

Consent Agenda - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, March 21, 2023

Duluth East High School

301 N 40th Ave E

Duluth, MN 55804

6:30 PM

1. Consent Agenda

A. Approval of Minutes from Past School Board Meetings

- 1) Regular School Board Meeting - February 28, 2023 2
- 2) Special School Board Meeting Re: Legal - February 28, 2023 6

B. Approval of Action Items

- 1) Human Resources
 - a. HR Staffing Report 7
- 2) Finance
 - a. Financial Report 8
 - b. Updated Hourly-Substitute Pay Rates Minimum Wage Increase FY23 9
 - c. Bids, RFPs and Quotes - None
 - d. Contracts, Change Orders, Leases - None
- 3) Items Brought Forward From the Monthly Committee of the Whole Meeting 12
 - a. Achievement and Integration Plan
Office of Education Equity Coordinator, Nathan Smith
- 4) Other
 - a. Diploma Requests - None
 - b. Field Trip Requests 52
 - c. Data Sharing Agreements

C. Approval of Policy Readings

- 1) First Readings
- 2) Second Readings
 - a. 521 Student Disability NonDiscrimination 65
 - b. 541 Gender Inclusion 67
- 3) Annual Review

D. Approval of Committee Reports

By approving Committee Reports, the board acknowledges and approves all informational and action items represented in the Regular School Board Meeting Report of each committee.

- 1) Monthly Committee of the Whole - March 7, 2023 85
- 2) Policy Committee - March 7, 2023 166
- 3) Human Resources/Business Services Committee - March 20, 2023 187

Minutes of the Regular School Board Meeting

Of the School Board of Independent School District No. 709 held at: East High School Media Center, 301 North Fortieth Avenue East, Duluth, Minnesota 55804, on

Tuesday, February 28, 2023

Members Present:

David Kirby
Rosie Loeffler-Kemp
Jill Lofald
Alanna Oswald
Amber Sadowski
Paul Sandholm

Others Present:

John Magas, Superintendent
Simone Zurich, Deputy Clerk
Patty Paquette, Secretary

Student Representatives:

Lauryn Molitor
Elsa Priest

Absent:

Kelly Durick Eder
Destiny Williams
Joniya Metcalf

- Chair Lofald called the Regular School Board meeting February 28, 2023 to order at 6:30 p.m.

M-Loeffler-Kemp, S-Sandholm, to approve the agenda as amended. Upon a vote, the same was approved – 6-0.

School and Community Recognition

February 2023

Assistant Superintendent Bonds presented the School and Community Recognition

Public Comments

February 2023

Reagan Kern & Hannah Freberg spoke to the school board regarding U.S. History “Ancestry Project.”

Cassidy Welhouse spoke to the school board regarding mental health, para support, and caseloads.

Rebecca Manoppo spoke to the school board regarding paraprofessionals and mental health.

Kristin Paschen spoke to the school board regarding staffing and WIN.

Hailey Ribich spoke to the school board regarding wellbeing of staff and students.

Shane Johnson spoke to the school board regarding opportunity for our future.

Sophia Conley spoke to the school board regarding reflection and support.

Erica Drenkler spoke to the school board regarding physical education topics.

Communications, Petitions, Etc.

February 2023

Chair Lofald stated that were no communications received.

Superintendent's Report

February 2023

Student Representative Elsa Priest presented the East student report.

Student Representative Lauryn Molitor presented the Denfeld student report.

Chair Lofald presented the ALC student report.

Superintendent Magas presented the Superintendent's Report. Topics included the following:

- School Board Appreciation
- Student Representative Reports
- Strategic Planning Update
- Legislative Update
- Career and Technical Education Month
- District Website Update
- District Services Center Update
- Superintendent Mid-Year Evaluation
- Community and Schools Outreach Update

Monthly Committee of the Whole Report

February 2023

Anthony Bonds, Assistant Superintendent, presented the Committee of the Whole report which was available electronically to each school board member.

Human Resources/Business Services Committee Report

February 2023

Member Kirby presented the Human Resources/Finance Committee report which was available electronically to each school board member.

Discussion was had.

Policy Committee Report
February 2023

Member Loeffler-Kemp presented the Policy Committee report which was available electronically to each school board member.

Discussion was had.

General Board Committee Updates
February 2023

None

Consent Agenda
February 2023

M-Loeffler-Kemp, S-Sandholm, to approve the Consent Agenda as amended. Upon a vote on the consent agenda as amended, the same was approved – 6-0.

Resolutions from Committee Reports
February 2023

B-2-23-3948 Acceptance of Donations to Duluth Public Schools

M-Sandholm, S-Kirby to approve B-2-23-3948 Acceptance of Donations to Duluth Public Schools. Upon a vote, the same was approved – 6-0.

B-2-23-3949 Acceptance of Grant Awards to Duluth Public Schools

M-Loeffler-Kemp, S-Sandholm to approve B-2-23-3949 Acceptance of Grant Awards to Duluth Public Schools. Upon a vote, the same was approved – 6-0.

Special Resolutions/Other Action Items
February 2023

SP-2-23-3947 School Board Members Attendance at MSBA Negotiations Seminars

M-Kirby, S-Sandholm to approve SP-2-23-3947 School Board Members Attendance at MSBA Negotiations Seminars. Upon a vote, the same was approved – 6-0.

SP-2-23-3950 School Board Member Attendance at MSBA/MASA and AMSD Days at the Capitol

M-Lofald, S-Sadowski to approve SP-2-23-3950 School Board Member Attendance at MSBA/MASA and AMSD Days at the Capitol. Upon a vote, the same was approved – 6-0.

4 – Minutes of the Regular School Board Meeting
February 28, 2023

Approval of 23-24 School Year Calendar

M-Sadowski, S-Loeffler-Kemp to approve the 23-24 School Year Calendar. Upon a vote, the same was approved – 6-0.

Other
February 2023

M-Oswald, S-Sandholm to adjourn the meeting. Upon a vote, the same was approved – 6-0.

Chair Lofald adjourned the Regular School Board Meeting of February 28, 2023 at 8:52 p.m.

Minutes of the Special School Board Meeting

Of the School Board of Independent School District No. 709 held at: Duluth East High School Media Center, 301 North Fortieth Avenue East, Duluth, Minnesota 55804, on

Tuesday, February 28, 2023

Members Present:

David Kirby
Rosie Loeffler-Kemp
Jill Lofald
Amber Sadowski
Paul Sandholm

Others Present:

John Magas, Superintendent
Patty Paquette, Secretary

Members Absent:

Alanna Oswald
Kelly Durick Eder

- Chair Lofald called the Special School Board meeting of February 28, 2023 to order at 4:35 p.m.

Chair Lofald read the following statement:

The next item on the agenda is a closed session. The Minnesota Open Meeting Law, Minnesota Statutes Section 13D.05, subdivision 3(b), allows the School Board to close a meeting to engage in attorney-client privileged discussions. The School Board seeks to meet with its attorney to obtain confidential legal advice related to the litigation of *Dippolito v. Duluth Public Schools*. During the closed meeting, the School Board will discuss with its attorney the claims made, the District's defenses to the same, legal strategy, and settlement discussions. There is a need for absolute confidentiality because the District's position would be compromised if such discussions took place in public and could be overheard by adverse parties. It is in the District's best interest for the School Board to obtain legal advice in a confidential setting to maintain the attorney-client privilege. I will hereby entertain a motion to close the meeting pursuant to the attorney-client privilege for the reasons that I have stated.

M-Sandholm, S-Kirby, to approve the agenda. Upon a vote, the same was approved –5-0.

M-Sadowski, S-Kirby, to move into a closed session. Upon a vote, the same was approved – 5-0.

Recess to Closed Session at 4:35 p.m.

Reconvene to Open Session at 5:27 p.m.

M-Kiby, S-Loeffler-Kemp, to adjourn the meeting. Upon a vote, the same was approved – 5-0.

- Chair Lofald adjourned the Special School Board Meeting of February 28, 2023 at 5:28 p.m.

HUMAN RESOURCES ACTION ITEMS FOR: February 28, 2023

<u>CERT APPOINTMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
CICH, ELINOR R	LTS PRESCHOOL TEACHER/LAURA MACARTHUR, (BA) STEP 3, E. SILJENDAHL	2/27/2023
DURDEN, CHRISTOPHER L	LTS MATH/DENFELD, (MA) IV STEP 8, L HELLA	02/07/2023
GORDON, MADISON M	LTS SPECIAL ED TEACHER/EAST, (BA) III STEP 1, S.SWANSON	02/06/2023
HOGENSON, BRODY J	LTS PHY ED TEACHER/LINCOLN PARK, (BA) STEP 1, F. HUIE	02/15/2023
THOMPSON, MAREN L	LTS SCHOOL COUNSELOR/EAST, (MA) STEP 9, L HORTON	04/17/2023
<u>CERT LEAVE OF ABSENCE</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
PELLER, SHONDA R	SPEC ED PHYSICAL & MENTAL IMPAIRED/EAST MID CAREER EXTENSION	08/28/2023 6/7/2024
REMINGTON, SARAH A	ADSI MATH INTERVENTIONIST/"OTHER" LEAVE	2/4/2023 2/4/2024
<u>CERT RETIREMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
EK, ANN M	HEALTH TEACHER/MERRITT CREEK	6/9/2023
<u>NON CERT APPOINTMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
CONITO, HAILEY M	NUTRITIONAL ASST/LINCOLN PARK, 17.5/38/WKS, \$13.22/HR	02/13/2023
EDDY, BROOKE M	SPEC ED PARA/DENFELD, 37.5/38WKS, \$19.72/HR	02/13/2023
HUYCK, PAMELA K	ECSE PARA/LOWELL, 15/38WKS, \$17.77/HR	02/13/2023
JOHNSON, DANIEL M	AUTO MECHANIC/TRANSPORTATION, 40/52WKS, \$26.03/HR	02/13/2023
LUDWIG, MEGHAN M	ECFE PARA/DW, 23/38WKS, \$18.42/HR	02/09/2023
BROWN, BRYAN	FACILITIES MGR/UHG, 40/52WKS	04/17/2023
<u>NON CERT RESIGNATION</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
BOCK, SANDRA K	PRE-K PARA SUPERVISOR/LAURA MACARTHUR	02/17/2023
HARKREADER, HENRY I	BUS DRIVER	02/23/2023
SEPP, ANGELA F	SPECIAL EDUCATION BUSINESS MANAGER	03/10/2023
<u>NON CERT LEAVE OF ABSENCE</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
HENNINGSGAARD, MICHELLE B	PRE K PARA/LWOP B/MYERS WILKINS	03/01/2023 04/13/2023
TRACY, VICTORIA M	SUPERVISORY ASSISTANT SPED PARA/DENFELD	01/17/2023 01/17/2024
<u>NON CERT RETIREMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
CHAMBERS, DOUGLAS A	CUSTODIAN I /LAURA MACARTHUR/ DENFELD	2/15/2023
SPOONER, DAVID J	FACILITIES MANAGER	3/3/2023



**HR/BS Services Committee Monthly Fund Balance Report
March 13 2023 Committee Meeting**

March 13 2023 Board Meeting

3.9.23 shz

REVENUES	22-23		22-23		22-23		22-23		22-23	
	CURRENT YEAR ADOPTED BUDGET		CURRENT YEAR REVISED BUDGET		RECEIVED TO YEAR TO DATE		RECEIVED ENCUMBERED		BUDGET BALANCE	
	FUND	Jul-22	JULY 22 -23	JULY 22 -23	July - Sept	July -Sept	July -Sept	July -Sept		
General	1	\$ 107,743,537.86	\$ 111,750,785.97	\$ 61,842,194.31	\$ 49,908,591.66					
Food Service	2	\$ 3,985,000.00	\$ 3,985,000.00	\$ 2,483,907.42	\$ 1,501,092.58					
Transportation	3	\$ 5,900,000.00	\$ 5,900,000.00	\$ 2,228,612.29	\$ 3,671,387.71					
Community Ed	4	\$ 8,114,000.00	\$ 8,394,340.14	\$ 5,189,667.35	\$ 3,204,672.79					
Operating Captial	5	\$ 5,462,130.31	\$ 5,462,130.31	\$ 655,631.63	\$ 4,806,498.68					
Building Construction	6	\$ -	\$ -	\$ -	\$ -					
Debt Service Fund	7	\$ 22,979,390.64	\$ 22,979,390.64	\$ 2,215,290.61	\$ 20,764,100.03					
Trust Fund	8	\$ 258,575.00	\$ 258,575.00	\$ -	\$ 258,575.00					
Dental Insurance Fund	20	\$ 917,000.00	\$ 917,000.00	\$ 589,068.56	\$ 327,931.44					
Student Acitivity	79	\$ 236,006.00	\$ 236,006.00	\$ 176,771.12	\$ 59,234.88					
REVENUE	TOTALS:	\$ 155,595,639.81	\$ 159,883,228.06	\$ 75,381,143.29	\$ -	\$ -	\$ -	\$ 84,502,084.77		

EXPENSES	22-23		22-23		22-23		22-23		22-23	
	CURRENT YEAR ADOPTED BUDGET		CURRENT YEAR REVISED BUDGET		EXPENSES TO YEAR TO DATE		EXPENSES ENCUMBERED		BUDGET BALANCE	
	FUND	Jul-22	JULY 22-23	JULY 22-23	July - Sept	July -Sept	July -Sept	July -Sept		
General	1	\$ 104,358,876.11	\$ 112,739,733.67	\$ 68,290,244.49	\$ 42,062,950.46					
Food Service	2	\$ 4,427,346.56	\$ 4,427,346.56	\$ 2,616,414.32	\$ 903,769.54					
Transportation	3	\$ 6,176,300.00	\$ 6,176,300.00	\$ 5,042,747.41	\$ 524,829.31					
Community Ed	4	\$ 8,658,980.50	\$ 8,937,520.64	\$ 4,713,991.63	\$ 4,203,891.03					
Operating Captial	5	\$ 8,394,018.57	\$ 8,394,018.57	\$ 3,986,854.37	\$ 2,930,488.64					
Building Construction	6	\$ -	\$ 21,472,543.00	\$ 13,620,510.77	\$ 7,096,041.28					
Debt Service Fund	7	\$ 24,691,484.56	\$ 24,691,484.56	\$ 26,473,174.36	\$ (1,781,689.80)					
Trust Fund	8	\$ 250,000.00	\$ 250,000.00	\$ -	\$ 250,000.00					
Dental Insurance Fund	20	\$ 924,000.00	\$ 924,000.00	\$ 582,438.31	\$ 247,142.81					
Student Acitivity	79	\$ 414,040.00	\$ 432,775.81	\$ 93,835.39	\$ 335,603.91					
EXPENSE	TOTALS	\$ 158,295,046.30	\$ 188,445,722.81	\$ 125,420,211.05	\$ -	\$ 6,252,484.58	\$ -	\$ 56,773,027.18		

<u>Fin 160 ESSER III</u>	<u>Expenses</u>	<u>Fund 06 Build construction: Program 870</u>	<u>Expenses</u>	<u>Ex Curricular</u>	<u>Fund 01</u>
Program 030 Admin	\$ 41,523.08	debt serv payment/prof serv course 000/000	\$ 940,557.61	Program 298 Revenue	\$ 269,104.55
Program 108 Tech	\$ 1,976,050.87	admin owner pymnt course 800	\$ 9,147.01	Program 298 Expense	\$ 272,082.50
Program 203 Elem	\$ 1,226,779.75	admin design serv course 801	\$ 113,666.80		
Program 211 Secondary	\$ 936,669.60	admin constru mngmt course 802	\$ 144,237.48		
Program 805 Operations	\$ 84,243.47	admin commissions course 803	\$ 22,967.29		
Program 740 Pupil Engage	\$ 2,927.28	interior surf constr costs course 804	\$ 12,668,583.16		
	\$ 4,268,194.05	admin site services 805	\$ 203,636.09		
		long term lease 806	\$ 825.00		
			\$ 14,103,620.44		

HOURLY/SUBSTITUTE PAY RATE SHEET

EFF. 9/1/2022

<u>COMMUNITY EDUCATION</u>		
American Indian Facilitator	Hourly	\$13.50
Lifeguard	Hourly	\$13.65
Locker Room Attendant	Hourly	\$13.50
Pool Director	Hourly	\$13.50
Puppeteer	Hourly	\$13.65
School-Aged/Pre-K Worker	Hourly	\$13.50
Site Supervisor Substitute	Hourly	\$13.50
Special Needs Helper	Hourly	\$13.50
Swim Instructor	Hourly	\$14.50
Temporary Building Coordinator	Substitute	\$15.50
<i>Youth Development Programs</i>		
Youth Service Facilitator	Hourly	\$15.50
Cross Age Student Helper Playground Leader Gym Supervisor Activity Leader Summer Youth Placement Coordinator	Hourly	\$13.50
<u>FOOD SERVICE</u>		
Cook and Head Cook Substitute	Substitute	\$13.50
Food Service Substitute/Non-Unit Helper	Hourly & Substitute	\$13.00
Production Manager Substitute	Substitute	\$13.50
Satellite Manager Substitute	Substitute	\$13.50
Satellite Mgr Trainer	Hourly	\$15.63
Retired Food Service employees are paid \$1.00/hr in addition to above rates.	Substitute	
<u>MAINTENANCE AND CONSTRUCTION</u>		
Lead Person for Laborers	Substitute	\$13.00
Retired Trades People	Substitute	Step B of Maintenance CBA
Snow Shovelers, Temporary	Hourly	\$13.00
Summer AV Repair	Hourly	\$13.00
Summer Hourly Substitute	Substitute	\$13.00
Welder and Other Skilled Trades		Step B of Maintenance CBA
<u>BUILDING OPERATIONS</u>		
Hourly Regular Substitute	Substitute	\$15.00
Substitute for Licensed People	Substitute	\$15.00
Summer Hourly and Summer Hourly Lawn Crew	Hourly	\$13.00
Retired Custodian	Substitute	Step B Maintenance CBA
Retired Custodian II	Substitute	Step B Maintenance CBA
Retired Fireperson I	Substitute	\$14.50
Retired Fireperson II	Substitute	Step B Maintenance CBA
Retired Engineer (Eng. 1/Eng. 2/Eng. 3/Eng. 4)	Substitute	Step B Maintenance CBA
<u>TRANSPORTATION</u>		
Retired Bus Driver	Substitute	Step B Maintenance CBA
Bus Helper	Substitute	\$13.50
Field Trip	Substitute	\$13.65
<u>PRINT SHOP</u>		
Skilled Tradesperson	Substitute	Step A of Maintenance CBA
Summer Hourly	Hourly	\$13.50

<u>PURCHASING (STOREROOM)</u>		
Hourly Regular Substitute	Substitute	\$13.50
Hourly Student	Hourly	\$13.50
Stock Clerk (Retired Employee)	Substitute	Step A of Maintenance CBA
<u>CLERICAL</u>		
Hourly Clerical	Hourly	\$13.50
Regular Substitute	Substitute	\$13.50
Retired/Layoff Employees	Substitute	OSS Step 1 of Clerical CBA
HOURLY/SUBSTITUTE PAY RATE SHEET		
EFF. 1/1/2022		
<u>PARAPROFESSIONALS</u>		
Career Center Assistant	Hourly	\$15.00
Career Center Coordinator	Hourly	\$15.00
Child Care Assistant	Substitute	\$15.00
Community Assistant	Substitute	\$15.00
Community Liaison	Substitute	\$15.00
Cultural Assistant (no language skills)	Substitute	\$15.00
Cultural Assistant (with language skills)	Substitute	\$15.00
Experience Center Manager	Substitute	\$15.00
Health Assistant	Substitute	\$15.00
Hearing Impaired Assistant (Signer) (Transliterators Non-Licensed)	Substitute	\$15.00
Indian Oriented Assistant	Substitute	\$15.00
Instructional Assistant (Tutor)	Hourly & Substitute	\$15.00
Licensed Interpreter for the Deaf	Substitute	\$20.00
Media Assistant	Substitute	\$15.00
Mental Health Practitioner Sub	Substitute	\$15.00
Occupational Therapy Assistant	Substitute	\$15.00
Physical Therapist Assistant	Substitute	\$15.00
Special Education Assistant	Hourly & Substitute	\$15.00
Special Education Assistant (LPN License Required)	Substitute	\$16.50
Special Education Assistant (RN License Required)	Substitute	\$22.50
Supervisory Assistant	Substitute	\$15.00
<i>Technical Tutor</i>		\$15.00
Graphic Artist Cultural Assistant (with language skills) RDT Asian Oriented Evaluation/Testing	Substitute	\$15.00
<u>MISCELLANEOUS</u>		
Accounting Intern	Hourly	\$13.50
Assistant Examiner	Hourly	\$13.50
Cafeteria/Playground Monitor	Hourly	\$13.50
Crossing Guard	Hourly	\$13.50
Deli Assistant	Hourly	\$13.50
Deli Operator	Hourly	\$14.00
Desegregation Assistant	Hourly	\$13.50
GED Examiner	Hourly	\$20.00
Headstart Nutritionist	Hourly	\$25.00
Help Desk Technician	Hourly	\$16.00
HRA Headstart Resource Aide	Hourly	\$13.50
Indian Adult Basic Education Assistant	Hourly	\$13.50

Parental Involvement Coordinator	Hourly	\$13.50
Systems Maintenance Technician	Hourly	\$21.54
Technology Intern (2 yrs college or above)	Hourly	\$15.00
Technology Student Intern (after 17 months)	Hourly	\$13.50
Technology Student Intern(ISD#709 Student)	Hourly	\$13.50
Work Study	Hourly	\$13.50
<u>SUBSTITUTE TEACHERS</u>		
All Certified Substitutes	Substitute	\$150.00
Certified Retired Substitutes Only	Substitute	\$155.00
Teacher Hourly Rate of Pay	Substitute	\$22.08

Achievement & Integration Plan Information and Presentation

What is the Achievement & Integration Program?

- This A&I program was established to:
 - Increase racial and economic integration
 - Reduce achievement disparities
 - Increase access to effective and diverse teachers
- 21-23 [Plan linked here](#) - also found on our district website
- 24-26 [Plan linked here](#) - once approved by MDE, will be available on district website
- No major changes in next program plan
 - *will share more about changes in upcoming slide
- Note: The Achievement & Integration Plan can be edited/updated at any time with approval from Minnesota Department of Education

How do districts get identified and receive revenue?

- **Racially Isolated (RI):** Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.
- **Adjoining:** District physically adjoins a racially isolated district.
- **Racially Identifiable School (RIS):** Enrollment of protected-class students at a school is more than 20 percent, compared to the number of protected-class students within the district (for the same grade levels served).
- **Voluntary:** District participates voluntarily when geographically feasible. Participation must be approved by the Minnesota Department of Education (MDE).

What is a racially identifiable school?

- When the difference of enrolled protected students at a school is more than 20 percent when compared to the district's average for students in the same grade levels, the school with the higher percentage is considered a racially identifiable school (RIS).

**Districts that are racially isolated or have a racially identifiable school are required to be in the A&I program.*

What does the phrase “protected class students” refer to?

- When determining which districts are eligible for this program, protected class students means students who self-report as being in one of the race and ethnicity categories used by school districts and MDE to track student enrollment. These categories are African/Black Americans, Asian/Pacific Americans, Chicano/Latino Americans, American Indian/Alaskan Native, and multi-racial.

Is Achievement and Integration revenue provided through a grant?

- Achievement and Integration revenue is not administered as a grant.
- It is a 70 percent aid, 30 percent levy appropriation.
- A&I aid payments are made to districts through the state's education IDEAS aid system.

How is A&I funding calculated?

$$\frac{\$350 \times \text{district's adjusted pupil units for the current year} \times \text{Ratio of district's enrollment of protected students (previous school year)}}{\text{Total Enrollment (previous school year)}}$$

What do districts need to spend funding on?

Strategies aligned with Minnesota Department of Education Achievement and Integration Program Goals:

- Increase racial and economic integration
- Reduce achievement disparities
- Increase access to effective and diverse teachers

Parameters for Achievement & Integration funding

- Alignment with Minnesota Department of Education Achievement and Integration goals
- Up to 80% Student Supports
- Up to 20% Professional Development
- Up to 10% Administrative Costs

A&I Plan Input

- Per state statute, the A / I plan developed through input from the community (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).
 - Community collaboration council
 - Education Equity Advisory Council
 - American Indian Parent Advisory Committee
 - Staff and families at Racially Identifiable School - Myers Wilkins Elementary School

Changes within the next A&I plan

- Adding 1 Integration Specialist and expanding direct student support of the Integration Specialist to all schools (total would now be 12)
 - New schools include: Homecroft Elementary, Lakewood Elementary, Lester Park Elementary, Stowe Elementary, Congdon Park Elementary and our district Residential schools: Arrowhead Academy, Chester Creek Academy, Merritt Creek Academy, Rockridge Academy as well as Arrowhead Regional Juvenile Correctional Center
- Changing Young Scholars Coordinator at Myers-Wilkins Elementary School to: Site Enrichment Coordinator and Young Scholars Program Facilitator
 - Young Scholars support changing from K-5 to K-2 to better align and collaborate with E-Squared @ Myers-Wilkins
 - Tier 1 grade level STEM support and manage STEM resources for Myers-Wilkins.
 - Explore, recruit and partner with community organizations, cultural experts and programs to provide Tier 1 and Tier 2 opportunities and enrichment experiences to classrooms and/or the whole site.
 - collaborate & coordinate with outside organizations and widely share enrichment opportunities/experiences on district website, social media, and expand social media presence to share enrichment opportunities at Myers-Wilkins with a goal to attract new families to Myers Wilkins and in turn, racially and economically desegregate the school
- Narrative strategy and programmatic alignment to district Multi-tiered system of support (MTSS) intervention model
- Updated Key Indicator of Progress (KIP) Goals to better align with narrative strategies and positions

Achievement & Integration

District Wide Strategies & Supports

- Coordinator - Office of Education Equity
- Administrative Assistant - Office of Education Equity
- 12 Integration Specialists - *Adding one position and expanding service to all sites*
- Social Emotional Learning Specialist
- Family Engagement Programming
- Ojibwe Language Teacher & Coordinator
- Office of Education Equity Recruitment & Retention program
- Office of Education Equity Professional Development program

Achievement & Integration

Strategies & Supports for Racially Identifiable School

Myers-Wilkins Elementary School

- Young Scholars Program- *Changing to Enrichment Coordinator & Young Scholars Program Facilitator*
- Social Emotional Learning Specialist
- Integration Specialist
- 3 Reading Interventionists (1 at Lowell to support Equitable Enrollment/School Choice)
- 1 Math Interventionist
- 2 KG classroom assistants
- Intervention Materials
- Professional Development
- In school learning opportunities and field trips
- Afterschool and summer school programming
- 2 Ojibwe Immersion classroom assistants (At Lowell to support Equitable Enrollment/School Choice)
- Equitable Enrollment Transportation Option - School Choice partnership for RIS and Lowell Elementary

Input/Thoughts/Reflections/Questions?

nathan.smith@isd709.org

218-336-8714

Achievement and Integration Plan July 1, 2023 to June 30, 2026

District ISD# and Name: 709 Duluth Public Schools

Plan submitted by: Nathan Smith

Title: Office of Education Equity Coordinator

Phone: 218.336.8714

Email: nathan.smith@isd709.org

Superintendent: John Magas

Phone: 218.336.8752

Email: john.magas@isd709.org

District Integration Status: Racially Identifiable School

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. Myers-Wilkins Elementary School

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: **John Magas**

Signature:

Date Signed: Enter date.

School Board Chair: **Jill Lofald**

Signature:

Date Signed: Enter date.

Plan Input

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

Multidistrict Collaboration Council: N/A

Community Collaboration Council for Racially Identifiable School(s): The Achievement and Integration Plan was developed through input and recommendations from the community collaboration councils of the Education Equity Advisory Council - EEAC - and the American Indian Parent Advisory Committee - AIPAC. Membership of both EEAC and AIPAC groups reasonably reflects the diversity of the Duluth Public Schools and Myers-Wilkins Elementary School (Racially Identifiable School). Both Advisory groups meet monthly throughout the academic school year as advisory committees to the Duluth Public Schools. The OEE Coordinator met with the entire American Indian Parent Advisory Committee at one of their monthly meetings to receive input and guidance on Achievement & Integration goals of: 1) Reducing Achievement Disparities amongst low income and protected class students, 2) Increasing access to effective and diverse staff, 3) Providing racial and economic integration opportunities 4) input on how to desegregate Myers-Wilkins Elementary school. The OEE Coordinator met with the entire Education Equity Advisory Committee at two of their monthly meetings to receive input and guidance on this Achievement & Integration plan. In order to provide specific input and recommendations for this plan, community input sessions were provided on different days and times to identify recommendations for goals and strategies to be implemented in this Achievement & Integration Plan. Due to the challenges of Covid, the RIS (Myers-Wilkins Elementary School) no longer has a Parent Advisory council so the district sent surveys, with the assistance of administration and staff, to all Myers-Wilkins families to provide input and recommendations to be implemented within this plan. The RIS (Myers-Wilkins Elementary School) also had a Work Group of over 25 staff, made up of Administration, Teachers, Interventionists, Social Workers, Special Education teachers and staff that met 3 times after school in person to provide input on the goals and strategies to be implemented as part of this plan. The district Teaching, Equity and Leadership team, as well as the Cabinet Plus team, both made up of district directors, coordinators, and leaders met to provide input and guidance on the goals and strategies within this plan. In conjunction with in-person sessions, GoogleForm surveys were shared with district administrative teams of Cabinet, Teaching, Learning and Equity, RIS (Myers-Wilkins Elementary School) Staff and families, current Office of Education Equity staff, Community Collaboration Council members of the EEAC (Education Equity Advisory Committee) and the AIPAC (the American Indian Parent Advisory Committee).

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Goal #1: By June 2023, increase the Consistent Attendance rates of the following Protected Class student groups enrolled in the Duluth Public Schools from 79.4% (2018-19 Baseline Data) to 82.4% in 2025-26.

*Official consistent attendance accountability data was not provided to school districts in 2021-2022. The most recent accurate baseline data is pre-pandemic from the 2018-2019 school year.

Aligns with the WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Integration Specialist Strategy #1

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases graduation rates. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases access to effective and diverse teachers. |
| <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. | |

Narrative description of this strategy. The Integration Specialist position is an integral part of the Duluth Public Schools' efforts in the areas of Cultural & Racial Integration, Increasing Graduation Rate and Drop-out Prevention, Academic Proficiency, and Family Engagement. There will be eleven (12) full-time Integration Specialists for the Duluth Public Schools working to support 8 elementary schools, 2 middle schools, 3 High Schools, District Treatment Centers and Residential School sites as well as Arrowhead Juvenile Center. Integration Specialists are representative of the racial and cultural makeup of our students and community.

Each Integration Specialist will serve a Roster of up to 35 students at their site(s) doing MTSS Tier 3 one on one check-ins in support of Attendance, Academics & Grades, Behavior, Goal Setting and College and Career Readiness. Rosters of students are developed utilizing data from MCA and Benchmark assessments, attendance rates, behavioral referrals, and staff/administrator referrals with an intention to support Achievement and Integration goal of reducing achievement disparities.

Integration Specialists will provide small group MTSS Tier 2 and 3 Interventions and enrichment support in the areas of Cultural Identity and/or Racial Identity - aligned with the areas of Identity Affirmation, Diversity, Justice, Action; Integrated Learning Lunch; MTSS Tier 2 or 3 academic, behavior and attendance support during WIN (What I Need intervention/enrichment time), facilitate regular WIN sessions on Racial Identity Development / Cultural Identity Development with identified students from Integration Specialist Roster. Integration Specialists will serve as a Liaison between home and school with a focus on Intentional Relationship Building with families/caregivers and will support diverse family engagement based on the identified needs of each site.

Integration Specialists at all site levels will provide supports and programming in: Culturally Responsive After School Programming; Culturally Responsive In-School Learning Opportunities; College and Career readiness goal setting and in person learning opportunities and experiences, both at the school, within the community and at colleges & universities, Personal Learning Plan (PLP) Development for each student on a Roster and quarterly PLP Monitoring of the Roster for all Interventions as well as academic success data points (Attendance, Grades, Tests) with a goal of Increased GPA/Standards Completion/FAST Test Scores; Increased Graduation Rates, Increased Student-to-Teacher Connections; Goal monitoring and Career & College Readiness access experiences and supports

Integration Specialists will provide at least 4 yearly Integrated Cultural Learning Opportunities, aligned with MTSS Tier 1 or 2 interventions/enrichments from at least 2 different Cultural Perspectives in Classrooms, Grade Levels, or Whole School Assemblies/Programs at their site to support Achievement and Integration goal of increased racial and economic integration.

The Integration Specialists will provide academic and cultural enrichment support to the students on their roster that are aligned with the Multi-Tiered System of Support (MTSS) Plan based on the identified needs of each school site. All Integration Specialists will be a member of school leadership teams, including, but not limited to: Student Support Team, Continuous Improvement Team, Problem Solving Team and Attendance team.

Integration Specialists will collaborate with students, families and staff to coordinate and facilitate the Office of Education Equity Family Engagement program.

Grade levels to be served: K-12

Location of services: Denfeld High School, Duluth East High School, ALC High School, Laura MacArthur Elementary School, Lincoln Park Middle School, Lowell Elementary School, Myers-Wilkins Elementary School, Ordean East Middle School, and Piedmont Elementary School, Congdon Park Elementary School, Homecroft Elementary School, Lester Park Elementary School, Stowe Elementary School and our district Residential schools: Arrowhead Academy, Chester Creek Academy, Merritt Creek Academy, Rockridge Academy and Arrowhead Juvenile Center

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
All Integration Specialists conduct a weekly WIN Session on Cultural Identity / Racial Identity or Academic Support for students on their roster, aligned with district and site Multi Tiered Systems of Support	80% of weeks	90% of weeks	100% of weeks
All Integration Specialists develop a Personal Learning Plan for each student on the Roster by October 1st and share with Coordinator of the Office of Education Equity, and Administrative team at their sites	100%	100%	100%
All Integration Specialists will prepare a Semester Report on each student on the Roster in the areas of Attendance, Grades, and Behavior and on the status of all program components based on the narrative description	100%	100%	100%
Consistent Attendance rate of African American students. 2018-19 baseline 57.1%	2% increase	2% increase	2% increase
Consistent Attendance rate of American Indian students. 2018-19 baseline 58.4%	2% increase	2% increase	2% increase
Four-year graduation rate of American Indian students. 2018-19 baseline 45.7%	2% increase	2% increase	2% increase
Four-year graduation rate of African American students. 2018-19 baseline 63.6%	2% increase	2% increase	2% increase
Four-year graduation rate of Two or More Races students. 2018-19 baseline 60.0%	2% increase	2% increase	2% increase
All Integration Specialists will do quarterly PLP monitoring for each student on the Roster and share updates with Coordinator of the Office of Education Equity, site Administrative team, student and their family/caregiver	100%	100%	100%
All Integration Specialists will provide academic, attendance and behavioral interventions aligned with the Multi-tiered systems of support plan at their site	Semester Report	Semester Report	Semester Report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Social Emotional Learning (SEL) Specialist Strategy #2

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

The Social Emotional Learning (SEL) Specialist (Certified School Counselor or Social Worker) will focus on the continued development and implementation of Social Emotional Learning program opportunities, Second Step programming at the elementary school level district wide and the continued implementation of SEB (Social, Emotional, Behavioral) MTSS structures district wide.

The SEL Specialist will provide district-wide programming and supports that include: Continued membership on a district team to determine/continue to develop culturally responsive resources for SEL opportunities and strategies across all grade levels, Ongoing efforts to ensure interventions through the MTSS SEB framework are culturally responsive and appropriate, fitting the needs of each student, and continued membership of a community engagement / district partnered subcommittee to advise on matters related to equity. The SEL Specialist will utilize culturally responsive strategies, resources, and materials in work with students and staff, and provide Tier 1 to SEL support for staff, assist in coordination of co-located mental health supports and provide Mental Health Crisis support to students as needed. The SEL Specialist will provide primary direct supports to Lowell Elementary School and other elementary schools as needed/identified included embedded SEL opportunities in classrooms grades K-5 through a schedule that provides meaningful, consistent learning opportunities; short-term Tier 1 extension opportunities as it pertains to SEL; Tier 1 Restorative Conflict Resolution as needed. The SEL Specialist will serve as Tier 1 lead on the school MTSS Social Emotional Behavior Team and provide guidance on Tier 2 SEB best practices; partner with families and community providers to address barriers related to attendance for protected class students; participate as coach of PBIS Team and participate on school attendance team; Continue partnership with community partners to increase access to supportive services for families (Kid’s Closet, Second Harvest Back Pack Program, etc

Location of services: Primarily Lowell Elementary School (equitable school choice partner school) and other elementary sites as needed/identified including Piedmont Elementary, Laura MacArthur Elementary, Stowe Elementary, Congdon Park, Lester Park Elementary, Lakewood Elementary, Homecroft Elementary

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The SEL Specialist will facilitate embedded SEL learning opportunities in K-5 classrooms	90% of K-5 classrooms	100% of K-5 classrooms	100% of K-5 classrooms
There will be a 10% reduction each year in the total number days of Out-of-School Suspension at each site.	10%	10%	10%
The SEL Specialist will provide SEL Professional Development opportunities for district staff.	2 sessions	2 sessions	2 sessions

There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at each site served by the SEL Specialist.	2%	2%	2%
The SEL Specialist will work with staff at Lowell Elementary to ensure all students who have participated in the MTSS process resulting in a special education evaluation have received evidenced based and culturally responsive interventions	100% of evaluations	100% of evaluations	100% of evaluations

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Family Engagement Program Strategy #4

Type of Strategy: Family engagement initiatives to increase student achievement.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Narrative description of this strategy. The Office of Education Equity Family Engagement program is designed to bring staff, parents, caregivers, students and the community together for the benefit of student achievement. The model is designed for parents and caregivers to gain access to district, school, and classroom resources, increase communication with school staff, increase staff understanding of cultural differences, as well as foster educational learning environments at home that assist students in academic achievement in school. At least 2 sessions of programming will be provided each semester for parents/caregivers and staff at Myers-Wilkins Elementary, Lowell Elementary, Laura MacArthur Elementary, Piedmont Elementary, Lincoln Park Middle School, Ordean East Middle School, Denfeld High School, Duluth East High School, Area Learning Center High School, Congdon Park Elementary, Lester Park Elementary, Homecroft Elementary, Lakewood Elementary and our Residential Treatment Schools: Arrowhead Academy, Chester Creek Academy, Merritt Creek Academy, Rockridge Academy. Training will also be provided for district staff on Family Engagement strategies, including sessions on home-visits, cultural considerations, and parent perspectives through parent-panels. Food and childcare and transportation support will be provided to increase access and participation from all communities.

Grade levels to be served: K-12

Location of services: Denfeld High School, Area Learning Center High School, Academic Excellence Online High School, Duluth East High School, Laura MacArthur Elementary School, Lincoln Park Middle School, Lowell Elementary School, Myers-Wilkins Elementary School, Ordean East Middle School, and Piedmont Elementary School, Lester Park Elementary, Homecroft Elementary, Lakewood Elementary and our Residential Treatment Schools: Arrowhead Academy, Chester Creek Academy, Merritt Creek Academy and Rockridge Academy

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
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Training will be provided for district staff on Family Engagement strategies	2 trainings annually	2 trainings annually	2 trainings annually
32 Caregivers and 12 staff attend each of the Family Engagement sessions provided each semester	80% attendance	90% attendance	90% attendance
Participants of Family Engagement sessions indicate greater connections to staff or families (depending on role) as a result of the sessions, as measured by surveys of participants.	80%	80%	80%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #2: By June 2026, increase the percentage of all high school students who enroll in a rigorous CITS (College In The Schools) course who are American Indian or Two or More Races with one being American Indian from 2.10% (2021-22 Baseline Data) to 6.10% 2025-26.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Integration

Middle & High School Ojibwe Language Teacher/Coordinator Strategy #6

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of this strategy. The High School Ojibwe Language Teacher/Coordinator position provides instruction in the American Indian language of Ojibwemowin online through the Academic Excellence Online High School. This teacher will provide quality instruction in the following courses: Ojibwemowin 1 and 2 in Year 1; an Ojibwemowin 1 & 2 & 3 CITS (College In The Schools) course during Year 2; and Ojibwemowin 1 & 2 & 3 CITS (College In The Schools) course during Year 3 with a goal to boost enrollment in Ojibwemowin 1 & 2 and provide retention support through student and family engagement to enroll students in Level 3 Ojibwemowin CITS through a partnership with Fond du Lac Tribal and Community College.

The High School Ojibwe Language Teacher/Coordinator will provide Ojibwemowin weekly WIN Enrichment sessions on Ojibwe language at Ordean East Middle School and Lincoln Park Middle School and East High School and Denfeld High School on a bi-weekly basis. The High School Ojibwe Language Teacher/Coordinator will facilitate the integration of Ojibwe Language programming provided for Duluth Public Schools high school students by working with School Counselors at both middle and high schools on the promotion of these courses by school staff, assisting with course registration, and reducing stereotypes and negative implicit bias towards indigenous languages on the viability of course offerings and the validity of indigenous languages as part of high school coursework. The High School Ojibwe Language Teacher/Coordinator will also promote and market Ojibwemowin language course offerings to schools and Indian Education programs throughout the state of Minnesota, with an intent to boost enrollment numbers to a level that would require ongoing district investment in this position (18 or more students per class). The High School Ojibwe Language Teacher/Coordinator will work with principals, administration and facilities across the district on Ojibwemowin Language translation signage across district buildings

The High School Ojibwe Language Teacher/Coordinator will provide students the opportunity to not only gain the often required 2 credits of World Language for college or university entrance, but also create the pathway for the implementation of a CITS (College in the Schools) course in Ojibwe Language in year 2 and 3 of this plan. This will increase college readiness and access to effective and diverse teachers, as well as increase the number of American Indian students enrolled in rigorous courses. Grade levels to be served: 6-12

Location of services: Direct student support at Denfeld High School, East High School, Ordean East Middle School, Lincoln Park Middle School and Ojibwe Language translation signage district wide.

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Semesterly reports on WIN session programming provided on Ojibwe Language at the middle schools and highschoools will assist in awareness and future enrollments in Ojibwe 1 classes	Semester Reports	Semester Reports	Semester Reports
Meetings with middle and high school Counselors on the importance of Ojibwe language classes and assurances of course offerings will be documented.	Semester Meetings	Semester Meetings	Semester Meetings
Documentation of secured agreements with area colleges and/or universities to offer an Ojibwe Language CITS course as a 3rd year of Ojibwe language learning. Agreements will be filed with the Office of Education Equity and Curriculum & Instruction Department.	Agreements Filed	Agreements Filed	Agreements Filed
Quarterly report on marketing/promotion of the Ojibwemowin course across districts and American Indian Education Departments with impact on enrollment noted within the report.	Quarterly Reports	Quarterly Reports	Quarterly Reports
By the 2026 school year, enrollment in CITS Ojibwemowin 3 will be at a level that requires distinct investment (18 students or more)	6 or more students enrolled in CITS	12 or more students enrolled in CITS	18 or more students enrolled in CITS

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #3: By June 2026, increase the four-year graduation rates of the following Protected Class student groups enrolled in the Duluth Public Schools from 53.6% (2021-2022 Baseline Data) to 59.6% in 2025-26.

Aligns with WBWF area: All students graduate from high school.

Goal type: Achievement Disparity

Integration Specialist Strategy #1

Family Engagement Program. Strategy #4

Goal #4: By June 2026, increase the racial diversity of the District Staff by from 5.3% to 8.3% to more closely reflect the racial diversity of the Duluth community.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

Recruitment & Retention Program. Strategy #3

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative description of this strategy. The focus of the Recruitment & Retention program is to assist in the racial diversification of our staff. This will be done through the following strategies: one session/quarterly for current Staff of Color to meet as an Affinity Group to discuss Climate dynamics and build a sense of community and networking for interested Staff of Color within the district (Retention); Provide Staff of Color with access to the Professional Development being offered each year; Provide additional support and resources for Staff of Color throughout a year (interracial conflict resolution, learning materials, presenters, trainings, etc.); Offer Mentorship to interested Staff of Color; OEE Coordinator provides training for Human Resource staff on Anti-Bias Training and Culturally Responsive Hiring strategies; Continue the development of a “Racial Diversity Recruitment Team” that assists in job postings, serves on screening/interview teams, attends job fairs and sets up recruitment table at diverse community events, such as Juneteenth Celebration and area Powwows - Office of Education Equity will contract with individuals and/or offer compensation for current Staff of Color to serve on the team to ensure a diverse team.

Grade levels to be served: K-12

Location of services: District Wide

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The District Recruitment and Retention Team is utilized in the hiring process of all Certified Staff positions (teaching).	20% of all positions posted	25% of all positions posted	30% of all positions posted
Retention sessions/Affinity Group gatherings are provided each quarter for current Staff of Color	4 sessions	4 sessions	4 sessions
Human Resources staff are trained annually on Culturally Responsive hiring practices and understanding implicit bias	90%	95%	100%
The District Recruitment and Retention Team is utilized in the hiring process of all Administrative positions (Principals, Coordinators, Directors, ect).	20%	25%	30%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #5: By June 2026, train at least 132 certified staff in the areas of Cultural Responsiveness, Understanding & Addressing Racism, Implicit Bias, and/or Strategies to Close Achievement Gaps through quality on-going Professional Development offerings.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

Professional Development Program Strategy #5

Type of Strategy: Professional development opportunities focused on academic achievement of all students

Narrative description of this strategy. The OEE Professional Development (PD) program will provide workshops, training, and resources for district staff designed to improve achievement of all students in the Duluth Public Schools and increase culturally responsive teaching and learning. The focus of PD provided for staff will be in the areas of Culturally Responsive Practices, Undoing Racism, Culturally Responsive Instruction & Curriculum Development and Integration, and Racial Identity Development. The primary PD provided will be the CARE Academy, which will provide a research-based PD opportunity for Certified Staff and Administrators of the district. The CARE Academy is based on the 2011 National Education Association CARE Report: Strategies for Closing Achievement Gaps. Sites will each send 4-12 staff each year (total of 44 staff grouped into 2 cohorts of 22). A new group of 44 certified staff each year will participate. The Office of Education Equity will provide 4 Full-Day Workshops + 4 hours of after-contract time to increase the understanding and implementation of strategies and content from the four areas of Culture, Abilities, Resilience, and Engagement. Follow-up sessions will be provided each year for participants who have completed the initial CARE Academy to continue opportunities for understanding and implementation. We will offer CEUs, Substitutes, Stipends, and/or Lane Change Credits for all participants. Participants will learn to transform their classrooms by integrating multiple aspects/activities of each area of CARE in their instruction, grading practices, and/or curriculum. This will lead to an increase in the level of culturally responsive teaching and learning in the classrooms and schools of the participants, which will lead to the reduction of achievement gaps for students in their classrooms and schools.

