Year 2⁸⁹

*Year 2 of a 5 year commitment (ESSER funded) for the Second Step digital curriculum for all students pre-k through 8th grade

*Completion Data (goal of 80% for Year 1)

-Elementary = 82.3%; Middle = 92%

*Posters and Lanyards bought for staff using the program for 22-23

*A SECL curriculum that follows students in DPS

*SOS embedded into our High Schools; Denfeld has a 'Homegrown' SEL



Restorative Practices

90

*Working with Mickelson Consulting out of Cloquet, MN

*Last year trained vast majority of support staff (int. specialists, counselors, social workers, psychs, Am. In. liaisons, mental health practitioners, deans) & Leadership (principals, AP's, district leaders).

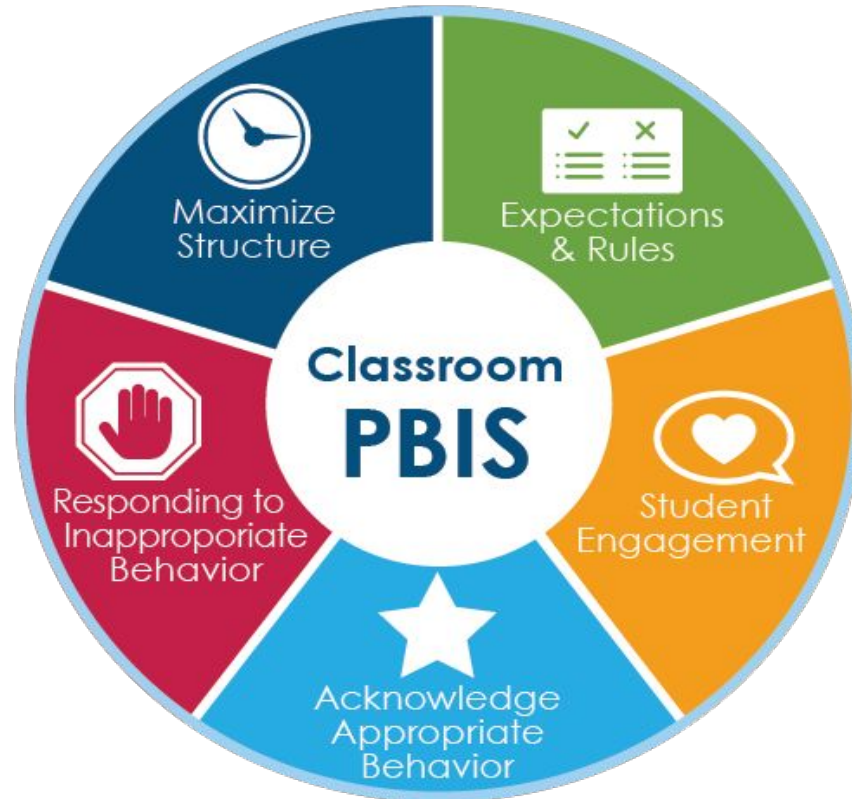
*Posters and Restorative Chat cards to all sites

*All staff training on Restorative Chats (Aug. 2022)



Positive Behavioral Interventions & Supports

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Project AWARE

92

- How much is the grant? = \$375,000 for years 1-4 & \$360,000 for year 5 (we are starting Year 2)
- Partnered with MDE; grant through SAMHSA
- Goal? = support with developing a mental health/social, emotional continuum of supports.
- Examples
 - Restorative Practices (RP) and training across the district
 - Calming Kits for Elem. Classrooms and Alternative Seating for Secondaries
 - PBIS funding for PBIS Teams and Site allocations
 - Sub Costs
 - Posters, lanyards, and other materials to assist in developing SEL competencies and building RP
 - 2 Full time Positions

Other Notables

Implicit Bias Training

Equity Audit 2021-2022

CPI Training and De-Escalation

Trauma Informed Practices

PBIS (6 schools and pre-k)

Staffing of Alt. to Suspension Rooms in our secondaries

Family & Student Handbook Review with MDE's assistance

Some Recommendations

Recommendations

Create a stronger tie to Community

Establish & Maintain Minimum Expectations and Resources for each school

Create and Finalize MTSS district guidance and umbrella framework with individual sites aligning and altering this framework to match support at ind. sites

Continue to see 2nd Step through - provide resources, guidance, and support

Continue to switch to the proactive vs reactive (Tier 1/Universal)

Offer and continue to provide PBIS, trauma informed, and restorative practices professional development

Building a sustainable Alternatives to Suspension program at sites with high numbers of OSS