Grade levels to be served: K-12

Location of services: District-wide

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
44 certified staff will attend all sessions of the year-long CARE Academy	80% attendance	85% attendance	90% attendance

The Office of Education Equity will file an Annual Report on Professional Development to the Curriculum Department and Professional Development Coordinator	1 Report	1 Report	1 Report
Upon completion of the CARE Academy, all participants will complete an Implementation Plan for their following year of work and submit to the OEE Coordinator.	100% of Participants	100% of Participants	100% of Participants
By the 2024-2025 school year, the Professional Development CARE Academy program provided by the Office of Education Equity will be approved by state license board PELSBE for Cultural Competency relicensure hours	n/a	Documentation of PELSBE Approval	Documentation of PELSBE Approval

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

The Duluth Public Schools ISD #709 is a district with one Racially Identifiable School (RIS) site. The RIS within the Duluth Public Schools district is Myers-Wilkins Elementary. The Office of Education Equity strives to create and implement quality innovative programming to assist in reducing the percentage of Protected Class students enrolled at Myers-Wilkins Elementary and increase academic achievement rates. Input sessions and a needs assessment were done to align this plan with the district WBWF Plan to create efficiencies and eliminate duplicative programs and services.

Racially Identifiable School (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

RIS Goal # 1 By June 2026, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Reading accountability tests (MCA) will increase from 13.7% (2021-22 Baseline Data) to 19.7% in 2025-26.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Reading Interventionists RIS Strategy #1

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Reading Interventionists are skilled teachers, highly trained in Literacy instruction, that work within Myers-Wilkins and Lowell elementary schools with high concentrations of protected students to provide focused literacy interventions to students in grades Kindergarten to 5th grade who are identified within the “Strategic” or “Intensive” ranges of the MTSS (Tier 2), as measured by benchmark assessments. Reading Interventionists will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of literacy. There will be two full-time Reading Interventionists at Myers-Wilkins and one full-time at Lowell.

Grade levels to be served : K-5

Location of services: Lowell Elementary School and Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
2% Annual Increase in Reading Scores on FastBridge of American Indian students	2%	2%	2%
2% Annual Increase in Reading Scores on FastBridge of Black students	2%	2%	2%
2% Annual Increase in Reading Scores on FastBridge of Two or More Races students	2%	2%	2%
Documented evidence-based interventions implemented with fidelity and implemented with culturally responsive strategies through the use of Practice Profiles that are shared with RIS Principal, Elementary Education Director and Curriculum & Instruction Department.	1 Practice Profile for each Area	2 Practice Profiles for each Area	2 Practice Profiles for each Area

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Intervention Materials RIS Strategy #9

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Intervention learning materials for reading and math will be purchased to ensure the necessary intervention resources are available in the reading and math resource rooms and classrooms at Myers-Wilkins. Student academic achievement, confidence, cultural identity, racial identity, and self-esteem increase with the use of appropriately leveled culturally responsive reading and math materials. The research-based reading and math interventions that are being implemented at Myers-Wilkins School require leveled books, manipulative materials, and web-based programs for individual instruction and small groups. The materials purchased will be shared amongst interventionists and classroom teachers and are a vital part of a quality MTSS plan in the area of academics. Staff will utilize the *Reading Diversity LITE (Teacher's Edition): A Tool for Selecting Diverse Texts* from Teaching Tolerance. The intervention materials will address diverse racial perspectives, as well as support the core and intervention Reading and Math curriculums used by the Duluth Public Schools allowing more students to learn at their own level and accelerate those in need of interventions through leveled texts of high interest to students through choice of materials.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
District-approved supplemental Reading Intervention Materials of high interest to students identified for an intervention will be identified and purchased. An annual report of these materials will be reported to the OEE Coordinator and the Director of Elementary Education and Curriculum and Instruction Department	1 Annual Report	1 Annual Report	1 Annual Report
District-approved supplemental Math Intervention Materials of high interest to students identified for an intervention will be identified and purchased. An annual report of these materials will be reported to the OEE Coordinator and the Director of Elementary Education and Curriculum and Instruction Department	1 Annual Report	1 Annual Report	1 Annual Report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

RIS Goal # 2 By June 2026, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Mathematics accountability tests (MCA) will increase from 6% (2021-22 Baseline Data) to 12% in 2025-26.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Math Interventionist RIS Strategy #6

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Math Interventionist is a skilled teacher, highly trained in Mathematics instruction that will work at Myers-Wilkins to provide focused math interventions to students in grades Kindergarten to 5th grade who are identified within the “Strategic” or “Intensive” ranges of the MTSS (Tier 2), as measured by benchmark assessments. The Math Interventionist will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of mathematics.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
2% Annual Increase in Math Scores on FastBridge of American Indian students	2%	2%	2%
2% Annual Increase in Math Scores on FastBridge of Black students	2%	2%	2%
2% Annual Increase in Math Scores on FastBridge of Two or More Races students	2%	2%	2%
Documented evidence-based interventions implemented with fidelity and implemented with culturally responsive strategies through the use of Practice Profiles that are shared with RIS Principal, OEE Coordinator and the Director of Elementary Education and Curriculum and Instruction Department	1 Practice Profile for each Area	2 Practice Profiles for each Area	2 Practice Profiles for each Area

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Intervention Materials RIS Strategy #9

RIS Goal # 3 By June 2023, increase the Consistent Attendance rates of Protected Class students enrolled at Myers-Wilkins Elementary from 55.5% (2018-19 Baseline Data) to 61.5% in 2024-26.

*Official consistent attendance accountability data was not provided to school districts in 2021-2022. The most recent accurate baseline data is pre-pandemic from the 2018-2019 school year.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Social Emotional Learning (SEL) Specialist RIS Strategy #7

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The full-time Social Emotional Learning Specialist (SEL Specialists are Certified School Counselors or Social Workers) at Myers-Wilkins will provide tiered intervention support aligned with the district and site MN MTSS (multi-tiered systems of support) intervention model including: Short-term Tier 1 small-group therapeutic counseling when identified, Tier 1 push-in Social Emotional Learning (SEL) opportunities across all classrooms and grade levels on a regular basis, Tier 1 Restorative Conflict Resolution supports when needed. The SEL Specialist will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. The position will serve as the lead staff member for SEL programming at Myers-Wilkins; The SEL Specialist will provide individual or small group Tier 1 check-ins with students throughout the day when identified for supplemental SEL support, Provide SEL support for Staff, serve on a site team for developing SEL spaces in the school and classrooms and a menu of strategies and options for movement breaks in the daily schedule, Coordinate Mental Health Referrals co-located therapy services within the Elementary site, and provide Mental Health Crisis support and assessment to students as needed The SEL Specialist will serve as Tier 1 lead on the school MTSS Social Emotional Behavior Team. The continued implementation of the SEL Specialist will aid in the goal areas of reduction in behavior referrals and suspensions, and increase in consistent attendance rates of all students.

The continued implementation of the SEL Specialist will aid in the goal areas of reduction in behavior referrals and suspensions, and increase in consistent attendance rates of all students.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

	Target 2024	Target 2025	Target 2026
List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.			

The SEL Specialist will provide embedded SEL classroom supports in K-5 classrooms.	100% of classrooms	100% of classrooms	100% of classrooms
There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at the RIS. The Administrative assistant within the Office of Education Equity will run a report through Infinite Campus and share with RIS principal, Coordinator of the Office of Education Equity and Director of Elementary Education	2%	2%	2%
SEL Specialist and RIS students will participate in a survey to measure the engagement level of lessons/activities/materials provided. Survey and results will be shared with the RIS Principal, Coordinator of Office of Education Equity and Director of Elementary Education	100% of students and staff surveyed at the end of May every year	100% of students and staff surveyed at the end of May every year	100% of students and staff surveyed at the end of May every year

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Kindergarten Instructional Assistants RIS Strategy #10

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Kindergarten Instructional Assistants for kindergarten classrooms will work to address early learning disparities in preschool access and kindergarten readiness measures. Kindergarten Instructional Assistants will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure kindergarten students are receiving necessary interventions to improve academic proficiency and school readiness. There will be two full-time Instructional Assistants at Myers-Wilkins to support the three kindergarten classrooms to assist with identified interventions.

Grade level to be served: Kindergarten

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at the RIS. The Administrative assistant within the Office of Education Equity will run a report through Infinite Campus and share with RIS principal, Coordinator of the Office of Education Equity and Director of Elementary Education	2%	2%	2%
Annual increase in Reading Scores of FASTBridge or other CBM by all students receiving instructional supports by moving up at least one achievement level (ex: Partially Meet to Meets, Does Not Meet to Partially Meeting) by Spring of each year, as measured by the district’s reading local benchmark assessments. A Kindergarten Literacy Report will be shared with the RIS Principal, Coordinator of Office of Education Equity and Director of Elementary Education in the Fall, Winter, and Spring.	Kindergarten Literacy Report	Kindergarten Literacy Report	Kindergarten Literacy Report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

After-School and Summer Programming RIS Strategy #4

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Summer School programming and After-School programming will provide the students at Myers-Wilkins culturally responsive, safe, nurturing, and enriching experiences designed to help build students’ academic, creative, and life skills. The programs are run and organized by the Myers-Wilkins Community School Collaborative (MWCSC) in collaboration with the Myers-Wilkins principal and staff. Intentional efforts will be made to ensure participation by Protected Class students in cooperation with RIS staff and MWCSC staff. The participation rates of Protected Class students will mirror the percentage of enrolled students at the RIS.. All of the types of programs offered will be focused on a connection to the school goals of academics, cultural and racial identity, school pride, engagement, and opportunity.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Semester Reports on After-School programming provided by RIS Community School Coordinator and shared with RIS principal, Coordinator of the Office of Education Equity and Director of Elementary Education	2 reports	2 reports	2 reports
Semester Reports on Participant Attendance Records that include information on all Protected Class groups will provided by RIS Community School Coordinator and shared with RIS principal, Coordinator of the Office of Education Equity and Director of Elementary Education	2 reports	2 reports	2 reports

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Site Enrichment Coordinator and Young Scholars Program Facilitator RIS Strategy #11

RIS Goal # 4 By June 2026, decrease the percentage of Protected Class students in grades K-5 enrolled at Myers-Wilkins Elementary from 58.7% in 2021-22 to 52.7% in 2025-26.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Integration

Ojibwe Immersion Classroom Assistants RIS Strategy #2

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Increases graduation rates.
- Provides school enrollment choices.
- Increases access to effective and diverse teachers.
- Increases cultural fluency, competency, and interaction.

Narrative description of this strategy. The Immersion Classroom Assistant position is a vital part of the success of any World Language Immersion Program. These positions will assist the teachers and other staff in the implementation of the Ojibwe Language Immersion classroom. The Ojibwe Immersion Program at Lowell Elementary School will continue to serve dual purposes in the area of achievement and integration. Research on immersion education programs around the country shows increased academic performance amongst students enrolled in Language Immersion programs. In the area of integration, American Indian families in the Duluth School District have indicated the need for Ojibwe Immersion programming in the Duluth Public Schools. Myers-Wilkins Elementary (RIS) has the highest population of American Indian students in the district. Through the collaboration between Lowell Elementary and Myers-Wilkins Elementary (RIS), the Ojibwe Immersion program will be one of the strategies implemented to decrease racial and economic enrollment disparities at the RIS. Steps will be taken to ensure equitable access to educational resources and programming, including bus transportation between the attendance areas with a priority given to students within the RIS attendance area to attend Lowell Elementary, which is outside their attendance area.

Grade levels to be served: K-5

Location of services: Lowell Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Attendance rates of Misaabekong students	90%	90%	90%
The percentage of American Indian students attending Misaabekong from the Myers-Wilkins attendance area will increase.	2% increase per year	2% increase per year	2% increase per year
The percentage of Misaabekong families reporting increased connection to the program and school on the Misaabekong Annual Family Survey will be 80% or greater. Survey distributed by Misaabekong Coordinator and shared with Lowell principal, RIS (Myers-Wilkins) principal, Coordinator of Office of Education and Director of Elementary Education	80%	80%	80%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

In-school Learning Opportunities and Field Trips RIS Strategy #3

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. As part of the integration efforts at Myers-Wilkins, staff will provide the students with hands-on learning opportunities and experiences that will connect directly with the curriculum and service learning opportunities within their community. Some of the learning activities will include trips to out-of-school learning centers. Representatives from these learning centers will also be invited into Myers-Wilkins classrooms. Myers-Wilkins will hold Family Nights to help connect the content and learning within the school setting with the families of the students. These learning opportunities will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. All family nights will be free, with transportation provided for those who need it.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
An annual report written by the Site Enrichment Coordinator & Young Scholars Program Facilitator of all In-school Learning Opportunities, Field-Trips, and Family Nights will be submitted to the OEE Coordinator and Director of Elementary Education and RIS principal.	Annual Report	Annual Report	Annual Report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Equitable Enrollment Option Transportation RIS Strategy #8

Type of Strategy: Innovative and integrated pre-K-12 learning environments. *If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. In order to ensure equitable access to school enrollment choices being offered to families in the RIS attendance area and to allow greater access to the RIS for White, Non-FRP families in the Lowell attendance area, busing transportation routes will be provided between attendance areas of the RIS (Myers-Wilkins) and the neighboring collaboration site of Lowell Elementary. There will be a priority status for Protected Class students in the RIS attendance area to attend Lowell, which is outside their attendance area.

Implementation monitoring for years 1-3 determined the opportunity for this strategy to be improved. In order to maximize awareness of the equitable access enrollment option for students, the Office of Education Equity will offer and promote this school enrollment choice to 100% of protected class student families at the RIS-Myers-Wilkins Elementary School. Monitoring the effectiveness of intentional promotion to Protected Class Students in reducing the percentage of Protected Class students enrolled at the RIS will be completed annually..

Grade levels to be served: Pre-K - 5

Location of services: Lowell Elementary School and Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Annual Report that includes information from the Transportation Department on the percentage of Protected Class students that access and utilize the Busing Option for Equitable Enrollment Options, as well as information on the total number and percentage of Protected Class students attending the RIS and Lowell as Transfer students.	Annual Report	Annual Report	Annual Report
An annual Equitable Enrollment Option Survey will be developed and conducted with transfer families attending outside their attendance area as part of this strategy to determine implementation levels and effectiveness. The Office of Education Equity administrative assistant will develop and share with families	By November 1st	By November 1st	By November 1st
Information on this Equitable Enrollment Option will be shared annually with all families of incoming kindergarten students at both sites by site principal.	Letter shared at Kindergarten Round-up	Letter shared at Kindergarten Round-up	Letter shared at Kindergarten Round-up
The Office of Education Equity will offer and promote this school enrollment choice to 100% of protected class student families at the RIS-Myers-Wilkins Elementary School	100% of Protected class students at RIS	100% of Protected class students at RIS	100% of Protected class students at RIS

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Site Enrichment Coordinator & Young Scholars Program Facilitator RIS Strategy #11

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Site Enrichment Coordinator and Young Scholars Program Facilitator will provide specific gifted & talented learning opportunities for accelerated academic growth for identified students K-3. RIS staff will utilize specific strategies to ensure equitable access, participation and representation for Protected Class students to better prepare them for academic success, especially in rigorous coursework at the secondary levels.

A 1.0 FTE Site Enrichment Coordinator and Young Scholars Program Facilitator (certified teacher) will continue to develop the program to be fully aligned with the Racially Identifiable Schools Multi System of support structure and provide quality Tier 2 gifted & talented learning opportunities for small groups of identified students and facilitate Tier 1 and Tier 2 enrichment experiences for classrooms and the entire school.

The Enrichment Coordinator and Young Scholars Program Facilitator will collaborate with district-level and site staff on the continued development and implementation of a K-3 Young Scholars program at Myers-Wilkins Elementary School. The Young Scholars Coordinator will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. The Enrichment Coordinator and Young Scholars Program Facilitator will provide specific gifted & talented learning opportunities for accelerated academic growth for identified K-3 Myers-Wilkins students and will work in collaboration with current gifted and talented staff E-squared program that serve students district-wide to ensure successful transition from K-2 Young Scholars Gifted and Talented program students to the grade 3-5 E-squared Gifted and Talented program.

The Enrichment Coordinator and Young Scholars Program Facilitator will provide Tier 1 grade level STEM support and manage STEM resources for Myers-Wilkins.

The Enrichment Coordinator and Young Scholars Program Facilitator will explore, recruit and partner with community organizations, cultural experts and programs to provide Tier 1 and Tier 2 opportunities and enrichment experiences to classrooms and/or the whole site.

The Enrichment Coordinator will work in collaboration and coordination with Integration Specialists, Social Workers, American Indian Education Staff, grade level/site teams and community resource staff that serve students at Myers-Wilkins. The Enrichment Coordinator will also collaborate & coordinate with outside organizations and widely share enrichment opportunities/experiences on district website, social media, and expand social media presence to share enrichment opportunities at RIS with a goal to attract new families to Myers Wilkins and in turn, racially and economically desegregate the school.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
An annual report that indicates the participation rates of Protected Class students in the Young Scholars Program. The participation rates will mirror the racial make-up of the RIS.	1 Annual Report	1 Annual Report	1 Annual Report
There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at the RIS.	2%	2%	2%

A quarterly report that indicates Enrichment opportunities that have been explored, identified and brought to Myers-Wilkins students. Report filed by Enrichment Coordinator and shared with RIS principal, Coordinator of Office of Education Equity and Director of Elementary Education	Quarterly report	Quarterly report	Quarterly report
A quarterly report highlighting enrichment experiences that have been shared with the community via email, newsletter, school website, social media, ect.	Quarterly report	Quarterly report	Quarterly report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

RIS Goal # 5 By June 2026, 80% of the RIS certified staff will participate annually in quality on-going Professional Development offerings in the areas of Cultural Responsiveness, Understanding & Addressing Racism, Implicit Bias, and/or Strategies to Close Achievement Gaps through quality on-going Professional Development offerings.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

RIS Professional Development RIS Strategy #5

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Professional Development (PD) program will provide access to workshops, training, and resources for district staff designed to improve achievement of all students and increase culturally responsive teaching and learning. The focus of PD provided for staff will be in the areas of Culturally Responsive Practices, Undoing Racism, Culturally Responsive Instruction & Curriculum Development and Integration, and Racial Identity Development. The Office of Education Equity will offer CEUs, Substitutes, Stipends, and/or Lane Change Credits for all participants. Participants will learn and practice strategies through Professional Development opportunities to transform their classrooms by integrating multiple strategies/activities in their instruction, grading practices, and/or curriculum. This will lead to an increase in the level of culturally responsive teaching and learning in the classrooms, which will lead to the reduction of achievement gaps for students.

Grade levels to be served: K-5

Location of services: Myers-Wilkins

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The RIS Principal will file an Annual Report on Professional Development that includes participation rates of certified staff participants to the Director of Elementary Education and Coordinator of the Office of Education Equity	100%	100%	100%
Upon completion of PD opportunities, all participants will complete an Implementation Plan for the current or following year of work and submit to the RIS Principal, Director of Elementary Education and Coordinator of the Office of Education Equity	80%	90%	100%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

The Duluth Public Schools ISD #709 is a district with one Racially Identifiable School (RIS) site. The RIS within the Duluth Public Schools district is Myers-Wilkins Elementary. The Office of Education Equity strives to create and implement quality innovative programming to assist in reducing the percentage of Protected Class students enrolled at Myers-Wilkins Elementary and increase academic achievement rates. Community, district and RIS Input sessions and needs assessment were done to align this plan with the district WBWF Plan to create efficiencies and eliminate duplicative programs and services.

DISTRICT 709 FIELD TRIP REQUESTS

In accordance with School District Policy District 6160, District 709 recognizes properly planned, well conducted, and carefully supervised field trips may be a vital part of the curriculum. School field trips are encouraged within available resources and requirements outlined below.

DIRECTIONS: All staff are required to submit a Field Trip Request **prior** to the field trip being finalized with the involved students and to:

- Receive administrative and/or extra-curricular coordinator approval for all instructional and supplementary field trips
- Receive administrative reviewal and school board approval for all extended trips (Exceptions may be granted by the school board chair to accommodate emergencies.)

DEFINITIONS:

Instructional Trips - Trips that take place during the school day, relate directly to a course of study, and require student participation. Fees may not be assessed against students.

Supplementary Trips - Trips in which students voluntarily participate in and which often take place outside the regular school day, but do not include overnight stays. Financial contributions may be requested of students.

Extended Trips Within Minnesota and Continental United States - Trips that involve one or more overnight stops within Minnesota or the Continental United States and may be instructional or supplementary and are voluntary in nature. Extended field trips require school board approval prior to the trip.

INSTRUCTIONAL TRIP ACTION

Principal: Approved
 Not Approved

Name: Edith Washington
 Date: 3/13/2023

SUPPLEMENTAL TRIP ACTION

Principal: Approved
 Not Approved

Name: _____
 Date: _____

Instructional/Supplemental Trips need not be sent to District office.

EXTENDED TRIP ACTION

Principal: Recommended
 Not Recommended

Name: _____
 Date: _____

Assistant Superintendent: Recommended
 Not Recommended

Name: Anthony Bonk
 Date: _____

School Board: Approved
 Not Approved

Name: _____
 Date: _____

All extended trip proposals must be sent to the Assistant Superintendent's Office to be placed on the Education Committee meeting agenda for approval.

FIELD TRIP REQUEST FORM

Date of Submission: 3/10/2023

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: American Indian Ed.

2. Contact Person (Responsible for Checklist Completion): AMANDA HORTON

3. Field Trip Date(s): 04/14 - 04/15 2023 Destination: Hennepin Healthcare Clinic & Specialty Center, 715 S. 8th St. Minneapolis, MN 55404

4. Field Trip Overview (Include events, establishments and locations): American Indian youth with Stethoscopes.

5. Field Trip Departure from School (Date and Time): Supencer - 9:00am Denfeld - 9:30am

Field Trip Return to School (Date and Time): 04/15 Denfeld - 6:30pm, Supencer - 7:00pm

6. Objectives of Field Trip: American Indian youth ages 12-18 will participate in a full day of hands on activities related to the

7. Relationship to Curriculum or Student Learning: medical field & dentistry.
This trip fits into College & Career readiness as it relates to the American Indian College Fund Grant &

8. Planned Follow-up Field Trip Activities: _____ program.

9. Field Trip Budget Request

Estimated Expenses		
Total Admission/Fees		\$ 0
Total Meals		\$ ~ \$4000.00
Total Lodging	<u>provided by Supencer.</u>	\$
Total Transportation		\$
<input type="checkbox"/> School District Vehicle(s)		
<input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: <u>Minnesota Motorcoach</u>		\$ ~ \$1500.00
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____		
Total Additional Stipends:		\$
Other: <u>SNACKS</u>		\$ 200.00
Total		\$

Revenues		
District Budget	Code:	\$
Booster Group		\$
Donations		\$
Student Fees		\$
Total Additional Stipends:		\$
Total		\$

→ 01-E-005-610-000-401-340.

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

DISTRICT 709 FIELD TRIP REQUESTS

In accordance with School District Policy District 6160, District 709 recognizes properly planned, well conducted, and carefully supervised field trips may be a vital part of the curriculum. School field trips are encouraged within available resources and requirements outlined below.

DIRECTIONS: All staff are required to submit a Field Trip Request **prior** to the field trip being finalized with the involved students and to:

- > Receive administrative and/or extra-curricular coordinator approval for all instructional and supplementary field trips
- > Receive administrative reviewal and school board approval for all extended trips (Exceptions may be granted by the school board chair to accommodate emergencies.)

DEFINITIONS:

Instructional Trips - Trips that take place during the school day, relate directly to a course of study, and require student participation. Fees may not be assessed against students.

Supplementary Trips - Trips in which students voluntarily participate in and which often take place outside the regular school day, but do not include overnight stays. Financial contributions may be requested of students.

Extended Trips Within Minnesota and Continental United States - Trips that involve one or more overnight stops within Minnesota or the Continental United States and may be instructional or supplementary and are voluntary in nature. Extended field trips require school board approval prior to the trip.

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

Instructional/Supplemental Trips need not be sent to District office.

EXTENDED TRIP ACTION

Principal: Recommended Name: Danette Schae
 Not Recommended Date: 3/9/23

Assistant Superintendent: Recommended Name: Anthony Bero
 Not Recommended Date: 3/9/23

School Board: Approved Name: _____
 Not Approved Date: _____

All extended trip proposals must be sent to the Assistant Superintendent's Office to be placed on the Education Committee meeting agenda for approval.

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: _____
2. Contact Person (Responsible for Checklist Completion): Jonathan Grimsby - Duluth East Band Director
3. Field Trip Date(s): April 21-23, 2023 Destination: Eau Claire, WI Jazz Festival
4. Field Trip Overview (Include events, establishments and locations): Performances/Competition at UW, Eau Claire
Travel by motor coach.

5. Field Trip Departure from School (Date and Time): 4:30 pm, April 21, 2023
Field Trip Return to School (Date and Time): 2:00 am, April 23rd, 2023
6. Objectives of Field Trip: Performance and Clinic sessions with Jazz Professionals - represent the Duluth community with style and panache.

7. Relationship to Curriculum or Student Learning: Directly aligns with our MN State standards and curriculum maps - Clinic workshops will reinforce benchmarks and goals - performances will enhance the application of knowledge.

8. Planned Follow-up Field Trip Activities: Continued instruction throughout the 2023 - 2024 academic year.

9. Field Trip Budget Request

Estimated Expenses		
Total Admission/Fees	<u>paid by band</u>	\$ <u>account</u>
Total Meals	<u>paid by jazz concert revenue</u>	\$
Total Lodging		\$ <u>771.12</u> (including
Total Transportation		\$ <u>tax</u>)
<input type="checkbox"/> School District Vehicle(s)	<u>MN Coaches</u>	
<input checked="" type="checkbox"/> Commercial Transportation Carrier ~ Name: _____		
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____		
Total Additional Stipends:		\$
Other:		\$
Total		\$ 155.40/student

Revenues		
District Budget	Code:	\$
Booster Group		\$
Donations		\$
Student Fees		\$
Total Additional Stipends:		\$
Total		\$

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

- Develop and Communicate Student Discipline Expectations
- Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.)
- Gain Access to Cell Phone for Field Trip
- Plan Arrangements for Early Pick-Up or Late Drop-Off Students (if necessary).
Guide: May choose to leave message on school voice mail to help with late drop off.
- Plan Meal Arrangements (if necessary)
Reminder: Notify food service of non-participation.
- Plan Administration of Student Medication and First Aid Needs (if necessary)
Guide: Contact School Nurse.
- Develop and Communicate Action Plan if Student Gets Lost on Trip
- Arrange Adult Chaperones for Field Trip (if necessary)
Guide: One (1) adult for every twenty (20) students depending on field trip. Parent volunteers are encouraged when possible or appropriate.
- Develop and Communicate Teacher and Adult Chaperone Expectations
Example: Supervision duties, no smoking, no alcohol
- Planned Itinerary

TIME
LOCATION
See attached example - itinerary cannot be set until
contest managers set the times.

- Maintain Student Roster and Check-in/Check-out Procedure
- Arrangement for Safety Needs (i.e. crossing guards)

Signature of Contact Person: Jonathan Grimsby

FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

- Develop and Complete Field Trip Itinerary and Emergency Telephone Contacts Letter to Parents/Guardians
Note: Attach tentative planned itinerary.
- Arrange Funding of Expenses During Trip
- Arrange Meal Plans
- Arrange Lodging Plans and Room Assignments
- Collect Family Emergency Information for Students
Example: Home phone numbers, emergency contacts, medical information
- Additional Information
Note: Provide any additional information.

Signature of Contact Person: Jonathan Grimsby

2018 Eau Claire Jazz Festival Activities

Friday, April 20:

5:00PM - Load and leave for Eau Claire

8:00PM - Arrive in Eau Claire/sign in to Hotel for Dinner

Staybridge Suites

1515 Bluestem Blvd

Altoona, WI 54720

11:00PM - Lights out, big day tomorrow!!!

Saturday, April 22:

7:00AM - Breakfast at hotel

8:30AM - Sign out of the Hotel and head to University of Wisconsin Eau Claire (don't leave anything behind, we're not coming back!)

UW Eau Claire - Davies Center

77 Roosevelt Ave, Eau Claire, WI 54701

(Drop off & unload at main parking lot off of Roosevelt & Putnam)

9:00AM - Arrive at University of Wisconsin Eau Claire - [Schedule of performances](#)

10:30AM - Warm up (Schofield Hall: Veteran's Lounge)

11:00AM - Performance (Schofield Hall: Schofield Auditorium)

11:30AM - Sight reading (Schofield Hall: Old Library 2110)

12:00PM - Lunch near Oakwood Mall area

4800 Golf Road

Eau Claire, WI 54701

12:45PM - Pick up at Oakwood Mall area

1:00PM - Listen to other groups perform

3:00PM - Bobby Sanabria Clinic (Haas Fine Arts Center: Gantner Hall)

3:45PM - Bobby Mintzer Clinic (Haas Fine Arts Center: Gantner Hall)

4:30PM - Award Ceremony (UW Eau Claire Davies Center: Ojibwe Ballroom)

5:30PM - Dinner near Oakwood Mall area

4800 Golf Road

Eau Claire, WI 54701

7:30PM - Headliner Concert with Bobby Mintzer & Bobby Sanabria and UW Eau Claire Jazz One

Eau Claire State Theatre

316 Eau Claire St

Eau Claire, WI 54701

10:00PM - Head back to Duluth

1:00AM - Approximate arrival time at Duluth East High School

DISTRICT 709 FIELD TRIP REQUESTS

In accordance with School District Policy District 6160, District 709 recognizes properly planned, well conducted, and carefully supervised field trips may be a vital part of the curriculum. School field trips are encouraged within available resources and requirements outlined below.

DIRECTIONS: All staff are required to submit a Field Trip Request **prior** to the field trip being finalized with the involved students and to:

- Receive administrative and/or extra-curricular coordinator approval for all instructional and supplementary field trips
- Receive administrative reviewal and school board approval for all extended trips (Exceptions may be granted by the school board chair to accommodate emergencies.)

DEFINITIONS:

Instructional Trips - Trips that take place during the school day, relate directly to a course of study, and require student participation. Fees may not be assessed against students.

Supplementary Trips - Trips in which students voluntarily participate in and which often take place outside the regular school day, but do not include overnight stays. Financial contributions may be requested of students.

Extended Trips Within Minnesota and Continental United States - Trips that involve one or more overnight stops within Minnesota or the Continental United States and may be instructional or supplementary and are voluntary in nature. Extended field trips require school board approval prior to the trip.

INSTRUCTIONAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

SUPPLEMENTAL TRIP ACTION

Principal: Approved Name: _____
 Not Approved Date: _____

Instructional/Supplemental Trips need not be sent to District office.

EXTENDED TRIP ACTION

Principal: Recommended Name: Danette Selbo
 Not Recommended Date: 2/17/23

Assistant Superintendent: Recommended Name: Anthony Benke
 Not Recommended Date: 3/3/23

School Board: Approved Name: _____
 Not Approved Date: _____

All extended trip proposals must be sent to the Assistant Superintendent's Office to be placed on the Education Committee meeting agenda for approval.

FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip: Instructional Supplementary Extended

1. Organization/Grade/Course Planning Trip: Duluth East High School Bands
2. Contact Person (Responsible for Checklist Completion): Jonathan Grimsby - Duluth East Band Director
3. Field Trip Date(s): Nov. 17-Nov. 22, 2023 Destination: Disney World, Orland Florida
4. Field Trip Overview (Include events, establishments and locations): Performances at Disney parks, Kennedy Space Center, travel by motor coach.
5. Field Trip Departure from School (Date and Time): 8:00 am, Nov. 17th, 2023
Field Trip Return to School (Date and Time): 7:00 pm, Nov. 22, 2023
6. Objectives of Field Trip: Clinic sessions with Disney professionals - represent the Duluth community with style and panache.
7. Relationship to Curriculum or Student Learning: Directly aligns with our MN State standards and curriculum maps - Clinic workshops will reinforce benchmarks and goals - performances will enhance the application of knowledge.
8. Planned Follow-up Field Trip Activities: Continued instruction throughout the 2023 - 2024 academic year.
9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$
Total Meals	\$
Total Lodging	\$
Total Transportation	\$
<input type="checkbox"/> School District Vehicle(s) <input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____ <input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$
Other:	\$
Total	\$ 1,600/student

See attached proposal

Revenues		
District Budget	Code:	\$
Booster Group		\$
Donations		\$
Student Fees		\$
Total Additional Stipends:		\$
Total		\$

11. Reviewed/Completed Request Checklist: Yes No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

- Develop and Communicate Student Discipline Expectations
- Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.)
- Gain Access to Cell Phone for Field Trip
- Plan Arrangements for Early Pick-Up or Late Drop-Off Students (if necessary).
Guide: May choose to leave message on school voice mail to help with late drop off.
- Plan Meal Arrangements (if necessary)
Reminder: Notify food service of non-participation.
- Plan Administration of Student Medication and First Aid Needs (if necessary)
Guide: Contact School Nurse.
- Develop and Communicate Action Plan if Student Gets Lost on Trip
- Arrange Adult Chaperones for Field Trip (if necessary)
Guide: One (1) adult for every twenty (20) students depending on field trip. Parent volunteers are encouraged when possible or appropriate.
- Develop and Communicate Teacher and Adult Chaperone Expectations
Example: Supervision duties, no smoking, no alcohol
- Planned Itinerary

TIME

LOCATION

See attached proposal

- Maintain Student Roster and Check-in/Check-out Procedure
- Arrangement for Safety Needs (i.e. crossing guards)

Signature of Contact Person: Jonathan Grimsby

FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

- Develop and Complete Field Trip Itinerary and Emergency Telephone Contacts Letter to Parents/Guardians
Note: Attach tentative planned itinerary.
- Arrange Funding of Expenses During Trip
- Arrange Meal Plans
- Arrange Lodging Plans and Room Assignments
- Collect Family Emergency Information for Students
Example: Home phone numbers, emergency contacts, medical information
- Additional Information
Note: Provide any additional information.

Signature of Contact Person: Jonathan Grimsby

Initial Disney World Tour Announcement

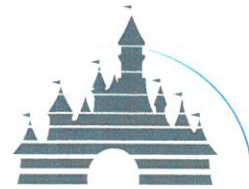
Wednesday, February 15th, 2023

Dear Current Freshmen, Sophomore and Junior Band Members and Parents,

I am excited to announce the band tour for next year will be to **Disney World in Orlando, Florida!**

The dates for the tour are:

November 17th through November 22nd, 2023



The trip will be arranged through “*Performance Tours*” - Duluth East has used this company for years and are always pleased with the quality of their service and overall trip production. While we are in the process of developing a firm timeline of activities (*can do this once contracts are all finalized*) [here is the overview of the proposal](#).

Performance highlights include:

Marching at the Magic Kingdom, “Disney Instrumental Workshop”, performance at the Kennedy Space Center.

Other highlights:

Three-Park “Hopper Pass” with access to all four of the Walt Disney World Parks, time at Cocoa Beach (if time allows) - free evening entertainment at all of the parks. Private security guard at hotel from 11:00 pm - 3:00 am. Outdoor pool at hotel.

Chaperones:

Chaperones will be needed for the tour. Please complete [THIS FORM](#) to express your interest.

Disney World Tour Cost:

Students, between \$1,500 - \$1,600. Chaperones between \$750 - \$800.

Payment Timeline:

March 15, 2023 First Payment of \$150 (secures spot on tour)

May 17, 2023 Second Payment of \$550

October 15th, 2023 Final Payment ~\$800 (or remaining balance)

Forms Due:

- March 15, 2023 ["Intent to Travel" Google Form](#) - complete with 1st payment.
- September, 2023 ["Health Form"](#)
- September, 2023 ["Covid Form"](#) (for "Performance Tours")
- September, 2023 ["Travelers Responsibility Clause"](#) (for "Performance Tours")
- September, 2023 ["Behavior Contract Form"](#) (reviewed at "Tour Talk" in the fall).

Travel Insurance:

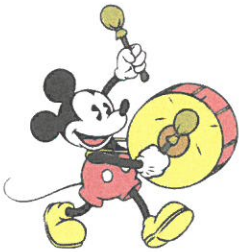
Travel insurance can be purchased up to the final payment - please review [THIS DOCUMENT](#) if you are interested. The plan recommended includes the "Cancel for Any Reason" - referred to as "CFAR".

Questions:

Please feel free to contact me with any questions you may have!

Thank you for considering sending your student on a trip with the Duluth East Bands. It will definitely be a trip to remember!

Jonathan Grimsby
Jonathan.Grimbsby@isd709.org
(218) 336-8845 ext. 4105



521 STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments should contact:

Anthony Bonds, Assistant Superintendent
4316 Rice Lake Road, Suite 108
Duluth, MN 55811
218-336-8739
anthony.bonds@isd709.org

This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability

discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: 42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Adopted: 12-20-2016
Revised: 9-17-2019
10-20-2020

541 GENDER INCLUSION

STATEMENT OF SUPPORT

The students and staff of Duluth Public Schools deserve respectful and inclusive learning environments that value students' gender identity and gender expression. Duluth Public Schools ensures that all students have access to programming and facilities in which they feel comfortable, supported, and safe. This policy addresses the inequities some students, including intersex, transgender, two-spirit, gender nonconforming students and gender-questioning students, confront as they navigate a system designed using a gender binary model. These Guidelines do not and cannot anticipate every situation that may occur, as every student is unique. The support for each student must be assessed and addressed individually based upon the student's specific requests and needs.

These Guidelines are supported by District Policy:
102 Equal Education Opportunity,
413 Prohibiting Harassment and Violence,
514 Bullying Prohibition,
522 Title IX Student Sex Nondiscrimination,
526 Hazing Prohibition

I. DEFINITIONS

The definitions contained in these Guidelines are not intended to label students, but rather to assist in understanding these Guidelines and the legal obligations of district staff. It is recognized that students might or might not use these terms to describe themselves.

"Gender" refers to the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.

"Gender Identity" is a person's deeply held sense or psychological knowledge of their own gender. A person's gender identity can be the same or different than the sex or gender assigned at birth.

"Sex Assigned at Birth" refers to the sex designation recorded on an infant's birth certificate should such a record be provided at birth.

"Gender Expression" refers to the manner in which a person represents or expresses that person's gender identity to others, often through behavior, clothing, hairstyles, activities, or mannerisms. Although transgender people typically seek to make their gender expression match their gender identity, rather than their sex assigned at birth, gender expression may or may not conform to a person's gender identity.

"Gender non-conforming" is an umbrella term that is used to describe individuals whose gender expression, gender identity, or gender role differs from gender norms associated with their sex assigned at birth. This term also includes people who identify outside of traditional gender categories or identify as both or several genders. Other terms that can have a similar meaning include "gender diverse," "gender expansive," "genderqueer," and "nonbinary."

"Transgender/Trans" describes people whose gender identity or expression is different from that traditionally associated with an assigned sex at birth. Transgender identity is not dependent on medical procedures or other physical changes.

"Transition" refers to the process in which transgender individuals begin asserting the sex that corresponds to their gender identity instead of the sex they were assigned at birth.

II. PRIVACY

All students have a right to privacy, including the right to keep private one's transgender or gender-non-conforming status at school. Transgender and gender-non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, how, and with whom to share private information, well as to determine what information will be shared.

Information about a student's transgender or gender-non-conforming status is classified as private data under state and federal law. School district personnel may only disclose a student's gender identity to other school district employees if they have a "need to know" the information in order to perform their job duties. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize school staff to disclose such information about the student.

A school district employee may not confirm or otherwise disclose a student's transgender status to the parents of other students in the school or community members.

III. OFFICIAL SCHOOL RECORDS

The school district is required to maintain a mandatory and permanent student record ("official record") that includes a student's legal name and gender. The school district will change a student's official record to reflect a change in legal name or gender upon receipt of documentation that such change has been made pursuant to a court order or other official government action.

At the request of a transgender or gender-non-conforming student in all grades, the District will use the student's preferred name, gender identity, and

preferred pronouns when referring to the student in education records. At the request of the parent/guardian of a transgender and/or gender-non-conforming student in any grade, the district will use the student's preferred name, gender identity, and preferred pronouns when referring to the student in education records.

IV. STUDENT NAMES, PRONOUNS, AND GENDER MARKERS

At the student's and/or parent's/guardian's request, a transgender and/or gender-non-conforming student in all grades has the right to be referred to at school by a name and pronouns that align with their gender identity. At the parent's/guardian's request, a transgender student in all grades has the right to be referred to at school by a name and pronouns that align with the student's gender identity. A court-ordered name change or official gender change is not required, and the parent/guardian or student is likewise not required to change the school's official records in order for the student to be addressed by the name and pronouns that correspond to the student's gender identity.

V. GENDER-SEGREGATED FACILITIES

All students shall have access to gendered facilities and school-sponsored programs that are consistent with the student's gender identity. This includes, but is not limited to, multi-stalled gendered restrooms, locker rooms, and school programs, trips, and athletic programs.

A. Restroom Accessibility

Pursuant to Minn. Stat. 363A.13, subd. 1 (*N.H. v. Anoka-Hennepin Sch. Dist. No. 11, 950 N.W.2d 553 (Minn. Ct. App. 2020)*) students shall have access to the restroom that corresponds to their gender identity asserted at school:

1. Any student who has a need or desire for increased privacy, regardless of the student's gender identity or expression, and regardless of the underlying reason for the student's need or desire for increased privacy, should be provided access to a single-user restroom.
2. No student shall be required to use a single-user restroom because they are transgender or gender-non-conforming.
3. The District shall work with each transgender and gender-non-conforming student to determine which restrooms are most comfortable for the student.
4. In no case shall any student be required to use a restroom that conflicts with the student's gender identity.

B. Locker Room Accessibility

Pursuant to Minn. Stat. 363A.13, subd. 1 (*N.H. v. Anoka-Hennepin Sch. Dist. No. 11, 950 N.W.2d 553 (Minn. Ct. App. 2020)*), the use of locker rooms by transgender and gender-non-conforming students shall be assessed on an individualized basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports and other school activities, ensuring the student's comfort, and minimizing stigmatization of the student.

1. Unless the student requests otherwise, transgender and gender-non-conforming students should have access to the locker room that corresponds to the student's gender identity asserted at school, like all other students.
2. Any student who has the need or desire for increased privacy, regardless of the student's gender identity or expression, and regardless of the underlying reason for the student's need or desire for increased privacy, should, if possible, be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a physical education instructor's office in or near the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to gender identity before or after other students).
3. Any alternative arrangement should be provided to protect the student's ability to keep the student's transgender or gender-non-conforming status confidential.
4. The District shall work with each gender-non-conforming student to determine which restrooms and locker room facilities are most comfortable for the student.
5. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

VI. PHYSICAL EDUCATION AND HEALTH EDUCATION CLASSES AND INTRAMURAL SPORTS

All students shall be permitted to participate in physical education classes, health education classes, and intramural sports and activities in a manner consistent with their gender identity.

VII. SCHOOL TRIPS

All students shall be permitted to participate in all school trips in a manner that corresponds with their gender identity. In planning school trips, staff is expected to assess the student's needs in collaboration with the student and/or the student's parent(s)/guardian(s) and make reasonable efforts to

provide an acceptable accommodation to the student. Accommodations will be discussed in advance of the trip on a case-by-case basis.

VIII. DRESS CODES

All students have the right to dress in a manner consistent with their gender identity or gender expression, at school and at school-sponsored functions. This includes, but is not limited to dances, after-school activities, and graduation.

IX. INTERSCHOLASTIC COMPETITIVE SPORTS TEAMS/ACTIVITIES

All students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Minnesota State High School League (MSHSL).

X. OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES

As a general matter, Duluth Public Schools will evaluate, on an ongoing basis, all gender-based activities, rules, policies, and practices, including but not limited to classroom activities, school ceremonies, yearbooks and school photos. Students will be permitted to participate in any such activities or conform to any such rule, guidelines, or practice consistent with their gender identity.

XI. DISCRIMINATION/HARASSMENT/BULLYING

It is the policy of the District to maintain a safe and supporting learning and educational environment that is free from harassment, intimidation, violence, and/or bullying and free from discrimination on account of gender, gender identity, and gender expression.

Complaints alleging discrimination or harassment based on a student's actual or perceived transgender status or gender non-conformity generally are to be handled in the same manner as sex discrimination, harassment or bullying complaints. For information about the types of conduct that constitute a violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413). For information about the types of conduct that constitute a violation of the school district's policy on bullying and the school district's procedures for addressing such complaints, refer to the school district's policy on bullying (Policy 514).

Legal References: Minn. Stat ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 121A.031 (Safe and Supportive Minnesota Schools Act)

Minn. Stat. § 121A.03, subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
20 U.S.C. § 1681 et seq. (Title IX)
20 U.S.C. § 1701 et seq. (Equal Educational Opportunities)

Cross References:

102 Equal Education Opportunity
413 Prohibiting Harassment and Violence
514 Bullying Prohibition
522 Title IX Student Sex Nondiscrimination
526 Hazing Prohibition
MSHSL Handbook
MSHSL ByLaws Duluth Public School District ISD #709

First Reading: 2.28.23
Second Reading:

541 GENDER INCLUSION

STATEMENT OF SUPPORT

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These Guidelines are supported by District Policy:
102 Equal Education Opportunity,
413 Prohibiting Harassment and Violence,
514 Bullying Prohibition,
522 Title IX Student Sex Nondiscrimination,
526 Hazing Prohibition

I. DEFINITIONS

The definitions contained in these Guidelines are not intended to label students, but rather to assist in understanding these Guidelines and the legal obligations of district staff. It is recognized that students might or might not use these terms to describe themselves.

"Gender" refers to the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.

"Gender Identity" is a person's deeply held sense or psychological knowledge of their own gender. A person's gender identity can be the same or different than the sex or gender assigned at birth.

"Sex Assigned at Birth" refers to the sex designation recorded on an infant's birth certificate should such a record be provided at birth.

"Gender Expression" refers to the manner in which a person represents or expresses that person's gender identity to others, often through behavior, clothing, hairstyles, activities, or mannerisms. Although transgender people typically seek to make their gender expression match their gender identity, rather than their sex assigned at birth, gender expression may or may not conform to a person's gender identity.

"Gender non-conforming" is an umbrella term that is used to describe individuals whose gender expression, gender identity, or gender role differs from gender norms associated with their sex assigned at birth. This term also includes people who identify outside of traditional gender categories or identify as both or several genders. Other terms that can have a similar meaning include "gender diverse," "gender expansive," "genderqueer," and "nonbinary."

"Transgender/Trans" describes people whose gender identity or expression is different from that traditionally associated with an assigned sex at birth. Transgender identity is not dependent on medical procedures or other physical changes.

"Transition" refers to the process in which transgender individuals begin asserting the sex that corresponds to their gender identity instead of the sex they were assigned at birth.

II. PRIVACY

All students have a right to privacy, including the right to keep private one's transgender or gender-non-conforming status at school. Transgender and gender-non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, how, and with whom to share private information, well as to determine what information will be shared.

Information about a student's transgender or gender-non-conforming status is classified as private data under state and federal law. School district personnel may only disclose a student's gender identity to other school district employees if they have a "need to know" the information in order to perform their job duties. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize school staff to disclose such information about the student.

A school district employee may not confirm or otherwise disclose a student's transgender status to the parents of other students in the school or community members.

III. OFFICIAL SCHOOL RECORDS

The school district is required to maintain a mandatory and permanent student record ("official record") that includes a student's legal name and gender. The school district will change a student's official record to reflect a change in legal name or gender upon receipt of documentation that such change has been made pursuant to a court order or other official government action.

At the request of a transgender or gender-non-conforming student in all grades, the District will use the student's preferred name, gender identity, and

preferred pronouns when referring to the student in education records. At the request of the parent/guardian of a transgender and/or gender-non-conforming student in any grade, the district will use the student's preferred name, gender identity, and preferred pronouns when referring to the student in education records.

IV. STUDENT NAMES, PRONOUNS, AND GENDER MARKERS

At the student's and/or parent's/guardian's request, a transgender and/or gender-non-conforming student in all grades has the right to be referred to at school by a name and pronouns that align with their gender identity. At the parent's/guardian's request, a transgender student in all grades has the right to be referred to at school by a name and pronouns that align with the student's gender identity. A court-ordered name change or official gender change is not required, and the parent/guardian or student is likewise not required to change the school's official records in order for the student to be addressed by the name and pronouns that correspond to the student's gender identity.

V. GENDER-SEGREGATED FACILITIES

All students shall have access to gendered facilities and school-sponsored programs that are consistent with the student's gender identity. This includes, but is not limited to, multi-stalled gendered restrooms, locker rooms, and school programs, trips, and athletic programs.

A. Restroom Accessibility

Pursuant to Minn. Stat. 363A.13, subd. 1 (*N.H. v. Anoka-Hennepin Sch. Dist. No. 11, 950 N.W.2d 553 (Minn. Ct. App. 2020)*) students shall have access to the restroom that corresponds to their gender identity asserted at school:

1. Any student who has a need or desire for increased privacy, regardless of the student's gender identity or expression, and regardless of the underlying reason for the student's need or desire for increased privacy, should be provided access to a single-user restroom.
2. No student shall be required to use a single-user restroom because they are transgender or gender-non-conforming.
3. The District shall work with each transgender and gender-non-conforming student to determine which restrooms are most comfortable for the student.
4. In no case shall any student be required to use a restroom that conflicts with the student's gender identity.

B. Locker Room Accessibility

Pursuant to Minn. Stat. 363A.13, subd. 1 (*N.H. v. Anoka-Hennepin Sch. Dist. No. 11, 950 N.W.2d 553 (Minn. Ct. App. 2020)*), the use of locker rooms by transgender and gender-non-conforming students shall be assessed on an individualized basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports and other school activities, ensuring the student's comfort, and minimizing stigmatization of the student.

1. Unless the student requests otherwise, transgender and gender-non-conforming students should have access to the locker room that corresponds to the student's gender identity asserted at school, like all other students.
2. Any student who has the need or desire for increased privacy, regardless of the student's gender identity or expression, and regardless of the underlying reason for the student's need or desire for increased privacy, should, if possible, be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a physical education instructor's office in or near the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to gender identity before or after other students).
3. Any alternative arrangement should be provided to protect the student's ability to keep the student's transgender or gender-non-conforming status confidential.
4. The District shall work with each gender-non-conforming student to determine which restrooms and locker room facilities are most comfortable for the student.
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VI. PHYSICAL EDUCATION AND HEALTH EDUCATION CLASSES AND INTRAMURAL SPORTS

All students shall be permitted to participate in physical education classes, health education classes, and intramural sports and activities in a manner consistent with their gender identity.

VII. SCHOOL TRIPS

All students shall be permitted to participate in all school trips in a manner that corresponds with their gender identity. In planning school trips, staff is expected to assess the student's needs in collaboration with the student and/or the student's parent(s)/guardian(s) and make reasonable efforts to provide an acceptable accommodation to the student. Accommodations will be discussed in advance of the trip on a case-by-case basis.

VIII. DRESS CODES

All students have the right to dress in a manner consistent with their gender identity or gender expression, at school and at school-sponsored functions. This includes, but is not limited to dances, after-school activities, and graduation.

IX. INTERSCHOLASTIC COMPETITIVE SPORTS TEAMS/ACTIVITIES

All students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Minnesota State High School League (MSHSL).

X. OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES

As a general matter, Duluth Public Schools will evaluate, on an ongoing basis, all gender-based activities, rules, policies, and practices, including but not limited to classroom activities, school ceremonies, yearbooks and school photos. Students will be permitted to participate in any such activities or conform to any such rule, guidelines, or practice consistent with their gender identity.

XI. DISCRIMINATION/HARASSMENT/BULLYING

It is the policy of the District to maintain a safe and supporting learning and educational environment that is free from harassment, intimidation, violence, and/or bullying and free from discrimination on account of gender, gender identity, and gender expression.

Complaints alleging discrimination or harassment based on a student's actual or perceived transgender status or gender non-conformity generally are to be handled in the same manner as sex discrimination, harassment or bullying complaints. For information about the types of conduct that constitute a violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413). For information about the types of conduct that constitute a violation of the school district's policy on bullying and the school district's procedures for addressing such complaints, refer to the school district's policy on bullying (Policy 514).

Legal References: Minn. Stat ch. 363A (Minnesota Human Rights Act)
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Cross References:

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First Reading:

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MSHSL Handbook

MSHSL ByLaws Duluth Public School District ISD #709

First Reading: 2.28.23

Second Reading:

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, March 7, 2023

Duluth East High School

301 N 40th Ave E

Duluth, MN 55804

4:30 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Action Items - Consent Agenda

1) Presentation Items Requiring Approval

a. Achievement and Integration Plan

Office of Education Equity Coordinator, Nathan Smith

2

2) Resolutions - None

3) Other Action Items - None

B. Informational Items

1) Presentations

a. CIT Update

Director of Assessment and Evaluation, Tawnyea Lake

42

b. Concurrence and Non-Concurrence

American Indian Education Coordinator, Binesiikwe

70

c. Rename Public School Stadium

Denfeld Alumni & Community Group, Timothy Doyle and Joe Vukelich

72

C. Other - None

4. ADJOURN

Achievement & Integration Plan Information and Presentation

What is the Achievement & Integration Program?

- This A&I program was established to:
 - Increase racial and economic integration
 - Reduce achievement disparities
 - Increase access to effective and diverse teachers
- 21-23 [Plan linked here](#) - also found on our district website
- 24-26 [Plan linked here](#) - once approved by MDE, will be available on district website
- No major changes in next program plan
 - *will share more about changes in upcoming slide
- Note: The Achievement & Integration Plan can be edited/updated at any time with approval from Minnesota Department of Education

How do districts get identified and receive revenue?

- **Racially Isolated (RI):** Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.
- **Adjoining:** District physically adjoins a racially isolated district.
- **Racially Identifiable School (RIS):** Enrollment of protected-class students at a school is more than 20 percent, compared to the number of protected-class students within the district (for the same grade levels served).
- **Voluntary:** District participates voluntarily when geographically feasible. Participation must be approved by the Minnesota Department of Education (MDE).

What is a racially identifiable school?

- When the difference of enrolled protected students at a school is more than 20 percent when compared to the district's average for students in the same grade levels, the school with the higher percentage is considered a racially identifiable school (RIS).

**Districts that are racially isolated or have a racially identifiable school are required to be in the A&I program.*

What does the phrase “protected class students” refer to?

- When determining which districts are eligible for this program, protected class students means students who self-report as being in one of the race and ethnicity categories used by school districts and MDE to track student enrollment. These categories are African/Black Americans, Asian/Pacific Americans, Chicano/Latino Americans, American Indian/Alaskan Native, and multi-racial.

Is Achievement and Integration revenue provided through a grant?

- Achievement and Integration revenue is not administered as a grant.
- It is a 70 percent aid, 30 percent levy appropriation.
- A&I aid payments are made to districts through the state's education IDEAS aid system.

How is A&I funding calculated?

$$\frac{\$350 \times \text{district's adjusted pupil units for the current year} \times \text{Ratio of district's enrollment of protected students (previous school year)}}{\text{Total Enrollment (previous school year)}}$$

What do districts need to spend funding on?

Strategies aligned with Minnesota Department of Education Achievement and Integration Program Goals:

- Increase racial and economic integration
- Reduce achievement disparities
- Increase access to effective and diverse teachers

Parameters for Achievement & Integration funding

- Alignment with Minnesota Department of Education Achievement and Integration goals
- Up to 80% Student Supports
- Up to 20% Professional Development
- Up to 10% Administrative Costs

A&I Plan Input

- Per state statute, the A / I plan developed through input from the community (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).
 - Community collaboration council
 - Education Equity Advisory Council
 - American Indian Parent Advisory Committee
 - Staff and families at Racially Identifiable School - Myers Wilkins Elementary School

Changes within the next A&I plan

- Adding 1 Integration Specialist and expanding direct student support of the Integration Specialist to all schools (total would now be 12)
 - New schools include: Homecroft Elementary, Lakewood Elementary, Lester Park Elementary, Stowe Elementary, Congdon Park Elementary and our district Residential schools: Arrowhead Academy, Chester Creek Academy, Merritt Creek Academy, Rockridge Academy as well as Arrowhead Regional Juvenile Correctional Center
- Changing Young Scholars Coordinator at Myers-Wilkins Elementary School to: Site Enrichment Coordinator and Young Scholars Program Facilitator
 - Young Scholars support changing from K-5 to K-2 to better align and collaborate with E-Squared @ Myers-Wilkins
 - Tier 1 grade level STEM support and manage STEM resources for Myers-Wilkins.
 - Explore, recruit and partner with community organizations, cultural experts and programs to provide Tier 1 and Tier 2 opportunities and enrichment experiences to classrooms and/or the whole site.
 - collaborate & coordinate with outside organizations and widely share enrichment opportunities/experiences on district website, social media, and expand social media presence to share enrichment opportunities at Myers-Wilkins with a goal to attract new families to Myers Wilkins and in turn, racially and economically desegregate the school
- Narrative strategy and programmatic alignment to district Multi-tiered system of support (MTSS) intervention model
- Updated Key Indicator of Progress (KIP) Goals to better align with narrative strategies and positions

Achievement & Integration

District Wide Strategies & Supports

- Coordinator - Office of Education Equity
- Administrative Assistant - Office of Education Equity
- 12 Integration Specialists - *Adding one position and expanding service to all sites*
- Social Emotional Learning Specialist
- Family Engagement Programming
- Ojibwe Language Teacher & Coordinator
- Office of Education Equity Recruitment & Retention program
- Office of Education Equity Professional Development program

Achievement & Integration

Strategies & Supports for Racially Identifiable School

Myers-Wilkins Elementary School

- Young Scholars Program- *Changing to Enrichment Coordinator & Young Scholars Program Facilitator*
- Social Emotional Learning Specialist
- Integration Specialist
- 3 Reading Interventionists (1 at Lowell to support Equitable Enrollment/School Choice)
- 1 Math Interventionist
- 2 KG classroom assistants
- Intervention Materials
- Professional Development
- In school learning opportunities and field trips
- Afterschool and summer school programming
- 2 Ojibwe Immersion classroom assistants (At Lowell to support Equitable Enrollment/School Choice)
- Equitable Enrollment Transportation Option - School Choice partnership for RIS and Lowell Elementary

Input/Thoughts/Reflections/Questions?

nathan.smith@isd709.org

218-336-8714

Achievement and Integration Plan July 1, 2023 to June 30, 2026

**District ISD# and Name: 709 Duluth Public
Schools**

Plan submitted by: Nathan Smith

Title: Office of Education Equity Coordinator

Phone: 218.336.8714

Email: nathan.smith@isd709.org

Superintendent: John Magas

Phone: 218.336.8752

Email: john.magas@isd709.org

**District Integration Status: Racially Identifiable
School**

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. Myers-Wilkins Elementary School

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: **John Magas**

Signature:

Date Signed: Enter date.

School Board Chair: **Jill Lofald**

Signature:

Date Signed: Enter date.

Plan Input

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

Multidistrict Collaboration Council: N/A

Community Collaboration Council for Racially Identifiable School(s): The Achievement and Integration Plan was developed through input and recommendations from the community collaboration councils of the Education Equity Advisory Council - EEAC - and the American Indian Parent Advisory Committee - AIPAC. Membership of both EEAC and AIPAC groups reasonably reflects the diversity of the Duluth Public Schools and Myers-Wilkins Elementary School (Racially Identifiable School). Both Advisory groups meet monthly throughout the academic school year as advisory committees to the Duluth Public Schools. The OEE Coordinator met with the entire American Indian Parent Advisory Committee at one of their monthly meetings to receive input and guidance on Achievement & Integration goals of: 1) Reducing Achievement Disparities amongst low income and protected class students, 2) Increasing access to effective and diverse staff, 3) Providing racial and economic integration opportunities 4) input on how to desegregate Myers-Wilkins Elementary school. The OEE Coordinator met with the entire Education Equity Advisory Committee at two of their monthly meetings to receive input and guidance on this Achievement & Integration plan. In order to provide specific input and recommendations for this plan, community input sessions were provided on different days and times to identify recommendations for goals and strategies to be implemented in this Achievement & Integration Plan. Due to the challenges of Covid, the RIS (Myers-Wilkins Elementary School) no longer has a Parent Advisory council so the district sent surveys, with the assistance of administration and staff, to all Myers-Wilkins families to provide input and recommendations to be implemented within this plan. The RIS (Myers-Wilkins Elementary School) also had a Work Group of over 25 staff, made up of Administration, Teachers, Interventionists, Social Workers, Special Education teachers and staff that met 3 times after school in person to provide input on the goals and strategies to be implemented as part of this plan. The district Teaching, Equity and Leadership team, as well as the Cabinet Plus team, both made up of district directors, coordinators, and leaders met to provide input and guidance on the goals and strategies within this plan. In conjunction with in-person sessions, GoogleForm surveys were shared with district administrative teams of Cabinet, Teaching, Learning and Equity, RIS (Myers-Wilkins Elementary School) Staff and families, current Office of Education Equity staff, Community Collaboration Council members of the EEAC (Education Equity Advisory Committee) and the AIPAC (the American Indian Parent Advisory Committee).

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Goal #1: By June 2023, increase the Consistent Attendance rates of the following Protected Class student groups enrolled in the Duluth Public Schools from 79.4% (2018-19 Baseline Data) to 82.4% in 2025-26.

*Official consistent attendance accountability data was not provided to school districts in 2021-2022. The most recent accurate baseline data is pre-pandemic from the 2018-2019 school year.

Aligns with the WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Integration Specialist Strategy #1

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases graduation rates. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases access to effective and diverse teachers. |
| <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. | |

Narrative description of this strategy. The Integration Specialist position is an integral part of the Duluth Public Schools' efforts in the areas of Cultural & Racial Integration, Increasing Graduation Rate and Drop-out Prevention, Academic Proficiency, and Family Engagement. There will be eleven (12) full-time Integration Specialists for the Duluth Public Schools working to support 8 elementary schools, 2 middle schools, 3 High Schools, District Treatment Centers and Residential School sites as well as Arrowhead Juvenile Center. Integration Specialists are representative of the racial and cultural makeup of our students and community.

Each Integration Specialist will serve a Roster of up to 35 students at their site(s) doing MTSS Tier 3 one on one check-ins in support of Attendance, Academics & Grades, Behavior, Goal Setting and College and Career Readiness. Rosters of students are developed utilizing data from MCA and Benchmark assessments, attendance rates, behavioral referrals, and staff/administrator referrals with an intention to support Achievement and Integration goal of reducing achievement disparities.

Integration Specialists will provide small group MTSS Tier 2 and 3 Interventions and enrichment support in the areas of Cultural Identity and/or Racial Identity - aligned with the areas of Identity Affirmation, Diversity, Justice, Action; Integrated Learning Lunch; MTSS Tier 2 or 3 academic, behavior and attendance support during WIN (What I Need intervention/enrichment time), facilitate regular WIN sessions on Racial Identity Development / Cultural Identity Development with identified students from Integration Specialist Roster. Integration Specialists will serve as a Liaison between home and school with a focus on Intentional Relationship Building with families/caregivers and will support diverse family engagement based on the identified needs of each site.

Integration Specialists at all site levels will provide supports and programming in: Culturally Responsive After School Programming; Culturally Responsive In-School Learning Opportunities; College and Career readiness goal setting and in person learning opportunities and experiences, both at the school, within the community and at colleges & universities, Personal Learning Plan (PLP) Development for each student on a Roster and quarterly PLP Monitoring of the Roster for all Interventions as well as academic success data points (Attendance, Grades, Tests) with a goal of Increased GPA/Standards Completion/FAST Test Scores; Increased Graduation Rates, Increased Student-to-Teacher Connections; Goal monitoring and Career & College Readiness access experiences and supports

Integration Specialists will provide at least 4 yearly Integrated Cultural Learning Opportunities, aligned with MTSS Tier 1 or 2 interventions/enrichments from at least 2 different Cultural Perspectives in Classrooms, Grade Levels, or Whole School Assemblies/Programs at their site to support Achievement and Integration goal of increased racial and economic integration.

The Integration Specialists will provide academic and cultural enrichment support to the students on their roster that are aligned with the Multi-Tiered System of Support (MTSS) Plan based on the identified needs of each school site. All Integration Specialists will be a member of school leadership teams, including, but not limited to: Student Support Team, Continuous Improvement Team, Problem Solving Team and Attendance team.

Integration Specialists will collaborate with students, families and staff to coordinate and facilitate the Office of Education Equity Family Engagement program.

Grade levels to be served: K-12

Location of services: Denfeld High School, Duluth East High School, ALC High School, Laura MacArthur Elementary School, Lincoln Park Middle School, Lowell Elementary School, Myers-Wilkins Elementary School, Ordean East Middle School, and Piedmont Elementary School, Congdon Park Elementary School, Homecroft Elementary School, Lester Park Elementary School, Stowe Elementary School and our district Residential schools: Arrowhead Academy, Chester Creek Academy, Merritt Creek Academy, Rockridge Academy and Arrowhead Juvenile Center

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
All Integration Specialists conduct a weekly WIN Session on Cultural Identity / Racial Identity or Academic Support for students on their roster, aligned with district and site Multi Tiered Systems of Support	80% of weeks	90% of weeks	100% of weeks
All Integration Specialists develop a Personal Learning Plan for each student on the Roster by October 1st and share with Coordinator of the Office of Education Equity, and Administrative team at their sites	100%	100%	100%
All Integration Specialists will prepare a Semester Report on each student on the Roster in the areas of Attendance, Grades, and Behavior and on the status of all program components based on the narrative description	100%	100%	100%
Consistent Attendance rate of African American students. 2018-19 baseline 57.1%	2% increase	2% increase	2% increase
Consistent Attendance rate of American Indian students. 2018-19 baseline 58.4%	2% increase	2% increase	2% increase
Four-year graduation rate of American Indian students. 2018-19 baseline 45.7%	2% increase	2% increase	2% increase
Four-year graduation rate of African American students. 2018-19 baseline 63.6%	2% increase	2% increase	2% increase
Four-year graduation rate of Two or More Races students. 2018-19 baseline 60.0%	2% increase	2% increase	2% increase
All Integration Specialists will do quarterly PLP monitoring for each student on the Roster and share updates with Coordinator of the Office of Education Equity, site Administrative team, student and their family/caregiver	100%	100%	100%
All Integration Specialists will provide academic, attendance and behavioral interventions aligned with the Multi-tiered systems of support plan at their site	Semester Report	Semester Report	Semester Report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Social Emotional Learning (SEL) Specialist Strategy #2

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

The Social Emotional Learning (SEL) Specialist (Certified School Counselor or Social Worker) will focus on the continued development and implementation of Social Emotional Learning program opportunities, Second Step programming at the elementary school level district wide and the continued implementation of SEB (Social, Emotional, Behavioral) MTSS structures district wide.

The SEL Specialist will provide district-wide programming and supports that include: Continued membership on a district team to determine/continue to develop culturally responsive resources for SEL opportunities and strategies across all grade levels, Ongoing efforts to ensure interventions through the MTSS SEB framework are culturally responsive and appropriate, fitting the needs of each student, and continued membership of a community engagement / district partnered subcommittee to advise on matters related to equity. The SEL Specialist will utilize culturally responsive strategies, resources, and materials in work with students and staff, and provide Tier 1 to SEL support for staff, assist in coordination of co-located mental health supports and provide Mental Health Crisis support to students as needed. The SEL Specialist will provide primary direct supports to Lowell Elementary School and other elementary schools as needed/identified included embedded SEL opportunities in classrooms grades K-5 through a schedule that provides meaningful, consistent learning opportunities; short-term Tier 1 extension opportunities as it pertains to SEL; Tier 1 Restorative Conflict Resolution as needed. The SEL Specialist will serve as Tier 1 lead on the school MTSS Social Emotional Behavior Team and provide guidance on Tier 2 SEB best practices; partner with families and community providers to address barriers related to attendance for protected class students; participate as coach of PBIS Team and participate on school attendance team; Continue partnership with community partners to increase access to supportive services for families (Kid’s Closet, Second Harvest Back Pack Program, etc

Location of services: Primarily Lowell Elementary School (equitable school choice partner school) and other elementary sites as needed/identified including Piedmont Elementary, Laura MacArthur Elementary, Stowe Elementary, Congdon Park, Lester Park Elementary, Lakewood Elementary, Homecroft Elementary

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The SEL Specialist will facilitate embedded SEL learning opportunities in K-5 classrooms	90% of K-5 classrooms	100% of K-5 classrooms	100% of K-5 classrooms
There will be a 10% reduction each year in the total number days of Out-of-School Suspension at each site.	10%	10%	10%
The SEL Specialist will provide SEL Professional Development opportunities for district staff.	2 sessions	2 sessions	2 sessions

There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at each site served by the SEL Specialist.	2%	2%	2%
The SEL Specialist will work with staff at Lowell Elementary to ensure all students who have participated in the MTSS process resulting in a special education evaluation have received evidenced based and culturally responsive interventions	100% of evaluations	100% of evaluations	100% of evaluations

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Family Engagement Program Strategy #4

Type of Strategy: Family engagement initiatives to increase student achievement.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Narrative description of this strategy. The Office of Education Equity Family Engagement program is designed to bring staff, parents, caregivers, students and the community together for the benefit of student achievement. The model is designed for parents and caregivers to gain access to district, school, and classroom resources, increase communication with school staff, increase staff understanding of cultural differences, as well as foster educational learning environments at home that assist students in academic achievement in school. At least 2 sessions of programming will be provided each semester for parents/caregivers and staff at Myers-Wilkins Elementary, Lowell Elementary, Laura MacArthur Elementary, Piedmont Elementary, Lincoln Park Middle School, Ordean East Middle School, Denfeld High School, Duluth East High School, Area Learning Center High School, Congdon Park Elementary, Lester Park Elementary, Homecroft Elementary, Lakewood Elementary and our Residential Treatment Schools: Arrowhead Academy, Chester Creek Academy, Merritt Creek Academy, Rockridge Academy. Training will also be provided for district staff on Family Engagement strategies, including sessions on home-visits, cultural considerations, and parent perspectives through parent-panels. Food and childcare and transportation support will be provided to increase access and participation from all communities.

Grade levels to be served: K-12

Location of services: Denfeld High School, Area Learning Center High School, Academic Excellence Online High School, Duluth East High School, Laura MacArthur Elementary School, Lincoln Park Middle School, Lowell Elementary School, Myers-Wilkins Elementary School, Ordean East Middle School, and Piedmont Elementary School, Lester Park Elementary, Homecroft Elementary, Lakewood Elementary and our Residential Treatment Schools: Arrowhead Academy, Chester Creek Academy, Merritt Creek Academy and Rockridge Academy

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
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Training will be provided for district staff on Family Engagement strategies	2 trainings annually	2 trainings annually	2 trainings annually
32 Caregivers and 12 staff attend each of the Family Engagement sessions provided each semester	80% attendance	90% attendance	90% attendance
Participants of Family Engagement sessions indicate greater connections to staff or families (depending on role) as a result of the sessions, as measured by surveys of participants.	80%	80%	80%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #2: By June 2026, increase the percentage of all high school students who enroll in a rigorous CITS (College In The Schools) course who are American Indian or Two or More Races with one being American Indian from 2.10% (2021-22 Baseline Data) to 6.10% 2025-26.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Integration

Middle & High School Ojibwe Language Teacher/Coordinator Strategy #6

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of this strategy. The High School Ojibwe Language Teacher/Coordinator position provides instruction in the American Indian language of Ojibwemowin online through the Academic Excellence Online High School. This teacher will provide quality instruction in the following courses: Ojibwemowin 1 and 2 in Year 1; an Ojibwemowin 1 & 2 & 3 CITS (College In The Schools) course during Year 2; and Ojibwemowin 1 & 2 & 3 CITS (College In The Schools) course during Year 3 with a goal to boost enrollment in Ojibwemowin 1 & 2 and provide retention support through student and family engagement to enroll students in Level 3 Ojibwemowin CITS through a partnership with Fond du Lac Tribal and Community College.

The High School Ojibwe Language Teacher/Coordinator will provide Ojibwemowin weekly WIN Enrichment sessions on Ojibwe language at Ordean East Middle School and Lincoln Park Middle School and East High School and Denfeld High School on a bi-weekly basis. The High School Ojibwe Language Teacher/Coordinator will facilitate the integration of Ojibwe Language programming provided for Duluth Public Schools high school students by working with School Counselors at both middle and high schools on the promotion of these courses by school staff, assisting with course registration, and reducing stereotypes and negative implicit bias towards indigenous languages on the viability of course offerings and the validity of indigenous languages as part of high school coursework. The High School Ojibwe Language Teacher/Coordinator will also promote and market Ojibwemowin language course offerings to schools and Indian Education programs throughout the state of Minnesota, with an intent to boost enrollment numbers to a level that would require ongoing district investment in this position (18 or more students per class). The High School Ojibwe Language Teacher/Coordinator will work with principals, administration and facilities across the district on Ojibwemowin Language translation signage across district buildings

The High School Ojibwe Language Teacher/Coordinator will provide students the opportunity to not only gain the often required 2 credits of World Language for college or university entrance, but also create the pathway for the implementation of a CITS (College in the Schools) course in Ojibwe Language in year 2 and 3 of this plan. This will increase college readiness and access to effective and diverse teachers, as well as increase the number of American Indian students enrolled in rigorous courses. Grade levels to be served: 6-12

Location of services: Direct student support at Denfeld High School, East High School, Ordean East Middle School, Lincoln Park Middle School and Ojibwe Language translation signage district wide.

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Semesterly reports on WIN session programming provided on Ojibwe Language at the middle schools and highschoools will assist in awareness and future enrollments in Ojibwe 1 classes	Semester Reports	Semester Reports	Semester Reports
Meetings with middle and high school Counselors on the importance of Ojibwe language classes and assurances of course offerings will be documented.	Semester Meetings	Semester Meetings	Semester Meetings
Documentation of secured agreements with area colleges and/or universities to offer an Ojibwe Language CITS course as a 3rd year of Ojibwe language learning. Agreements will be filed with the Office of Education Equity and Curriculum & Instruction Department.	Agreements Filed	Agreements Filed	Agreements Filed
Quarterly report on marketing/promotion of the Ojibwemowin course across districts and American Indian Education Departments with impact on enrollment noted within the report.	Quarterly Reports	Quarterly Reports	Quarterly Reports
By the 2026 school year, enrollment in CITS Ojibwemowin 3 will be at a level that requires distinct investment (18 students or more)	6 or more students enrolled in CITS	12 or more students enrolled in CITS	18 or more students enrolled in CITS

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #3: By June 2026, increase the four-year graduation rates of the following Protected Class student groups enrolled in the Duluth Public Schools from 53.6% (2021-2022 Baseline Data) to 59.6% in 2025-26.

Aligns with WBWF area: All students graduate from high school.

Goal type: Achievement Disparity

Integration Specialist Strategy #1

Family Engagement Program. Strategy #4

Goal #4: By June 2026, increase the racial diversity of the District Staff by from 5.3% to 8.3% to more closely reflect the racial diversity of the Duluth community.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

Recruitment & Retention Program. Strategy #3

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative description of this strategy. The focus of the Recruitment & Retention program is to assist in the racial diversification of our staff. This will be done through the following strategies: one session/quarterly for current Staff of Color to meet as an Affinity Group to discuss Climate dynamics and build a sense of community and networking for interested Staff of Color within the district (Retention); Provide Staff of Color with access to the Professional Development being offered each year; Provide additional support and resources for Staff of Color throughout a year (interracial conflict resolution, learning materials, presenters, trainings, etc.); Offer Mentorship to interested Staff of Color; OEE Coordinator provides training for Human Resource staff on Anti-Bias Training and Culturally Responsive Hiring strategies; Continue the development of a “Racial Diversity Recruitment Team” that assists in job postings, serves on screening/interview teams, attends job fairs and sets up recruitment table at diverse community events, such as Juneteenth Celebration and area Powwows - Office of Education Equity will contract with individuals and/or offer compensation for current Staff of Color to serve on the team to ensure a diverse team.

Grade levels to be served: K-12

Location of services: District Wide

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The District Recruitment and Retention Team is utilized in the hiring process of all Certified Staff positions (teaching).	20% of all positions posted	25% of all positions posted	30% of all positions posted
Retention sessions/Affinity Group gatherings are provided each quarter for current Staff of Color	4 sessions	4 sessions	4 sessions
Human Resources staff are trained annually on Culturally Responsive hiring practices and understanding implicit bias	90%	95%	100%
The District Recruitment and Retention Team is utilized in the hiring process of all Administrative positions (Principals, Coordinators, Directors, ect).	20%	25%	30%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #5: By June 2026, train at least 132 certified staff in the areas of Cultural Responsiveness, Understanding & Addressing Racism, Implicit Bias, and/or Strategies to Close Achievement Gaps through quality on-going Professional Development offerings.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

Professional Development Program Strategy #5

Type of Strategy: Professional development opportunities focused on academic achievement of all students

Narrative description of this strategy. The OEE Professional Development (PD) program will provide workshops, training, and resources for district staff designed to improve achievement of all students in the Duluth Public Schools and increase culturally responsive teaching and learning. The focus of PD provided for staff will be in the areas of Culturally Responsive Practices, Undoing Racism, Culturally Responsive Instruction & Curriculum Development and Integration, and Racial Identity Development. The primary PD provided will be the CARE Academy, which will provide a research-based PD opportunity for Certified Staff and Administrators of the district. The CARE Academy is based on the 2011 National Education Association CARE Report: Strategies for Closing Achievement Gaps. Sites will each send 4-12 staff each year (total of 44 staff grouped into 2 cohorts of 22). A new group of 44 certified staff each year will participate. The Office of Education Equity will provide 4 Full-Day Workshops + 4 hours of after-contract time to increase the understanding and implementation of strategies and content from the four areas of Culture, Abilities, Resilience, and Engagement. Follow-up sessions will be provided each year for participants who have completed the initial CARE Academy to continue opportunities for understanding and implementation. We will offer CEUs, Substitutes, Stipends, and/or Lane Change Credits for all participants. Participants will learn to transform their classrooms by integrating multiple aspects/activities of each area of CARE in their instruction, grading practices, and/or curriculum. This will lead to an increase in the level of culturally responsive teaching and learning in the classrooms and schools of the participants, which will lead to the reduction of achievement gaps for students in their classrooms and schools.

Grade levels to be served: K-12

Location of services: District-wide

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
44 certified staff will attend all sessions of the year-long CARE Academy	80% attendance	85% attendance	90% attendance

The Office of Education Equity will file an Annual Report on Professional Development to the Curriculum Department and Professional Development Coordinator	1 Report	1 Report	1 Report
Upon completion of the CARE Academy, all participants will complete an Implementation Plan for their following year of work and submit to the OEE Coordinator.	100% of Participants	100% of Participants	100% of Participants
By the 2024-2025 school year, the Professional Development CARE Academy program provided by the Office of Education Equity will be approved by state license board PELSBE for Cultural Competency relicensure hours	n/a	Documentation of PELSBE Approval	Documentation of PELSBE Approval

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

The Duluth Public Schools ISD #709 is a district with one Racially Identifiable School (RIS) site. The RIS within the Duluth Public Schools district is Myers-Wilkins Elementary. The Office of Education Equity strives to create and implement quality innovative programming to assist in reducing the percentage of Protected Class students enrolled at Myers-Wilkins Elementary and increase academic achievement rates. Input sessions and a needs assessment were done to align this plan with the district WBWF Plan to create efficiencies and eliminate duplicative programs and services.

Racially Identifiable School (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

RIS Goal # 1 By June 2026, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Reading accountability tests (MCA) will increase from 13.7% (2021-22 Baseline Data) to 19.7% in 2025-26.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Reading Interventionists RIS Strategy #1

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Reading Interventionists are skilled teachers, highly trained in Literacy instruction, that work within Myers-Wilkins and Lowell elementary schools with high concentrations of protected students to provide focused literacy interventions to students in grades Kindergarten to 5th grade who are identified within the “Strategic” or “Intensive” ranges of the MTSS (Tier 2), as measured by benchmark assessments. Reading Interventionists will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of literacy. There will be two full-time Reading Interventionists at Myers-Wilkins and one full-time at Lowell.

Grade levels to be served : K-5

Location of services: Lowell Elementary School and Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
2% Annual Increase in Reading Scores on FastBridge of American Indian students	2%	2%	2%
2% Annual Increase in Reading Scores on FastBridge of Black students	2%	2%	2%
2% Annual Increase in Reading Scores on FastBridge of Two or More Races students	2%	2%	2%
Documented evidence-based interventions implemented with fidelity and implemented with culturally responsive strategies through the use of Practice Profiles that are shared with RIS Principal, Elementary Education Director and Curriculum & Instruction Department.	1 Practice Profile for each Area	2 Practice Profiles for each Area	2 Practice Profiles for each Area

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Intervention Materials RIS Strategy #9

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Intervention learning materials for reading and math will be purchased to ensure the necessary intervention resources are available in the reading and math resource rooms and classrooms at Myers-Wilkins. Student academic achievement, confidence, cultural identity, racial identity, and self-esteem increase with the use of appropriately leveled culturally responsive reading and math materials. The research-based reading and math interventions that are being implemented at Myers-Wilkins School require leveled books, manipulative materials, and web-based programs for individual instruction and small groups. The materials purchased will be shared amongst interventionists and classroom teachers and are a vital part of a quality MTSS plan in the area of academics. Staff will utilize the *Reading Diversity LITE (Teacher’s Edition): A Tool for Selecting Diverse Texts* from Teaching Tolerance. The intervention materials will address diverse racial perspectives, as well as support the core and intervention Reading and Math curriculums used by the Duluth Public Schools allowing more students to learn at their own level and accelerate those in need of interventions through leveled texts of high interest to students through choice of materials.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
District-approved supplemental Reading Intervention Materials of high interest to students identified for an intervention will be identified and purchased. An annual report of these materials will be reported to the OEE Coordinator and the Director of Elementary Education and Curriculum and Instruction Department	1 Annual Report	1 Annual Report	1 Annual Report
District-approved supplemental Math Intervention Materials of high interest to students identified for an intervention will be identified and purchased. An annual report of these materials will be reported to the OEE Coordinator and the Director of Elementary Education and Curriculum and Instruction Department	1 Annual Report	1 Annual Report	1 Annual Report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

RIS Goal # 2 By June 2026, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Mathematics accountability tests (MCA) will increase from 6% (2021-22 Baseline Data) to 12% in 2025-26.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Math Interventionist RIS Strategy #6

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Math Interventionist is a skilled teacher, highly trained in Mathematics instruction that will work at Myers-Wilkins to provide focused math interventions to students in grades Kindergarten to 5th grade who are identified within the “Strategic” or “Intensive” ranges of the MTSS (Tier 2), as measured by benchmark assessments. The Math Interventionist will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of mathematics.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
2% Annual Increase in Math Scores on FastBridge of American Indian students	2%	2%	2%
2% Annual Increase in Math Scores on FastBridge of Black students	2%	2%	2%
2% Annual Increase in Math Scores on FastBridge of Two or More Races students	2%	2%	2%
Documented evidence-based interventions implemented with fidelity and implemented with culturally responsive strategies through the use of Practice Profiles that are shared with RIS Principal, OEE Coordinator and the Director of Elementary Education and Curriculum and Instruction Department	1 Practice Profile for each Area	2 Practice Profiles for each Area	2 Practice Profiles for each Area

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Intervention Materials RIS Strategy #9

RIS Goal # 3 By June 2023, increase the Consistent Attendance rates of Protected Class students enrolled at Myers-Wilkins Elementary from 55.5% (2018-19 Baseline Data) to 61.5% in 2024-26.

*Official consistent attendance accountability data was not provided to school districts in 2021-2022. The most recent accurate baseline data is pre-pandemic from the 2018-2019 school year.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Social Emotional Learning (SEL) Specialist RIS Strategy #7

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The full-time Social Emotional Learning Specialist (SEL Specialists are Certified School Counselors or Social Workers) at Myers-Wilkins will provide tiered intervention support aligned with the district and site MN MTSS (multi-tiered systems of support) intervention model including: Short-term Tier 1 small-group therapeutic counseling when identified, Tier 1 push-in Social Emotional Learning (SEL) opportunities across all classrooms and grade levels on a regular basis, Tier 1 Restorative Conflict Resolution supports when needed. The SEL Specialist will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. The position will serve as the lead staff member for SEL programming at Myers-Wilkins; The SEL Specialist will provide individual or small group Tier 1 check-ins with students throughout the day when identified for supplemental SEL support, Provide SEL support for Staff, serve on a site team for developing SEL spaces in the school and classrooms and a menu of strategies and options for movement breaks in the daily schedule, Coordinate Mental Health Referrals co-located therapy services within the Elementary site, and provide Mental Health Crisis support and assessment to students as needed The SEL Specialist will serve as Tier 1 lead on the school MTSS Social Emotional Behavior Team. The continued implementation of the SEL Specialist will aid in the goal areas of reduction in behavior referrals and suspensions, and increase in consistent attendance rates of all students.

The continued implementation of the SEL Specialist will aid in the goal areas of reduction in behavior referrals and suspensions, and increase in consistent attendance rates of all students.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

	Target 2024	Target 2025	Target 2026
List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.			

The SEL Specialist will provide embedded SEL classroom supports in K-5 classrooms.	100% of classrooms	100% of classrooms	100% of classrooms
There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at the RIS. The Administrative assistant within the Office of Education Equity will run a report through Infinite Campus and share with RIS principal, Coordinator of the Office of Education Equity and Director of Elementary Education	2%	2%	2%
SEL Specialist and RIS students will participate in a survey to measure the engagement level of lessons/activities/materials provided. Survey and results will be shared with the RIS Principal, Coordinator of Office of Education Equity and Director of Elementary Education	100% of students and staff surveyed at the end of May every year	100% of students and staff surveyed at the end of May every year	100% of students and staff surveyed at the end of May every year

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Kindergarten Instructional Assistants RIS Strategy #10

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Kindergarten Instructional Assistants for kindergarten classrooms will work to address early learning disparities in preschool access and kindergarten readiness measures. Kindergarten Instructional Assistants will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure kindergarten students are receiving necessary interventions to improve academic proficiency and school readiness. There will be two full-time Instructional Assistants at Myers-Wilkins to support the three kindergarten classrooms to assist with identified interventions.

Grade level to be served: Kindergarten

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at the RIS. The Administrative assistant within the Office of Education Equity will run a report through Infinite Campus and share with RIS principal, Coordinator of the Office of Education Equity and Director of Elementary Education	2%	2%	2%
Annual increase in Reading Scores of FASTBridge or other CBM by all students receiving instructional supports by moving up at least one achievement level (ex: Partially Meet to Meets, Does Not Meet to Partially Meeting) by Spring of each year, as measured by the district’s reading local benchmark assessments. A Kindergarten Literacy Report will be shared with the RIS Principal, Coordinator of Office of Education Equity and Director of Elementary Education in the Fall, Winter, and Spring.	Kindergarten Literacy Report	Kindergarten Literacy Report	Kindergarten Literacy Report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

After-School and Summer Programming RIS Strategy #4

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Summer School programming and After-School programming will provide the students at Myers-Wilkins culturally responsive, safe, nurturing, and enriching experiences designed to help build students’ academic, creative, and life skills. The programs are run and organized by the Myers-Wilkins Community School Collaborative (MWCSC) in collaboration with the Myers-Wilkins principal and staff. Intentional efforts will be made to ensure participation by Protected Class students in cooperation with RIS staff and MWCSC staff. The participation rates of Protected Class students will mirror the percentage of enrolled students at the RIS.. All of the types of programs offered will be focused on a connection to the school goals of academics, cultural and racial identity, school pride, engagement, and opportunity.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Semester Reports on After-School programming provided by RIS Community School Coordinator and shared with RIS principal, Coordinator of the Office of Education Equity and Director of Elementary Education	2 reports	2 reports	2 reports
Semester Reports on Participant Attendance Records that include information on all Protected Class groups will provided by RIS Community School Coordinator and shared with RIS principal, Coordinator of the Office of Education Equity and Director of Elementary Education	2 reports	2 reports	2 reports

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Site Enrichment Coordinator and Young Scholars Program Facilitator RIS Strategy #11

RIS Goal # 4 By June 2026, decrease the percentage of Protected Class students in grades K-5 enrolled at Myers-Wilkins Elementary from 58.7% in 2021-22 to 52.7% in 2025-26.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Integration

Ojibwe Immersion Classroom Assistants RIS Strategy #2

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Immersion Classroom Assistant position is a vital part of the success of any World Language Immersion Program. These positions will assist the teachers and other staff in the implementation of the Ojibwe Language Immersion classroom. The Ojibwe Immersion Program at Lowell Elementary School will continue to serve dual purposes in the area of achievement and integration. Research on immersion education programs around the country shows increased academic performance amongst students enrolled in Language Immersion programs. In the area of integration, American Indian families in the Duluth School District have indicated the need for Ojibwe Immersion programming in the Duluth Public Schools. Myers-Wilkins Elementary (RIS) has the highest population of American Indian students in the district. Through the collaboration between Lowell Elementary and Myers-Wilkins Elementary (RIS), the Ojibwe Immersion program will be one of the strategies implemented to decrease racial and economic enrollment disparities at the RIS. Steps will be taken to ensure equitable access to educational resources and programming, including bus transportation between the attendance areas with a priority given to students within the RIS attendance area to attend Lowell Elementary, which is outside their attendance area.

Grade levels to be served: K-5

Location of services: Lowell Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Attendance rates of Misaabekong students	90%	90%	90%
The percentage of American Indian students attending Misaabekong from the Myers-Wilkins attendance area will increase.	2% increase per year	2% increase per year	2% increase per year
The percentage of Misaabekong families reporting increased connection to the program and school on the Misaabekong Annual Family Survey will be 80% or greater. Survey distributed by Misaabekong Coordinator and shared with Lowell principal, RIS (Myers-Wilkins) principal, Coordinator of Office of Education and Director of Elementary Education	80%	80%	80%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

In-school Learning Opportunities and Field Trips RIS Strategy #3

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. As part of the integration efforts at Myers-Wilkins, staff will provide the students with hands-on learning opportunities and experiences that will connect directly with the curriculum and service learning opportunities within their community. Some of the learning activities will include trips to out-of-school learning centers. Representatives from these learning centers will also be invited into Myers-Wilkins classrooms. Myers-Wilkins will hold Family Nights to help connect the content and learning within the school setting with the families of the students. These learning opportunities will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. All family nights will be free, with transportation provided for those who need it.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
An annual report written by the Site Enrichment Coordinator & Young Scholars Program Facilitator of all In-school Learning Opportunities, Field-Trips, and Family Nights will be submitted to the OEE Coordinator and Director of Elementary Education and RIS principal.	Annual Report	Annual Report	Annual Report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Equitable Enrollment Option Transportation RIS Strategy #8

Type of Strategy: Innovative and integrated pre-K-12 learning environments. *If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. In order to ensure equitable access to school enrollment choices being offered to families in the RIS attendance area and to allow greater access to the RIS for White, Non-FRP families in the Lowell attendance area, busing transportation routes will be provided between attendance areas of the RIS (Myers-Wilkins) and the neighboring collaboration site of Lowell Elementary. There will be a priority status for Protected Class students in the RIS attendance area to attend Lowell, which is outside their attendance area.

Implementation monitoring for years 1-3 determined the opportunity for this strategy to be improved. In order to maximize awareness of the equitable access enrollment option for students, the Office of Education Equity will offer and promote this school enrollment choice to 100% of protected class student families at the RIS-Myers-Wilkins Elementary School. Monitoring the effectiveness of intentional promotion to Protected Class Students in reducing the percentage of Protected Class students enrolled at the RIS will be completed annually..

Grade levels to be served: Pre-K - 5

Location of services: Lowell Elementary School and Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Annual Report that includes information from the Transportation Department on the percentage of Protected Class students that access and utilize the Busing Option for Equitable Enrollment Options, as well as information on the total number and percentage of Protected Class students attending the RIS and Lowell as Transfer students.	Annual Report	Annual Report	Annual Report
An annual Equitable Enrollment Option Survey will be developed and conducted with transfer families attending outside their attendance area as part of this strategy to determine implementation levels and effectiveness. The Office of Education Equity administrative assistant will develop and share with families	By November 1st	By November 1st	By November 1st
Information on this Equitable Enrollment Option will be shared annually with all families of incoming kindergarten students at both sites by site principal.	Letter shared at Kindergarten Round-up	Letter shared at Kindergarten Round-up	Letter shared at Kindergarten Round-up
The Office of Education Equity will offer and promote this school enrollment choice to 100% of protected class student families at the RIS-Myers-Wilkins Elementary School	100% of Protected class students at RIS	100% of Protected class students at RIS	100% of Protected class students at RIS

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Site Enrichment Coordinator & Young Scholars Program Facilitator RIS Strategy #11

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Site Enrichment Coordinator and Young Scholars Program Facilitator will provide specific gifted & talented learning opportunities for accelerated academic growth for identified students K-3. RIS staff will utilize specific strategies to ensure equitable access, participation and representation for Protected Class students to better prepare them for academic success, especially in rigorous coursework at the secondary levels.

A 1.0 FTE Site Enrichment Coordinator and Young Scholars Program Facilitator (certified teacher) will continue to develop the program to be fully aligned with the Racially Identifiable Schools Multi System of support structure and provide quality Tier 2 gifted & talented learning opportunities for small groups of identified students and facilitate Tier 1 and Tier 2 enrichment experiences for classrooms and the entire school.

The Enrichment Coordinator and Young Scholars Program Facilitator will collaborate with district-level and site staff on the continued development and implementation of a K-3 Young Scholars program at Myers-Wilkins Elementary School. The Young Scholars Coordinator will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. The Enrichment Coordinator and Young Scholars Program Facilitator will provide specific gifted & talented learning opportunities for accelerated academic growth for identified K-3 Myers-Wilkins students and will work in collaboration with current gifted and talented staff E-squared program that serve students district-wide to ensure successful transition from K-2 Young Scholars Gifted and Talented program students to the grade 3-5 E-squared Gifted and Talented program.

The Enrichment Coordinator and Young Scholars Program Facilitator will provide Tier 1 grade level STEM support and manage STEM resources for Myers-Wilkins.

The Enrichment Coordinator and Young Scholars Program Facilitator will explore, recruit and partner with community organizations, cultural experts and programs to provide Tier 1 and Tier 2 opportunities and enrichment experiences to classrooms and/or the whole site.

The Enrichment Coordinator will work in collaboration and coordination with Integration Specialists, Social Workers, American Indian Education Staff, grade level/site teams and community resource staff that serve students at Myers-Wilkins. The Enrichment Coordinator will also collaborate & coordinate with outside organizations and widely share enrichment opportunities/experiences on district website, social media, and expand social media presence to share enrichment opportunities at RIS with a goal to attract new families to Myers Wilkins and in turn, racially and economically desegregate the school.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
An annual report that indicates the participation rates of Protected Class students in the Young Scholars Program. The participation rates will mirror the racial make-up of the RIS.	1 Annual Report	1 Annual Report	1 Annual Report
There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at the RIS.	2%	2%	2%

A quarterly report that indicates Enrichment opportunities that have been explored, identified and brought to Myers-Wilkins students. Report filed by Enrichment Coordinator and shared with RIS principal, Coordinator of Office of Education Equity and Director of Elementary Education	Quarterly report	Quarterly report	Quarterly report
A quarterly report highlighting enrichment experiences that have been shared with the community via email, newsletter, school website, social media, ect.	Quarterly report	Quarterly report	Quarterly report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

RIS Goal # 5 By June 2026, 80% of the RIS certified staff will participate annually in quality on-going Professional Development offerings in the areas of Cultural Responsiveness, Understanding & Addressing Racism, Implicit Bias, and/or Strategies to Close Achievement Gaps through quality on-going Professional Development offerings.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

RIS Professional Development RIS Strategy #5

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Professional Development (PD) program will provide access to workshops, training, and resources for district staff designed to improve achievement of all students and increase culturally responsive teaching and learning. The focus of PD provided for staff will be in the areas of Culturally Responsive Practices, Undoing Racism, Culturally Responsive Instruction & Curriculum Development and Integration, and Racial Identity Development. The Office of Education Equity will offer CEUs, Substitutes, Stipends, and/or Lane Change Credits for all participants. Participants will learn and practice strategies through Professional Development opportunities to transform their classrooms by integrating multiple strategies/activities in their instruction, grading practices, and/or curriculum. This will lead to an increase in the level of culturally responsive teaching and learning in the classrooms, which will lead to the reduction of achievement gaps for students.

Grade levels to be served: K-5

Location of services: Myers-Wilkins

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The RIS Principal will file an Annual Report on Professional Development that includes participation rates of certified staff participants to the Director of Elementary Education and Coordinator of the Office of Education Equity	100%	100%	100%
Upon completion of PD opportunities, all participants will complete an Implementation Plan for the current or following year of work and submit to the RIS Principal, Director of Elementary Education and Coordinator of the Office of Education Equity	80%	90%	100%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

The Duluth Public Schools ISD #709 is a district with one Racially Identifiable School (RIS) site. The RIS within the Duluth Public Schools district is Myers-Wilkins Elementary. The Office of Education Equity strives to create and implement quality innovative programming to assist in reducing the percentage of Protected Class students enrolled at Myers-Wilkins Elementary and increase academic achievement rates. Community, district and RIS Input sessions and needs assessment were done to align this plan with the district WBWF Plan to create efficiencies and eliminate duplicative programs and services.

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
Congdon	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 <ul style="list-style-type: none"> ● Clearly identify and post school-wide rules and expectations ● Teach skills needed to follow school-wide rules and meet expectations ● Develop procedures to address behaviors that interfere with academic and social success 	By Spring of 2023, the percentage of all students on out-of-school suspension will decrease by 20% as measured by Infinite Campus reporting data.
Homecroft	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 <ul style="list-style-type: none"> ● Clearly identify, post, and reward school-wide rules and expectations ● Teach skills needed to follow school-wide rules and meet expectations ● Develop procedures to address behaviors that interfere with academic and social success 	By Spring of 2025, we will reduce the average number of monthly behavior referrals from 10 per month to 8 per month. This is a 20% reduction per year from 2023-2025, or a 7.2% reduction per month.
Lakewood	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop and implement tiered model of support for behavior and attendance	By Spring of 2025, we will reduce the percentage of students who are chronically absent from 21.3% to 15%. This reflects a 6.3% reduction each year.
Laura MacArthur	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Increase staff knowledge of PBIS tools and systems	By June 2023, Laura MacArthur Elementary will improve our school wide fidelity of PBIS based on our Fall 2022 TFI staff survey.
Lester Park	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 <ul style="list-style-type: none"> ● Clearly identify, post, and reward school-wide rules and expectations ● Teach skills needed to follow school-wide rules and meet expectations ● Develop procedures and identify strategies to address behaviors that interfere with academic and social success 	By Spring of 2025, we will reduce the average number of weekly behavior referrals/reports from 30 per week to 28 per week, as measured by the Lester Park Behavior Documentation/Referral Form. This is an approx. 5% reduction over 2 years.
Lowell and Lowell Spanish Immersion	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Implement Check In / Check Out <ul style="list-style-type: none"> ● Develop model (ensure cultural responsiveness), provide professional development, monitor program fidelity 	By Spring of 2025 we will reduce the number of KG & 1st grade ODRs (majors & minors) from 400 per year to 300 per year. This is a 25% reduction in documented behaviors over the course of the school year.
Myers-Wilkins	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Create a tiered system of schoolwide support to improve attendance by proactively identifying and responding to attendance barriers	By Spring of 2023, the percentage of all students meeting the consistent school attendance threshold as defined by the Minnesota Department of Education will increase from 81.06% to 92% as measured by Infinite Campus reporting data.

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
Piedmont	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 <ul style="list-style-type: none"> ● Clearly identify, post, and reward school-wide rules and expectations ● Teach and reteach skills needed to follow school-wide rules and meet expectations ● Develop procedures to address behaviors that interfere with academic and social success 	By Spring of 2025, we will reduce the number of OSS days from 104 days in 2021-2022 to 52 days. This reflects a 50% reduction in missed days.
Stowe	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 <ul style="list-style-type: none"> ● Create a team to focus on tiered response system ● Clearly define and implement school-wide rules and expectations ● Encourage families to participate in school activities/functions, and school improvement process 	By Spring of 2025, the chronic absenteeism rate of 45.67% will decrease to 25% as measured by chronic absenteeism rate report.
Ordean East	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 <ul style="list-style-type: none"> ● Clearly identify, post, and reward school-wide rules and expectations ● Teach skills needed to follow school-wide rules and meet expectations ● Develop procedures and identify strategies to address behaviors that interfere with academic and social success ● Implement and track positive communication with families (positive behavior reports) 	From Fall of 2022 to Spring of 2025, the percentage of students without an ODR will be maintained at a rate of 90% or higher as measured monthly.
Lincoln Park	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 <ul style="list-style-type: none"> ● Increase ways to positively recognize students ● Continue focus on positive relationships - add culturally responsive practices ● Increase authentic stakeholder engagement ● Improve data review processes 	Reduce the number of unexcused absences from the first semester of the 2022-2023 school year to the second semester of the 2022-2023 school year by 2 percent. Specifically, we will decrease 18,640 periods missed to 18,267.

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
Denfeld	<p>Develop and Implement Multi-Tiered System and Supports – Social, Emotional, Behavioral Focus: Finish implementation of Tier 1 and continue to implement Tier 2 interventions to support students’ coping skills.</p> <ul style="list-style-type: none"> ● Define behaviors that interfere with academic and social success and develop a procedure for how they will be managed ● Teach all students academic, behavioral, and social expectations as well as the skills needed to meet those expectations ● Develop and implement policies and procedures that are proactive, instructive, and/or restorative ● Consistently implement Tier 1 classroom procedures school-wide 	<p>The percentage of students who report feeling unsafe on the annual PBIS Climate Survey at Denfeld will decrease from 43% at the end of the 2021-22 to 10% or less by the end of the 2024-25 school year.</p>
East	<p>Develop and Implement Multi-Tiered System and Supports – Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1</p> <ul style="list-style-type: none"> ● Clearly identify, post, and teach school-wide rules and expectations ● Utilize restorative practices for every major referral where harm is done ● Improve data use and review practices ● Develop procedures and identify strategies to address behaviors that interfere with academic and social success 	<p>By Spring of 2025, we will increase the out-of-class safety rating from 1.93 to 2.32, as measured by the PBIS Climate Survey. This reflects a 20% increase in the general feeling of safety outside of the classroom at East High School.</p>
ALC	<p>Minnesota Early Indicator and Response System (MEIRS 2.0). Focus: Build and improve systems that will support:</p> <ul style="list-style-type: none"> ● Analyzing data and matching students’ needs to interventions ● Communicating with stakeholders ● Coordinating with high school counselors ● Increasing opportunities and removing barriers to credit accrual 	<p>The percentage of credits earned per semester (earned/attempted) will increase from 61.5% to at least 75% by June 2023 as measured by semester final grades.</p> <p>The ALC will increase the percentage of on-time, seat-based, 4-year graduates, increasing the total from 15% to 30% by the end of the 2022-2023 school year.</p>
Treatment	<p>Develop and Implement Multi-Tiered System and Supports – Social, Emotional, Behavioral Focus: Implement daily behavior sheets for each student across all sites</p>	<p>Over a 90 day period students will increase positive, appropriate behaviors with at least 20% gain based on the first two weeks of data collected on the behavior sheets.</p>

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
Congdon	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 reading by: <ul style="list-style-type: none"> ● Incorporating essential practices into the literacy block ● Focusing on protecting and enhancing core instruction for all students ● Ensuring there is adequate time for small group instruction daily. ● Providing small group and individual instruction, using a variety of grouping strategies 	By Spring 2023, all Congdon Park students will increase reading proficiency by the target rate increase necessary to be on track to meet the state's goal of 90% proficiency by 2025. This goal will be measured using all accountability tests (MCA & MTAS). Specifically, reading proficiency will increase from 77.0% to 90% by 2025.
Homecroft	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 reading by aligning instruction to meet the rigor and level descriptors as defined by the MN academic benchmark/standard(s).	By 2025 the achievement gap for F&R students in the area of reading will increase from 39.3% in 2022 to 58.8% as measured by the MCA. By 2025 the achievement gap for Special Education students in the area of Reading will increase from 34.8% in 2022 to 58.8% as measured by the MCA.
Lakewood	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 reading by: <ul style="list-style-type: none"> ● Incorporating WIN (What I Need) time into each classroom schedule ● Providing daily small group classroom interventions in reading 	By Spring 2023 the percentage of Lakewood students who are on track in reading will increase from 66% (fall 2022) to 70%, as measured by FASTBridge screening assessments.
Laura MacArthur	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 reading instruction. All elementary teachers will utilize the 4 identified questions to provide standards aligned core instruction by clearly defining: <ul style="list-style-type: none"> ● What do all students need to know, understand, and be able to do? ● How will we know when they have learned it? ● How will we respond when they don't learn? ● How will we respond when they already know it? 	By spring 2023, Laura MacArthur Elementary will increase reading proficiency for all elementary students from 21.8% percentage points to 44.5 % as measured by the MCA-III statewide assessment.
Lester Park	Implement SEL with fidelity and embed it in daily practice. <ul style="list-style-type: none"> ● Develop pacing guide and scope and sequence for Second Step ● Provide professional development and optional coaching on embedded SEL, relationship building strategies, restorative chats, etc. 	By Spring of 2025, we will increase our overall Reading MCA-III score from 79.7% proficiency to 85% proficiency. 85% was our highest overall Reading proficiency level pre-Covid.

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
Lowell and Lowell Spanish Immersion	Develop and Implement Multi-Tiered System and Supports – Academic Focus: Strengthen/improve Tier 1 reading instruction. We will ensure all students are receiving solid explicit instruction during literacy lessons in both whole group and small group.	Lowell: By Spring of 2025, 62% of Lowell students will meet or exceed standards on the Reading MCA. This is a net gain of 12 percentage points per year. Lowell SI: By Spring 2025, 70% of Lowell SI students will meet or exceed standards on the Reading MCA. This is annual growth of 5 percentage points per year.
Myers-Wilkins	Develop and Implement Multi-Tiered System and Supports – Academic Focus: Strengthen/improve Tier 1 reading instruction. Specifically, incorporate essential practices into the literacy block, focusing on protecting and enhancing core instruction for all students to ensure there is adequate time for small group instruction daily.	By Spring of 2023, the reading proficiency for all students will increase from 35.7% to 44.7% as measured by MCA and MTAS (All Accountability Tests). The reading proficiency for students receiving special education services will increase from 31.7% to 40.7% and the number of students receiving free and reduced price meals will increase from 28.2% to 37.2% as measured by MCA and MTAS (All Accountability Tests).
Piedmont	Develop and Implement Multi-Tiered System and Supports – Academic Focus: Strengthen/improve Tier 1 reading instruction. All students in grades K-5 will receive: <ul style="list-style-type: none"> ● Whole group core instruction in grade level ELA standards ● Class-wide reading interventions ● Targeted small group instruction in reading 	By spring of 2025, the percentage of all tested 3rd-5th grade students who meet or exceed standards in reading will increase from 39.7% in 2022 to 51.5% as measured by the annual state accountability assessments (MCA + MTAS.) This will bring us to our pre-pandemic level.
Stowe	Develop and Implement Multi-Tiered System and Supports – Academic Focus: Strengthen/improve Tier 1 reading instruction through the use of class-wide interventions. Examples of interventions include: <ul style="list-style-type: none"> ● Teach students to decode words, analyze word parts, and recognize words (K-3) ● Develop awareness of the segments of the sounds in speech and how they link to letters (K-3) ● Build student decoding skills so they can read complex multisyllabic words (4-5) ● Provide purposeful fluency building activities (4-5) 	By Spring of 2025, the overall reading proficiency for all students (42.1%) will increase to 70% as measured by Spring state accountability assessments (MCA/MTASS). This means that we need to increase by 9% each year to remain on track with our goal. By Spring of 2025, the overall reading proficiency for special education (15%) will increase to 70% as measured by Spring state accountability assessments (MCA/MTAS). This means that we need to increase by 18.3% each year to remain on track with our goal. By Spring of 2025, the overall reading proficiency for free/reduced price lunch (31.1%) will increase to 70% as measured by Spring state accountability assessments (MCA/MTAS). This means that we need to increase by 13.0% each year to remain on track with our goal.
Ordean East	Develop and Implement Multi-Tiered Systems of Support – Academic Focus: Strengthen/improve systems that support Tier 1 <ul style="list-style-type: none"> ● Develop school-wide data team structures, grade level and content area structures, define membership and calendars ● Identify PLC priorities and focus 	By Spring 2023, all student groups will increase reading proficiency to make progress toward the state’s goal of 85% proficiency by 2025. This goal will be measured using the statewide accountability assessments (All Accountability Tests - MCA + MTAS, All Students Tested); the results will be reviewed OEMS CIT using the attached scoring rubric . 480

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
	<ul style="list-style-type: none"> ● Increase parent engagement ● Identify a school wide strategy that can be implemented across content areas in the fall of 2023. 	
Lincoln Park	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 instruction by implementing school-wide literacy strategies including: <ul style="list-style-type: none"> ● Vocabulary Word Walls ● Annotating Text ● Cornell Note Taking ● Text Dependent Question Strategies ● Technology Tools to support speech to text and text to speech 	The percent of all students enrolled October 1 at Lincoln Park Middle School who Meet or Exceed on the Reading MCA will increase from 36.4% in 2021-2022 to 41.4% in the 2022-2023 school year.
Denfeld	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Complete implementation of Tier 1 PBIS. Continue to implement Tier 2 PBIS interventions and support to improve attendance. <ul style="list-style-type: none"> ● Consistently maintain, review and use accurate student attendance data for decision-making and progress monitoring ● Consistent implementation of multiple ongoing behavior support interventions matched to student need ● Develop and utilize student recognition system ● Implement and monitor trauma-informed and culturally responsive practices to promote student engagement 	The consistent attendance rate at Denfeld will increase from a four-year low of 41.75 in 2021-22 to 75% by the end of the 2024-25 school year.
East	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Implement Check & Connect (Tier 2 intervention) with fidelity	By 2025, the 4-year graduation rate for all students will be 90%, with no student group with a graduation rate below 85%.
AEO	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math by ensuring explicit systematic instruction <ul style="list-style-type: none"> ● Comprehensively embed explicit systematic instruction into each math course ● Develop a process map to identify students who need to be tested 	By Spring of 2023, we will increase student performance to 35% (current state average) passing the Math MCA.
ALC	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Implement Check & Connect (Tier 2 intervention) with fidelity	By the end of the 2022-2023 school year, the ALC will increase the percentage of on-time, seat-based, 4-year graduates from 15% to 30%.

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
Treatment	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 reading instruction	By spring of 2023, the percentage of students who are enrolled in 90 days or more who make more than 1 grade level gain in reading will increase from 38% to 45%.

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
Congdon	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math instruction by: <ul style="list-style-type: none"> ● Protecting and enhancing core instruction for all students ● Ensuring there is adequate time for small group instruction daily ● Providing explicit math instruction (vocabulary) 	By Spring 2023 , all Congdon Park students will increase math proficiency by the target rate increase necessary to be on track to meet the state's goal of 90% proficiency by 2025. This goal will be measured using all accountability tests (MCA % MTAS). Specifically, math proficiency will increase from 74.10% currently (all students) to 90% by 2025.
Homecroft	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math by aligning instruction to meet the rigor and level descriptors as defined by the MN academic benchmark/standard(s).	By 2025 the achievement gap for F&R students in the area of math will increase from 53.6% in 2022 to 54.1% as measured by the MCA. By 2025 the achievement gap for Special Education students in the area of Math will increase from 43.5% in 2022 to 54.1% as measured by the MCA.
Laura MacArthur	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Decrease chronic absenteeism. Provide support and resources to address: <ul style="list-style-type: none"> ● Individual factors that contribute to absences such as low self-esteem, school anxiety, social skills, or medical conditions ● Familial factors such as discipline, parental support, or poverty ● School factors such as attendance policies, teacher/student relationships, and bullying 	By June 2023, Laura MacArthur Elementary will improve consistent attendance as reported by the Northstar report from 63.7% to 72.7%
Lowell and Lowell Spanish Immersion	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math instruction. Ensure all students receive daily explicit instruction in math vocabulary.	Lowell: By Spring of 2025, 65% of Lowell students will meet or exceed standards on the Math MCA. Lowell SI: By Spring of 2025, 70% of Lowell SI students will meet or exceed standards on the Math MCA.
Myers-Wilkins	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math instruction. Specifically, incorporate essential practices into the mathematical block focusing on protecting and enhancing core instruction for all students to ensure there is adequate time for small group instruction daily.	By Spring of 2023, the math proficiency for all students will increase from 18.2% to 30.2% as measured by MCA and MTAS (All Accountability Tests). The math proficiency for students receiving special education services will increase from 17.9% to 30.9% and the number of students receiving free and reduced price meals will increase from 12.9% to 27.9% as measured by MCA and MTAS (All Accountability Tests).
Piedmont	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math instruction. All students in grades K-5 will receive: <ul style="list-style-type: none"> ● Whole group core instruction in grade-level math standards 	By spring of 2025, the percentage of all tested 3rd-5th grade students who meet or exceed standards in math will increase from 52.3% in 2022 to 62.3% as measured by the annual state accountability assessments (MCA + MTAS.)

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
	<ul style="list-style-type: none"> ● Class-wide reading interventions ● Targeted small group instruction in math 	
Stowe	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math instruction through the use of class-wide interventions.	By Spring of 2025, the overall math proficiency for all students (39.8%) will increase to 70% as measured by Spring state accountability assessments (MCA/MTAS).

DULUTH PUBLIC SCHOOLS

CONTINUOUS IMPROVEMENT TEAMS INITIATIVE UPDATE

Committee of the Whole Meeting
March 7, 2023

Tawnyea Lake, PhD, NCSP
Director of Assessment and Evaluation

FOOD FOR THOUGHT...

“Every system is perfectly designed to get the results that it gets.”

-W. Edwards Deming

PRESENTATION OVERVIEW

Background and Context

- History of CITs in the Duluth Public Schools
- CIT Overview: The Who, What, Why, How

Status Update: School Improvement Plans

- SIP Overview
- School Plans At-A-Glance
- Meet the Principals

Questions?

WHERE WE'VE BEEN

Key Milestones - Pre-2021

- Spring 2016 - Shared vision with principals, gathered feedback
- Summer 2016 - Provided all schools with predictable funding to support CIT membership
- Fall 2016 - Fall 2018 - Teams received training and support
- January 2018 - District experienced deep mid-year budget cuts, funding for initiative was eliminated

WHERE WE'VE BEEN

Primary Foci of 2021-2022: Developed infrastructure, updated processes and procedures

Key Milestones

- Re-committed to CIT structure/initiative
- Identified new leader of initiative
- Renewed partnerships with Regional Center of Excellence (RCE)
- Updated processes and procedures to align with RCE and MN Dept of Ed (MDE) expectations and timelines

WHERE WE'VE BEEN

Key Milestones (cont.)

- Developed tools and resources to support the initiative launch (ex: [22-23 Updated CIT Handbook](#))
- Communicated with principals updates and proposed roadmap
- Provided funding to support additional CIT members
- Assessed needs of leadership teams using pre/post rubric
- Paused plan in Dec due to COVID and initiative overload
- Proposed new district leadership teaming structure to support school-level continuous improvement

WHERE WE ARE

Primary Focus of 2022-2023: Provide training and support on updated processes and procedures

Key Milestones

- Provide training and support on updated processes
- Monitor use of updated processes
- Gather feedback on training, processes, and support
- Prepare to make enhancements/improvements
- Continue to collaborate regularly with RCE staff

WHERE WE ARE GOING

Primary Focus of 2023 and beyond: Improve processes, obtain system-wide visible improvements in student achievement

Initiative Road Map:

[Action Card - Continuous Improvement Teams](#)

CITs: THE WHAT AND THE WHO

Purpose - The What

Continuous Improvement Teams (CITs) provide a leadership structure to improve student achievement.

Team Membership - The Who

Under Every Student Succeeds Act (ESSA), the district or charter—in partnership with stakeholders—must locally develop and implement a school improvement plan to improve student outcomes.

The Why - Why Now?

Our data suggests an urgent need to improve student outcomes. To do so, we will need to take a systems approach, working together to address the increasingly complex needs.

CITs: THE HOW

Three-Step School Improvement Process



Conduct a Comprehensive Needs Assessment

1

- Review Data
- Identify Root Cause
- Complete CNA Report

Develop a School Improvement Plan

2

- Select Strategy
- Set Goals
- Develop a Communication Plan
- Create an Action Plan
- Complete SIP Report

Implement, Monitor, Evaluate, and Refine the School Improvement Plan

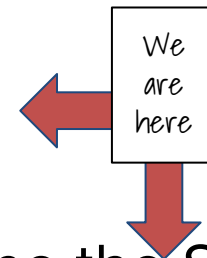
3

- Implement Action Plan
- Review Implementation Data & Make Adjustments
- Record Progress within the SIP

WHERE WE ARE IN THE PROCESS

Step 1: Conduct a Comprehensive Needs Assessment

Step 2: Develop a School Improvement Plan



Step 3: Implement, Monitor, Evaluate, and Refine the School Improvement Plan

- Implement action plan
- Monitor implementation of action plan, review data, make adjustments
- Record progress

Note: Although teams will be reviewing data and assessing needs on an ongoing basis, a full CNA is completed every 3 years in alignment with North Star Accountability identification cycle

THE SCHOOL IMPROVEMENT PLAN

What is it?

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

THE SCHOOL IMPROVEMENT PLAN

What's new? How is it different from previous years' school plans?

- Increased collaboration and tighter alignment with expectations from RCE and MDE
- Greater standardization in school improvement processes and expectations across schools
- Enhanced transparency - plans posted on schools' websites
- Ongoing guidance, support, and oversight of the processes

THE SCHOOL IMPROVEMENT PLAN

What's new? How is it different from previous years' school plans?

- Wider range of representatives on teams
- Improved consistency in coordination of strategies across the district (ex: MTSS SEB)
- Sharper focus - plans include no more than three strategies or evidence-based interventions to implement and monitor
- Heavier emphasis on monitoring the fidelity of the strategy
- Deeper commitment and follow-through - plans are written on a 3-year cycle (updated annually)

OVERVIEW OF SIPs ACROSS THE DISTRICT

District SIPs At-A-Glance

MEET THE PRINCIPALS

Introduce yourself (name and school)

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

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

QUESTIONS



FINAL THOUGHTS

"School improvement is not a mystery. Incremental, even dramatic improvement, is not only possible but probable under the right conditions."

-Michael Schmoker

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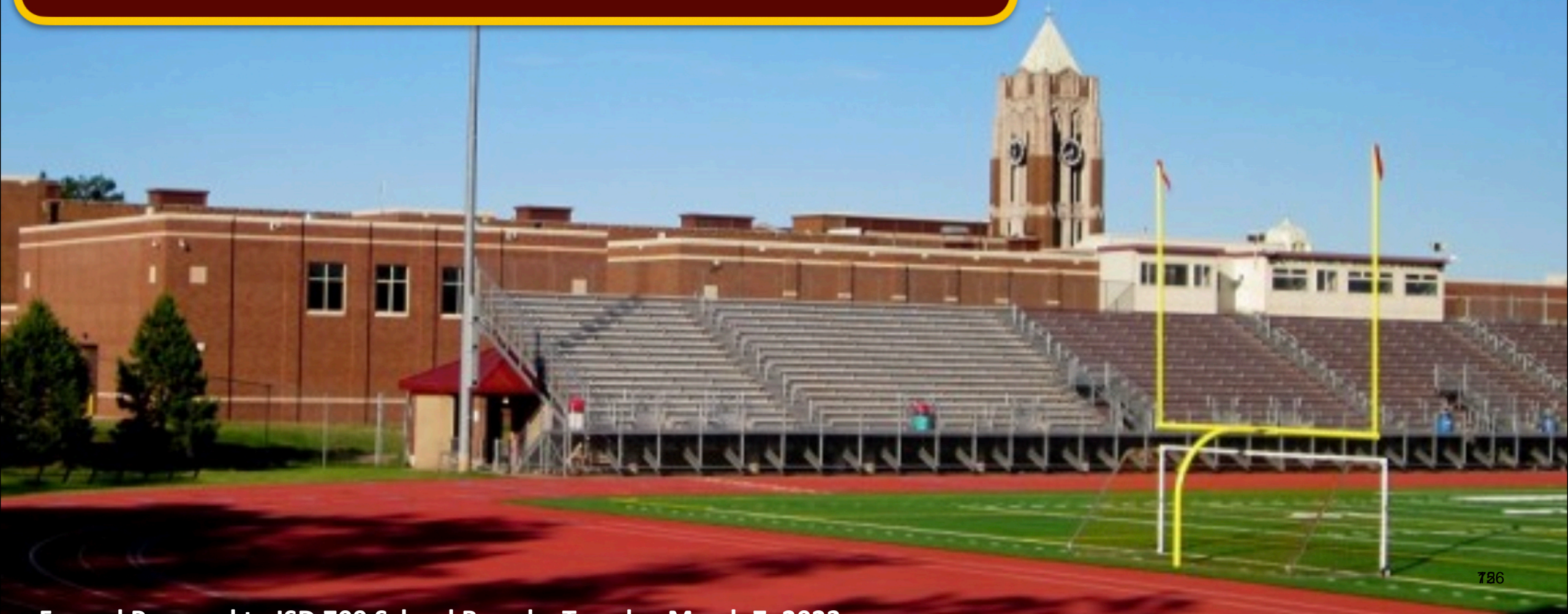


2022/23 RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS	RESPONSE to be developed by the school board (information provided from departments that own the work)
KINDERGARTEN READINESS	Increase the number of American Indian students/families in Early Childhood programs to be prepared and ready for Kindergarten. Increase knowledge of cultural differences/similarities of staff to have a safe beginning place for American Indian Students within DPS.	Lack of American Indian teachers/staff in the Early childhood level to provide ongoing culturally relevant support to families and students. (Approximately 2 known teachers of color.) Lack of culturally relevant curriculum district wide.	Oshki-Inwewin was implemented in the Fall of 2021-22 School year. We currently have 18 American Indian students participating in this program. We have 2 staff who Identify as American Indians working within Oshki-Inwewin. All students were top performers on our End of Year Assessments of 4 year olds. Students scored 100% in 4 out of 5 domains, including language and literacy. The fourth domain, approaches to learning, All students scored 90%.	Continue to train all staff on culturally inclusive strategies to ensure Early Childhood programs are providing Ojibwe language and culturally relevant programming. Look at hiring practices and recruitment with Headstart and Human Resources. Integrate culture and language throughout Headstart programs beyond Oshki-Inwewin.	
READ WELL BY GRADE THREE	Increase the number of American Indian students to reading at grade level by third grade. Increase culturally appropriate resources/references in the curriculum so our students see themselves in school/curriculum.	American Indian students still continue to score low on reading assessments. 2021-22 data shows that 23.1 % American Indian students are proficient in reading by 3rd grade.	Curriculum Department purchased books for the Misaabekong Ojibwe Immersion program. ELA content specialist selected indigenous-focused books that were tied to Wonders curriculum and distributed them to K-5 teachers. (Note: Some of those books were purchased by the AIE program)	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists and teachers/staff on culturally specific curriculum resources and provide those resources to teachers/students.	
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	American Indian students continue to score low on Math assessments. 2021-22 data shows that 12.9% American Indian students are proficient in Math.	AIE program coordinator will continue working with Elementary and Secondary Content Specialist and the staff development coordinator planning on-going opportunities for Math teachers and interventionists focused on Best Practices for American Indian students.	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists and teachers/staff on culturally specific curriculum resources and provide those resources to teachers/students.	
	Increase American Indian Student Achievement	American Indian students continue to score low on Reading assessments. 2021-22 data shows that 27.5 % American Indian students are proficient in Reading.	ELA specialist worked with the Coordinator of AIE and OEE to identify culturally appropriate books for teachers to utilize. Antibias training was done district-wide. DPS is working on providing classrooms with diverse classroom libraries. The Coordinator of AI Education has been a part of the process to choose books for Misaabekong classrooms.	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.	

	Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	American Indian-focused State Standards have been shared with Content Specialists. The Coordinator of AI Education has been working with Dale U on getting resources. Focusing on 2 content areas each year. We are continuing with Math and ELA and adding Science.	Continue the work of American Indian-focused State Standards implementation that began in 2018. Bring awareness to teachers through content area meetings on the American Indian-focused state standards and tie resources and training to teachers. Work with the AIHSL in this process, they are a great resource. - Science Content Specialist is working with Memegwesiiqweto create lessons to address American Indian-focused state standards. -Funding has been secured to provide classroom libraries to teachers that include culturally-responsive texts that will include American Indian literature. -The Curriculum Review and Adoption process has been revised to include more purposeful review and adoption of curriculum that is more representative and inclusive of American Indian students.	
GRADUATION	Raise Graduation rates for American Indian students	All students reach 85% graduation rate by 2020	American Indian students graduation rates for 201-22 are 45.16% (4 year) and 65.7 % (7 year)	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or culturally needs of American Indian Students. Focus on the culture of the school, if they feel safe and welcome at school they will attend and be more engaged. Provide Check & Connect to ALL AI students.	
OTHER ITEMS	Increase staff and student knowledge of American Indians original to the area.	Lack of cultural awareness and history of local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.	Science Standards: 3rd grade is implementing new science standards specifically to AI students. Misaabekong developing a modern classroom. Blair Powless has been working on a history and American Indian lessons that have been implemented into East High School last school year. He will continue to work with the other High Schools to implement the lessons. DPS has increased his contract hours and pays for the additional hours.	Provide an American Indian Curriculum Specialist or Instructional Coach.	

RENAMING PUBLIC SCHOOL STADIUM



PSS RENAMING COLLABORATIVE



TOM TUSKEN: Principal - Denfeld High School *Denfeld Class of 1990*

ISD 709 Educator 28 Years — Implemented BARR and Link Crew — Former DHS Football Coach



TOM PEARSON: AD - Denfeld High School *Duluth Central Class of 1986*

ISD 709 Educator 31 Years — Basketball Coach and AD at Duluth Central — Region 7AA Representative



JOE VUKELICH: Historian - Denfeld High School *Denfeld Class of 1977*

ISD 709 Educator 31 Years — Creator of Denfeld Alumni Association — Author "History of Denfeld"



ALANNA OSWALD: Dedicated School Board Member *Denfeld Class of 1991*

20+ Year Volunteer ISD 709 — Lifelong West Duluth Resident/Equity Advocate — 3rd of 4 Generations of DHS Hunters



TIM DOYLE: Western Duluth Community Advocate *Denfeld Class of 1995*

Creator of "Western Duluth Lens" — Past PTA President — Leader of Hockey Day MN (FSN / Wild) Duluth Event

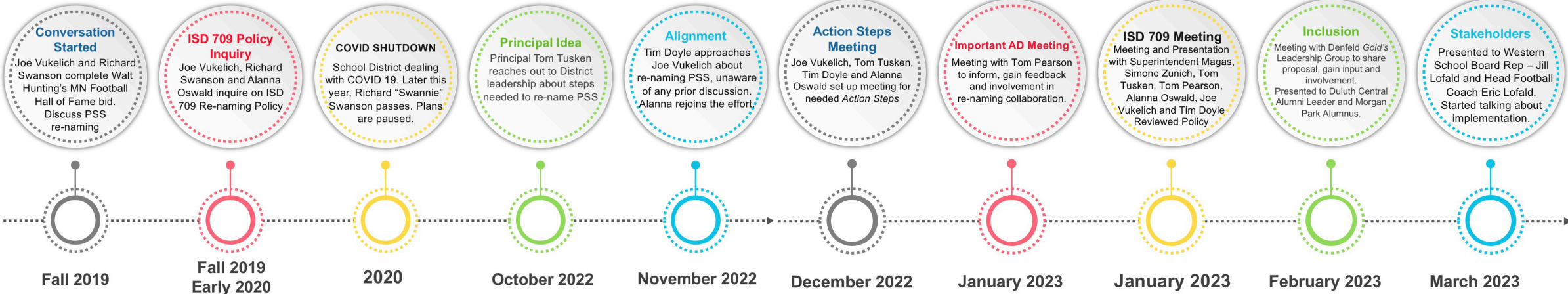


DENFELD "GOLDS" GROUP: Denfeld Student Leaders *Current Students*

Diverse Group of Student Leaders - Representatives of Student Population - Presented to and Surveyed

How We Navigated and Arrived Here

Several Years In The Making – Honorary Renaming of PSS



Objectives

HONORARY NAMING OF DENFELD'S STADIUM

Historic Public Schools Stadium

- Formalize “Walt Hunting Stadium” — “Marv Heikkinen Field”
- Highlight Commitment to PSS Heritage
- Next Action Steps and Timeline

Share High Likelihood of Corporate Sponsor

- Local Interest In Corporate / Sponsorship
- Recent Corporate Sponsors In Neighboring Communities
- Significant Opportunity - Capital Improvements

WALT HUNTING STADIUM



WALTER HUNTING

- Namesake of our Denfeld "Hunters"
- One of the greatest coaches in America from 1927 - 1955
- 14 City Titles / 6 Undefeated Teams / Winning 70%
- Author Prestigious "Athletic Journal" Magazine
- 5 State Championships (official and unofficial)
- Started African American RB in 1940's
- Walt Hunting Award - Top Denfeld Male Athlete
- World War I Veteran
- Inducted to Denfeld Hall of Fame 1966
- Inducted to MN Coaches Hall of Fame 2020
- Quote from 1952 Silver Anniversary Tribute

***"It isn't championships won that make Walt Hunting great.
Nobody could be associated with him and not be better for it"***

MARV HEIKKINEN FIELD




MARV HEIKKINEN

- Tied Hunting as All Time Winning Coach 1971-83
- Northern Minnesota Championship - 1975
- State Tournament Berths 1979 and 1982
- North Team Coach in 1976 MN All Star Game
- Greg Irons Award Winner 1992
- Boys Union Leader
- Fellowship of Christian Athletes Advisor
- Curriculum Innovator In Classroom
- Denfeld Hall of Fame Inductee 1996

HONORING PSS HERITAGE - FOUR PILLARS

**DENFELD
HIGH SCHOOL**



FOOTBALL

**DULUTH
CENTRAL
TROJANS**




1892-2011

**MORGAN PARK
HIGH SCHOOL**



1916-1982

**DENFELD
HIGH SCHOOL**



**TRACK & FIELD
GIRLS SOCCER
BOYS SOCCER**

PILLAR OF HONOR
 CJ HAMM - WALLY SMITH
 DOUG BRAG - PAT BERGQUIST
 CHRIS VADNAIS - BILL BORDSON
 CHUCK HREN - BOBBY DANIELS
 BUTCH LARSON - TIM LUCZAK etc



HERITAGE OWNER
 Duluth Central Alumni
 Association



HERITAGE OWNER
 Morgan Park
 Alumni Group

DENFELD HERITAGE
 Current and Former
 Coaches and Community



POTENTIAL FOR CORPORATE PARTNERSHIP



SPONSORSHIP TOWARD STADIUM IMPROVEMENTS



Next Steps

- School Board Formal Approval of Honorary Re-naming
- Set monthly timeline for *Action Items*
- Public & Media Relations - Guidance from Adelle Wellens
- Begin Corporate Sponsor Process - With Simone Zurich
- Choose Unveiling Ceremony Date - Lofald / Pearson / Tusken
- Student Involvement in Ceremony and Heritage Planning
- Duluth Central and Morgan Park Alumni Heritage Planning

Policy Committee Meeting
Duluth Public Schools, ISD 709
Agenda
Tuesday, March 7, 2023
Duluth East High School
301 N 40th Ave E
Duluth, MN 55804
3:30 PM

1. **AGENDA ITEMS**
2. **POLICIES FOR FIRST READING**
3. **POLICIES FOR SECOND READING**
 - A. 521 Student Disability NonDiscrimination 2
 - B. 541 Gender Inclusion 4
4. **REGULATIONS - Informational**
5. **OTHER**

521 STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments should contact:

Anthony Bonds, Assistant Superintendent
4316 Rice Lake Road, Suite 108
Duluth, MN 55811
218-336-8739
anthony.bonds@isd709.org

This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability

discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: 42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Adopted: 12-20-2016
Revised: 9-17-2019
10-20-2020

541 GENDER INCLUSION

STATEMENT OF SUPPORT

The students and staff of Duluth Public Schools deserve respectful and inclusive learning environments that value students' gender identity and gender expression. Duluth Public Schools ensures that all students have access to programming and facilities in which they feel comfortable, supported, and safe. This policy addresses the inequities some students, including intersex, transgender, two-spirit, gender nonconforming students and gender-questioning students, confront as they navigate a system designed using a gender binary model. These Guidelines do not and cannot anticipate every situation that may occur, as every student is unique. The support for each student must be assessed and addressed individually based upon the student's specific requests and needs.

These Guidelines are supported by District Policy:
102 Equal Education Opportunity,
413 Prohibiting Harassment and Violence,
514 Bullying Prohibition,
522 Title IX Student Sex Nondiscrimination,
526 Hazing Prohibition

I. DEFINITIONS

The definitions contained in these Guidelines are not intended to label students, but rather to assist in understanding these Guidelines and the legal obligations of district staff. It is recognized that students might or might not use these terms to describe themselves.

"Gender" refers to the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.

"Gender Identity" is a person's deeply held sense or psychological knowledge of their own gender. A person's gender identity can be the same or different than the sex or gender assigned at birth.

"Sex Assigned at Birth" refers to the sex designation recorded on an infant's birth certificate should such a record be provided at birth.

"Gender Expression" refers to the manner in which a person represents or expresses that person's gender identity to others, often through behavior, clothing, hairstyles, activities, or mannerisms. Although transgender people typically seek to make their gender expression match their gender identity, rather than their sex assigned at birth, gender expression may or may not conform to a person's gender identity.

"Gender non-conforming" is an umbrella term that is used to describe individuals whose gender expression, gender identity, or gender role differs from gender norms associated with their sex assigned at birth. This term also includes people who identify outside of traditional gender categories or identify as both or several genders. Other terms that can have a similar meaning include "gender diverse," "gender expansive," "genderqueer," and "nonbinary."

"Transgender/Trans" describes people whose gender identity or expression is different from that traditionally associated with an assigned sex at birth. Transgender identity is not dependent on medical procedures or other physical changes.

"Transition" refers to the process in which transgender individuals begin asserting the sex that corresponds to their gender identity instead of the sex they were assigned at birth.

II. PRIVACY

All students have a right to privacy, including the right to keep private one's transgender or gender-non-conforming status at school. Transgender and gender-non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, how, and with whom to share private information, well as to determine what information will be shared.

Information about a student's transgender or gender-non-conforming status is classified as private data under state and federal law. School district personnel may only disclose a student's gender identity to other school district employees if they have a "need to know" the information in order to perform their job duties. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize school staff to disclose such information about the student.

A school district employee may not confirm or otherwise disclose a student's transgender status to the parents of other students in the school or community members.

III. OFFICIAL SCHOOL RECORDS

The school district is required to maintain a mandatory and permanent student record ("official record") that includes a student's legal name and gender. The school district will change a student's official record to reflect a change in legal name or gender upon receipt of documentation that such change has been made pursuant to a court order or other official government action.

At the request of a transgender or gender-non-conforming student in all grades, the District will use the student's preferred name, gender identity, and

preferred pronouns when referring to the student in education records. At the request of the parent/guardian of a transgender and/or gender-non-conforming student in any grade, the district will use the student's preferred name, gender identity, and preferred pronouns when referring to the student in education records.

IV. STUDENT NAMES, PRONOUNS, AND GENDER MARKERS

At the student's and/or parent's/guardian's request, a transgender and/or gender-non-conforming student in all grades has the right to be referred to at school by a name and pronouns that align with their gender identity. At the parent's/guardian's request, a transgender student in all grades has the right to be referred to at school by a name and pronouns that align with the student's gender identity. A court-ordered name change or official gender change is not required, and the parent/guardian or student is likewise not required to change the school's official records in order for the student to be addressed by the name and pronouns that correspond to the student's gender identity.

V. GENDER-SEGREGATED FACILITIES

All students shall have access to gendered facilities and school-sponsored programs that are consistent with the student's gender identity. This includes, but is not limited to, multi-stalled gendered restrooms, locker rooms, and school programs, trips, and athletic programs.

A. Restroom Accessibility

Pursuant to Minn. Stat. 363A.13, subd. 1 (*N.H. v. Anoka-Hennepin Sch. Dist. No. 11, 950 N.W.2d 553 (Minn. Ct. App. 2020)*) students shall have access to the restroom that corresponds to their gender identity asserted at school:

1. Any student who has a need or desire for increased privacy, regardless of the student's gender identity or expression, and regardless of the underlying reason for the student's need or desire for increased privacy, should be provided access to a single-user restroom.
2. No student shall be required to use a single-user restroom because they are transgender or gender-non-conforming.
3. The District shall work with each transgender and gender-non-conforming student to determine which restrooms are most comfortable for the student.
4. In no case shall any student be required to use a restroom that conflicts with the student's gender identity.

B. Locker Room Accessibility

Pursuant to Minn. Stat. 363A.13, subd. 1 (*N.H. v. Anoka-Hennepin Sch. Dist. No. 11, 950 N.W.2d 553 (Minn. Ct. App. 2020)*), the use of locker rooms by transgender and gender-non-conforming students shall be assessed on an individualized basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports and other school activities, ensuring the student's comfort, and minimizing stigmatization of the student.

1. Unless the student requests otherwise, transgender and gender-non-conforming students should have access to the locker room that corresponds to the student's gender identity asserted at school, like all other students.
2. Any student who has the need or desire for increased privacy, regardless of the student's gender identity or expression, and regardless of the underlying reason for the student's need or desire for increased privacy, should, if possible, be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a physical education instructor's office in or near the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to gender identity before or after other students).
3. Any alternative arrangement should be provided to protect the student's ability to keep the student's transgender or gender-non-conforming status confidential.
4. The District shall work with each gender-non-conforming student to determine which restrooms and locker room facilities are most comfortable for the student.
5. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

VI. PHYSICAL EDUCATION AND HEALTH EDUCATION CLASSES AND INTRAMURAL SPORTS

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VII. SCHOOL TRIPS

All students shall be permitted to participate in all school trips in a manner that corresponds with their gender identity. In planning school trips, staff is expected to assess the student's needs in collaboration with the student and/or the student's parent(s)/guardian(s) and make reasonable efforts to

provide an acceptable accommodation to the student. Accommodations will be discussed in advance of the trip on a case-by-case basis.

VIII. DRESS CODES

All students have the right to dress in a manner consistent with their gender identity or gender expression, at school and at school-sponsored functions. This includes, but is not limited to dances, after-school activities, and graduation.

IX. INTERSCHOLASTIC COMPETITIVE SPORTS TEAMS/ACTIVITIES

All students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Minnesota State High School League (MSHSL).

X. OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES

As a general matter, Duluth Public Schools will evaluate, on an ongoing basis, all gender-based activities, rules, policies, and practices, including but not limited to classroom activities, school ceremonies, yearbooks and school photos. Students will be permitted to participate in any such activities or conform to any such rule, guidelines, or practice consistent with their gender identity.

XI. DISCRIMINATION/HARASSMENT/BULLYING

It is the policy of the District to maintain a safe and supporting learning and educational environment that is free from harassment, intimidation, violence, and/or bullying and free from discrimination on account of gender, gender identity, and gender expression.

Complaints alleging discrimination or harassment based on a student's actual or perceived transgender status or gender non-conformity generally are to be handled in the same manner as sex discrimination, harassment or bullying complaints. For information about the types of conduct that constitute a violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413). For information about the types of conduct that constitute a violation of the school district's policy on bullying and the school district's procedures for addressing such complaints, refer to the school district's policy on bullying (Policy 514).

Legal References: Minn. Stat ch. 363A (Minnesota Human Rights Act)
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Cross References:

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MSHSL ByLaws Duluth Public School District ISD #709

First Reading: 2.28.23
Second Reading:

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First Reading:

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Pertaining to student of all grades: At the request of a transgender or gender-non-conforming student, **and/or their parent/guardian** in all grades,

the District will use the student's preferred name, gender identity, and preferred pronouns when referring to the student in education records. ~~At the request of the parent/guardian of a transgender and/or gender-non-conforming student in any grade, the district will use the student's preferred name, gender identity, and preferred pronouns when referring to the student in education records.~~

IV. STUDENT NAMES, PRONOUNS, AND GENDER MARKERS

At the student's **and/or parent's/guardian's** request, a transgender **and/or gender-non-conforming** student in all grades has the right to be referred to at school by a name and pronouns that align with their gender identity. At the parent's/**guardian's request**, a transgender student in all grades has the right to be referred to at school by a name and pronouns that align with the student's gender identity. A court-ordered name change or official gender change is not required, and the parent/**guardian** or student is likewise not required to change the school's official records in order for the student to be addressed by the name and pronouns that correspond to the student's gender identity.

V. GENDER-SEGREGATED FACILITIES

All students shall have access to gendered facilities and school-sponsored programs that are consistent with the student's gender identity. This includes, but is not limited to, multi-stalled gendered restrooms, locker rooms, and school programs, trips, and athletic programs.

A. Restroom Accessibility

Pursuant to Minn. Stat. 363A.13, subd. 1 (*N.H. v. Anoka-Hennepin Sch. Dist. No. 11, 950 N.W.2d 553 (Minn. Ct. App. 2020)*) students shall have access to the restroom that corresponds to their gender identity asserted at school:

1. Any student who has a need or desire for increased privacy, regardless of the student's gender identity or expression, and regardless of the underlying reason for the student's need or desire for increased privacy, should be provided access to a single-user restroom.
2. No student shall be required to use a single-user restroom because they are transgender or gender-non-conforming.
3. The District shall work with each transgender and gender-non-conforming student to determine which restrooms are most comfortable for the student.
4. In no case shall any student be required to use a restroom that conflicts with the student's gender identity.

B. Locker Room Accessibility

Pursuant to Minn. Stat. 363A.13, subd. 1 (*N.H. v. Anoka-Hennepin Sch. Dist. No. 11*, 950 N.W.2d 553 (Minn. Ct. App. 2020)), the use of locker rooms by transgender and gender-non-conforming students shall be assessed on an individualized basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports and other school activities, ensuring the student's comfort, and minimizing stigmatization of the student.

1. Unless the student requests otherwise, transgender and gender-non-conforming students should have access to the locker room that corresponds to the student's gender identity asserted at school, like all other students.
2. Any student who has the need or desire for increased privacy, regardless of the student's gender identity or expression, and regardless of the underlying reason for the student's need or desire for increased privacy, should, if possible, be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a physical education instructor's office in or near the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to gender identity before or after other students).
3. Any alternative arrangement should be provided to protect the student's ability to keep the student's transgender or gender-non-conforming status confidential.
4. The District shall work with each gender-non-conforming student to determine which restrooms and locker room facilities are most comfortable for the student.
5. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

VI. PHYSICAL EDUCATION AND HEALTH EDUCATION CLASSES AND INTRAMURAL SPORTS

All students shall be permitted to participate in physical education classes, health education classes, and intramural sports and activities in a manner consistent with their gender identity.

VII. SCHOOL TRIPS

All students shall be permitted to participate in all school trips in a manner that corresponds with their gender identity. In planning school trips, staff is

expected to assess the student's needs in collaboration with the student and/or the student's parent(s)/guardian(s) and make reasonable efforts to provide an acceptable accommodation to the student. Accommodations will be discussed in advance of the trip on a case-by-case basis.

VIII. DRESS CODES

All students have the right to dress in a manner consistent with their gender identity or gender expression, at school and at school-sponsored functions. This includes, but is not limited to dances, after-school activities, and graduation.

IX. INTERSCHOLASTIC COMPETITIVE SPORTS TEAMS/ACTIVITIES

All students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Minnesota State High School League (MSHSL).

X. OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES

As a general matter, Duluth Public Schools will evaluate, on an ongoing basis, all gender-based activities, rules, policies, and practices, including but not limited to classroom activities, school ceremonies, yearbooks and school photos. Students will be permitted to participate in any such activities or conform to any such rule, guidelines, or practice consistent with their gender identity.

XI. DISCRIMINATION/HARASSMENT/BULLYING

It is the policy of the District to maintain a safe and supporting learning and educational environment that is free from harassment, intimidation, violence, and/or bullying and free from discrimination on account of gender, gender identity, and gender expression.

Complaints alleging discrimination or harassment based on a student's actual or perceived transgender status or gender non-conformity generally are to be handled in the same manner as sex discrimination, harassment or bullying complaints. For information about the types of conduct that constitute a violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413). For information about the types of conduct that constitute a violation of the school district's policy on bullying and the school district's procedures for addressing such complaints, refer to the school district's policy on bullying (Policy 514).

Legal References: Minn. Stat ch. 363A (Minnesota Human Rights Act)

Minn. Stat. § 121A.031 (Safe and Supportive Minnesota Schools Act)

Minn. Stat. § 121A.03, subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)

Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)

20 U.S.C. § 1681 et seq. (Title IX)

20 U.S.C. § 1701 et seq. (Equal Educational Opportunities)

Cross References:

102 Equal Education Opportunity

413 Prohibiting Harassment and Violence

514 Bullying Prohibition

522 Title IX Student Sex Nondiscrimination

526 Hazing Prohibition

MSHSL Handbook

MSHSL ByLaws Duluth Public School District ISD #709

First Reading: 2.28.23

Second Reading:

HR / Business Services Committee

Duluth Public Schools, ISD 709

Agenda

Monday, March 20, 2023

United Health Group (UHG)

4316 Rice Lake Rd

Suite 108

Duluth, MN 55811

4:30 PM

1. **Guest Presentations for this Meeting**
2. **Department Reports**
 - A. **Human Resources**
 - 1) HR Monthly Department Summary Report 2
 - B. **Business Services**
 - 1) Enrollment Report 4
 - 2) Child Nutrition Department Report 6
 - 3) Facilities Department Report 7
 - 4) Technology Department Report 8
 - 5) Transportation Department Report 9
3. **Recommended Resolutions**
 - A. B-3-23-3951 - Acceptance of Donations to Duluth Public Schools 10
 - B. B-3-23-3952 - Acceptance of Grant Awards to Duluth Public Schools 12
4. **Consent Agenda**
 - A. HR Staffing Report 13
 - B. Finances
 - 1) Financial Report 14
 - 2) Updated Hourly-Substitute Pay Rates Minimum Wage Increase FY23 15
 - 3) Fundraisers - None
 - C. Bids, RFPs, and Quotes - None
 - D. Contracts, Change Orders and Leases - None
5. **Miscellaneous Informational Items (no action required)**
 - A. District Properties Update 18
 - B. Expenditure Contracts 24
 - C. No Cost Contracts 105
 - D. Revenue Contracts - None
 - E. Grant Applications 117

**Human Resources Report Summary
March 2023 Activities**

Staffing Updates:

Number of staffing changes Received by HR during the month of February. This is a summary of the consent agenda.

	Certified	Non-Certified
# New Hires	4	5
# Retirements	2	2
# Resignations	0	3
# Leave of Absences	2	2

HR Department Updates:

Staff are busy working on displacements for 24-hour posts, out of field placements and temporary positions. Budget/Staffing meetings will occur with principals in March in preparation for and April hiring start. Staff interviewed for the HR Manager position in late February. The position was offered and accepted by the candidate. The candidate will join the team in June. Interviews for an Executive Assistant position are scheduled for March 21, 2023.

Human Resources rolled out an Employee Referral Stipend opportunity for all staff in early March. Staff that refer a candidate that gets hired and stays with the District for 60 days, will receive a \$500 stipend. HR staff continue to look for ways to recruit for positions that have been hard to fill. There will be a mass mailer sent out to focus on custodial, bus driver and food service positions.

Benefits Updates:

The Benefits Department is hosting a Retirement Session on March 1st, from 4p-5p. Nine employees have signed up. On February 27, 2023 the Department launched Medcor. Medcor is a phone line that connects the employee to a specially trained health professional, who will use proprietary software and patented triage methods to assess injuries and make the best recommendation for care. This will happen in lieu of paper report forms for Worker's Compensation. The Department expects Health Insurance renewal information in mid-March.

Contract Negotiations: One bargaining unit has requested to negotiate. No meetings have yet been scheduled.

Hiring Updates: (as of March 10, 2023)

Certified:

Teachers, Elementary (3)
Teachers, High School (3)
Teachers, Middle School (5)
Teachers, Special Education (1)

Summer School (48)

Non-Certified:

Administrative/Management (1)
Child Nutrition (13)
Clerical (1)
Maintenance/Transportation (22)
School Custodian (15)
Bus Helper (1)
School Bus Driver II (5)
Playground/Cafeteria Monitor (9)

Paraprofessionals (23)

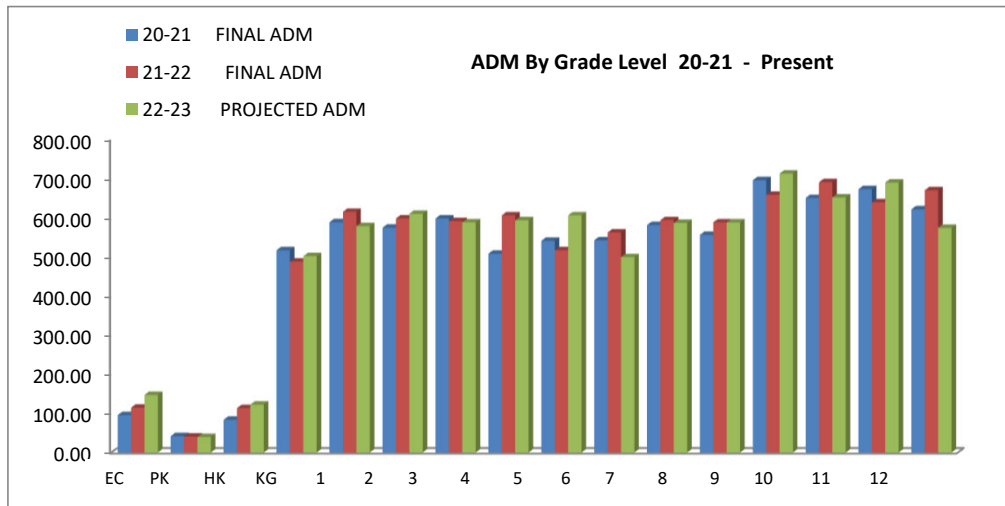
American Indian Home School Liaison (1)
Cultural Immersion Program Professional (1)
Early Childhood SpEd Paraprofessional (2)
Licensed Sign Language Interpreter (1)
SpEd Building Wide Paraprofessional (1)
SpEd Program Paraprofessional (1)
SpEd Student Specific Setting III Paraprofessional (5)
Supervisory Paraprofessional (2)

**Duluth Public Schools Projected Average Daily Membership (ADM) Report
MARCH 2023**

Grade	Total Number of Enrollments	Unique Student Count	Current Enrollments	Projected ADM	Budgeted ADM	Enrollments /ADM	ADM /Student
EC	676	448	357	147.10	102.00	4.60	0.33
PK	67	53	61	39.72	42.65	1.69	0.75
HK	152	121	124	122.52	90.00	1.24	1.01
KG	566	500	502	501.35	522.00	1.13	1.00
1	748	637	585	578.11	605.00	1.29	0.91
2	778	666	617	609.74	602.00	1.28	0.92
3	718	643	595	588.00	586.00	1.22	0.91
4	749	663	602	593.08	585.00	1.26	0.89
5	714	658	615	605.89	604.00	1.18	0.92
6	663	575	506.55	499.05	509.00	1.33	0.87
7	791	658	598.1	586.35	559.00	1.35	0.89
8	823	674	599.4	587.62	585.00	1.40	0.87
9	1447	816	730.03	712.47	648.00	2.03	0.87
10	1602	801	667.59	651.54	650.00	2.46	0.81
11	1720	869	706.7	689.70	680.00	2.49	0.79
12	1784	947	588.04	573.90	625.00	0.00	0.61
PS	525	428		0.00			
Total:	13998	9729	8454.41	8086.14	7994.65	1.51	0.83

+proj-budg> 91.49

GRADE	20-21 OCT 1 Count	20-21 FINAL ADM	21-22 OCT 1 Count	21-22 FINAL ADM	Oct 1 Cnt To Prev Yr	22-23 OCT 1 Count	22-23 PROJECTED
EC	186	95.45	156	114.57	-41.43	205	147.10
PK	68	41.58	70	40.57	-29.43	52	39.72
HK	77	83.52	101	113.54	12.54	108	122.52
KG	520	516.69	502	487.64	-14.36	519	501.35
1	596	588.40	616	614.82	-1.18	585	578.11
2	582	574.16	593	597.78	4.78	603	609.74
3	617	597.62	603	590.84	-12.16	589	588.00
4	523	507.84	621	605.84	-15.16	595	593.08
5	558	540.73	527	516.78	-10.22	596	605.89
6	576	542.05	577	561.90	-15.10	513	499.05
7	586	581.07	604	593.59	-10.41	598	586.35
8	576	555.74	601	587.95	-13.05	599	587.62
9	723	695.44	687	658.15	-28.85	728	712.47
10	680	650.09	717	690.45	-26.55	698	651.54
11	734	672.61	680	638.94	-41.06	752	689.70
12	756	621.11	832	669.75	-162.25	790	573.90
Total:	8358	7864.10	8487	8083.11	-403.89	8530	8086.14

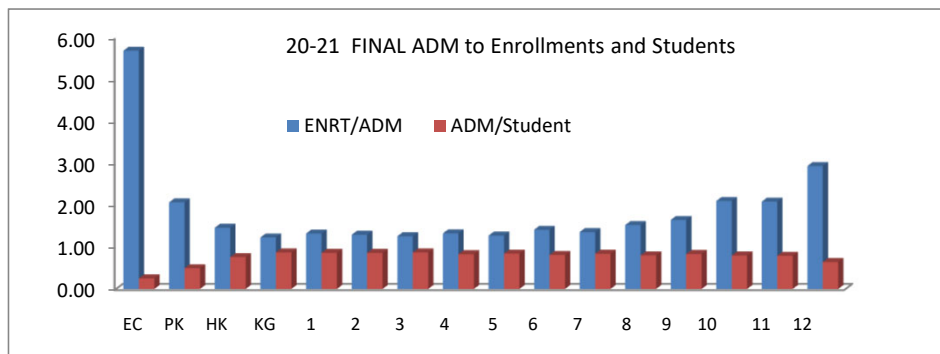
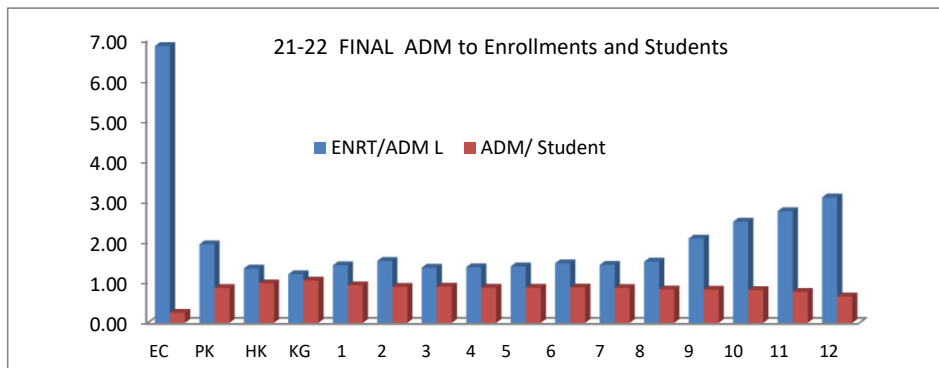
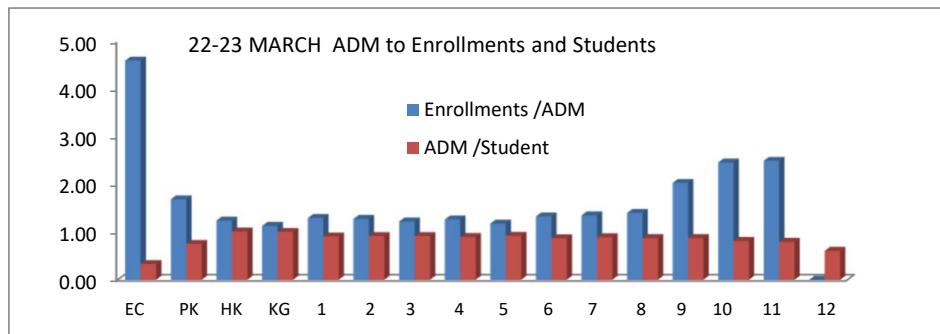


**Duluth Public Schools: Enrollments, Students and Projected Average Daily Membership (ADM)
MARCH 2023**

Grade	Total Number of Enrollments	Unique Student Count	Current Enrollments	Projected ADM	Budgeted ADM	Enrollments /ADM	ADM /Student
EC	676	448	357	147.10	102.00	4.60	0.33
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8	823	674	599.4	587.62	585.00	1.40	0.87
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PS	525	428					
Total:	13998	9729	8454.41	8086.14	7994.65	1.51	0.83

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91.49



Child Nutrition Report

February 2023

Week of:	Breakfast 2/1/2023	Lunch 2/1/2023	Breakfast 2/6/2023	Lunch 2/6/2023	Breakfast 2/13/2023	Lunch 2/13/2023	Breakfast 2/27/2023	Lunch 2/27/2023	Breakfast	Lunch	Monthly B	Monthly L	Average Daily Breakfast	Average Daily Lunch
Congdon	104	639	277	1457	245	1486	93	577			719	4159	51	297
Denfeld	445	1017	973	2457	910	2416	347	969			2675	6859	191	490
Harbor City								1028			0	1028	0	73
East High	577	835	1279	2129	1183	2032	367	753			3406	5749	243	411
Homecroft	327	557	782	1384	612	1332	260	512			1981	3785	142	270
Lakewood	153	326	323	754	268	692	125	288			869	2060	62	147
Lester Park	380	737	812	1890	695	1898	245	707			2132	5232	152	374
Lincoln park	343	757	762	1758	720	1837	242	661			2067	5013	148	358
Lowell	622	873	1484	2131	1366	2068	542	804			4014	5876	287	420
Laura Macart	396	475	970	1160	928	1144	344	423			2638	3202	188	229
Myers-Wilkin	367	525	932	1336	890	1332	341	496			2530	3689	181	264
Ordean/East	357	1227	703	3055	652	3015	245	1145			1957	8442	140	603
Piedmont	559	688	1392	1699	1308	1732	515	663			3774	4782	270	342
Rockridge	29	47	76	113	82	109	29	38			216	307	15	22
Stowe	353	368	874	851	811	895	254	316			2292	2430	164	174
ALC	25	61	35	92	45	120					105	273	9	23
	2 days	alc 2	5 Days	ALC 4	5 days	4 days	2 days	2 day						
	5037	9132	11674	22266	10715	22108	3949	9380	0	0	31375	62886	2242	4495
Denfeld Supp	Mon-thurs	266		538		518		276				1598	TOTAL	

Summer Meal Programs

Began planning for summer meals. Preliminary plans are for serving breakfast and lunch at Denfeld, Lowell, Laura Macarthur, Myers Wilkins, Piedmont and Stowe. Area eligibility is used to determine which schools can have programs. Staffing will be the determining factor for how many sites we will be able to open.

Food Products Bid/RFP for school year 2023/24

Completed the documents needed for this process and sent them to the purchasing department. Bids will be returned in Late March for tabulation and determination of winner.

Facilities Management & Capital Project Status Report

February 2023

Facilities Management – Maintenance and Operations - General

- In the past month, the Facilities maintenance crews have completed 312 work orders and are currently working on 343 open work orders.

Capital Construction

- Denfeld tower work is almost complete. The spire and finial are installed, waiting on inspection.
- FY24 Congdon playground construction and field drainage is being designed to bid early 2023.
- The boiler at Stowe is installed waiting on factory startup. We are operating on the backup at this time.
- Ongoing Discussion with Legal Representation
 - PSS Track Lane 1 Ponding Remediation is ongoing. (still)
- Construction Tasks “On The Hill”
 - Final tasks are ongoing in the existing Facilities building which is close to complete.
 - Interior work is starting/ongoing at the DSC and Transportation Building.
 - 2nd floor ceilings are going in.
 - Furniture installation will be started in mid April.
 - Site work and bituminous will be completed last.

Building Operations

- Operations staff have been performing an excellent job and keeping working hard. Most sites are short-handed after a run of retirements and staff out sick in most sites.
- There are ongoing vacancies in the custodial ranks that we are working to fill. We have started the interviews for the Engineer II’s for Stowe, Lakewood and Myers-Wilkins.

Health, Safety & Environmental Management

- OSHA logs, and Surveys of Occupational Injuries & Illnesses submitted
- TIER II submission completed for Lakewood
- Fire Marshal Inspections completed for Stowe, Lowell, and Myers. Corrections Underway
- Lakewood and Homecroft Fire Marshal inspections scheduled for early March. Congdon & OEMS inspection dates are TBD.

Workers’ Compensation Activities

February 2023













- First report of incidents:----- 17
- OSHA recordable incidents:----- 4
- Days away from work:----- 28
- Days of restricted work:----- 43

2023 YTD Incidents (January 1, 2023 - December 31, 2023)

- First report of incidents:----- 31
- OSHA recordable incidents:----- 7
- Days away from work:----- 56
- Days of restricted work:----- 48

Technology Department - February Report (2/1 - 2/28)


- **Cybersecurity**

- Infosec IQ
 - The latest Infosec IQ Phishing Campaign (Feb 6-17) shows a current staff phish rate of 20.5%. This is down from 32% for the December 2022 campaign. 
 - Hopefully the next Infosec IQ Phishing Campaign the staff phish rate is under the 10%
- Google Security
 - Gmail
 - 1.2M Emails Messages Accepted/Delivered 
 - 82K Rejected
 - 45K Spam folders
 - 4.1K were identified as Phishing 
 - 49 were identified having a suspicious attachments 
 - 7.3K were identified as Spoofing 
 - 0 emails were identified as Malware
 - Account Information
 - 10,973 Active Accounts 
 - 23.75TB of storage 
 - 268.4K Files shared externally 
 - 61 Suspicious attachments 
 - 580 Suspicious login attempts 
 - 1.3K Failed user login attempts 
 - 34 Data Loss Prevention (DLP) policy High Severity Incidents that were blocked 

- **E-Rate RFP/Bid**

- None

- **Technology Help Desk Tickets**

- 342 New Technology Support Tickets Created  (32%)
- 341 Tickets were resolved  (30%)
- 211 Tickets remain unresolved

- **Projects - Six (6) Monthly Outlook**

- UHG network infrastructure installation and configuration
- DSC network infrastructure installation and configuration
- Facilities network infrastructure installation and configuration
- UHG move to DSC and Facilities
- Transportation move to the new Transportation building
- Lincoln Park: Cafeteria AV System installation. We will be working with CDW-G and Pro-Tech Management to address the physical installation
- Lincoln Park: Video Security Camera and Server Upgrades. We will be working with Benson Electric to address the physical camera installation.
- Ordean: Video Security Camera and Server Upgrades. We will be working with Benson Electric to address the physical camera installation.
- District-Wide: 1,055 new Wireless Network Access Point (AP) upgrade. We will be working with CDW-G to address the physical AP installation
- District Wide: ~550 new Dell Windows desktop system upgrade. This includes ordering, receiving (where can this happen) installation, imaging plus addressing any unique software or accessories
- District-Wide: \$2M Classroom AV Upgrades. This will update 150-200 classrooms and take 50-70 days with a start date of Monday, June 12, 2023

Transportation Report February 2023 Activities

The ISD #709 Transportation department manages both a district owned fleet of vehicles and district employees, including bus drivers, monitors, and mechanics, along with the coordination of contracted transportation services through Voyageur Bus Company.

Latest update on the new buses- Still waiting for delivery as they should be done by the 15th.

The transition to “Student Transportation” formerly Traversa for routing has been going through the training stages and will continue through this month after which we will transition over completely. Our department continues to navigate daily changes in routing per school requests.

There are daily changes on a total of 434 individual routes (routing, day changes, time changes, etc.).

Staffing (comments and concerns)

- Staffing has continued to be a challenge as we are not getting applicants for the open positions
- I have one driver trainee that has been moving through the training rapidly and has been helping cover van routes as well.
- We had hired an assistant but he resigned after 3 days so we will be looking for someone else

Bus Maintenance

- Scheduled maintenance has been progressing but slowly as the new mechanic is also covering a van route and a helper position for a sped bus
- We continue to deal with an aging fleet and the many issues that brings ie, rusting brake lines and worn out mechanicals.
-
-

The average fleet age is 7.5 years. Current average mileage has not been estimated for the month since most of us have been out on buses and have not had time for anything else (goal is 50,000 – 60,000).

We are doing everything we can to keep up with the demands of routing and bussing students and we are just managing with the current staff but everyone is getting tired due to the long hours every day. I continue to assure them we will get through this together as a team.

RESOLUTION

Acceptance of Donations to Duluth Public Schools

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

WHEREAS, acceptance of the donations 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 donations 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 individuals and organizations.

SCHOOL	DONOR	AMOUNT	RESTRICTION	COMMENTS
East HS	Paul Kellner	\$1,000.00	For the manufacturing classes. I plan to bring half to Denfeld.	I have had his son in my classes the past three years and this was leftover product from their installs. This is a huge donation and will be split between both High schools.
East HS	Amy Vose	\$1,263.33	Student lunch balances for East HS	Donated from the East HS Class of 1988
Homecroft ES	Joshua & Ellen Hill	\$600.00	Lunch accounts	
Homecroft ES	The Blackbaud Giving Fund	\$500.00		
Lester Park ES	Joel & Kathryn Kolmodin	\$250.00	Wolf Ridge Student Scholarship	
Lester Park ES	Lester Park Foundation	\$36,698.60	For the Lu Uno Gen 2 – Interactive Projector	Quote emailed to Brett Mensing in Business Services that has already gone through Bart Smith (He sent it to us Dec 2022)
Lincoln Park MS	Irving Community Association	\$1,000.00	6th grade Math Masters Team	
Ordean-East MS	Community members	\$1,146.75	To be used for Choir supplies	
Ordean-East MS	Community members	\$1,653.03	To be used for Band supplies	
Ordean-East MS	donorschoose.org	In-Kind	1x UPMSX Joyful Mathematics Multi board Game 1x SumBlox Mini (Starter Set)-38 Mini Math 1x Gamewright Qwixx-A Fast	

			<p>Family Dice Game</p> <p>2x Prime Climb</p> <p>1x SHEEPLE: The Best Game in the Ewe-niverse</p> <p>1x Vahome Magnetic Chess Board set for Adults</p> <p>2x Math for Love 21st Century Pattern Blocks</p> <p>7x Bicycle 3- Track Color Coded Wooden Cribbage</p>	
Stowe ES	United Protestant Church	In-Kind		Hats and mittens
Washington ECFE	Gender Matters Attn: Patrick Miner	\$10,400.86	Washington Center Playground	This generous donation along with a grant from Essentia will help purchase and construct a playground at Washington Center that not only will benefit ECFE families, but also families in our Head Start FIT program, as well as all families in the Central Hillside area.

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 grant from said organization in accordance with the terms set forth herein.

BE IT FURTHER RESOLVED that the Duluth Public Schools wishes to extend its grateful appreciation to this organization.

Organization	Authors or Contacts	School	Award Amount	Terms
Northland Foundation Grant	Shane Johnson/Dean of Students & Cal Harris/Integration Specialist	Laura MacArthur Elementary School	\$835.00	Kindness campaign throughout the school and shirts for Student Council

HUMAN RESOURCES ACTION ITEMS FOR: February 28, 2023

<u>CERT APPOINTMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
CICH, ELINOR R	LTS PRESCHOOL TEACHER/LAURA MACARTHUR, (BA) STEP 3, E. SILJENDAHL	2/27/2023
DURDEN, CHRISTOPHER L	LTS MATH/DENFELD, (MA) IV STEP 8, L HELLA	02/07/2023
GORDON, MADISON M	LTS SPECIAL ED TEACHER/EAST, (BA) III STEP 1, S.SWANSON	02/06/2023
HOGENSON, BRODY J	LTS PHY ED TEACHER/LINCOLN PARK, (BA) STEP 1, F. HUIE	02/15/2023
THOMPSON, MAREN L	LTS SCHOOL COUNSELOR/EAST, (MA) STEP 9, L HORTON	04/17/2023
<u>CERT LEAVE OF ABSENCE</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
PELLER, SHONDA R	SPEC ED PHYSICAL & MENTAL IMPAIRED/EAST MID CAREER EXTENSION	08/28/2023 6/7/2024
REMINGTON, SARAH A	ADSI MATH INTERVENTIONIST/"OTHER" LEAVE	2/4/2023 2/4/2024
<u>CERT RETIREMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
EK, ANN M	HEALTH TEACHER/MERRITT CREEK	6/9/2023
<u>NON CERT APPOINTMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
CONITO, HAILEY M	NUTRITIONAL ASST/LINCOLN PARK, 17.5/38/WKS, \$13.22/HR	02/13/2023
EDDY, BROOKE M	SPEC ED PARA/DENFELD, 37.5/38WKS, \$19.72/HR	02/13/2023
HUYCK, PAMELA K	ECSE PARA/LOWELL, 15/38WKS, \$17.77/HR	02/13/2023
JOHNSON, DANIEL M	AUTO MECHANIC/TRANSPORTATION, 40/52WKS, \$26.03/HR	02/13/2023
LUDWIG, MEGHAN M	ECFE PARA/DW, 23/38WKS, \$18.42/HR	02/09/2023
BROWN, BRYAN	FACILITIES MGR/UHG, 40/52WKS	04/17/2023
<u>NON CERT RESIGNATION</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
BOCK, SANDRA K	PRE-K PARA SUPERVISOR/LAURA MACARTHUR	02/17/2023
HARKREADER, HENRY I	BUS DRIVER	02/23/2023
SEPP, ANGELA F	SPECIAL EDUCATION BUSINESS MANAGER	03/10/2023
<u>NON CERT LEAVE OF ABSENCE</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
HENNINGSGAARD, MICHELLE B	PRE K PARA/LWOP B/MYERS WILKINS	03/01/2023 04/13/2023
TRACY, VICTORIA M	SUPERVISORY ASSISTANT SPED PARA/DENFELD	01/17/2023 01/17/2024
<u>NON CERT RETIREMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
CHAMBERS, DOUGLAS A	CUSTODIAN I /LAURA MACARTHUR/ DENFELD	2/15/2023
SPOONER, DAVID J	FACILITIES MANAGER	3/3/2023



**HR/BS Services Committee Monthly Fund Balance Report
March 13 2023 Committee Meeting**

March 13 2023 Board Meeting

3.9.23 shz

REVENUES	22-23		22-23		22-23		22-23		22-23	
	CURRENT YEAR ADOPTED BUDGET		CURRENT YEAR REVISED BUDGET		RECEIVED TO YEAR TO DATE		RECEIVED ENCUMBERED		BUDGET BALANCE	
	FUND	Jul-22	JULY 22 -23		July - Sept		July -Sept		July- Sept	
General	1	\$ 107,743,537.86	\$	111,750,785.97	\$	61,842,194.31			\$	49,908,591.66
Food Service	2	\$ 3,985,000.00	\$	3,985,000.00	\$	2,483,907.42			\$	1,501,092.58
Transportation	3	\$ 5,900,000.00	\$	5,900,000.00	\$	2,228,612.29			\$	3,671,387.71
Community Ed	4	\$ 8,114,000.00	\$	8,394,340.14	\$	5,189,667.35			\$	3,204,672.79
Operating Captial	5	\$ 5,462,130.31	\$	5,462,130.31	\$	655,631.63	\$	-	\$	4,806,498.68
Building Construction	6	\$ -	\$	-	\$	-			\$	-
Debt Service Fund	7	\$ 22,979,390.64	\$	22,979,390.64	\$	2,215,290.61			\$	20,764,100.03
Trust Fund	8	\$ 258,575.00	\$	258,575.00	\$	-			\$	258,575.00
Dental Insurance Fund	20	\$ 917,000.00	\$	917,000.00	\$	589,068.56	\$	-	\$	327,931.44
Student Acitivity	79	\$ 236,006.00	\$	236,006.00	\$	176,771.12			\$	59,234.88
REVENUE	TOTALS:	\$ 155,595,639.81	\$	159,883,228.06	\$	75,381,143.29	\$ -	\$ -	\$ -	\$ 84,502,084.77

EXPENSES	22-23		22-23		22-23		22-23		22-23	
	CURRENT YEAR ADOPTED BUDGET		CURRENT YEAR REVISED BUDGET		EXPENSES TO YEAR TO DATE		EXPENSES ENCUMBERED		BUDGET BALANCE	
	FUND	Jul-22	JULY 22-23		July - Sept		July -Sept		July-Sept	
General	1	\$ 104,358,876.11	\$	112,739,733.67	\$	68,290,244.49	\$	2,386,538.72	\$	42,062,950.46
Food Service	2	\$ 4,427,346.56	\$	4,427,346.56	\$	2,616,414.32	\$	907,162.70	\$	903,769.54
Transportation	3	\$ 6,176,300.00	\$	6,176,300.00	\$	5,042,747.41	\$	608,723.28	\$	524,829.31
Community Ed	4	\$ 8,658,980.50	\$	8,937,520.64	\$	4,713,991.63	\$	19,637.98	\$	4,203,891.03
Operating Captial	5	\$ 8,394,018.57	\$	8,394,018.57	\$	3,986,854.37	\$	1,476,675.56	\$	2,930,488.64
Building Construction	6	\$ -	\$	21,472,543.00	\$	13,620,510.77	\$	755,990.95	\$	7,096,041.28
Debt Service Fund	7	\$ 24,691,484.56	\$	24,691,484.56	\$	26,473,174.36			\$	(1,781,689.80)
Trust Fund	8	\$ 250,000.00	\$	250,000.00	\$	-			\$	250,000.00
Dental Insurance Fund	20	\$ 924,000.00	\$	924,000.00	\$	582,438.31	\$	94,418.88	\$	247,142.81
Student Acitivity	79	\$ 414,040.00	\$	432,775.81	\$	93,835.39	\$	3,336.51	\$	335,603.91
EXPENSE	TOTALS	\$ 158,295,046.30	\$	188,445,722.81	\$	125,420,211.05	\$ -	\$ 6,252,484.58	\$ -	\$ 56,773,027.18

<u>Fin 160 ESSER III</u>	<u>Expenses</u>	<u>Fund 06 Build construction: Program 870</u>	<u>Expenses</u>	<u>Ex Curricular</u>	<u>Fund 01</u>
Program 030 Admin	\$ 41,523.08	debt serv payment/prof serv course 000/000	\$ 940,557.61	Program 298	Revenue \$ 269,104.55
Program 108 Tech	\$ 1,976,050.87	admin owner pymnt course 800	\$ 9,147.01	Program 298	Expense \$ 272,082.50
Program 203 Elem	\$ 1,226,779.75	admin design serv course 801	\$ 113,666.80		
Program 211 Secondary	\$ 936,669.60	admin constru mngmt course 802	\$ 144,237.48		
Program 805 Operations	\$ 84,243.47	admin commissions course 803	\$ 22,967.29		
Program 740 Pupil Engage	\$ 2,927.28	interior surf constr costs course 804	\$ 12,668,583.16		
		admin site services 805	\$ 203,636.09		
	\$ 4,268,194.05	long term lease 806	\$ 825.00		
			\$ 14,103,620.44		

HOURLY/SUBSTITUTE PAY RATE SHEET

EFF. 9/1/2022

<u>COMMUNITY EDUCATION</u>		
American Indian Facilitator	Hourly	\$13.50
Lifeguard	Hourly	\$13.65
Locker Room Attendant	Hourly	\$13.50
Pool Director	Hourly	\$13.50
Puppeteer	Hourly	\$13.65
School-Aged/Pre-K Worker	Hourly	\$13.50
Site Supervisor Substitute	Hourly	\$13.50
Special Needs Helper	Hourly	\$13.50
Swim Instructor	Hourly	\$14.50
Temporary Building Coordinator	Substitute	\$15.50
<i>Youth Development Programs</i>		
Youth Service Facilitator	Hourly	\$15.50
Cross Age Student Helper Playground Leader Gym Supervisor Activity Leader Summer Youth Placement Coordinator	Hourly	\$13.50
<u>FOOD SERVICE</u>		
Cook and Head Cook Substitute	Substitute	\$13.50
Food Service Substitute/Non-Unit Helper	Hourly & Substitute	\$13.00
Production Manager Substitute	Substitute	\$13.50
Satellite Manager Substitute	Substitute	\$13.50
Satellite Mgr Trainer	Hourly	\$15.63
Retired Food Service employees are paid \$1.00/hr in addition to above rates.	Substitute	
<u>MAINTENANCE AND CONSTRUCTION</u>		
Lead Person for Laborers	Substitute	\$13.00
Retired Trades People	Substitute	Step B of Maintenance CBA
Snow Shovelers, Temporary	Hourly	\$13.00
Summer AV Repair	Hourly	\$13.00
Summer Hourly Substitute	Substitute	\$13.00
Welder and Other Skilled Trades		Step B of Maintenance CBA
<u>BUILDING OPERATIONS</u>		
Hourly Regular Substitute	Substitute	\$15.00
Substitute for Licensed People	Substitute	\$15.00
Summer Hourly and Summer Hourly Lawn Crew	Hourly	\$13.00
Retired Custodian	Substitute	Step B Maintenance CBA
Retired Custodian II	Substitute	Step B Maintenance CBA
Retired Fireperson I	Substitute	\$14.50
Retired Fireperson II	Substitute	Step B Maintenance CBA
Retired Engineer (Eng. 1/Eng. 2/Eng. 3/Eng. 4)	Substitute	Step B Maintenance CBA
<u>TRANSPORTATION</u>		
Retired Bus Driver	Substitute	Step B Maintenance CBA
Bus Helper	Substitute	\$13.50
Field Trip	Substitute	\$13.65
<u>PRINT SHOP</u>		
Skilled Tradesperson	Substitute	Step A of Maintenance CBA
Summer Hourly	Hourly	\$13.50

<u>PURCHASING (STOREROOM)</u>		
Hourly Regular Substitute	Substitute	\$13.50
Hourly Student	Hourly	\$13.50
Stock Clerk (Retired Employee)	Substitute	Step A of Maintenance CBA
<u>CLERICAL</u>		
Hourly Clerical	Hourly	\$13.50
Regular Substitute	Substitute	\$13.50
Retired/Layoff Employees	Substitute	OSS Step 1 of Clerical CBA
HOURLY/SUBSTITUTE PAY RATE SHEET		
EFF. 1/1/2022		
<u>PARAPROFESSIONALS</u>		
Career Center Assistant	Hourly	\$15.00
Career Center Coordinator	Hourly	\$15.00
Child Care Assistant	Substitute	\$15.00
Community Assistant	Substitute	\$15.00
Community Liaison	Substitute	\$15.00
Cultural Assistant (no language skills)	Substitute	\$15.00
Cultural Assistant (with language skills)	Substitute	\$15.00
Experience Center Manager	Substitute	\$15.00
Health Assistant	Substitute	\$15.00
Hearing Impaired Assistant (Signer) (Transliterators Non-Licensed)	Substitute	\$15.00
Indian Oriented Assistant	Substitute	\$15.00
Instructional Assistant (Tutor)	Hourly & Substitute	\$15.00
Licensed Interpreter for the Deaf	Substitute	\$20.00
Media Assistant	Substitute	\$15.00
Mental Health Practitioner Sub	Substitute	\$15.00
Occupational Therapy Assistant	Substitute	\$15.00
Physical Therapist Assistant	Substitute	\$15.00
Special Education Assistant	Hourly & Substitute	\$15.00
Special Education Assistant (LPN License Required)	Substitute	\$16.50
Special Education Assistant (RN License Required)	Substitute	\$22.50
Supervisory Assistant	Substitute	\$15.00
<i>Technical Tutor</i>		\$15.00
Graphic Artist Cultural Assistant (with language skills) RDT Asian Oriented Evaluation/Testing	Substitute	\$15.00
<u>MISCELLANEOUS</u>		
Accounting Intern	Hourly	\$13.50
Assistant Examiner	Hourly	\$13.50
Cafeteria/Playground Monitor	Hourly	\$13.50
Crossing Guard	Hourly	\$13.50
Deli Assistant	Hourly	\$13.50
Deli Operator	Hourly	\$14.00
Desegregation Assistant	Hourly	\$13.50
GED Examiner	Hourly	\$20.00
Headstart Nutritionist	Hourly	\$25.00
Help Desk Technician	Hourly	\$16.00
HRA Headstart Resource Aide	Hourly	\$13.50
Indian Adult Basic Education Assistant	Hourly	\$13.50

Parental Involvement Coordinator	Hourly	\$13.50
Systems Maintenance Technician	Hourly	\$21.54
Technology Intern (2 yrs college or above)	Hourly	\$15.00
Technology Student Intern (after 17 months)	Hourly	\$13.50
Technology Student Intern(ISD#709 Student)	Hourly	\$13.50
Work Study	Hourly	\$13.50
<u>SUBSTITUTE TEACHERS</u>		
All Certified Substitutes	Substitute	\$150.00
Certified Retired Substitutes Only	Substitute	\$155.00
Teacher Hourly Rate of Pay	Substitute	\$22.08



ISD #709
Duluth Public Schools
HOCHS Relocation Project

Monthly Progress Report
February 2023

Project(s) Address: 730 E Central Entrance, Duluth, MN 55802

Recent Progress and Activities:

- The Facilities remodel project construction progress:
 - Outstanding items continue to be addressed in order to receive the final Certificate of Occupancy.
- The Public Roadway/DSC/Transportation project construction progress:
 - Exterior windows have been installed at the DSC building.
 - Interior hollow metal door frames have been installed and some doors have been installed at the DSC building.
 - Interior ceiling grid continued at the DSC building.
 - 2nd level ceiling grid installation was completed.
 - Ceiling tile installation is in progress.
 - 1st level ceiling grid installation continues.
 - Drywall installation continued at the DSC building.
 - 2nd level is completely drywalled and painting is substantially completed in all areas.
 - 1st level drywall installation continues.
 - 2nd level casework installation continued at the DSC building.
 - Light panel installation in ceiling grid continued at the DSC building.
 - 2nd level carpet tile installation commenced and continues in the office areas at the DSC building.
 - Ceramic tile installation commenced and continues at all bathrooms at the DSC building.
 - Area A, offices, has been 100% drywalled.
 - Tape and finishing have commenced.
 - The overhead door tracks were installed at the Bus Garage.
 - Mechanical, Electrical, and plumbing rough ins continue at the Transportation building.
 - Interior door frames have been installed at the Transportation building.
- Demolition of Central High School:
 - Demolition has been ongoing.
 - The boiler room was completely demoed.
 - Foundation removal has been in progress.
 - Removal of debris has been in progress.

Upcoming Activities and Next Steps:

- Upcoming construction scope:
 - a. Facilities:

- i. The outstanding items are expected to be addressed in order to receive the final C of O certificate in hand.

- b. DSC/Transportation/Roadways:
 - i. Drywall installation to be completed throughout.
 - 1. Coating to follow.
 - ii. Lighting installation to be substantially completed at the DSC building.
 - iii. HVAC duct installation to be completed throughout at the DSC building.
 - iv. Miscellaneous fire suppression, electrical, and plumbing rough ins will continue at the DSC building.
 - v. 2nd level finishing floor to be completed.
 - 1. 1st level to commence.
 - vi. Casework installation to be completed on 2nd level at the DSC building.
 - vii. Window installation to commence at the Transportation building.
 - viii. Ceiling grid to be completed throughout at the DSC building.
 - 1. Ceiling tile installation to be completed on 2nd level and continued on 1st level.
 - ix. Glazing & Door Frame installation will continue at the DSC building.
 - x. Wall painting to commence in readied areas at the Transportation building.
 - xi. MEP rough ins to continue at Transportation building.

- c. Demolition of Central High School:
 - i. Demolition to be completed in the coming months.



Description

Painted Wash Bay - Transportation

Taken Date

03/03/2023 at 04:13 pm

Uploaded By

Jason Johnson

Upload Date

03/03/2023 at 04:16 pm

File Name

1B0C5E06-7E73-4F71-9D58-6635...



Description

2nd Level Carpet Tile Install - DSC

Taken Date

03/01/2023 at 03:12 pm

Uploaded By

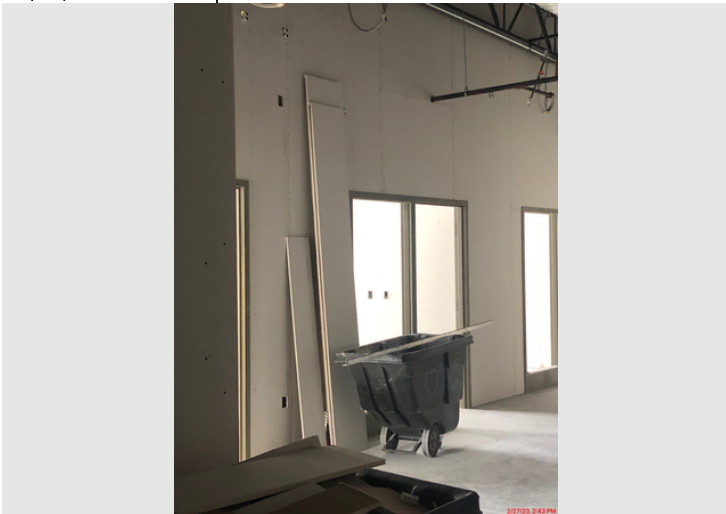
Jason Johnson

Upload Date

03/01/2023 at 03:12 pm

File Name

95130193-DA83-47BE-A054-535...



Description

Area A Drywall installation - Transportation

Taken Date

02/27/2023 at 02:43 pm

Uploaded By

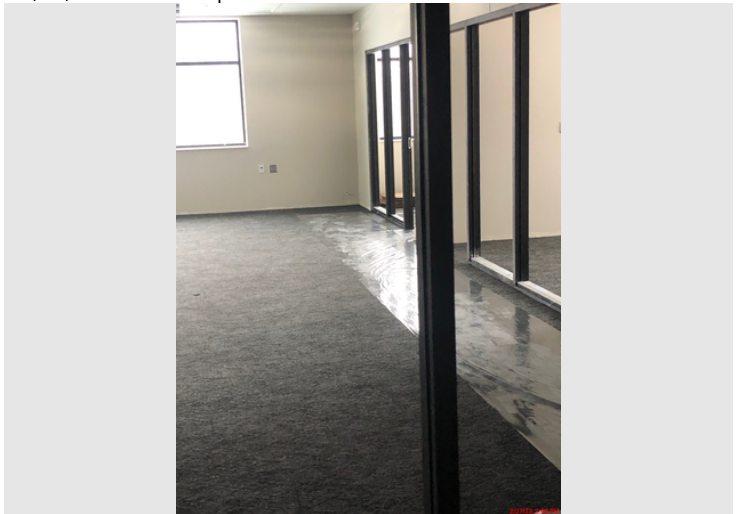
Jason Johnson

Upload Date

02/27/2023 at 02:43 pm

File Name

9EBF7930-01F8-4DE8-8A39-E7C2...



Description

2nd Level Carpet Tile Installation - DSC

Taken Date

02/27/2023 at 02:40 pm

Uploaded By

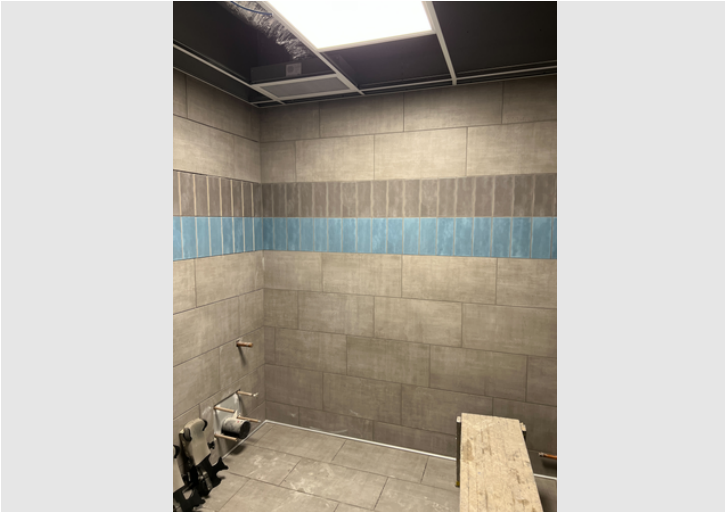
Jason Johnson

Upload Date

02/27/2023 at 02:42 pm

File Name

CC94189D-D16B-4FB8-8323-28C...



Description

2nd Level Bathroom Ceramic Tile Installation - DSC

Taken Date

02/20/2023 at 12:39 pm

Uploaded By

Nathan Norton

Upload Date

02/20/2023 at 12:39 pm

File Name

41111F90-7C5C-4B4A-9F9E-ADC...



Description

1st Level - DSC

Taken Date

02/13/2023 at 12:20 pm

Uploaded By

Austin May

Upload Date

02/13/2023 at 10:58 pm

File Name

B760FCA5-48A8-4F3A-B7C1-D74...



Description

1st Level Interior Storefront Installation - DSC

Taken Date

02/13/2023 at 12:19 pm

Uploaded By

Austin May

Upload Date

02/13/2023 at 10:58 pm

File Name

755BF500-846B-4D57-8171-A0C...



Description

2nd Level Cabinet Installation - DSC

Taken Date

02/13/2023 at 12:19 pm

Uploaded By

Austin May

Upload Date

02/13/2023 at 10:57 pm

File Name

DADB4018-C658-44F8-BC0F-F15...

ICS



Description

Old Central HS Demo

Taken Date

02/15/2023 at 09:26 am

Uploaded By

Jason Johnson

Upload Date

02/15/2023 at 09:26 am

File Name

F53F97AF-311D-4217-8DE0-C773...



Description

Old Central HS Demo

Taken Date

02/13/2023 at 12:28 pm

Uploaded By

Austin May

Upload Date

02/13/2023 at 10:59 pm

File Name

B675AAC9-4A89-49C1-9A9F-D48...



Description

Old Central HS Demo

Taken Date

02/13/2023 at 12:28 pm

Uploaded By

Austin May

Upload Date

02/13/2023 at 10:59 pm

File Name

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Description

Old Central HS Demo

Taken Date

02/13/2023 at 12:28 pm

Uploaded By

Austin May

Upload Date

02/13/2023 at 10:59 pm

File Name

17DFE83A-B81B-429A-BEFD-C55...



230 East Superior Street • Duluth, MN 55802 • 218.310.0013 • gregfollmer@gmail.com

March 3, 2023

John Magas
Superintendent of Schools

David J. Spooner, C.P.E.
Manger of Facilities

Simone Zunich
Executive Director of Finance & Business Services

Duluth Public Schools
215 N 1st Ave E
Duluth, MN 55802

RE: Marketing Update
800 E Central Entrance "Central High School Property"

800 E. Central Entrance "Central High School Property"

- Pending

Website Advertising

- Loopnet – visible to CoStar members
- MNCAR – Minnesota Association of Commercial Realtors – membership data base
- GregFollmer.com
- Crexi.com – publicly accessible site
- Social Media Sites Facebook, Twitter, Instagram

Respectfully,

Greg Follmer
Broker

**Expenditure Contracts Signed
February 2023**

For your information, the Superintendent or the CFO, Executive Director of Business Services has signed the following expenditure contracts during the above timeframe.

*** Not to Exceed:** If asterisk is noted, then the contract has a guaranteed maximum price; District may not pay more than the dollar amount listed (this does not mean the vendor will invoice this amount and may invoice much less).

**** Contract is paid via monies from:**

DR = Department Restricted (LTFM, Indian Education Funds, Compensatory, Achievement Integration)

DU = Department Unrestricted (General Fund)

G = Grant (external grants from foundations such as Northland, Duluth Superior Area Community)

SAF = Student Activity Funds (monies raised by students, gate fees, etc.)

Name	Amount*	Contract Source**	Description
Wipfli	\$89,500.00	Business Services (DU)	Audit services for FY23
Chi Ma'iingan	\$450.00*	Office of Education Equity (DR)	3 classroom presentations plus one additional hour of prep time
Serrano Robinson	\$900.00*	Office of Education Equity (DR)	Education consultant – speaking with the middle school students during WIN (What I Need)
CDW Government LLC	\$22,300.00*	Technology (DU)	Internet security testing
American Registry for Internet Numbers	\$550.00/yr	Technology (DU)	ARIN is a Regional Internet Registry responsible for the registration, administration, and stewardship of internet number resources (Safety/security)
Thomas Howes	\$3,000.00*	Am. Indian Edu (DR)	Providing traditional Ojibwe games, teachings, rules, and playing to American Indian students K-12
Robert Shimek	\$1,500.00*	Am. Indian Edu (DR)	Providing culturally specific teachings and legends on the Ojibwe snow snake game for Duluth American Indian Education dept. staff and students of Misaabekong.
Creation Station	\$1,700.00*	Special Services (DU)	Agency will provide services to meet the needs documented in a student's IEP

Creation Station	\$1,200.00*	Special Services (DU)	Agency will provide services to meet the needs documented in a student's IEP
Rooted Spirits Play School LLC	\$1,520.00*	Special Services (DU)	Agency will provide services to meet the needs documented in a student's IEP
Residential Services Inc.	\$8,514.00*	Special Services (DU)	Agency will provide services to meet the needs documented in a student's IEP
Lyric Opera of the North	\$750.00*	Stowe ES (DU)	One performance of Opera for the Young's <i>The Pirates of Penzance</i>
Colin Staerk-Bandy	\$400.00*	Denfeld HS (DU)	Percussion assistance at Denfeld HS

February 8, 2023

Simone Zunich
Independent School District No. 709
4316 Rice Lake Road, Suite 108
Duluth, MN 55811

Dear Simone:

We are pleased to serve as the independent auditors for Independent School District No. 709 ("Client") for the year ended June 30, 2023. This letter, together with the attached Terms and Conditions – Attest Engagements, confirms the terms of our engagement and is collectively referred to herein as the "Letter" or the "Engagement Letter."

Fees

Our fees for this engagement will be billed as work progresses, and progress billings may be submitted. Based upon our discussions with representatives of Client, the fee for this engagement will be \$65,000. Expenses for items such as travel, telephone, postage, clerical time, printing, and reproduction of financial statements are included in the fee. Our fee has been determined based on our understanding obtained through discussions with you regarding your preparation for the engagement and your current business operations. To the extent we encounter circumstances outside of our expectations that warrant additional procedures and time, we will communicate that fact and advise you of options and the additional fees necessary to complete the engagement. We expect payment of our billings within 30 days after submission.

In addition to the audit fee above, we will be adding fees of \$15,000 for Accounting Consultation and Preparation of Adjusting Journal Entries and \$9,500 for the Financial Statement Preparation

Our fees for the services described below are based upon the value of the services performed and the time required by the individuals assigned to the engagement. Our fee estimate and completion of our work are based upon the following criteria:

1. Anticipated cooperation from Client personnel
2. Timely responses to our inquiries
3. Timely completion and delivery of client assistance requests
4. Timely communication of all significant accounting and financial reporting matters
5. The assumption that unexpected circumstances will not be encountered during the engagement

If any of the aforementioned criteria are not met, then the fees may increase. Interim billings will be submitted as work progresses and as expenses are incurred.

Audit Scope and Objectives

We will audit Client's financial statements and the disclosures, which collectively comprise the basic financial statements, of the governmental activities, each major fund and aggregate remaining fund information of Client.

Accounting standards generally accepted in the United States of America (“GAAP”) provide for certain required supplementary information (“RSI”), such as management’s discussion and analysis (“MD&A”), to supplement Client’s basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Client’s RSI in accordance with auditing standards generally accepted in the United States of America (“GAAS”). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management’s responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1. Management’s Discussion and Analysis
2. Information about the District’s Net Pension Liability
3. Information about the District’s Other Postemployment Health Care Plan
4. Schedule of Revenues, Expenditures, and Changes in Fund Balance – Budget and Actual – General Fund

We have also been engaged to report on supplementary information other than RSI that accompanies Client’s financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and will provide an opinion on it in relation to the financial statements as a whole:

1. Fiscal Compliance Table
2. Schedule of Expenditures of Federal Awards
3. Combining Nonmajor Governmental Fund Financial Statements
4. Individual Fund Schedules

The objectives of our audit are to obtain reasonable assurance as to whether Client’s financial statements as a whole are free from material misstatement, whether due to fraud or error; issue an auditor’s report that includes our opinion about whether Client’s financial statements are fairly presented, in all material respects, in conformity with GAAP; and report on the fairness of the supplementary information, referred to in the second paragraph of this section, when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance, but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they could influence the judgment of a reasonable user made based on the financial statements.

The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996; and Title 2 U.S. *Code of Federal Regulations* (“CFR”) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”).

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity’s internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity’s internal control and compliance.

The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

Auditor’s Responsibilities for the Audit of the Financial Statements

We will conduct our audit in accordance with GAAS, the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS, we exercise professional judgment and maintain professional skepticism throughout the audit.

An audit includes an evaluation of the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as an evaluation of the overall presentation of the financial statements, including the disclosures, to assess whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. To express an opinion, we are required to plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* does not expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or government regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

In performing our audit, we will consider and conclude whether, based on the audit evidence obtained, there are conditions or events, considered in the aggregate, which raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and may include tests of the physical existence of inventories, and direct confirmation of cash, receivables, loan balances, and certain assets and liabilities by correspondence with selected customers, funding sources, creditors, and financial institutions. We may also request written representations from your attorneys as part of the engagement, and they may submit an invoice for responding to this inquiry.

We shall retain the audit workpapers and reports for at least three years from the date of the audit report, unless we are notified in writing by the DPI or by the United States Department of Education ("DOE") to extend the retention period. We shall respond directly to inquiries from the DPI or the DOE, and permit these agencies, upon written request, to review audit workpapers. We shall notify the school board of any such inquiries or requests and of our response.

Audit Procedures – Internal Control

In the conduct of our audit, we will obtain an understanding of the government and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify deficiencies in internal control. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control-related matters that are required to be communicated under professional standards.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Client's compliance with the provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of our audit will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal awards program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

The Uniform Guidance that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Client's major programs. The purpose of these procedures will be to express an opinion on Client's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Responsibilities of Management for the Financial Statements

Our audit will be conducted on the basis that management acknowledges and understands its responsibility for (1) designing, implementing, and maintaining internal controls, including internal controls over federal awards, relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. Management is also responsible for the selection and application of accounting principles; and for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, in conformity with GAAP, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements. Management's responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

Management is also responsible for making available to us drafts of financial statements, all financial records, and related information and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). Management is also responsible for providing us with (1) access to all information of which it is aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting

documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from management about the financial statements and related matters.

Management is responsible for adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

Management is responsible for the design and implementation of programs and controls to prevent and detect fraud and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Management is also responsible for informing us of its knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, management is responsible for identifying and ensuring that the government complies with applicable laws and regulations, contracts, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation of the supplementary information in conformity with GAAP. Management agrees to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information.

Management also agrees to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Management's responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

The audit shall be conducted on Client premises at a mutually agreeable time, and Client shall provide space deemed adequate by the auditor.

We cannot perform management functions or make management decisions on behalf of Client. However, we may provide advice and recommendations to assist management in performing its functions and fulfilling its responsibilities. We may advise management about appropriate accounting principles and their application, but the responsibility for the financial statements remains with management.

Reporting

We will issue written reports, as listed in the following paragraph, upon completion of our audit of Client's financial statements. Our reports will be addressed to the School Board. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report or, if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or withdraw from this engagement.

We expect to issue the following reports:

- A report on the financial statements including an opinion as to whether the schedule of expenditures of federal awards is presented fairly, in all material respects, in relation to the financial statements taken as a whole.
- A report on internal control over financial reporting and compliance based on an audit of financial statements performed in accordance with the standards applicable to financial audits contained in *Government Auditing Standards*.
- A report on compliance with requirements applicable to each major program and report on internal control over compliance in accordance with the Uniform Guidance.
- A schedule of findings and questioned costs.

If Client intends to reproduce or publish these financial statements or any portion thereof, whether in paper or electronic form, subsequent to anticipated year-end filings, and make reference to our firm name in connection therewith, management agrees to provide us with proofs in sufficient time for our review and written approval before printing. If in our professional judgment the circumstances require, we may withhold our approval. Client agrees to compensate Wipfli for the time associated with such review.

Client acknowledges and agrees that any advice, recommendations, information, or work product provided to Client by Wipfli in connection with this engagement is for the sole use of Client and may not be relied upon by any third party. Wipfli has no liability or responsibility to any third parties as a result of this engagement.

Management Assistance

Assistance to be supplied by Client personnel, including the preparation of schedules and analysis of accounts, will be discussed with Simone Zunich. Timely completion of this work will facilitate the completion of our engagement.

Engagement Administration

Michelle Swoboda, CPA will be your audit engagement partner.

Professional and certain regulatory standards require us to be independent in both fact and appearance. Any discussions that you have with Wipfli personnel regarding employment could pose a threat to our independence. Therefore, we request that you inform us immediately prior to any such discussions so that we can implement appropriate safeguards to maintain our independence.

Other Services

We may prepare a draft of your financial statements and related notes. In accordance with *Government Auditing Standards*, Management will be required to review and approve those financial statements prior to their issuance and have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements. Further, you are required to designate a qualified management-level individual to be responsible and accountable for overseeing our services.

Management agrees to assume all management responsibilities for these services; oversee the services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them.

Annual Information Filings

Our engagement will include the preparation of the federal data collection form. The full and timely completion of requested client assistance and provision of any adjusting entries known by you are critical in meeting the prescribed due dates for these forms. Penalties may be imposed if the filing deadlines are not met. If during the course of our engagement we become aware of additional state filing requirements, we will prepare those filings. Preparation of any additional filings and reports and accounting assistance as directed by management are not part of the fees for this engagement and will be billed at our standard hourly rates.

You are responsible for making all management decisions and performing all management functions and for designating an individual with suitable skill, knowledge, and/or experience, preferably within senior management, to oversee these services. You are responsible for evaluating the adequacy and results of the services performed and accepting responsibility for the results. You are also responsible for establishing and maintaining internal controls, including monitoring ongoing activities.

Conclusion and Approval to Proceed

If the terms above of this Engagement Letter are acceptable to you and the services outlined are in accordance with your requirements, please return a signed copy of this Letter to us.

We look forward to our continued association with you and your staff and appreciate the opportunity to serve you. Please do not hesitate to call us if you have any questions about the work we are to perform or any other aspect of the services we can provide.

Wipfli LLP

Wipfli LLP

ACCEPTED: INDEPENDENT SCHOOL DISTRICT NO. 709

By: *Simone Zunich*
Simone Zunich (Mar 1, 2023 13:20 CST)

Simone Zunich Exec. Dir. of Finance & Business Services

(Print Name and Title)

Date: 03/01/2023

MS/yy

Enc. **Budget Code**
01E 012 110 000 305 115

AGREEMENT

THIS AGREEMENT, made and entered into this 24 day of January 2023, by and between Independent School District #709, a public corporation, hereinafter called District, and Chi Ma'iingan, an independent contractor, hereinafter called Contractor.

THE PURPOSE OF THE AGREEMENT is to set out the terms and conditions whereby Contractor will provide programs or services for the District at the times and locations set forth in this Agreement.

The terms and conditions of this Agreement are as follows: *Payment for three classroom presentations with included hands-on learning activity.*

1. **Dates of Service.** This Agreement shall be deemed to be effective as of January 24, 2023 and shall remain in effect for that day, unless terminated earlier as provided for herein, or unless and until all obligations set forth in this Agreement have been satisfactorily fulfilled, whichever occurs first.

2. **Performance.** 3 classroom presentations plus one hour of additional preparation time for a total of 3 hours.

3. **Background Check.** ****Contractor has valid background check completed with the ISD 709****

Contractor must provide an executed criminal history consent form and a money order or check payable to the District in an amount equal to the actual cost of conducting a criminal history background check on all of its employees assigned to the program. Contractor is precluded from performance of contract until the results of the criminal background check(s) are on file.

If Contractor has already completed background checks for their business needs, Contractor stipulates that the background checks are completed, on file, and will be made available for review if the District should request.

Contractor will notify the District of any individual working in our schools with convictions of a gross misdemeanor or felony.

4. **Reimbursement.** In consideration of the performance of Contractor of its obligations pursuant to this Agreement, District hereby agrees to reimburse Contractor for its services and expenses in performing said obligations up to a sum not to exceed \$150 hourly and \$450 in total.

Contractor is required by Minnesota Statutes, Section 270.66, subd. 3, to provide their Taxpayer Identification Number (TIN) used in the enforcement of Federal and State tax laws. The TIN will be available to Federal and State tax authorities and State personnel involved in the payment of State obligations. This Agreement will not be approved unless TIN is provided.

5. **Requests for Reimbursement.** The terms of payment under this Agreement are as follows:

- a. Payment shall be made by the District within 30 days of submission of a proper invoice by the Contractor;
- b. Any other terms of payment in the performance of services are incorporated by reference in this Agreement.

6. **Propriety of Expenses.** The fact that the District has reimbursed Contractor for any expense claimed by Contractor shall not preclude District from questioning the propriety of any such item. District reserves the right to offset any overpayment or disallowance of any item or items at any time under this Agreement by reducing future payments to Contractor. This clause shall not be construed to bar any other legal remedies District may have to recover funds expended by Contractor for disallowed costs.

7. **Ownership of Materials.** The District reserves the rights to reproduce the programming in any fashion, or appropriate the contents of the programming, or any portion thereof, to its own use for any and all programs, forms and other materials that Contractor has provided, prepared, or utilized in performance of the terms of this Agreement.

8. **Independent Contractor.** Both the District and Contractor agree that they will act as an independent contractor in the performance of its duties under this Agreement. Nothing contained in this Agreement shall be construed as in any manner creating a relationship of joint venture between the parties, which shall remain independent contractors with respect to all actions performed pursuant to this Agreement.

Accordingly, Contractor shall be responsible for payment of all taxes, including Federal, State, and local taxes, arising out of Contractor's activities in accordance with this Agreement, including by way of illustration, but not limited to, Federal and State income tax, Social Security tax, Unemployment Insurance taxes, workers compensations, and any other taxes or business license fees as required.

9. **Indemnity and defense of the District.** Contractor hereby agrees to defend, indemnify and hold the District harmless from all claims relating to its work pursuant to this Agreement.

In the event that Contractor breaches its obligation to defend, indemnify and hold the District harmless, then in addition to its other damages the District shall be entitled to recover its attorney's fees and costs and disbursements incurred in enforcing this Agreement.

10. **Notices.** All notices to be given by Contractor to District shall be deemed to have been given by depositing the same in writing in the United States Mail: ISD 709, Duluth Public Schools, Attn: Catherine Erickson, 4316 Rice Lake Rd, Suite 108, Duluth, MN 55811.

All notices to be given by District to Contractor shall be deemed to have been given by depositing the same in writing in the United States Mail to Chi Ma'iingan.

11. **Assignment.** Contractor shall not in any way assign or transfer any of its rights, interests or obligations under this Agreement in any way whatsoever without the prior written approval of the District.

12. **Modification or Amendment.** No amendment, change or modification of this Agreement shall be valid unless in writing signed by the parties' hereto.

13. **Governing Laws.** This Agreement, together with all its paragraphs, terms and provisions is made in the State of Minnesota and shall be construed and interpreted in accordance with the laws of the State of Minnesota.

14. **Entire Agreement.** This Agreement contains the entire understanding of the parties hereto with respect to the subject matter hereof and shall not be changed or otherwise altered except by written agreement of the parties.

15. **Cancellation.** Either party shall have the right to terminate this Agreement, without cause, upon (30) days written notice to the other party as provided for in this Agreement.

16. **Data Practices.** Contractor further understands and agrees that it shall be bound by the Minnesota Government Data Practices Act (Minnesota Statutes 13.03-13.04) with respect to "data on individuals"; as defined in 13.02, subd. 5 of that Statute) which it collects, receives, stores, uses, creates or disseminates pursuant to this Agreement.

17. **Insurance.** (If applicable) Contractor shall not commence work under the contract until they have obtained all the insurance described below and Duluth Public Schools has approved such insurance. Contractor shall maintain such insurance in force and effect throughout the term of the contract.

Contractor is required to maintain and furnish satisfactory evidence of the following insurance policies:

Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota including Coverage B, Employer's Liability.

Commercial General Liability: Contractor is required to maintain insurance protecting it from claims for damages for bodily injury, including sickness or disease, death, and for care and loss of services as well as claims for property damage, including loss of use which may arise from operations under the Contract whether the operations are by the contractor or subcontractor or by anyone directly or indirectly employed under the contract.

18. **Conflict of Interest and Fiduciary Duty:** All contractors doing business with the District agree to follow Policy 307 - Conflicts of Interest and Fiduciary Duty. This policy is located on the District's website.

THE REMAINDER OF THIS PAGE IS LEFT INTENTIONALLY BLANK

AS EVIDENCE OF THEIR ASSENT TO THE TERMS AND CONDITIONS OF THIS AGREEMENT, set forth above, the parties hereto have caused this Agreement to be executed by their duly authorized officers as of the day and year first above written.

Chi Ma'ingus
Contractor Signature

[Redacted]
SSN/Tax ID Number

1-19-23
Date

Nathan Smith
Program Director

2-4-23
Date

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the CFO for review and approval.

This contract is funded by either:

1. The following budget (include full 18 digit code); or
2. will be paid using Student Activity Funds; or
3. is no cost contract (e.g. Memorandum of Understanding).

Please check the appropriate line below:

_____ Check if the contract will be paid using District funds and enter the budget code in the top line below (enter in blank spots following the example).

01	E	540	203	313	305	324
XX	X	XXX	XXX	XXX	XXX	XXX

_____ Check if the contract will be paid using Student Activity Funds

_____ Check if the contract is a no-cost contract such as a Memorandum of Understanding

Samuel Z...
CFO / Superintendent of Schools / Board Chair

2-10-23
Date

AGREEMENT

THIS AGREEMENT, made and entered into this 17 day of January , 2023, by and between Independent School District #709, a public corporation, hereinafter called District, and (Serrano Robinson) an independent contractor, hereinafter called Contractor.

or Men as Peacemakers

THE PURPOSE OF THE AGREEMENT is to set out the terms and conditions whereby Contractor will provide programs or services for the District at the times and locations set forth in this Agreement.

The terms and conditions of this Agreement are as follows: *(insert here or attach as appropriate)*

1. **Dates of Service.** This Agreement shall be deemed to be effective as of January 31 2023 and shall remain in effect until June 30 2023 , unless terminated earlier as provided for herein, or unless and until all obligations set forth in this Agreement have been satisfactorily fulfilled, whichever occurs first.

2. **Performance.** Education Consultant - Speaking sessions with the middle school students during WIN

3. **Background Check.** *(applies to contractors working independent with students)*

Contractor must provide an executed criminal history consent form and a money order or check payable to the District in an amount equal to the actual cost of conducting a criminal history background check on all of its employees assigned to the program. Contractor is precluded from performance of contract until the results of the criminal background check(s) are on file.

If Contractor has already completed background checks for their business needs, Contractor stipulates that the background checks are completed, on file, and will be made available for review if the District should request.

Contractor will notify the District of any individual working in our schools with convictions of a gross misdemeanor or felony.

4. **Reimbursement.** In consideration of the performance of Contractor of its obligations pursuant to this Agreement, District hereby agrees to reimburse Contractor for its services and expenses in performing said obligations up to a sum not to exceed \$75 hourly and \$900 in total.

Contractor is required by Minnesota Statutes, Section 270.66, subd. 3, to provide their Taxpayer Identification Number (TIN) used in the enforcement of Federal and State tax laws. The TIN will be available to Federal and State tax authorities and State personnel involved in the payment of State obligations. This Agreement will not be approved unless TIN is provided.

5. **Requests for Reimbursement.** The terms of payment under this Agreement are as follows:

- a. Payment shall be made by the District within 30 days of submission of a proper invoice by the Contractor;
- b. Any other terms of payment in the performance of services are incorporated by reference in this Agreement.

6. Propriety of Expenses. The fact that the District has reimbursed Contractor for any expense claimed by Contractor shall not preclude District from questioning the propriety of any such item. District reserves the right to offset any overpayment or disallowance of any item or items at any time under this Agreement by reducing future payments to Contractor. This clause shall not be construed to bar any other legal remedies District may have to recover funds expended by Contractor for disallowed costs.

7. Ownership of Materials. The District reserves the rights to reproduce the programming in any fashion, or appropriate the contents of the programming, or any portion thereof, to its own use for any and all programs, forms and other materials that Contractor has provided, prepared, or utilized in performance of the terms of this Agreement.

8. Independent Contractor. Both the District and Contractor agree that they will act as an independent contractor in the performance of its duties under this Agreement. Nothing contained in this Agreement shall be construed as in any manner creating a relationship of joint venture between the parties, which shall remain independent contractors with respect to all actions performed pursuant to this Agreement.

Accordingly, Contractor shall be responsible for payment of all taxes, including Federal, State, and local taxes, arising out of Contractor's activities in accordance with this Agreement, including by way of illustration, but not limited to, Federal and State income tax, Social Security tax, Unemployment Insurance taxes, workers compensations, and any other taxes or business license fees as required.

9. Indemnity and defense of the District. Contractor hereby agrees to defend, indemnify and hold the District harmless from all claims relating to its work pursuant to this Agreement.

In the event that Contractor breaches its obligation to defend, indemnify and hold the District harmless, then in addition to its other damages the District shall be entitled to recover its attorney's fees and costs and disbursements incurred in enforcing this Agreement.

10. Notices. All notices to be given by Contractor to District shall be deemed to have been given by depositing the same in writing in the United States Mail: ISD 709, Duluth Public Schools, Attn: Nate Smith , 4316 Rice Lake Rd, Suite 108, Duluth, MN 55811.

All notices to be given by District to Contractor shall be deemed to have been given by depositing the same in writing in the United States Mail to (mailing address with zip) 123 W Superior St, Duluth, MN 55802.

11. **Assignment.** Contractor shall not in any way assign or transfer any of its rights, interests or obligations under this Agreement in any way whatsoever without the prior written approval of the District.

12. **Modification or Amendment.** No amendment, change or modification of this Agreement shall be valid unless in writing signed by the parties' hereto.

13. **Governing Laws.** This Agreement, together with all its paragraphs, terms and provisions is made in the State of Minnesota and shall be construed and interpreted in accordance with the laws of the State of Minnesota.

14. **Entire Agreement.** This Agreement contains the entire understanding of the parties hereto with respect to the subject matter hereof and shall not be changed or otherwise altered except by written agreement of the parties.

15. **Cancellation.** Either party shall have the right to terminate this Agreement, without cause, upon (30) days written notice to the other party as provided for in this Agreement.

16. **Data Practices.** Contractor further understands and agrees that it shall be bound by the Minnesota Government Data Practices Act (Minnesota Statutes 13.03-13.04) with respect to "data on individuals"; as defined in 13.02, subd. 5 of that Statute) which it collects, receives, stores, uses, creates or disseminates pursuant to this Agreement.

17. **Insurance.** (If applicable) Contractor shall not commence work under the contract until they have obtained all the insurance described below and Duluth Public Schools has approved such insurance. Contractor shall maintain such insurance in force and effect throughout the term of the contract.

Contractor is required to maintain and furnish satisfactory evidence of the following insurance policies:

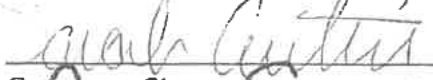
Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota including Coverage B, Employer's Liability.


Commercial General Liability: Contractor is required to maintain insurance protecting it from claims for damages for bodily injury, including sickness or disease, death, and for care and loss of services as well as claims for property damage, including loss of use which may arise from operations under the Contract whether the operations are by the contractor or subcontractor or by anyone directly or indirectly employed under the contract.

18. **Conflict of Interest and Fiduciary Duty:** All contractors doing business with the District agree to follow Policy 307 - Conflicts of Interest and Fiduciary Duty. This policy is located on the District's website.

THE REMAINDER OF THIS PAGE IS LEFT INTENTIONALLY BLANK

AS EVIDENCE OF THEIR ASSENT TO THE TERMS AND CONDITIONS OF THIS AGREEMENT, set forth above, the parties hereto have caused this Agreement to be executed by their duly authorized officers as of the day and year first above written.

 41-1841689 2-8-23
 Contractor Signature SSN/Tax ID Number Date

 2-22-23
 Program Director Date

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the CFO for review and approval.

This contract is funded by either:

1. The following budget (include full 18 digit code); or
2. will be paid using Student Activity Funds; or
3. is no cost contract (e.g. Memorandum of Understanding).


Please check the appropriate line below:

Check if the contract will be paid using District funds and enter the budget code in the top line below (enter in blank spots following the example).

01	E	005	405	313	305	311
XX	X	XXX	XXX	XXX	XXX	XXX

Check if the contract will be paid using Student Activity Funds

Check if the contract is a no-cost contract such as a Memorandum of Understanding

 2/27/23
 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair Date



STATEMENT OF WORK

Project Name:	Duluth Public Schools-2022.12-RSA	Seller Representative: Dave Donarski +1 (847) 465-6000 davedon@cdwg.com
Customer Name:	Duluth Independent School District No. 709 (MN)	
CDW Affiliate:	CDW Government LLC	Solution Architect: Tyler McChristian
Date:	February 10, 2023	
Drafted By		

This statement of work (“**Statement of Work**” or “**SOW**”) is made and entered into on the last date that this SOW is fully executed as set forth below (“**SOW Effective Date**”) by and between the undersigned, CDW Government LLC (“**Provider,**” and “**Seller,**”) and Duluth Independent School District No. 709 (MN) (“**Customer,**” and “**Client,**”).

This SOW shall be governed by that certain Sourcewell Vendor Agreement 081419#CDW between CDW Government LLC and Sourcewell effective December 1, 2019 (the “**Agreement**”) If there is a conflict between this SOW and the Agreement, then the Agreement will control, except as expressly amended in this SOW by specific reference to the Agreement.

PROJECT DESCRIPTION

PROJECT SCOPE

The Rapid Security Assessment (RSA) is a security assessment designed to balance the need for thorough and reliable security testing with the demands of short timelines and limited budgets. During this assessment, we use commercially available vulnerability scanners, proprietary tools developed by our security engineers, and tools created by the open source community to identify and document existing weaknesses, and provide our advice for the remediation of vulnerabilities identified during the course of the engagement. Where appropriate, the engineers may exploit vulnerabilities in order to more accurately determine the risk to your environment. The RSA report is a hybrid of the engineers’ observations of the current state of your network security and their interpretations of the data gathered by the scanners.

The RSA consists of up to two parts, as described below.

SCOPE OPTIONS

PART A: INTERNET SECURITY TESTING

The engineers will scan Internet-visible hosts, identify services running on the hosts, and conduct testing for vulnerabilities to known exploits. Test results will be manually validated, as necessary, in an effort to minimize false-positive reporting. Where appropriate, the engineers may exploit vulnerabilities in order to more accurately determine the risk to your environment. The Internet Test portion of the RSA offering is limited to 40 targets.

Budget Code: 05 E 005 108 302 555 000

PART B: INTERNAL SECURITY TESTING

The Internal Assessment contains multiple tasks.

- **Internal Vulnerability Scan** - The engineers will scan your internal network, identify services running on the hosts, and conduct testing for vulnerabilities to known exploits. Test results will be manually validated, as necessary, in an effort to minimize false-positive reporting. The Internal Test portion of the RSA offering is limited to 1,000 targets.
- **Penetration Testing** – Penetration testing of key organizational IT assets will be performed, in an attempt to gain access to these key assets and provide documentation on the path to access.
- **Domain Security and Password Audit** – An audit of passwords and password-related policies used within the organization will be performed, with guidance provided on potential improvements. This item is limited to a single Active Directory domain.
- **Authenticated Scan** – Up to 50 workstations will be tested via an authenticated scan. The results of this scan, once validated, should provide a good snapshot of workstation security.

PROJECT KICKOFF – KEY ACTIVITIES

- IP Addresses to be scanned will be shared from Customer to Seller. Any addresses to exclude will be discussed. Any time-of-day exclusions to scanning will be discussed.
- For Part B, a pre-arranged time and date for an end to the penetration testing task will be discussed. If the engineers are unsuccessful in uncovering valid administrative credentials by this time, the customer will provide valid credentials at this prearranged time to allow the domain security and password audit and authenticated scan to be completed.

CUSTOMER RESPONSIBILITIES

- For part A and B, customer will provide Customer IP addresses to be scanned. By providing these addresses, customer acknowledges permission for scanning and penetration testing to take place.
- For part B, if the penetration test is unsuccessful in uncovering valid administrative credentials, the customer will provide valid credentials at a prearranged time to allow the domain security and password audit and authenticated scan to be completed.
- Obtain any necessary permission for testing of systems hosted or managed by third parties.
- Provide a point of contact for questions and updates about project status.
- Respond to requests for information in a timely manner.
- Agree to Seller's Supplemental Security terms and conditions that can be found on the attached Exhibit B (see sample attached)

PROJECT ASSUMPTIONS

- **A target is defined to be a system to be scanned. Often, there is a one-to-one mapping between an IP address and a target. However, there are situations, such as name-based virtual web hosting, where there are multiple targets that map to one IP address.**
- For part A, the number of Internet-facing targets to be scanned is capped at 40.
- For part B, the number of internal targets to be scanned is capped at 1,000.
- For part B, the domain security and password audit task is limited to a single Active Directory domain.
- For part B, the number of workstations to be scanned during the authenticated scan is capped at 50.
- For part B, the domain security and password audit as well as the authenticated scan require a level of privilege in the environment. It is the intent to acquire this privilege during the penetration test. However, if the necessary level of privilege is not gained, it is assumed that the customer will provide credentials at a pre-arranged time to

allow these parts of the engagement to proceed. If the credentials are not provided in a timely fashion, the domain security and password audit and authenticated scan will be removed from the project's scope.

- While rare, network scanning can potentially have an adverse effect on a host. It is understood that Seller bears no liability for any loss of service to a host during this engagement due to network scanning.
- Assessment activities may include attacks against end-user clients, such as email-based attacks (where these attacks focus on technical issues rather than user behavior). Note that this does not include credential phishing unless phishing is specifically included in the project scope.
- It is assumed that customer's IT staff will be aware of CDW's assessment activities and will not actively interfere with or attempt to actively defend against CDW's attacks and assessment activities. Active interference by customer staff in CDW's assessment activities may result in limited results from the assessment or a reduction in scope. In this event, a change order may be needed to increase the project cost and/or timeline in order to complete the full original scope of the assessment.
- Project tasks will be completed during business hours (8am to 5pm, Monday through Friday).
- All tasks to be performed remotely.
- Seller will provide a letter of attestation.

OUT OF SCOPE

Tasks outside this SOW include, but are not limited to:

- Systems outside of the United States. No work under this SOW will be performed on any systems outside of the United States.
- Post-remediation scans or retesting of findings are out of scope for this project and may incur additional cost.

ITEM(S) PROVIDED TO CUSTOMER

The following will be provided to Customer by the completion of this project:

Rapid Security Assessment Report – The report outlines the efforts undertaken by the engineers and provides customized security findings and recommendations for improvement.

The report includes:

- An executive summary showing the effectiveness of your security controls,
- Summarized high-level recommendations and a rating of the overall risk of the environment.,
- An outline of the efforts made by the engineers, highlighting attacks that were successful or otherwise pose higher risks
- Summaries of more widespread issues , with detailed itemized lists of weaknesses presented when appropriate, and
- A section listing recommendations, ordered by priority and by the estimated cost to fix them, with high-priority, low-cost items at the top of the list.

Seller prides itself on the quality and usefulness of this report. Although automated scanners are used during the assessment, the report is not simply a reproduction of output from automated tools.

Due to the sensitive nature of this report, we will convey to you a password-encrypted file. Only members of our assessment team have access to the report.

Once we have delivered the report, we will solicit your feedback. If necessary, we will revise the report. Once the report is finalized, we will conduct a project wrap-up call to walk through the project one final time and ensure that any remaining questions are addressed.

Services not specified in this SOW are considered out of scope and will be addressed with a separate SOW or Change Order.

GENERAL RESPONSIBILITIES AND ASSUMPTIONS

- Customer is responsible for providing all access that is reasonably necessary to assist and accommodate Seller's performance of the Services.
- Customer will provide in advance and in writing, and Seller will follow, all applicable Customer's facility's safety and security rules and procedures.
- Customer is responsible for security at all Customer-Designated Locations; Seller is not responsible for lost or stolen equipment, other than solely as a result of Seller's gross negligence and willful misconduct.
- This SOW can be terminated by either party without cause upon at least fourteen (14) days' advance written notice.

PROJECT OVERSIGHT

Seller will assign an Associate Project Manager to perform the following activities during the project:

- **Kickoff Meeting.** Review SOW including project objectives and high-level schedule, logistics, identify and confirm project participants, and discuss project prerequisites.
- **Milestone Project Schedule.** A high-level project schedule and resources assigned to the project.
- **Point of Contact.** Act as a Point of Contact for changes or escalations that may arise during the project.
- **Project Closure.** Recap the project activities, provide required documentation, identify any next steps, and formally close the project

CONTACT PERSONS

Each Party will appoint a person to act as that Party's point of contact ("**Contact Person**") as the time for performance nears and will communicate that person's name and information to the other Party's Contact Person.

Customer Contact Person is authorized to approve materials and Services provided by Seller, and Seller may rely on the decisions and approvals made by the Customer Contact Person (except that Seller understands that Customer may require a different person to sign any Change Orders amending this SOW). The Customer Contact Person will manage all communications with Seller, and when Services are performed at a Customer-Designated Location, the Customer Contact Person will be present or available. The Parties' Contact Persons shall be authorized to approve changes in personnel and associated rates for Services under this SOW.

CHANGE MANAGEMENT

This SOW may be modified or amended only in a writing signed by both Customer and Seller, generally in the form provided by Seller ("**Change Order**"). Services not specified in this SOW are considered out of scope and will be addressed with a separate SOW or Change Order.

In the event of a conflict between the terms and conditions set forth in a fully executed Change Order and those set forth in this SOW or a prior fully executed Change Order, the terms and conditions of the most recent fully executed Change Order shall prevail.

PROJECT SCHEDULING

Customer and Seller, who will jointly manage this project, will together develop timelines for an anticipated schedule ("**Anticipated Schedule**") based on Seller's project management methodology. Any dates, deadlines, timelines or schedules contained in the Anticipated Schedule, in this SOW or otherwise, are estimates only, and the Parties will not rely on them for purposes other than initial planning.

The following scheduling scenarios that trigger delays and durations to extend beyond what's been planned may require a Change Order:

- Site preparation, such as power, cabling, physical access, system access, hardware/software issues, etc. must be completed in a timely manner.
- Project tasks delegated to Customer PMs/Engineers/Techs/Management/Resources must be completed in a timely manner. For example, in the event a project 's prioritization is demoted, and Customer resources are reallocated causing the project's schedule to extend on account of experiencing interruptions to its momentum requiring complete stop(s) and start(s).
- External projects/dependencies that may have significant impact on the timeline, schedule and deliverables. It is Seller's assumption that every reasonable attempt will be made to mitigate such situations.

TOTAL FEES

The total fees due and payable under this SOW (“**Total Fees**”) include both fees for Seller’s performance of work (“**Services Fees**”) and any other related costs and fees specified in the Expenses section (“**Expenses**”).

Seller will invoice for Total Fees. Customer will pay invoices containing amounts authorized by this SOW in accordance with the terms of the Agreement. Unless otherwise specified, taxes will be invoiced but are not included in any numbers or calculations provided herein. The pricing included in this SOW expires and will be of no force or effect unless it is signed by Customer and Seller within thirty (30) days from the Date list on the SOW, except as otherwise agreed by Seller. Any objections to an invoice must be communicated to the Seller Contact Person within fifteen (15) days after receipt of the invoice.

SERVICES FEES

Services Fees hereunder are **FIXED FEES**, meaning that the amount invoiced for the Services will be \$22,300.00.

The invoiced amount of Services Fees will equal the amount of fees applicable to each completed project milestone (see Table below).

Table – Services Fees

Milestone	Percentage	Fee
Upon Signature	50%	\$11,150.00
Upon Completion of Work	50%	\$11,150.00
Totals	100%	\$22,300.00

Expenses

All services under this SOW will be performed remotely; therefore, neither travel time nor direct expenses will be billed for this project.

Travel Notice

The parties agree that there will be no travel required for this project.

CUSTOMER-DESIGNATED LOCATIONS

Seller will provide Services benefiting the locations specified on the attached Exhibit (“**Customer-Designated Locations**”).

PROJECT SPECIFIC TERMS

1. Notwithstanding anything to the contrary in the Agreement, Seller's Liability as a result of any claims arising out of the performance of Services hereunder shall not exceed the amounts paid or payable by Customer pursuant to this SOW.

SIGNATURES

In acknowledgement that the parties below have read and understood this Statement of Work and agree to be bound by it, each party has caused this Statement of Work to be signed and transferred by its respective authorized representative.

This SOW and any Change Order may be signed in separate counterparts, each of which shall be deemed an original and all of which together will be deemed to be one original. Electronic signatures on this SOW or on any Change Order (or copies of signatures sent via electronic means) are the equivalent of handwritten signatures.

CDW Government LLC

Duluth Independent School District No. 709 (MN)

By: _____

By: *Gimone Zurich*

Name: Services Contracts Manager

Name: *Gimone Zurich*

Title: Services Contract Manager

Title: *Executive Dir. Finance, Business Services*

Date: _____

Date: *2/17/23*

Mailing Address:

Mailing Address:

200 N. Milwaukee Ave.
Vernon Hills, IL 60061

4316 RICE LAKE RD STE 108, STE 108, ACCTS
PAYABLE
DULUTH, MN 55811-4012

EXHIBIT A

CUSTOMER-DESIGNATED LOCATIONS

Seller will provide Services benefiting the following locations ("**Customer-Designated Locations**").

Location(s)	Address
District Office	4316 Rice Lake Rd, STE 108, Duluth, MN 55811

EXHIBIT B

SECURITY SERVICES SUPPLEMENTAL TERMS

PLEASE READ THESE TERMS AND CONDITIONS VERY CAREFULLY.

CUSTOMER AGREES TO BE BOUND BY AND ACCEPTS THESE SUPPLEMENTAL TERMS AND CONDITIONS.

1. Customer acknowledges and agrees that it understands and accepts the risks associated with the Services and hereby expressly authorizes Seller to perform the Services.
2. Customer represents, warrants and covenants that: (a) it has and will continue to have full rights, power, and authority to consent to having the Services provided in the manner as agreed upon in the SOW; (b) the execution and performance of the SOW does not and will not violate or constitute a default under its constituting documents or any applicable law, any order of any court or government agency, or any agreement to which it is a party; (c) the execution and performance of the SOW has all been duly and validly authorized by all necessary corporate action, and the SOW and/or Agreement constitute a valid and binding obligation of Customer; (d) it holds all permits, licenses, approvals and statutory authorities that are necessary for the performance of its obligations under the SOW, including, but not limited to, any approvals or consents, or providing any notices, required under applicable laws in respect of the processing of any personal data, and it has obtained in writing all consents, approvals and licenses necessary (including, but not limited to, from any third party) to allow: (i) Seller, its affiliates, subcontractors and its or their personnel to provide the Services; (ii) Customer to receive the Services; and (iii) for the Seller, its affiliates, subcontractors and its or their personnel to be able to access and test the Customer's communications network, systems, applications and equipment, including, without limitation, any third party provided, supplied, licensed, hosted or managed network, systems, applications, equipment and/or elements of the same ("Customer's Network"), in the manner detailed in the SOW; (e) Seller's performance of the Services as anticipated under the SOW will not cause Seller, its affiliates, subcontractors and its or their personnel to commit any offence under any relevant computer misuse, cyber-security, anti-hacking, wire-tapping, interception of communications or systems, or similar or related legislation, regulation or binding industry code, guidance or requirements in any country (including where the services are provided, performed, received or relevant IT equipment, assets and/or systems are located) ("**Computer Misuse Legislation**") and Customer has provided its consent in relation to the Services and has obtained all required consents in respect of the same; and (f) it will use the Services for lawful purposes only. Seller shall not be liable for claims resulting from a breach of any of the foregoing.
3. Customer acknowledges and agrees that:
 - a. the Services include investigating and exploiting the Customer's Network and security vulnerabilities by attempting to gain access to Customer's Network and confidential security-related information through testing activities that are not authorized by Customer's Network security policies and that if done without Customer's and/or the applicable third party's authorization and consent could violate applicable laws;
 - b. the Services relating to security are only one component of Customer's overall security program and are not a comprehensive security solution or a comprehensive evaluation of Customer's security and, without limiting the foregoing (a) it is impossible to, and the Services will not, detect, disclose or resolve every security vulnerability or hazard, (b) unauthorized access by third parties may occur and (c) impenetrable security cannot be attained; and
 - c. Seller may perform any or all of the Services either directly or by using subcontractors or any other authorized personnel, in its sole discretion.
4. Customer is, and will continue to be, solely responsible for:

-
- a. exercising reasonable care under the circumstances in monitoring and managing its security environment and mitigating the risks associated with any potential or actual security hazard;
 - b. establishing and maintaining appropriate internal controls and complying with all applicable laws and regulations;
 - c. implementing any advice or recommendations provided by Seller as part of the Services.
5. Customer represents and warrants that it owns all right, title, and interest in and to, or has the license for and the right to grant Seller access to and to authorize Seller to bypass or attempt to bypass any security features or technological protection measures associated with, any programs, systems, hardware, data, materials, IP addresses, domains or other information furnished or made available by Customer to Seller for the purpose of enabling Seller to perform the Services. Customer hereby assumes the sole responsibility for the accuracy of such programs, systems, data, materials, IP addresses, domains or other information furnished or made available by Customer to Seller.
 6. Customer shall cooperate with Seller in the performance of the Services. Without limiting the previous sentence, Customer shall: (a) provide Seller, its affiliates, subcontractors and its or their personnel with timely access to the Customer's Network, the Customer's data and information reasonably requested by Seller with respect to the Services; (b) promptly render all decisions and approvals so as not to delay or impede Seller's performance of the Services; and (c) promptly notify Seller of any issues, concerns or disputes regarding the Services. Customer acknowledges and agrees that Seller's performance depends on Customer's timely and effective satisfaction of Customer's responsibilities under the SOW and/or Agreement and Customer's timely decisions and approvals in connection with the Services.
 7. Customer shall permit, and hereby authorizes, Seller to connect diagnostic software and equipment to Customer's Network for the purposes of performing the Services, which may require accessing Customer's Network and confidential security-related information. Seller has no liability or obligation for: (a) the installation, operation or maintenance of the Customer's Network; or (b) the availability, capacity or condition of the Customer's Network or (c) any adverse impact of the Services on the Customer's Network.
 8. Customer and Seller acknowledge and agree that, in connection with Seller's performance of the Services,

Seller is not required to access, process or transfer data that identifies or can be used to identify a natural person ("Personal Information").

- a. Seller is acting as a service provider, and is neither a controller nor owner of Personal Information;
 - b. to the extent data accessed or processed by Seller constitutes Personal Information, that Personal Information will be accessed or processed based on Customer's direction, and Seller has no rights to use that Personal Information other than in connection with providing the Services to Customer;
 - c. Customer is solely responsible for obtaining any approvals or consents, or providing any notices, required under applicable laws regarding Seller's performance of the Services, including, but not limited to, the processing of any Personal Information.
9. Customer shall identify Customer's mission-critical systems for Seller, and Seller will discuss appropriate testing for these systems. Seller shall have no liability or responsibility with respect to such systems when testing is authorized.
 10. Notwithstanding anything to the contrary in the SOW and/or Agreement, Customer shall be solely responsible for daily back-up and other protection of data (including, but not limited to, any data of Customer, Customer's customers, Customer's contractors and any other third party) and software against loss, damage or corruption. Customer shall be solely responsible for reconstructing or restoring such data (including, but not limited to, data located on disk files and memories) and software that may be lost, damaged or corrupted during the performance of the Services. Customer shall perform a full back-up prior to Seller commencing the Services and shall also perform the same periodically

throughout the delivery of the Services. Customer shall be solely responsible for ensuring proper and adequate backup and storage procedures.

11. Notwithstanding anything to the contrary in the SOW and/or Agreement, Seller warrants that it will perform the Services in a professional manner that is consistent with industry practice. Customer acknowledges and agrees that Customer's exclusive remedy for any breach of this warranty will be for Seller, upon receipt of written notice by Customer, to use reasonable efforts to cure that breach. Except as expressly set out in the Agreement, Seller makes no, and expressly disclaims all, representations, warranties or conditions, whether express, implied or statutory, including, but not limited to, warranties of merchantability, fitness for a particular purpose, title, non-infringement, quiet enjoyment or from a course of dealing, course of performance or usage in trade in connection with the Services. Seller does not warrant, and specifically disclaims, that the Services will be accurate, without interruption or error-free.
12. NONE OF SELLER, ITS AFFILIATES, THEIR RESPECTIVE SUPPLIERS, SUBCONTRACTORS, EMPLOYEES OR AGENTS SHALL BE LIABLE TO CUSTOMER OR TO ANY THIRD PARTY FOR, AND CUSTOMER WILL BE RESPONSIBLE FOR, ANY CLAIMS, LIABILITIES, LOSSES, DAMAGES, COSTS OR EXPENSES (INCLUDING, BUT NOT LIMITED TO, LEGAL FEES AND EXPENSES) RESULTING FROM, ATTRIBUTABLE TO OR ARISING OUT OF CUSTOMER'S USE OR RECEIPT, OF THE SERVICES (INCLUDING, BUT NOT LIMITED TO, IN CONNECTION WITH THE LOSS, DAMAGE OR CORRUPTION OF DATA AND SOFTWARE). THE FOREGOING SHALL APPLY IN ADDITION TO AND NOTWITHSTANDING ANY OTHER DISCLAIMER OR

LIMITATION OF LIABILITY OTHERWISE CONTAINED IN THE SOW AND/OR AGREEMENT.

13. IN NO EVENT SHALL SELLER BE LIABLE TO THE CUSTOMER FOR ANY:
 - a. LOSS OF GOODWILL, PROFITS, USE OF MONEY, BUSINESS OR REVENUE (WHETHER DIRECT OR INDIRECT);
 - b. LOSS OF USE OF, INTERRUPTION IN USE OR AVAILABILITY OF, HARDWARE OR SOFTWARE;
 - c. LOSS OF, OR DAMAGE TO, OR CORRUPTION OF, OR INTERRUPTION IN USE OR AVAILABILITY OF, DATA (WHETHER DIRECT OR INDIRECT) ;
 - d. STOPPAGE OF OTHER WORK OR IMPAIRMENT OF OTHER ASSETS; AND/OR
 - e. INDIRECT, SPECIAL, INCIDENTAL, EXEMPLARY, PUNITIVE OR CONSEQUENTIAL DAMAGES, WHETHER BASED ON BREACH OR FAILURE OF EXPRESS OR IMPLIED WARRANTY, BREACH OF CONTRACT, MISREPRESENTATION, NEGLIGENCE, TORT, STRICT LIABILITY IN DELICT OR OTHERWISE, ARISING FROM OR RELATED TO THE SOW AND/OR AGREEMENT, ANY COMMITMENT PERFORMED OR UNDERTAKEN UNDER OR IN CONNECTION WITH THE SOW AND/OR AGREEMENT, THE SERVICES OR OTHERWISE, REGARDLESS OF WHETHER SELLER HAS BEEN ADVISED, KNEW OR SHOULD HAVE KNOWN OF THE POSSIBILITY OF SUCH DAMAGES.
14. THE AGGREGATE CUMULATIVE MONETARY LIABILITY OF SELLER UNDER OR RELATING TO THE AGREEMENT SHALL NOT EXCEED THE AMOUNTS PAID OR PAYABLE BY THE CUSTOMER TO SELLER FOR THE SERVICES GIVING RISE TO THE CLAIM.
15. The following indemnification obligations of the Customer are cumulative and shall apply in addition to any other indemnification obligations of the Customer set out in the SOW and/or Agreement:
 - a. Customer agrees to defend, indemnify and hold Seller and its affiliates and their respective directors, officers, members, employees, contractors, representatives, successors and assigns (collectively the "**Indemnified Parties**") harmless from and against any loss, damage, liabilities, cost, expense (including, but not limited to, legal fees and costs), claims, demands, fines, penalties or causes of action of any nature for any relief, elements of recovery or damages recognized by law (including, without limitation, legal fees and expenses,

costs related to mitigation and equitable relief), claimed against or incurred by any of the Indemnified Parties as a result of, arising out of or otherwise related to:

- i. a breach by Customer of any of Customer's obligations, responsibilities, covenants or warranties in the SOW and/or Agreement;
- ii. any of Customer's representations in the SOW and/or Agreement being untrue;
- iii. any prosecution under or breach arising out of the Computer Misuse Legislation related to performance of the Services; and/or

Customer agrees to defend, indemnify and hold the Indemnified Parties harmless from and against any loss, cost, expense (including, but not limited to, legal fees and costs), claims, demands, liabilities, fines, penalties, damages, or causes of action of any nature for any relief, elements of recovery or damages recognized by law (including, but not limited to, legal fees and expenses, costs related to mitigation and equitable relief), claimed against or incurred by Indemnified Party based on, resulting from, arising out of or otherwise related to Customer's use or receipt of the Services.

- b. Seller has the right to immediately terminate the Services upon written notice to Customer, without liability to Customer for such termination, if Seller determines that the performance of any part of the Services would be in conflict with law.

Re: ARIN RSA Signature

message

Nickolas Stevermer <nickolas.stevermer@isd709.org>
To: Bart Smith <Bart.Smith@isd709.org>

Tue, Jan 31, 2023 at 3:10 PM

TLDR

The Registration Services Agreement (RSA) communicates the agreement between an organization signed by a staff member in a position of financial authority to represent the organization and agree to ARIN's terms of service. By requesting and hopefully being granted a group of public IP addresses, ARIN (who holds a large group of public IP addresses for all of North America) assigns, but also reserves the rights to revoke this address space under the terms and connections attached to this email.

Summary of RSA - Also see attached original RSA agreement
Complying with service terms

- the payment of the annual fees (ends up being roughly \$250-550/yr historically)
- accurately keep records and contact information up-to-date
- must not disrupt security or interfere with any of the services services
- understand that ARIN will cooperate with government authority and has the right to cooperate and comply without holder consent

Use of ARIN Database

- Holder will delegate an Administrative Point of Contact who is the principal point of contact between Holder and ARIN with respect to the included number resources in the ARIN registry database. Network Employee is assigned as POC to keep track up and provide accurate records.
- Manage Whois records
- Holder is solely and exclusively responsible for the security of its access to and use of Included number resources in the ARIN registry database

Fees and Payments

- Holder shall pay ARIN for providing the Services in accordance with ARIN's Fee Schedule (Annually). Done through ARIN website portal.
- Initial registration fees.
- Fee Notices and Outcomes - Holder will be notified in writing by an invoice from ARIN to pay its fees. If not paid after 6 months, termination of service will be finalized by ARIN.
- No refunds

Current and Future Policies

- ARIN maintains the Policies and may at any time amend the Policies, implement and revoke policies. (All companies that have been assigned internet address numbers are bound by these terms if using ARIN. Ex. Google, Spectrum, Compudyne).

Review of Holders Number Resources

- ARIN reserves the right to review whether it believes the address space requested will be used or sized appropriately and may refuse allocations.

Acknowledged Rights to Included Numbers Resources

Holder understands and agrees that if they're assigned a group of numbers they express contractual rights to the Included Number Resources by virtue of this agreement.

Representations and Warranties

Each party:

- involved in communications for registration has full power and authority to enter into and perform its obligations under the agreement.
- understands that this agreement doesn't conflict with other agreements by which it is bound.
- will comply with agreement, policies and applicable laws.
- this agreement constitutes a legal binding.

Bankruptcy

If Holder files for any terms of bankruptcy, written notice to ARIN will be provided promptly. Holder agrees to consent to ARIN intervening in any such Bankruptcy Event and taking such other appropriate or lawful actions as ARIN has determined to protect its

RSA: Version 13.0 / ~~LRSA: Version 5.0 (12-Sep-2022)~~

**AMERICAN REGISTRY FOR INTERNET NUMBERS, LTD.
REGISTRATION SERVICES AGREEMENT**

This REGISTRATION SERVICES AGREEMENT ("Agreement") is made by and between the AMERICAN REGISTRY FOR INTERNET NUMBERS, LTD. ("ARIN"), a Virginia nonprofit corporation, and INDEPENDENT SCHOOL DISTRICT NO. 709 (D/B/A: Duluth Public Schools), ("Holder").

1. INTRODUCTION

(a) ARIN is a Regional Internet Registry serving the United States, Canada, and specific designated islands in the Caribbean Sea and North Atlantic Ocean. ARIN is responsible for the registration, administration, and stewardship of Internet number resources in these geographic areas.

(b) For purposes of this Agreement (i) the term "Included Number Resources" means the Internet number resources, which include without limitation registration rights for Internet Protocol ("IP") address space and Autonomous System Numbers ("ASN's"), issued or to be issued to Holder by ARIN, and any other number resources issued to Holder or its predecessor in interest prior to ARIN's inception on December 22, 1997 ("Legacy Number Resources") and specifically identified by Holder as subject to this Agreement; and, (ii) the term "Services" means the services that ARIN provides pursuant to this Agreement with respect to the Included Number Resources to Holder, including, without limitation, the inclusion of the registry entries for IP address space and/or ASN's, reverse name service on network blocks, Resource Public Key Infrastructure ("RPKI"), maintenance of resource records, and administration of IP address space; and (iii) any reference to "number resources" shall mean both IP address space and ASN's.

(c) In addition to the Agreement, the Services are subject to the terms and conditions of ARIN's Number Resource Policy Manual (as amended, supplemented, or otherwise modified as provided under Section 5), and other policies, guidelines and procedures adopted by ARIN (collectively, the "Policies") and published on ARIN's Website located at <http://www.arin.net> (the "Website"). This Agreement and the Policies are referred to collectively as the "Service Terms." In the event of any inconsistency between the Policies and this Agreement, the terms of this Agreement will prevail but solely to the extent of the inconsistency. This Agreement supersedes any prior or contemporaneous agreement between Holder and ARIN for Included Number Resources.

d) Because of the necessary role that ARIN performs for the Internet community, ARIN reserves the right, in its sole and absolute discretion, to amend, supplement, restate or otherwise modify any or all Policies at any time and from time to time, including the right to implement new Policies and/or make some or all Policies obsolete. ARIN will provide notice (pursuant to Section 14(i)) of Policy changes to Holder. ARIN will also publish Policy changes on its Website. Policy changes are effective immediately and binding on Holder upon the earlier of ARIN's notice to Holder or publication on ARIN's Website, at which time the Policy changes shall constitute a part of the Policies. Holder's continued access to or use of any Services after such notice or publication constitutes Holder's acceptance of such Policy changes.

(e) ARIN may only modify the terms of this Agreement under the following circumstances:

(1) The Board finds an immediate and compelling need to amend the Agreement due to a definable, discrete, identifiable change in relevant statute or caselaw; or

(2) Upon recommendation of the Board and ratification by Member vote.

Upon ARIN changing the terms of this Agreement, ARIN will provide notice of change in writing delivered by any of the following methods: (i) hand delivery, (ii) certified U.S. or registered international mail, return receipt requested, postage prepaid, (iii) reputable overnight courier. The effective date of such a change shall be no earlier than 90 days from the notice. ARIN will also publish the revised terms of the Agreement on its Website. Holder's continued access to or use of any Services after such notice or publication constitutes Holder's acceptance of the revised terms.

2. CONDITIONS OF SERVICE

(a) Compliance. In receiving or using any of the Services, Holder must comply with the Service Terms.

(b) Provision of Services and Rights. Subject to Holder's on-going compliance with its obligations under the Service Terms, including, without limitation, the payment of the fees (as set forth in Section 4), ARIN shall (i) provide the Services to Holder in accordance with the Service Terms and (ii) grant to Holder the following specified rights:

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- (1) The exclusive right to be the registrant of the Included Number Resources within the ARIN database;
- (2) The right to use the Included Number Resources within the ARIN database; and
- (3) The right to transfer the registration of the Included Number Resources pursuant to the Policies.

Holder acknowledges that other registrants with ARIN have rights that intersect or otherwise impact Holder's rights and/or use of the Included Number Resources, including, but not limited to, other registrants benefiting from visibility into the public portions of registrations of the Included Number Resources as further described in the Policies.

(c) Information and Cooperation. Holder has completed an application provided by ARIN for one or more Services (the "Application"). Holder must (i) promptly notify ARIN if any information provided in the Application changes during the term of this Agreement, and (ii) make reasonable efforts to promptly, accurately, and completely provide any information or cooperation required pursuant to the Service Terms or in response to any inquiry or request made to Holder by ARIN during the term of this Agreement. In addition, Holder shall promptly provide ARIN with complete and accurate information, and cooperation as required by any Service Terms or that ARIN requests in connection with ARIN's provision of any of the Services to Holder. If Holder does not provide ARIN with such information or cooperation that ARIN requests, ARIN may take such failure into account in evaluating Holder's subsequent requests for transfer, allocation or assignment of additional number resources, or requests for changes to any Services.

(d) Prohibited Conduct By Holder. In using any of the Services, Holder shall not: (i) disrupt or interfere with the security or use of any of the Services; (ii) violate any applicable laws, statutes, rules, or regulations; or (iii) assist any third party in engaging in any activity prohibited by any Service Terms.

(e) Cooperation With Government Authority. ARIN shall have the right, without liability or notice to Holder, to cooperate and comply with all applicable laws, statutes, rules, or regulations and all government or judicial inquiries or orders ("Orders") with respect to Holder's use of any Service. ARIN shall have the right, without liability or notice to Holder, to follow any Order concerning any number resources or Holder's use of any Service, including an Order to stop any Service or to terminate this Agreement. ARIN shall, when legally permitted and to the extent allowed by an Order, notify Holder within a reasonable amount of time after receipt of an Order.

(f) Content Control. Holder acknowledges that ARIN does not have the ability to control or influence content accessible through or facilitated by those who receive number resources, directly or indirectly, from ARIN.

3. USE OF THE ARIN DATABASE

(a) Authorization. The Administrative Point of Contact ("POC") will be an employee designated by Holder who will be the principal point of contact between Holder and ARIN with respect to the Included Number Resources in the ARIN registry database, and have the sole right to designate other qualifying POCs of Holder with authority to modify the Included Number Resources in the ARIN registry database ("Authority"). The Administrative POC will also facilitate Holder's compliance with the terms and conditions of this Section 3. Upon ARIN's request, Holder will promptly provide ARIN with accurate documentation and information regarding the identity of the Administrative POC and any other POCs with the authority to act on behalf of Holder. Holder must notify ARIN promptly if: (i) the relationship between a POC and Holder is terminated; (ii) a POC's Authority is to be revoked; (iii) Holder has any reason to believe that a POC has granted or will grant a third party unauthorized access to the ARIN registry database or any portion thereof; or (iv) if Holder wants to designate a different Administrative POC. Notices to ARIN under this Section 3(a) must be given by email to hostmaster@arin.net or submitted through an authorized account via ARIN Online and will be effective when acknowledged as received by ARIN.

(b) Responsibility for Directory Services Data. Holder is responsible for the timely and accurate maintenance of directory services data (Whois) with respect to the Included Number Resources, as well as data concerning any organization to which Holder further sub-delegates the Included Number Resources.

(c) Holder Liability for Acts and Omissions. Holder is solely and exclusively responsible for all acts and omissions of its POCs and/or others acting by or on behalf of Holder, whether or not authorized in law or in fact. Holder is solely and exclusively responsible for the security of its access to and use of Included Number Resources in the ARIN registry database and for any loss or damage that Holder suffers based on its access or use of the ARIN registry database.

4. FEES AND PAYMENTS

(a) Fee Schedule. As a condition precedent to ARIN's duty to provide any Services, Holder shall pay ARIN for providing the Services in accordance with ARIN's Fee Schedule for Included Number Resources, which is

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available on the Website. ARIN will have the right to change the Fee Schedule applicable to one or more Services, which change will be posted on the Website, provided that ARIN must set its fees in an open and transparent manner through the ARIN community consultation process. Any change to the Fee Schedule shall be effective upon publication on the Website and shall not be applied retroactively. Legacy maintenance fees cannot exceed the fees charged to comparable non-legacy holders for registration services as set forth in ARIN's Fee Schedule for comparable number resources.

(b) Initial Fees in Advance of Service. Prior to ARIN providing Holder with Services, Holder shall pay ARIN any applicable "initial fees" as set forth in the Fee Schedule, as well as any presently outstanding fees due to ARIN.

(c) Fee Notices and Outcomes. Holder will be notified in writing by an invoice from ARIN to pay its fees. Such invoice will be sent at least 30 days before payment is due. If Holder does not pay the fees due to ARIN under this Agreement when due, ARIN shall provide a second written notice to the Holder that will constitute the notice of delinquency (the "Delinquency Notice"). If Holder fails to make payment in response to the Delinquency Notice within thirty (30) days after the date of such Delinquency Notice, ARIN shall provide Holder with a final delinquency notice and make reasonable efforts to reach Holder telephonically (the "Final Delinquency Notice"). If, for any reason, Holder has not made such payment within thirty (30) days after ARIN provides the Final Delinquency Notice, ARIN has the right to: (i) stop providing Services, and/or (ii) if any invoice remains unpaid six (6) months after payment was due, terminate this Agreement and revoke the Included Number Resources. If the Services are stopped, Holder may have the Services restored if it brings its account current before revocation. To the extent the Included Number Resources have been revoked but not reissued by ARIN, Holder may seek to have such Included Number Resources restored if it contacts ARIN, brings its account current, pays an additional fee that ARIN may prescribe on its Fee Schedule, and signs the then-current Registration Services Agreement.

(d) No Refunds. All fees paid by Holder to ARIN are deemed fully earned upon receipt and are nonrefundable.

5. CURRENT AND FUTURE POLICIES

Pursuant to ARIN's Policy Development Process ("PDP"), ARIN maintains the Policies and may at any time in its sole and absolute discretion amend the Policies, implement new policies (which once amended or implemented, becomes part of the Policies), or revoke existing Policies. Such amendments or new Policies shall be binding upon Holder immediately upon publication on ARIN's Website. Holder acknowledges and agrees to be bound by and comply with the Policies (as amended from time to time), except to the extent the Policies conflict with the terms of this Agreement.

6. REVIEW OF HOLDER'S NUMBER RESOURCES

Whenever a transfer or additional IP address space is requested by Holder, ARIN may review Holder's utilization of previously allocated or assigned number resources and other Services received from ARIN to determine if Holder is complying with the Service Terms. Except as set forth in this Agreement, (i) ARIN will take no action to reduce the Services currently provided for Included Number Resources due to lack of utilization by the Holder, and (ii) ARIN has no right to revoke any Included Number Resources under this Agreement due to lack of utilization by Holder. However, ARIN may refuse to permit transfers or additional allocations of number resources to Holder if Holder's Included Number Resources are not utilized in accordance with Policy.

7. ACKNOWLEDGED RIGHTS TO INCLUDED NUMBER RESOURCES

Holder acknowledges and agrees that Holder acquires express contractual rights to the Included Number Resources by virtue of this Agreement.

8. IMPACT OF VOLUNTARY RETURN OF NUMBER RESOURCES

Holder may voluntarily return to ARIN any portion of the Included Number Resources. If Holder returns any portion of the Included Number Resources, it may be eligible for certain benefits, including partial or permanent reduction in ARIN fees, as ARIN may from time to time prescribe.

9. REPRESENTATIONS AND WARRANTIES

Each party represents and warrants to the other party that: (a) it has the full power and authority to enter into and perform its obligations under this Agreement; (b) the assent to and performance by it of its obligations under this Agreement do not breach or conflict with any other agreement or arrangement by which it is bound; (c) it will comply with this Agreement, the Policies and all applicable laws, regulations or rules, and (d) this Agreement constitutes a legal, valid, binding, and an executory obligation of the parties executing or assenting to this Agreement, enforceable in accordance with its terms and conditions.

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10. BANKRUPTCY

(a) If Holder: (i) files any petition under any chapter of the Title 11 of the United States Bankruptcy Code (the "Bankruptcy Code") or other insolvency or bankruptcy law; or (ii) has a petition filed against it under any insolvency or bankruptcy law; or (iii) makes a general assignment for the benefit of creditors, has a receiver appointed for it, or a trustee takes possession of all or substantially all of Holder's assets; or (iv) dissolves, liquidates or ceases its normal business, or indicates its intent to dissolve, liquidate, or cease its normal business operations (each of the foregoing, a "Bankruptcy Event"), Holder will promptly provide written notice thereof to ARIN. Upon such notice, or if ARIN otherwise learns of the occurrence of a Bankruptcy Event, ARIN may take such appropriate or lawful action, including, but not limited to, intervening in such Bankruptcy Event, to preserve its rights under this Agreement, including, but not limited to, ARIN's rights under Section 7. Holder agrees to consent to ARIN intervening in any such Bankruptcy Event and taking such other appropriate or lawful actions as ARIN determines, in its sole and absolute discretion, so that ARIN can protect its rights under this Agreement, including, but not limited to, Section 7.

(b) Holder acknowledges and agrees that this Agreement is executory.

(c) Holder further hereby acknowledges and agrees that none of the number resources, none of the Services, or nothing else provided by or on behalf of ARIN in connection therewith is or will be the property (real, personal, or intellectual) of Holder's bankruptcy estate within the meaning of Section 541 of the Bankruptcy Code.

(d) Upon the occurrence of a Bankruptcy Event, such Bankruptcy Event or any other event of default or breach under this Agreement shall constitute "cause" pursuant to Section 362(d) of the Bankruptcy Code for granting ARIN relief from the automatic stay or any other applicable injunction to exercise ARIN's rights and remedies under this Agreement, and Holder shall, and hereby does, consent to such relief.

11. INDEMNIFICATION

(a) Holder shall indemnify, defend, and hold harmless ARIN, each of their respective predecessors, successors and assigns, each of their respective employees, representatives, agents, attorneys, advisors, trustees, directors, officers, managers, and members (collectively, the "Indemnified Parties") from any and all claims, demands, disputes, actions, suits, proceedings, judgments, damages, injuries, losses, expenses, costs and fees (including costs and fees associated with attorneys, accountants, investigators and experts), interests, fines and penalties of whatever nature, character or description, whether known or unknown, anticipated or unanticipated, fixed or contingent, now existing or which may hereafter accrue (collectively, "Claims") brought or asserted by a third party against any of the Indemnified Parties alleging facts or circumstances that, directly or indirectly, relate to or arise from or in connection with: (1) any authorized or unauthorized access to or use of any Service or any Included Number Resources by Holder or any of Holder's parent, subsidiaries or other affiliates, or any of their respective predecessors, successors or assigns, or any of their respective directors, officers, managers, shareholders, members, partners, employees, representatives, agents, advisors, or other persons acting by, through, under or in concert with any of them (each, a "Holder Party" and collectively the "Holder Parties"); (2) any authorized or unauthorized access to or use of any Service or any Included Number Resources by any person who acquired authorized or unauthorized access to or use of any Service or any Included Number Resources by or through a Holder Party; and/or (3) any breach of any Service Terms by Holder or any other Holder Party.

(b) Holder shall keep ARIN informed of and consult with ARIN in connection with the progress of any such Claim. Holder shall not settle, compromise, or in any other manner dispose of any Claim without the prior written consent of ARIN. Holder shall not engage in any action or omit to take any action in connection with any Claim that would likely result in harm or have an adverse consequence to ARIN, any of ARIN's rights pursuant to any Service Terms, or any Included Number Resources or other number resources. ARIN shall have the right to participate in the settlement, compromise and/or disposition of any Claim. Holder may retain counsel to defend against any Claims provided Holder may retain such counsel only upon prior written approval by ARIN, such approval not to be unreasonably withheld. If, in ARIN's reasonable judgment, (i) a potential or actual conflict exists or arises between the interest of ARIN and Holder in any such Claim or (ii) Holder fails to diligently and fully perform its obligations under this Section 11, ARIN shall have the right to (i) retain its own counsel, whose reasonable fees and costs will be paid by Holder, to defend the Indemnified Parties and (ii) control the disposition of any Claim at Holder's sole cost and expense.

(c) Holder shall provide written notice to ARIN promptly of the assertion against Holder or any other person of any Claim or the commencement of any Claim, whether or not an Indemnified Party is named or identified in the Claim, alleging facts or circumstances that, in any way, whether directly or indirectly, relate to, arise from, or may be connected with any Service Terms.

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12. DISCLAIMERS, EXCLUSIONS, AND LIMITATIONS

(a) **DISCLAIMER OF WARRANTIES.** HOLDER ACKNOWLEDGES AND AGREES THAT THE SERVICES, INCLUDING, WITHOUT LIMITATION, THE INCLUDED NUMBER RESOURCES AND THE REGISTRATION THEREOF, ARE PROVIDED ON AN "AS-IS" BASIS WITH ALL RISKS AND FAULTS ASSOCIATED THEREWITH. EXCEPT AS PROVIDED IN SECTION 9 (REPRESENTATIONS AND WARRANTIES) ABOVE, ARIN MAKES NO REPRESENTATION, WARRANTY OR COVENANT OF ANY KIND WITH RESPECT TO ANY SERVICES OR ANY INCLUDED NUMBER RESOURCES, WHETHER EXPRESS, IMPLIED OR STATUTORY, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, SATISFACTION OF REQUIREMENTS, NON-INFRINGEMENT, OR ANY WARRANTY ARISING OUT OF A COURSE OF PERFORMANCE, DEALING, TRADE OR USAGE. AND ANY AND ALL SUCH REPRESENTATIONS, WARRANTIES AND COVENANTS ARE HEREBY DISCLAIMED BY ARIN AND WAIVED BY HOLDER. WITHOUT LIMITING THE GENERALITY OF THE FOREGOING, ARIN DOES NOT REPRESENT, WARRANT OR COVENANT THAT ANY SERVICE OR INCLUDED NUMBER RESOURCE, OR ANY ACCESS OR USE THEREOF: (i) WILL BE UNINTERRUPTED, (ii) WILL BE FREE OF DEFECTS, INACCURACIES, OR ERRORS, (iii) WILL MEET HOLDER'S REQUIREMENTS, OR (iv) WILL OPERATE IN THE CONFIGURATION OR WITH OTHER HARDWARE OR SOFTWARE THAT HOLDER USES.

(b) **EXCLUSION OF LIABILITIES AND DAMAGES.** NOTWITHSTANDING ANYTHING TO THE CONTRARY, NEITHER PARTY WILL BE LIABLE TO THE OTHER OR TO ANY THIRD PARTY, INCLUDING, WITHOUT LIMITATION, ANY CLIENTS OR CUSTOMERS OF HOLDER, FOR ANY LIABILITIES AT LAW OR IN EQUITY OR FOR ANY DAMAGES, INCLUDING, WITHOUT LIMITATION, CONSEQUENTIAL, INCIDENTAL, INDIRECT, PUNITIVE, EXEMPLARY, OR SPECIAL DAMAGES (INCLUDING, WITHOUT LIMITATION, LIABILITIES OR DAMAGES RELATING TO LOST PROFITS, OR LOSS OF GOODWILL) ARISING OUT OF, RELATING TO, OR CONNECTED WITH ANY SERVICES, ANY INCLUDED NUMBER RESOURCES, OR OTHERWISE IN CONNECTION THEREWITH, WHETHER BASED ON CONTRACT, TORT OR ANY CAUSE OF ACTION, EVEN IF THE OTHER PARTY IS ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

(c) **LIMITATION OF LIABILITY.** IN NO EVENT, WHETHER BASED ON CONTRACT, TORT, STATUTE, OR ANY CAUSE OF ACTION, WILL A PARTY'S LIABILITY TO THE OTHER PARTY OR ANY THIRD PARTY, INCLUDING, WITHOUT LIMITATION, ANY CLIENTS OR CUSTOMERS OF HOLDER, EXCEED IN THE AGGREGATE THE GREATER OF (i) THE AMOUNT PAID BY HOLDER TO ARIN FOR THE SERVICES DURING THE SIX (6) MONTHS IMMEDIATELY PRECEDING THE EVENT THAT GIVES RISE TO SUCH LIABILITY OR (ii) ONE HUNDRED U.S. DOLLARS (US\$100.00).

13. TERM AND TERMINATION

(a) **Term.** Unless earlier terminated in accordance with the termination provisions of this Agreement, the term of this Agreement shall commence on the date Holder first receives any Service and shall continue for one (1) year thereafter. This Agreement shall renew automatically unless earlier terminated in accordance with the termination provisions of this Agreement.

(b) **Suspension of Services or Termination of Agreement for Cause by ARIN.** ARIN shall have the right to suspend Services without notice to Holder if Holder breaches any of Sections 2(c), 2(d), 4 or 7. In addition, ARIN may immediately suspend Services upon written notice to Holder pursuant to Section 2(e) or if Holder breaches Section 2(d) or Section 11. Upon ARIN's written notice to Holder, ARIN shall have the right to immediately terminate this Agreement for cause for: (i) Holder's failure to pay fees pursuant to Section 4; (ii) Holder's material breach of Section 2(c), Section 2(d) or Section 7; or (iii) pursuant to Section 2(e). If Holder breaches any other provision of this Agreement and such breach remains uncured by Holder (as determined by ARIN in its reasonable determination) for sixty (60) days after the date of ARIN's written notice of the breach, ARIN shall have the right to terminate this Agreement for cause. Holder may utilize Section 14(k) to dispute any ARIN termination or suspension of Services.

ARIN shall provide notice of termination of this Agreement in writing to Holder, delivered by any of the following methods: (i) hand delivery, (ii) certified U.S. or registered international mail, return receipt requested, postage prepaid, or (iii) reputable overnight courier.

(c) **Termination for Cause by Holder.** Holder may terminate this Agreement for cause, by giving written notice thereof to ARIN, if: (i) ARIN materially breaches this Agreement and such material breach remains uncured for sixty (60) days after ARIN's receipt of written notice of the breach from Holder; (ii) ARIN refuses to provide the Services with respect to Holder's Included Number Resources, except where ARIN has stopped the Services or terminates this Agreement as permitted herein; (iii) ARIN enforces any Policy against Holder which has been

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applied in violation of this Agreement and does not remedy any material adverse effect caused by such action within sixty (60) days' after written notice thereof; or (iv) ARIN assesses a Maintenance Fee in violation of Section 4(a) and does not cure such violation within sixty (60) days' after written notice thereof. If ARIN formally disputes Holder's right to terminate this Agreement, ARIN shall respond in writing to Holder and may deny its actions are a breach or alternatively indicate its corrective action. Any failure of ARIN to respond to Holder in writing shall constitute a denial of the breach and create a dispute between the parties which will be resolved pursuant to Section 14(k). If the Holder still seeks to terminate this Agreement for cause after receiving a response from ARIN, it must bring action pursuant to Section 14(k), and obtain a judgment by the Arbitrator chosen for this purpose that such cause to terminate exists. If such a cause for termination is found by the Arbitrator against ARIN, this Agreement will be terminated, ARIN will be under no obligation to provide any of the Services under this Agreement. Upon termination, Included Number Resources that were Legacy Number Resources immediately prior to being brought under this Agreement shall resume their status as Legacy Number Resources, and all other Included Number Resources shall be returned to ARIN.

(d) Voluntary Termination by Holder with Return of Included Number Resources to ARIN. Holder shall have the right to terminate this Agreement at any time if it returns to ARIN, without limitation, all rights to Included Number Resources. If Holder wishes to terminate this Agreement in accordance with this Section 13(d), the Holder must submit written notice to ARIN of its intent to return, in total, all Included Number Resources, and ARIN will accept the return of the Included Number Resources thirty (30) days after such notice being provided.

(e) Effect of Termination. Except as described in Section 13(c) and 14(k), if this Agreement is terminated, then (i) ARIN will immediately revoke the Included Number Resources and otherwise cease providing the Services and will have no liability for doing so, and (ii) Holder remains liable for all fees payable to ARIN for Services rendered up to and including the date of termination.

(f) Survival. The defined terms and the following sections of this Agreement, as well as any other provision which by its nature survives termination, will survive termination of this Agreement and remain in effect: 2(e), 2(f), 4(d), 7, 10, 11, 12, 13(e), 13(f) and 14.

14. GENERAL PROVISIONS

(a) Assignment.

(i) Holder may not assign or transfer, whether voluntarily or by operation of law, this Agreement or any of its rights or obligations under it, without ARIN's prior written permission, which may not be unreasonably withheld if such assignment and/or transfer is consistent with ARIN's Transfer Policies as included in the Policies. The event of any transaction (whether a merger, acquisition, or sale) in which Holder's controlling managerial and/or voting interest changes during the term of this Agreement shall be considered an assignment. Any attempt by Holder to assign or transfer this Agreement or any rights or obligations under it, other than as provided in this Section 14(a)(i), will be of no force or effect.

(ii) ARIN shall have the right to freely assign this Agreement upon written notice to Holder if ARIN is changing its corporate organization to permit a successor organization to provide the Services contemplated by this Agreement.

(b) Relationship of Parties. The relationship between the parties is and will be that of independent contractors. No joint venture, partnership, employment, agency, or similar arrangement is created between the parties. Neither party has the right or power to act for or on behalf of the other or to bind the other in any respect other than as expressly provided for in this Agreement.

(c) Entire Agreement. This Agreement and the Policies (which are hereby incorporated by reference to the extent they do not conflict with this Agreement) constitute the entire understanding between the parties and replaces and supersedes any and all prior and contemporaneous agreements and understandings, whether oral or written, express or implied, between the parties with respect to the Included Number Resources or any Services which are the subject matter of this Agreement. All other agreements between Holder and ARIN for number resources other than the Included Number Resources or any Services associated with such number resources, if any, remain unchanged by this Agreement.

(d) Waiver. No waiver of any provision or consent to any action under this Agreement will constitute a waiver of any other provisions or consent to any other action, nor will such waiver or consent constitute a continuing waiver or consent or commit any party to provide past or future a waiver or consent.

(e) Severability. If any provision of this Agreement is determined to be illegal, invalid, or otherwise unenforceable by a court or tribunal of competent jurisdiction, then to the extent necessary to make such provision and/or this Agreement legal, valid, or otherwise enforceable, such provision will be limited, construed, or severed and

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deleted from this Agreement, and the remaining portion of such provision and the remaining other provisions hereof will survive, remain in full force and effect, and continue to be binding, and will be interpreted to give effect to the intention of the parties insofar as possible.

(f) **Successors and Assigns.** This Agreement will be binding upon and inure to the benefit of the parties and with respect to ARIN, its successors and permitted assigns, and with respect to Holder, its permitted successors and permitted assigns.

(g) **No Third-Party Rights.** This Agreement is made solely for the benefit of the parties and does not, and will not, be construed to grant any rights or remedies to any other person or entity other than as expressly provided for in this Agreement.

(h) **Construction.** This Agreement will be construed as if it was jointly drafted by both parties and may not be construed against either one. The word "including" means "including, without limitation." The terms "herein," "hereof" and "hereunder" and other words of similar import refer to this Agreement as a whole and not to any particular article, section or other subdivision. Unless the context of this Agreement otherwise requires, words using singular or plural number also include the plural or singular number, respectively. The headings contained in this Agreement are for the purposes of convenience only and are not intended to define or limit the contents of the provisions contained therein.

(i) **Written Notice.** All "written notice" or notice required or permitted to be given in writing under this Agreement will be delivered to the other party by any of the following methods: (i) hand delivery, (ii) certified U.S. or registered international mail, return receipt requested, postage prepaid, (iii) reputable overnight courier, (iv) electronic mail, (v) electronic messaging via ARIN Online, or (vi) facsimile. If Holder gives notice to ARIN, it must use ARIN's current address, which is currently: ARIN, Attention: Financial and Legal Services Department, PO Box 232290, Centreville, VA 20120, or the following email address: compliance@arin.net. ARIN shall update Holder with any changes to this address by written notice pursuant to this Section. If ARIN provides notice to Holder, ARIN must use the contact information provided by Holder to ARIN during the application process or other contact information provided by Holder in accordance with the terms of this Section. All notices will be deemed received and effective as follows: (i) if by hand-delivery, on the date of delivery, (ii) if by delivery via U.S. or registered international mail, on the date of receipt appearing on a return receipt card, (iii) if by overnight courier, on the date receipt is confirmed by such courier service, (iv) if by electronic mail, 24 hours after the message was sent, if no "system error" or other notice of non-delivery is generated, or (v) if by electronic messaging, at the next successful login to ARIN Online by the notified contact.

(j) **Force Majeure.** Neither party shall be deemed in default hereunder, nor shall either party be responsible for any cessation, interruption, or delay in the performance of its obligations under this Agreement where such failure of performance is the result of any force majeure event, including, but not limited to, earthquake, flood, fire, storm, natural disaster, act of God, civil disturbances, war, terrorism, armed conflict, riots, failure of contractors or subcontractors to perform, labor strike, lockout, boycott, or acts of governmental authorities or any event similar to the foregoing (each a "Force Majeure Event"). In the event a Force Majeure Event extends for a period in excess of thirty (30) days in the aggregate and prevents a party from performing its obligations under this Agreement, the other party may, in its discretion, terminate this Agreement immediately upon written notice to the party affected by the force majeure event. If, pursuant to this force majeure provision, a party terminates this Agreement, ARIN will cease to provide Services under this Agreement and the Included Number Resources will resume the status they had prior to this Agreement.

(k) **Governing Law, Jurisdiction, Venue and Dispute Resolution.**

(i) This Agreement and the parties' performance under it shall be governed in all respects by, and construed in accordance with, the laws of the Commonwealth of Virginia and, as applicable, the United States of America.

(ii) In the event of any dispute(s) regarding any term or condition or provision or performance or conduct arising out of or relating to this Agreement, the parties each agree to first seek resolution through cooperative settlement negotiations involving themselves or their representatives as they each deem appropriate; and, second, in the event cooperative settlement negotiations are not successful, or do not occur, within thirty (30) days after a party initiates such negotiations, the parties agree that upon the request of either party any unresolved dispute(s) shall be submitted to binding and final arbitration for resolution. If Holder's principal place of business is in the United States, such arbitration shall be held in Washington, D.C., or by agreement of both parties at any other location, in accordance with the rules of the American Arbitration Association ("AAA") then in effect. If the Holder's principal place of business is in Canada, such arbitration shall be held in Ottawa, Canada, or by agreement of both parties at any other location, in

accordance with the rules of the locally prevalent equivalent of AAA arbitration rules then in effect. If Holder's principal place of business is in any country other than the United States or Canada but otherwise within ARIN's service region, such arbitration shall be held in Miami, Florida, or by agreement of both parties at any other location, in accordance with the rules of the AAA then in effect. A single arbitrator shall be selected by the parties by striking in turn from a list of arbitrators supplied by the AAA or, as applicable, the locally prevalent equivalent of AAA. Each party shall bear their own attorneys' fees, and the initiating party shall initially bear the costs of the arbitration's expenses. Any judgment upon the award rendered pursuant to the arbitration proceeding may be entered in any court having competent jurisdiction. Notwithstanding the foregoing in this Paragraph, either party may bring an action before the United States District Court for the Eastern District of Virginia or the Circuit Court for Fairfax County, Virginia for a temporary restraining order, preliminary injunction and/or other injunctive relief to seek to maintain the status quo between the parties pending resolution of the dispute(s) in accordance with the terms of this Paragraph; provided that, for a Canadian domiciled entity, such action may also be brought in the above listed US courts, the Ontario Superior Court of Justice for those domiciled in Ontario, or the equivalent court in the Canadian province where the entity is headquartered.

(iii) If Holder is part of a national, state, or local government authority whose laws or regulations strictly require that the laws of that particular jurisdiction or domicile must apply to this Agreement and ARIN is provided with written substantiation of such requirement reasonably acceptable to ARIN, this Agreement shall also be governed pursuant to such laws. If there is a dispute regarding applicability of such laws to this Agreement, it shall be resolved in accordance with Section 14(k)(ii).

(l) Subsequent Version(s). If any subsequent version(s) of the Registration Services Agreement is authorized by ARIN, the parties may choose to substitute a signed copy of the then-existing subsequent version, with all its terms, instead of this Agreement, and the Included Number Resources and other Services will then be governed by the subsequent version. The consideration for such change is the original agreement and the agreement to abide by the revised terms. There is no requirement for a Holder who has signed this Agreement to engage in any subsequent version.

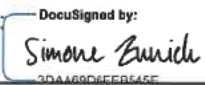
(m) Expenses. Except as specifically set forth in this Agreement, the parties agree to pay their own expenses related to this Agreement.

(n) Amendment. Except as set forth in Section 1(d), no amendment of any provision of this Agreement shall be valid unless in writing and signed or authorized in writing by ARIN, which writing specifically references such as an amendment to this Agreement.

(o) Execution. This Agreement may be executed by a party's signature and copies of this Agreement so executed and delivered shall have the same force and effect as an original. This Agreement may be executed in two (2) or more counterpart signature pages, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

Each party hereby accepts, without modification, all of the terms and conditions of this Registration Services Agreement.

Agreed: (This section to be completed by Holder)	Authorized Officer
Legal Name of Company (Holder): INDEPENDENT SCHOOL DISTRICT NO. 709	Name (Print): Simone Zunich
D/B/A (if any): Duluth Public Schools	Title (Print): Executive Director of Finance
	Signature: 
Ticket Number: 20230109-x577202	Date: 2/27/2023
Billing Contact Information if different from authorized officer	Contact Information of Authorized Officer
Name (Print):	Phone: 218-336-8704 x1079
Title (Print):	EMail: simone.zunich@isd709.org
Phone:	Street Address: 4316 Rice Lake Road Suite 108
EMail:	City and State: Duluth MN
Street Address	Postal Code: 54880
City and State	Country: USA
Postal Code:	
Country:	

American Registry for Internet Numbers, LTD. By: (This section to be completed by ARIN)

ARIN's Authorized Contracting Agent	
Name (Print):	Signature:
ORG ID:	Date:

AGREEMENT

THIS AGREEMENT, made and entered into this 26th day of January , 2023, by and between Independent School District #709, a public corporation, hereinafter called District, and Thomas Howes , an independent contractor, hereinafter called Contractor.

THE PURPOSE OF THE AGREEMENT is to set out the terms and conditions whereby Contractor will provide programs or services for the District at the times and locations set forth in this Agreement.

The terms and conditions of this Agreement are as follows: *(insert here or attach as appropriate)*

1. **Dates of Service.** This Agreement shall be deemed to be effective as of January 26, 2023 and shall remain in effect until June 30, 2023, unless terminated earlier as provided for herein, or unless and until all obligations set forth in this Agreement have been satisfactorily fulfilled, whichever occurs first.

2. **Performance.** The contractor will provide Traditional Ojibwe games (ie. Lacrosse and snow snakes) teachings, rules and playing to American Indian students K-12.

3. **Background Check.** *(applies to contractors working independent with students)* The contractor WILL NOT be working independently with students.

Contractor must provide an executed criminal history consent form and a money order or check payable to the District in an amount equal to the actual cost of conducting a criminal history background check on all of its employees assigned to the program. Contractor is precluded from performance of contract until the results of the criminal background check(s) are on file.

If Contractor has already completed background checks for their business needs, Contractor stipulates that the background checks are completed, on file, and will be made available for review if the District should request.

Contractor will notify the District of any individual working in our schools with convictions of a gross misdemeanor or felony.

4. **Reimbursement.** In consideration of the performance of Contractor of its obligations pursuant to this Agreement, District hereby agrees to reimburse Contractor for its services and expenses in performing said obligations up to a sum not to exceed \$75.00 (seventy-five dollars) hourly for teaching about and playing Ojibwe games.. Not to exceed \$ 3,000.00 (three- thousand dollars) in total.

Contractor is required by Minnesota Statutes, Section 270.66, subd. 3, to provide their Taxpayer Identification Number (TIN) used in the enforcement of Federal and State tax laws. The TIN

will be available to Federal and State tax authorities and State personnel involved in the payment of State obligations. This Agreement will not be approved unless TIN is provided.

5. Requests for Reimbursement. The terms of payment under this Agreement are as follows:

- a. Payment shall be made by the District within 30 days of submission of a proper invoice by the Contractor;
- b. Any other terms of payment in the performance of services are incorporated by reference in this Agreement.

6. Propriety of Expenses. The fact that the District has reimbursed Contractor for any expense claimed by Contractor shall not preclude District from questioning the propriety of any such item. District reserves the right to offset any overpayment or disallowance of any item or items at any time under this Agreement by reducing future payments to Contractor. This clause shall not be construed to bar any other legal remedies District may have to recover funds expended by Contractor for disallowed costs.

7. Ownership of Materials. The District reserves the rights to reproduce the programming in any fashion, or appropriate the contents of the programming, or any portion thereof, to its own use for any and all programs, forms and other materials that Contractor has provided, prepared, or utilized in performance of the terms of this Agreement.

8. Independent Contractor. Both the District and Contractor agree that they will act as an independent contractor in the performance of its duties under this Agreement. Nothing contained in this Agreement shall be construed as in any manner creating a relationship of joint venture between the parties, which shall remain independent contractors with respect to all actions performed pursuant to this Agreement.

Accordingly, Contractor shall be responsible for payment of all taxes, including Federal, State, and local taxes, arising out of Contractor's activities in accordance with this Agreement, including by way of illustration, but not limited to, Federal and State income tax, Social Security tax, Unemployment Insurance taxes, workers compensations, and any other taxes or business license fees as required.

9. Indemnity and defense of the District. Contractor hereby agrees to defend, indemnify and hold the District harmless from all claims relating to its work pursuant to this Agreement.

In the event that Contractor breaches its obligation to defend, indemnify and hold the District harmless, then in addition to its other damages the District shall be entitled to recover its attorney's fees and costs and disbursements incurred in enforcing this Agreement.

10. Notices. All notices to be given by Contractor to District shall be deemed to have been given by depositing the same in writing in the United States Mail: ISD 709, Duluth Public Schools, 4316 Rice Lake Rd, Suite 108, Duluth, MN 55803 Attn: Edye Washington Coord. AI Education

All notices to be given by District to Contractor shall be deemed to have been given by depositing the same in writing in the United States Mail to (mailing address with zip) Thomas Howes 11609 Perch Lake Drive Duluth, MN 55808

11. **Assignment.** Contractor shall not in any way assign or transfer any of its rights, interests or obligations under this Agreement in any way whatsoever without the prior written approval of the District.

12. **Modification or Amendment.** No amendment, change or modification of this Agreement shall be valid unless in writing signed by the parties' hereto.

13. **Governing Laws.** This Agreement, together with all its paragraphs, terms and provisions is made in the State of Minnesota and shall be construed and interpreted in accordance with the laws of the State of Minnesota.

14. **Entire Agreement.** This Agreement contains the entire understanding of the parties hereto with respect to the subject matter hereof and shall not be changed or otherwise altered except by written agreement of the parties.

15. **Cancellation.** Either party shall have the right to terminate this Agreement, without cause, upon (30) days written notice to the other party as provided for in this Agreement.

16. **Data Practices.** Contractor further understands and agrees that it shall be bound by the Minnesota Government Data Practices Act (Minnesota Statutes 13.03-13.04) with respect to "data on individuals"; as defined in 13.02, subd. 5 of that Statute) which it collects, receives, stores, uses, creates or disseminates pursuant to this Agreement.

17. **Insurance.** (If applicable) Contractor shall not commence work under the contract until they have obtained all the insurance described below and Duluth Public Schools has approved such insurance. Contractor shall maintain such insurance in force and effect throughout the term of the contract.

Contractor is required to maintain and furnish satisfactory evidence of the following insurance policies:

Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota including Coverage B, Employer's Liability.

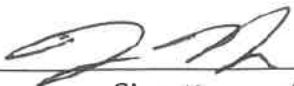
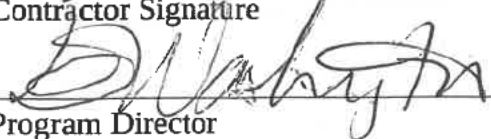
Commercial General Liability: Contractor is required to maintain insurance protecting it from claims for damages for bodily injury, including sickness or disease, death, and for care and loss of services as well as claims for property damage, including loss of use which may arise from

operations under the Contract whether the operations are by the contractor or subcontractor or by anyone directly or indirectly employed under the contract.

18. Conflict of Interest and Fiduciary Duty: All contractors doing business with the District agree to follow Policy 307 - Conflicts of Interest and Fiduciary Duty. This policy is located on the District's website.

THE REMAINDER OF THIS PAGE IS LEFT INTENTIONALLY BLANK

AS EVIDENCE OF THEIR ASSENT TO THE TERMS AND CONDITIONS OF THIS AGREEMENT, set forth above, the parties hereto have caused this Agreement to be executed by their duly authorized officers as of the day and year first above written.


 Contractor Signature _____ SSN/Tax ID Number _____ Date 1/26/23

 Program Director _____ Date 3/2/23

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the CFO for review and approval.

This contract is funded by either:

1. The following budget (include full 18 digit code); or
2. will be paid using Student Activity Funds; or
3. is no cost contract (e.g. Memorandum of Understanding).

Please check the appropriate line below:

Check if the contract will be paid using District funds and enter the budget code in the top line below (enter in blank spots following the example).

01	E	005	605	320	305	340
XX	X	XXX	XXX	XXX	XXX	XXX

_____ Check if the contract will be paid using Student Activity Funds

_____ Check if the contract is a no-cost contract such as a Memorandum of Understanding


 CFO / Superintendent of Schools / Board Chair _____ Date 3/3/23

AGREEMENT

THIS AGREEMENT, made and entered into this 24th day of February , 2023 , by and between Independent School District #709 American Indian Education Department, a public corporation, hereinafter called District, and Robert Shimek, an independent contractor, hereinafter called Contractor.

THE PURPOSE OF THE AGREEMENT is to set out the terms and conditions whereby Contractor will provide programs or services for the District at the times and locations set forth in this Agreement.

The terms and conditions of this Agreement are as follows: *(insert here or attach as appropriate)*

1. **Dates of Service.** This Agreement shall be deemed to be effective as of March 1, 2023 and shall remain in effect until June 30, 2022 , unless terminated earlier as provided for herein, or unless and until all obligations set forth in this Agreement have been satisfactorily fulfilled, whichever occurs first.

2. **Performance.** Contractor will provide culturally specific teachings and legends on the Ojibwe snow snake game for Duluth American Indian Education department staff and students of Misaabekong. He will also teach the Misaabekong K-4 grade students and staff how to play this game.

3. **Background Check.** *(applies to contractors working independent with students) N/A*

Contractor must provide an executed criminal history consent form and a money order or check payable to the District in an amount equal to the actual cost of conducting a criminal history background check on all of its employees assigned to the program. Contractor is precluded from performance of contract until the results of the criminal background check(s) are on file.

If Contractor has already completed background checks for their business needs, Contractor stipulates that the background checks are completed, on file, and will be made available for review if the District should request.

Contractor will notify the District of any individual working in our schools with convictions of a gross misdemeanor or felony.

4. **Reimbursement.** In consideration of the performance of Contractor of its obligations pursuant to this Agreement, District hereby agrees to reimburse Contractor for its services and expenses in performing said obligations up to a sum not to exceed \$650/day (Six hundred fifty dollars) \$ 1500.00 (One-thousand five hundred dollars) in total. Mileage will be reimbursed at the standard IRS rate applicable for the year in which the expense incurred 2023 \$.65.5/mile.

Contractor is required by Minnesota Statutes, Section 270.66, subd. 3, to provide their Taxpayer Identification Number (TIN) used in the enforcement of Federal and State tax laws. The TIN will be available to Federal and State tax authorities and State personnel involved in the payment of State obligations. This Agreement will not be approved unless TIN is provided.

5. Requests for Reimbursement. The terms of payment under this Agreement are as follows:

- a. Payment shall be made by the District within 30 days of submission of a proper invoice by the Contractor;
- b. Any other terms of payment in the performance of services are incorporated by reference in this Agreement.

6. Propriety of Expenses. The fact that the District has reimbursed Contractor for any expense claimed by Contractor shall not preclude District from questioning the propriety of any such item. District reserves the right to offset any overpayment or disallowance of any item or items at any time under this Agreement by reducing future payments to Contractor. This clause shall not be construed to bar any other legal remedies District may have to recover funds expended by Contractor for disallowed costs.

7. Ownership of Materials. The District reserves the rights to reproduce the programming in any fashion, or appropriate the contents of the programming, or any portion thereof, to its own use for any and all programs, forms and other materials that Contractor has provided, prepared, or utilized in performance of the terms of this Agreement.

8. Independent Contractor. Both the District and Contractor agree that they will act as an independent contractor in the performance of its duties under this Agreement. Nothing contained in this Agreement shall be construed as in any manner creating a relationship of joint venture between the parties, which shall remain independent contractors with respect to all actions performed pursuant to this Agreement.

Accordingly, Contractor shall be responsible for payment of all taxes, including Federal, State, and local taxes, arising out of Contractor's activities in accordance with this Agreement, including by way of illustration, but not limited to, Federal and State income tax, Social Security tax, Unemployment Insurance taxes, workers compensations, and any other taxes or business license fees as required.

9. Indemnity and defense of the District. Contractor hereby agrees to defend, indemnify and hold the District harmless from all claims relating to its work pursuant to this Agreement.

In the event that Contractor breaches its obligation to defend, indemnify and hold the District harmless, then in addition to its other damages the District shall be entitled to recover its attorney's fees and costs and disbursements incurred in enforcing this Agreement.

10. **Notices.** All notices to be given by Contractor to District shall be deemed to have been given by depositing the same in writing in the United States Mail: ISD 709, Duluth Public Schools, Attn: Edye Washington , 4316 Rice Lake Rd, Suite 108, Duluth, MN 55811.

All notices to be given by District to Contractor shall be deemed to have been given by depositing the same in writing in the United States Mail to (mailing address with zip) Robert Shimek 33748 Mary Yellowhead Rd. Ogema, MN 56569 .

11. **Assignment.** Contractor shall not in any way assign or transfer any of its rights, interests or obligations under this Agreement in any way whatsoever without the prior written approval of the District.

12. **Modification or Amendment.** No amendment, change or modification of this Agreement shall be valid unless in writing signed by the parties' hereto.

13. **Governing Laws.** This Agreement, together with all its paragraphs, terms and provisions is made in the State of Minnesota and shall be construed and interpreted in accordance with the laws of the State of Minnesota.

14. **Entire Agreement.** This Agreement contains the entire understanding of the parties hereto with respect to the subject matter hereof and shall not be changed or otherwise altered except by written agreement of the parties.

15. **Cancellation.** Either party shall have the right to terminate this Agreement, without cause, upon (30) days written notice to the other party as provided for in this Agreement.

16. **Data Practices.** Contractor further understands and agrees that it shall be bound by the Minnesota Government Data Practices Act (Minnesota Statutes 13.03-13.04) with respect to "data on individuals"; as defined in 13.02, subd. 5 of that Statute) which it collects, receives, stores, uses, creates or disseminates pursuant to this Agreement.

17. **Insurance.** (If applicable) Contractor shall not commence work under the contract until they have obtained all the insurance described below and Duluth Public Schools has approved such insurance. Contractor shall maintain such insurance in force and effect throughout the term of the contract.

Contractor is required to maintain and furnish satisfactory evidence of the following insurance policies:


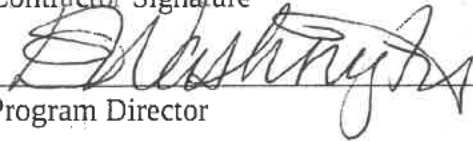
Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota including Coverage B, Employer's Liability.

Commercial General Liability: Contractor is required to maintain insurance protecting it from claims for damages for bodily injury, including sickness or disease, death, and for care and loss of services as well as claims for property damage, including loss of use which may arise from operations under the Contract whether the operations are by the contractor or subcontractor or by anyone directly or indirectly employed under the contract.

18. **Conflict of Interest and Fiduciary Duty:** All contractors doing business with the District agree to follow Policy 307 - Conflicts of Interest and Fiduciary Duty. This policy is located on the District's website.

THE REMAINDER OF THIS PAGE IS LEFT INTENTIONALLY BLANK

AS EVIDENCE OF THEIR ASSENT TO THE TERMS AND CONDITIONS OF THIS AGREEMENT, set forth above, the parties hereto have caused this Agreement to be executed by their duly authorized officers as of the day and year first above written.


 Contractor Signature _____ SSN/Tax ID Number _____ Date 3/2/23

 Program Director _____ Date 3/2/23

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the CFO for review and approval.

This contract is funded by either:

1. The following budget (include full 18 digit code); or
2. will be paid using Student Activity Funds; or
3. is no cost contract (e.g. Memorandum of Understanding).

Please check the appropriate line below:

Check if the contract will be paid using District funds and enter the budget code in the top line below (enter in blank spots following the example).

01	E	005	605	320	305	340
XX	X	XXX	XXX	XXX	XXX	XXX

_____ Check if the contract will be paid using Student Activity Funds

_____ Check if the contract is a no-cost contract such as a Memorandum of Understanding


 CFO / Superintendent of Schools / Board Chair _____ Date 3/3/23

AGREEMENT

THIS AGREEMENT, made and entered into this 31st day of January, 2023, by and between Independent School District #709, a public corporation, hereinafter called District, and Creation Station, an independent contractor, hereinafter called Contractor.

THE PURPOSE OF THE AGREEMENT is to set out the terms and conditions whereby Contractor will provide programs or services for the District at the times and locations set forth in this Agreement.

The terms and conditions of this Agreement are as follows:

1. **Dates of Service.** This Agreement shall be deemed to be effective as of January 19, 2023 and shall remain in effect until June 1, 2023, unless terminated earlier as provided for herein, or unless and until all obligations set forth in this Agreement have been satisfactorily fulfilled, whichever occurs first.

2. **Performance.** WHEREAS, THE SCHOOL DISTRICT has determined that it is necessary to retain the services of a qualified agency to meet needs documented in [REDACTED] Individualized Education Program (IEP).

Whereas the AGENCY is duly qualified to perform these services for an integrated preschool program as determined by the student's IEP team.

NOW THEREFORE, the parties agree as follows:

The AGENCY shall provide the following services: Preschool programming (4 days per week) Monday, Tuesday, Wednesday and Thursday following the Duluth Schools District calendar.

The AGENCY shall perform these services at: 2101 Trinity Road, Duluth, MN 55811.

The approximate date the service will begin is January 19, 2022 and shall not extend beyond June 1, 2023; the contract not to exceed a total of 67 Days (attending 4 days per week. The District will pay 4 days per week @ \$100.00 per week).

The SCHOOL DISTRICT shall monitor the services of the AGENCY provided as follows: Supervision will be provided by the Special Education Director located in the Special Services Department. Student attendance will be provided to the Early Childhood Special Education (ECSE) program at 4316 Rice Lake Rd. Suite 108, Duluth, MN 55811 on the 15th of each month for the preceding month.

3. **Background Check.** *(applies to contractors working independent with students)*

Contractor must provide an executed criminal history consent form and a money order or check payable to the District in an amount equal to the actual cost of conducting a criminal history

background check on all of its employees assigned to the program. Contractor is precluded from performance of contract until the results of the criminal background check(s) are on file.

If Contractor has already completed background checks for their business needs, Contractor stipulates that the background checks are completed, on file, and will be made available for review if the District should request.

Contractor will notify the District of any individual working in our schools with convictions of a gross misdemeanor or felony.

4. Reimbursement. In consideration of the performance of Contractor of its obligations pursuant to this Agreement, District hereby agrees to reimburse Contractor for its services and expenses in performing said obligations up to a sum not to exceed \$100.00 per week and \$1,700.00 in total.

Contractor is required by Minnesota Statutes, Section 270.66, subd. 3, to provide their Taxpayer Identification Number (TIN) used in the enforcement of Federal and State tax laws. The TIN will be available to Federal and State tax authorities and State personnel involved in the payment of State obligations. This Agreement will not be approved unless TIN is provided.

5. Requests for Reimbursement. The terms of payment under this Agreement are as follows:

- a. Payment shall be made by the District within 30 days of submission of a proper invoice by the Contractor;
- b. Any other terms of payment in the performance of services are incorporated by reference in this Agreement.

6. Propriety of Expenses. The fact that the District has reimbursed Contractor for any expense claimed by Contractor shall not preclude District from questioning the propriety of any such item. District reserves the right to offset any overpayment or disallowance of any item or items at any time under this Agreement by reducing future payments to Contractor. This clause shall not be construed to bar any other legal remedies District may have to recover funds expended by Contractor for disallowed costs.

7. Ownership of Materials. The District reserves the rights to reproduce the programming in any fashion, or appropriate the contents of the programming, or any portion thereof, to its own use for any and all programs, forms and other materials that Contractor has provided, prepared, or utilized in performance of the terms of this Agreement.

8. Independent Contractor. Both the District and Contractor agree that they will act as an independent contractor in the performance of its duties under this Agreement. Nothing contained in this Agreement shall be construed as in any manner creating a relationship of joint venture between the parties, which shall remain independent contractors with respect to all actions performed pursuant to this Agreement.

Accordingly, Contractor shall be responsible for payment of all taxes, including Federal, State, and local taxes, arising out of Contractor's activities in accordance with this Agreement, including by way of illustration, but not limited to, Federal and State income tax, Social Security tax, Unemployment Insurance taxes, workers compensations, and any other taxes or business license fees as required.

9. Indemnity and defense of the District. Contractor hereby agrees to defend, indemnify and hold the District harmless from all claims relating to its work pursuant to this Agreement.

In the event that Contractor breaches its obligation to defend, indemnify and hold the District harmless, then in addition to its other damages the District shall be entitled to recover its attorney's fees and costs and disbursements incurred in enforcing this Agreement.

10. Notices. All notices to be given by Contractor to District shall be deemed to have been given by depositing the same in writing in the United States Mail: ISD 709, Duluth Public Schools, Attn: Jason Crane, 4316 Rice Lake Rd, Suite 108, Duluth, MN 55811. Invoices may be emailed directly to ap.vendor@isd709.org.

All notices to be given by District to Contractor shall be deemed to have been given by depositing the same in writing in the United States Mail to Creation Station at 2101 Trinity Road, Duluth, MN 55811.

11. Assignment. Contractor shall not in any way assign or transfer any of its rights, interests or obligations under this Agreement in any way whatsoever without the prior written approval of the District.

12. Modification or Amendment. No amendment, change or modification of this Agreement shall be valid unless in writing signed by the parties' hereto.

13. Governing Laws. This Agreement, together with all its paragraphs, terms and provisions is made in the State of Minnesota and shall be construed and interpreted in accordance with the laws of the State of Minnesota.

14. Entire Agreement. This Agreement contains the entire understanding of the parties hereto with respect to the subject matter hereof and shall not be changed or otherwise altered except by written agreement of the parties.

15. Cancellation. Either party shall have the right to terminate this Agreement, without cause, upon (30) days written notice to the other party as provided for in this Agreement.

16. Data Practices. Contractor further understands and agrees that it shall be bound by the Minnesota Government Data Practices Act (Minnesota Statutes 13.03-13.04) with respect to "data on individuals"; as defined in 13.02, subd. 5 of that Statute) which it collects, receives, stores, uses, creates or disseminates pursuant to this Agreement.

17. **Insurance.** (If applicable) Contractor shall not commence work under the contract until they have obtained all the insurance described below and Duluth Public Schools has approved such insurance. Contractor shall maintain such insurance in force and effect throughout the term of the contract.

Contractor is required to maintain and furnish satisfactory evidence of the following insurance policies:

Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota including Coverage B, Employer's Liability.

Commercial General Liability: Contractor is required to maintain insurance protecting it from claims for damages for bodily injury, including sickness or disease, death, and for care and loss of services as well as claims for property damage, including loss of use which may arise from operations under the Contract whether the operations are by the contractor or subcontractor or by anyone directly or indirectly employed under the contract.

18. **Conflict of Interest and Fiduciary Duty:** All contractors doing business with the District agree to follow Policy 307 - Conflicts of Interest and Fiduciary Duty. This policy is located on the District's website.

THE REMAINDER OF THIS PAGE IS LEFT INTENTIONALLY BLANK

AS EVIDENCE OF THEIR ASSENT TO THE TERMS AND CONDITIONS OF THIS AGREEMENT, set forth above, the parties hereto have caused this Agreement to be executed by their duly authorized officers as of the day and year first above written.

Julie Walker 41-1927587 2/3/23
 Contractor Signature SSN/Tax ID Number Date

Josm Chen 1/31/23
 Program Director Date

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the CFO for review and approval.

This contract is funded by either:

1. The following budget (include full 18 digit code); or
2. will be paid using Student Activity Funds; or
3. is no cost contract (e.g. Memorandum of Understanding).

Please check the appropriate line below:

Check if the contract will be paid using District funds and enter the budget code in the top line below (enter in blank spots following the example).

01	E	005	211	000	393	000
XX	X	XXX	XXX	XXX	XXX	XXX

Check if the contract will be paid using Student Activity Funds

Check if the contract is a no-cost contract such as a Memorandum of Understanding

Simon Zwick 2/2/23
 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair Date

AGREEMENT

THIS AGREEMENT, made and entered into this 31st day of January, 2023, by and between Independent School District #709, a public corporation, hereinafter called District, and Rooted Spirits Play School LLC, an independent contractor, hereinafter called Contractor.

THE PURPOSE OF THE AGREEMENT is to set out the terms and conditions whereby Contractor will provide programs or services for the District at the times and locations set forth in this Agreement.

The terms and conditions of this Agreement are as follows:

1. **Dates of Service.** This Agreement shall be deemed to be effective as of January 30, 2023 and shall remain in effect until May 31, 2023, unless terminated earlier as provided for herein, or unless and until all obligations set forth in this Agreement have been satisfactorily fulfilled, whichever occurs first.

2. **Performance.** WHEREAS, THE SCHOOL DISTRICT has determined that it is necessary to retain the services of a qualified agency to meet needs documented in [REDACTED] Individualized Education Program (IEP).

Whereas the AGENCY is duly qualified to perform these services for an integrated preschool program as determined by the student's IEP team.

NOW THEREFORE, the parties agree as follows:

The AGENCY shall provide the following services: Preschool programming (2 days per week) Mondays and Wednesdays following the Duluth Schools District calendar.

The AGENCY shall perform these services at: 2720 Myers Avenue, Duluth, MN 55811.

The approximate date the service will begin is January 30, 2023 and shall not extend beyond May 31, 2023; the contract not to exceed a total of 31 Days (attending 2 days per week. The District will pay 2 days per week @ \$380.00 per month).

The SCHOOL DISTRICT shall monitor the services of the AGENCY provided as follows: Supervision will be provided by the Special Education Director located in the Special Services Department. Student attendance will be provided to the Early Childhood Special Education (ECSE) program at 4316 Rice Lake Rd, Suite 108, Duluth, MN 55811 on the 15th of each month for the preceding month.

3. **Background Check.** *(applies to contractors working independent with students)*

Contractor must provide an executed criminal history consent form and a money order or check payable to the District in an amount equal to the actual cost of conducting a criminal history

background check on all of its employees assigned to the program. Contractor is precluded from performance of contract until the results of the criminal background check(s) are on file.

If Contractor has already completed background checks for their business needs, Contractor stipulates that the background checks are completed, on file, and will be made available for review if the District should request.

Contractor will notify the District of any individual working in our schools with convictions of a gross misdemeanor or felony.

4. Reimbursement. In consideration of the performance of Contractor of its obligations pursuant to this Agreement, District hereby agrees to reimburse Contractor for its services and expenses in performing said obligations up to a sum not to exceed \$380.00 per month and \$1,520.00 in total.

Contractor is required by Minnesota Statutes, Section 270.66, subd. 3, to provide their Taxpayer Identification Number (TIN) used in the enforcement of Federal and State tax laws. The TIN will be available to Federal and State tax authorities and State personnel involved in the payment of State obligations. This Agreement will not be approved unless TIN is provided.

5. Requests for Reimbursement. The terms of payment under this Agreement are as follows:

- a. Payment shall be made by the District within 30 days of submission of a proper invoice by the Contractor;
- b. Any other terms of payment in the performance of services are incorporated by reference in this Agreement.

6. Propriety of Expenses. The fact that the District has reimbursed Contractor for any expense claimed by Contractor shall not preclude District from questioning the propriety of any such item. District reserves the right to offset any overpayment or disallowance of any item or items at any time under this Agreement by reducing future payments to Contractor. This clause shall not be construed to bar any other legal remedies District may have to recover funds expended by Contractor for disallowed costs.

7. Ownership of Materials. The District reserves the rights to reproduce the programming in any fashion, or appropriate the contents of the programming, or any portion thereof, to its own use for any and all programs, forms and other materials that Contractor has provided, prepared, or utilized in performance of the terms of this Agreement.

8. Independent Contractor. Both the District and Contractor agree that they will act as an independent contractor in the performance of its duties under this Agreement. Nothing contained in this Agreement shall be construed as in any manner creating a relationship of joint venture between the parties, which shall remain independent contractors with respect to all actions performed pursuant to this Agreement.

Accordingly, Contractor shall be responsible for payment of all taxes, including Federal, State, and local taxes, arising out of Contractor's activities in accordance with this Agreement, including by way of illustration, but not limited to, Federal and State income tax, Social Security tax, Unemployment Insurance taxes, workers compensations, and any other taxes or business license fees as required.

9. Indemnity and defense of the District. Contractor hereby agrees to defend, indemnify and hold the District harmless from all claims relating to its work pursuant to this Agreement.

In the event that Contractor breaches its obligation to defend, indemnify and hold the District harmless, then in addition to its other damages the District shall be entitled to recover its attorney's fees and costs and disbursements incurred in enforcing this Agreement.

10. Notices. All notices to be given by Contractor to District shall be deemed to have been given by depositing the same in writing in the United States Mail: ISD 709, Duluth Public Schools, Attn: Jason Crane, 4316 Rice Lake Rd, Suite 108, Duluth, MN 55811. Invoices may be emailed directly to ap.vendor@isd709.org.

All notices to be given by District to Contractor shall be deemed to have been given by depositing the same in writing in the United States Mail to Rooted Spirits Play School LLC at 2720 Myers Avenue, Duluth, MN 55811.

11. Assignment. Contractor shall not in any way assign or transfer any of its rights, interests or obligations under this Agreement in any way whatsoever without the prior written approval of the District.

12. Modification or Amendment. No amendment, change or modification of this Agreement shall be valid unless in writing signed by the parties' hereto.

13. Governing Laws. This Agreement, together with all its paragraphs, terms and provisions is made in the State of Minnesota and shall be construed and interpreted in accordance with the laws of the State of Minnesota.

14. Entire Agreement. This Agreement contains the entire understanding of the parties hereto with respect to the subject matter hereof and shall not be changed or otherwise altered except by written agreement of the parties.

15. Cancellation. Either party shall have the right to terminate this Agreement, without cause, upon (30) days written notice to the other party as provided for in this Agreement.

16. Data Practices. Contractor further understands and agrees that it shall be bound by the Minnesota Government Data Practices Act (Minnesota Statutes 13.03-13.04) with respect to "data on individuals"; as defined in 13.02, subd. 5 of that Statute) which it collects, receives, stores, uses, creates or disseminates pursuant to this Agreement.

17. **Insurance.** (If applicable) Contractor shall not commence work under the contract until they have obtained all the insurance described below and Duluth Public Schools has approved such insurance. Contractor shall maintain such insurance in force and effect throughout the term of the contract.

Contractor is required to maintain and furnish satisfactory evidence of the following insurance policies:

Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota including Coverage B, Employer's Liability.

Commercial General Liability: Contractor is required to maintain insurance protecting it from claims for damages for bodily injury, including sickness or disease, death, and for care and loss of services as well as claims for property damage, including loss of use which may arise from operations under the Contract whether the operations are by the contractor or subcontractor or by anyone directly or indirectly employed under the contract.

18. **Conflict of Interest and Fiduciary Duty:** All contractors doing business with the District agree to follow Policy 307 - Conflicts of Interest and Fiduciary Duty. This policy is located on the District's website.

THE REMAINDER OF THIS PAGE IS LEFT INTENTIONALLY BLANK

AS EVIDENCE OF THEIR ASSENT TO THE TERMS AND CONDITIONS OF THIS AGREEMENT, set forth above, the parties hereto have caused this Agreement to be executed by their duly authorized officers as of the day and year first above written.

[Signature] 87-262861 2-8-23
 Contractor Signature SSN/Tax ID Number Date

[Signature] 1/31/23
 Program Director Date

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the CFO for review and approval.

This contract is funded by either:

1. The following budget (include full 18 digit code); or
2. will be paid using Student Activity Funds; or
3. is no cost contract (e.g. Memorandum of Understanding).

Please check the appropriate line below:

Check if the contract will be paid using District funds and enter the budget code in the top line below (enter in blank spots following the example).

01	E	005	211	000	393	000
XX	X	XXX	XXX	XXX	XXX	XXX

Check if the contract will be paid using Student Activity Funds

Check if the contract is a no-cost contract such as a Memorandum of Understanding

[Signature] 2/2/23
 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair Date

Addendum 1
Agreement between Duluth Public Schools ISD#709
And
Contractor

This agreement is between Residential Services, Inc., 2900 Piedmont Ave, Duluth, MN 55811, Contractor, and Duluth Public Schools, 4316 Rice Lake Rd. Suite 108, Duluth, MN 55811, a school district.

Services

The Contractor will provide Direct Support Professional (DSP) services and special education paraprofessional duties as instructed and trained under the direction of Duluth Public Schools staff, to [REDACTED]. The responsibility for determining the quantity and frequency of DSP services shall rest with the school district.

The Contractor will complete any clinical documentation of cares delivered as required by the School District and consistent with DSP standards.

The Contractor will orient DSP staff to the Vulnerable Children and Adult Act, infection control and universal precautions, and student plan of care.

The School District will notify the provider in a timely manner of any changes in the time schedule or hours of service.

The School District will furnish Contractor with all records and information relevant to the client for purposes of service being provided.

The School District will furnish Contractor with any relevant school policies.

Fees

The date of service will begin *January 24, 2023* and shall not extend beyond *June 8, 2023*, the contract not to exceed *87 days* and *22 hours per week*. The district agrees to reimburse Residential Services Inc. \$21.50 per hour for a sum not to exceed *\$8,514.00* for the time worked with [REDACTED] while participating in school activities.

**Contract for Services
Agreement between Independent School District #709
and
Residential Services Inc.**

This agreement is between Residential Services Inc., 2900 Piedmont Ave., Duluth, MN 55811, Contractor, and Duluth Public Schools ISD#709, 215 North 1st Ave East , Duluth MN 55802, a school district.

Scope of Service

Contractor shall provide the services described in attached addendum 1

Contractor shall hold appropriate licensure for provision of services. Describe licensure or qualifications of the agency staff if applicable:

Check all that apply below

District requires a current copy of assurances for providing Direct Support Professional (DSP) as outlined in MN Statute 245D

Services are consultative with special education staff.

Services are during times of Distance Learning only.

Contractor shall provide a copy of Criminal Background Report and MCHP Screening for individuals providing services to students in the school system noted above. (*See Paragraph 3 under Compliance*)

Contractor will notify the District of any individual working in our schools with convictions of a gross misdemeanor or felony.

Site of Service

Services to be provided at school site(s)

Services to be provided in the student's remote learning setting.

Payment

The cost of services shall be as set forth in Addendum 1. Contractor shall submit an invoice to the District for services provided. Payment will be made within 35 days of receipt of detailed invoice. The invoice should be mailed to:

Duluth Public Schools
Attn: Jason Crane
4316 Rice Lake Rd. Suite 108
Duluth, MN 55811

Invoices are required to be sent within 60 days of services.

Term

This Agreement shall be deemed to be effective as of September 28, 2020 and shall remain in effect until June 30, 2021, unless terminated later as provided for herein, or unless and until all obligations set forth in this Agreement have been satisfactorily fulfilled, whichever occurs first. This contract does not automatically renew.

Cancellation Clause

Either party may terminate this agreement without cause by providing thirty (30) days written notice of such intent to this effect to the other party. District may cancel this agreement for cause by providing written notice to the Contractor.

Independent Contractor

For the purposes of this agreement, Contractor is an independent contractor. Nothing contained in this agreement is intended nor shall be construed in any manner to create or establish a relationship of legal co-partners, joint ventures or joint powers between the parties. No statement contained in this agreement shall be construed so as to find the Contractor, its employees, agents or representatives to be employees or agents of District. The District will make no deductions for federal Income Tax, FICA, or state income tax.

Hold Harmless

Contractor shall indemnify and hold District harmless for any and all damages, costs and expenses including attorney's fees which District, its officials, employees, or agents may sustain arising from any act or omission of Contractor in the execution, performance or failure to adequately perform the Contractor's obligations under this Agreement.

Privacy of Pupil Records

Pursuant to the District's Protection and Privacy of Pupil Records Policy and consistent with the requirements of the Family Educational Rights and Privacy Act and the Minnesota Government Data Practices Act, the Contractor shall be deemed to be a school official when performing the duties and responsibilities of the District. As such, the Contractor certifies and agrees that all data created, collected, received, stored, used, maintained, or disseminated by the Contractor must comply with the Family Educational Rights and Privacy Act and the Minnesota Government Data Practices Act.

Insurance

Contractor shall, during the life of the Contract, purchase and maintain insurance coverage with the minimum limits as follows:

1. Workers Compensation

A. Statutory State Coverage

B. Employee Liability Coverage with the following limits:

Bodily Injury by Accident 100,000 Each Accident

Bodily Injury by Disease 100,000 Each Employee

Bodily Injury by Disease 500,000 Each Policy Limit

2. General Liability Insurance

A. Commercial Liability Policy—Occurrence (Form CG 00 01 98 or its equivalent)

Combined Single Limit: \$1,500,000

Personal Injury Liability \$1,500,000

Products Completed Operations \$1,500,000

General Aggregate \$1,500,000

B. Duluth Public Schools shall be added to the policy as additional insured using ISO form CG 2026.

3. Automobile Liability Insurance including hired/ non-owned Auto.

4. Professional Liability Insurance with limits of \$1,500,000 each occurrence / \$1,500,000 aggregate.

Contractor will provide the District with proof of insurance of an Accord Certificate form. The name of the insured shall match the name on the Contract. The certificate holder shall be Duluth Public Schools, 215 N. 1st. Ave E., Duluth, MN 55802. The certificate will provide the district with 30 days' notice of cancellation, non-renewal or material change in the coverage.

The school district does not represent that the required coverage and limits are adequate to protect the contractor and such coverage limits will not be deemed as a limitation of the

Contractor's liability to the District under this contract.

Compliance

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The Contractor agrees to comply with all federal, state and local laws or ordinances, and all applicable rules, regulations, and standards established by any agency of such governmental units, which are now or hereafter promulgated insofar as they relate to the Contractor's performance of the provisions of this Agreement. It shall be the obligation of the Contractor to apply for, pay for and obtain all permits and/or licenses required by any governmental agency for the provision of those services contemplated herein.

All of the data created, collected, received, stored, used, maintained, or disseminated by the contractor in performing his duties pursuant to this contract is subject to the requirements of Chapter 13 of the Minnesota Statutes and the contractor must comply with the requirements of Minnesota Statute as if it were a government entity.

Agency must perform a background study for each employee or contractor who will provide services to students. If any service provider does not pass the background study, agency will not allow the service provider to have direct contact with the student. Copy of background studies will be provided upon request to the Duluth Public Schools. The agency will also check each service provider to make sure they are not on the Minnesota Health Care Programs (MHCP) Excluded Provider List in the LEIE downloadable database at start of service and a minimum of monthly. If the provider is on the MHCP and/or Federal Office of Inspector General list, they will not be allowed to continue to provide service to the student. Questions can be answered by the Minnesota Department of Human Services provider call center at 651-431-2700.

This agreement shall be reviewed and authorized by the Director of Student Support Services and shall be supervised by the Director or Designee.

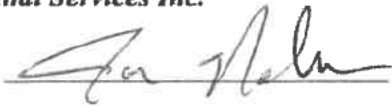
Modification or Amendment

No amendment, change or modification of this Agreement shall be valid unless in writing signed by the parties' hereto.

Governing Laws

This Agreement, together with all its paragraphs, terms and provisions is made in the State of Minnesota and shall be construed and interpreted in accordance with the laws of the State of Minnesota.

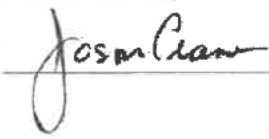
Residential Services Inc.

Signed: 

Title: Executive Director

Date: 2/15/23

Duluth Public Schools

Signed: 

Signed: 

Title: Director of Special Education

Title: Executive Director of Finance & Business Services

Date: 2/14/23

Date: 2/15/23

Budget Code

01	E	005	416	419	303	000
XX	X	XXX	XXX	XXX	XXX	XXX

AGREEMENT

THIS AGREEMENT, made and entered into this 28th day of February, 2023, by and between Independent School District #709, a public corporation, hereinafter called District, and Creation Station, an independent contractor, hereinafter called Contractor.

THE PURPOSE OF THE AGREEMENT is to set out the terms and conditions whereby Contractor will provide programs or services for the District at the times and locations set forth in this Agreement.

The terms and conditions of this Agreement are as follows:

1. **Dates of Service.** This Agreement shall be deemed to be effective as of March 6, 2023 and shall remain in effect until June 1, 2023, unless terminated earlier as provided for herein, or unless and until all obligations set forth in this Agreement have been satisfactorily fulfilled, whichever occurs first.

2. **Performance.** WHEREAS, THE SCHOOL DISTRICT has determined that it is necessary to retain the services of a qualified agency to meet needs documented in [REDACTED] Individualized Education Program (IEP).

Whereas the AGENCY is duly qualified to perform these services for an integrated preschool program as determined by the student's IEP team.

NOW THEREFORE, the parties agree as follows:

The AGENCY shall provide the following services: Preschool programming (4 days per week) Monday, Tuesday, Wednesday and Thursday following the Duluth Schools District calendar.

The AGENCY shall perform these services at: 2101 Trinity Road, Duluth, MN 55811.

The approximate date the service will begin is March 6, 2023 and shall not extend beyond June 1, 2023; the contract not to exceed a total of 47 Days (attending 4 days per week. The District will pay 4 days per week @ \$100.00 per week).

The SCHOOL DISTRICT shall monitor the services of the AGENCY provided as follows: Supervision will be provided by the Special Education Director located in the Special Services Department. Student attendance will be provided to the Early Childhood Special Education (ECSE) program at 4316 Rice Lake Rd, Suite 108, Duluth, MN 55811 on the 15th of each month for the preceding month.

3. **Background Check.** *(applies to contractors working independent with students)*

Contractor must provide an executed criminal history consent form and a money order or check payable to the District in an amount equal to the actual cost of conducting a criminal history

background check on all of its employees assigned to the program. Contractor is precluded from performance of contract until the results of the criminal background check(s) are on file.

If Contractor has already completed background checks for their business needs, Contractor stipulates that the background checks are completed, on file, and will be made available for review if the District should request.

Contractor will notify the District of any individual working in our schools with convictions of a gross misdemeanor or felony.

4. Reimbursement. In consideration of the performance of Contractor of its obligations pursuant to this Agreement, District hereby agrees to reimburse Contractor for its services and expenses in performing said obligations up to a sum not to exceed \$100.00 per week and \$1,200.00 in total.

Contractor is required by Minnesota Statutes, Section 270.66, subd. 3, to provide their Taxpayer Identification Number (TIN) used in the enforcement of Federal and State tax laws. The TIN will be available to Federal and State tax authorities and State personnel involved in the payment of State obligations. This Agreement will not be approved unless TIN is provided.

5. Requests for Reimbursement. The terms of payment under this Agreement are as follows:

- a. Payment shall be made by the District within 30 days of submission of a proper invoice by the Contractor;
- b. Any other terms of payment in the performance of services are incorporated by reference in this Agreement.

6. Propriety of Expenses. The fact that the District has reimbursed Contractor for any expense claimed by Contractor shall not preclude District from questioning the propriety of any such item. District reserves the right to offset any overpayment or disallowance of any item or items at any time under this Agreement by reducing future payments to Contractor. This clause shall not be construed to bar any other legal remedies District may have to recover funds expended by Contractor for disallowed costs.

7. Ownership of Materials. The District reserves the rights to reproduce the programming in any fashion, or appropriate the contents of the programming, or any portion thereof, to its own use for any and all programs, forms and other materials that Contractor has provided, prepared, or utilized in performance of the terms of this Agreement.

8. Independent Contractor. Both the District and Contractor agree that they will act as an independent contractor in the performance of its duties under this Agreement. Nothing contained in this Agreement shall be construed as in any manner creating a relationship of joint venture between the parties, which shall remain independent contractors with respect to all actions performed pursuant to this Agreement.

Accordingly, Contractor shall be responsible for payment of all taxes, including Federal, State, and local taxes, arising out of Contractor's activities in accordance with this Agreement, including by way of illustration, but not limited to, Federal and State income tax, Social Security tax, Unemployment Insurance taxes, workers compensations, and any other taxes or business license fees as required.

9. Indemnity and defense of the District. Contractor hereby agrees to defend, indemnify and hold the District harmless from all claims relating to its work pursuant to this Agreement.

In the event that Contractor breaches its obligation to defend, indemnify and hold the District harmless, then in addition to its other damages the District shall be entitled to recover its attorney's fees and costs and disbursements incurred in enforcing this Agreement.

10. Notices. All notices to be given by Contractor to District shall be deemed to have been given by depositing the same in writing in the United States Mail: ISD 709, Duluth Public Schools, Attn: Jason Crane, 4316 Rice Lake Rd, Suite 108, Duluth, MN 55811. Invoices may be emailed directly to ap.vendor@isd709.org.

All notices to be given by District to Contractor shall be deemed to have been given by depositing the same in writing in the United States Mail to Creation Station at 2101 Trinity Road, Duluth, MN 55811.

11. Assignment. Contractor shall not in any way assign or transfer any of its rights, interests or obligations under this Agreement in any way whatsoever without the prior written approval of the District.

12. Modification or Amendment. No amendment, change or modification of this Agreement shall be valid unless in writing signed by the parties' hereto.

13. Governing Laws. This Agreement, together with all its paragraphs, terms and provisions is made in the State of Minnesota and shall be construed and interpreted in accordance with the laws of the State of Minnesota.

14. Entire Agreement. This Agreement contains the entire understanding of the parties hereto with respect to the subject matter hereof and shall not be changed or otherwise altered except by written agreement of the parties.

15. Cancellation. Either party shall have the right to terminate this Agreement, without cause, upon (30) days written notice to the other party as provided for in this Agreement.

16. Data Practices. Contractor further understands and agrees that it shall be bound by the Minnesota Government Data Practices Act (Minnesota Statutes 13.03-13.04) with respect to "data on individuals"; as defined in 13.02, subd. 5 of that Statute) which it collects, receives, stores, uses, creates or disseminates pursuant to this Agreement.

17. **Insurance.** (If applicable) Contractor shall not commence work under the contract until they have obtained all the insurance described below and Duluth Public Schools has approved such insurance. Contractor shall maintain such insurance in force and effect throughout the term of the contract.

Contractor is required to maintain and furnish satisfactory evidence of the following insurance policies:


Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota including Coverage B, Employer's Liability.

Commercial General Liability: Contractor is required to maintain insurance protecting it from claims for damages for bodily injury, including sickness or disease, death, and for care and loss of services as well as claims for property damage, including loss of use which may arise from operations under the Contract whether the operations are by the contractor or subcontractor or by anyone directly or indirectly employed under the contract.

18. **Conflict of Interest and Fiduciary Duty:** All contractors doing business with the District agree to follow Policy 307 - Conflicts of Interest and Fiduciary Duty. This policy is located on the District's website.

THE REMAINDER OF THIS PAGE IS LEFT INTENTIONALLY BLANK

AS EVIDENCE OF THEIR ASSENT TO THE TERMS AND CONDITIONS OF THIS AGREEMENT, set forth above, the parties hereto have caused this Agreement to be executed by their duly authorized officers as of the day and year first above written.

Contractor Signature	SSN/Tax ID Number	Date
		3/2/23
Program Director		Date

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the CFO for review and approval.

This contract is funded by either:

1. The following budget (include full 18 digit code); or
2. will be paid using Student Activity Funds; or
3. is no cost contract (e.g. Memorandum of Understanding).

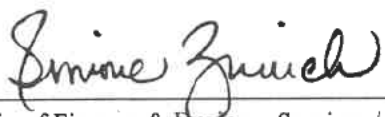
Please check the appropriate line below:

Check if the contract will be paid using District funds and enter the budget code in the top line below (enter in blank spots following the example).

01	E	005	211	000	393	000
XX	X	XXX	XXX	XXX	XXX	XXX

Check if the contract will be paid using Student Activity Funds

Check if the contract is a no-cost contract such as a Memorandum of Understanding

	3/3/23
Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair	Date

LYRIC OPERA OF THE NORTH

January 31, 2023

AGREEMENT and PREPARATION CHECKLIST FOR LITTLE OPERA OF THE NORTH PERFORMANCE AT NAME OF SCHOOL.

This document shall serve as an agreement and checklist for one performance of Opera for the Young's *The Pirates of Penzance*, at **Stowe Elementary in Duluth, in the school gymnasium, on Tuesday, March 7, 2023**. This 45 minute opera is designed and written specifically for a K-5th grade audience. **Parents, sponsors, and community members are welcome at the school's discretion and according to school visitor policies.**

The following schedule of events is agreed upon:

7:45 a.m. arrival and load in to performance space at school.

8:15 a.m. begin rehearsal with student chorus (please have student performers ready to begin at this time). Costumes and hand props for students are provided by LOON.

9:00 a.m. Audience takes their places.

9:05 Performance and Q&A.

10:00 END of performance, LOON loads out.

10:30 Gym is empty.


1. Music Teacher agrees to **prepare a chorus of 16 student singers**. These students will memorize their parts and perform alongside LOON's touring cast. From among the 16 choristers, (who all begin the show as PIRATES) choose 6 students to play the WARDS. From among the 6 WARDS, choose 3 who will later become CONSTABLES. If additional students are participating as singers, they are welcome to sit in risers behind the acting chorus. Chorus for the second show can be the same students or different students as best suits your needs.
2. Please **make a piano available for the use of this performance**, beginning with the rehearsal. For our purposes, a "bad" or even an out of tune piano is usually better than an electric keyboard, but we rely on Music Teachers' discretion!
3. Please see previously sent materials for gym set-up: LOON sets up a performing area under one hoop, with student audience on the gym floor and adult audience in chairs around perimeter. We request the use of cones to help establish a center aisle.
4. Prior to performance week: please check to see if gym fans can be turned off. This performance is un-amplified and gym fans can drown out lyrics. Some schools have automated systems which require several days' advance notice.

LYRIC OPERA OF THE NORTH

5. Payment can be sent to Lyric Opera of the North at the address below. **The cost of the performance is \$750.00.** Payment can be made at any time from now until the day of the performance.
6. Teaching materials include age-specific surveys. Please distribute to classroom teachers and return completed surveys to Lyric Opera of the North within one week of performance. We are happy to provide postage-paid envelopes for this upon request.
7. As students return to in person performance after a two year break, we ask that you limit the number of students in the gym to 400. We can discuss this further for clarification if needed.
8. Please do not send choristers with any symptoms of illness to participate in the performance alongside the cast. Thank you for helping keep our touring cast healthy!

Lyric Opera of the North is the presenter of all performances by Little Opera of the North. Lyric Opera of the North is a 501 (c) (3) organization. Tax identification # 20-1896591.

We look forward to working with you to bring live, professional opera to your school. Please sign one copy of this agreement and return to LOON at your earliest convenience.

 2/16/23
Sarah Lawrence Date
General Artistic Director

 2/16/23
Principal or Music Teacher Date

 2/16/23
Simone Zurich, Exec. Dir. Of
Finance and Business Services

AGREEMENT

THIS AGREEMENT, made and entered into this 31st day of January, 2023, by and between Independent School District #709, a public corporation, hereinafter called District, and Colin Staerck-Bandy, an independent contractor, hereinafter called Contractor.

THE PURPOSE OF THE AGREEMENT is to set out the terms and conditions whereby Contractor will provide programs or services for the District at the times and locations set forth in this Agreement.

The terms and conditions of this Agreement are as follows: *(insert here or attach as appropriate)*

1. **Dates of Service.** This Agreement shall be deemed to be effective as of 1/31/23 and shall remain in effect until 6/7/23, unless terminated earlier as provided for herein, or unless and until all obligations set forth in this Agreement have been satisfactorily fulfilled, whichever occurs first.

2. **Performance.** *(insert or attach a list of programs/services to be performed by contractor)*

3. **Background Check.** *(applies to contractors working independent with students)*

Contractor must provide an executed criminal history consent form and a money order or check payable to the District in an amount equal to the actual cost of conducting a criminal history background check on all of its employees assigned to the program. Contractor is precluded from performance of contract until the results of the criminal background check(s) are on file.

If Contractor has already completed background checks for their business needs, Contractor stipulates that the background checks are completed, on file, and will be made available for review if the District should request.

Contractor will notify the District of any individual working in our schools with convictions of a gross misdemeanor or felony.

4. **Reimbursement.** In consideration of the performance of Contractor of its obligations pursuant to this Agreement, District hereby agrees to reimburse Contractor for its services and expenses in performing said obligations up to a sum not to exceed \$ 20 hourly and \$ 400 in total.

Contractor is required by Minnesota Statutes, Section 270.66, subd. 3, to provide their Taxpayer Identification Number (TIN) used in the enforcement of Federal and State tax laws. The TIN will be available to Federal and State tax authorities and State personnel involved in the payment of State obligations. This Agreement will not be approved unless TIN is provided.

5. **Requests for Reimbursement.** The terms of payment under this Agreement are as follows:

- a. Payment shall be made by the District within 30 days of submission of a proper invoice by the Contractor;
- b. Any other terms of payment in the performance of services are incorporated by reference in this Agreement.

6. **Propriety of Expenses.** The fact that the District has reimbursed Contractor for any expense claimed by Contractor shall not preclude District from questioning the propriety of any such item. District reserves the right to offset any overpayment or disallowance of any item or items at any time under this Agreement by reducing future payments to Contractor. This clause shall not be construed to bar any other legal remedies District may have to recover funds expended by Contractor for disallowed costs.

7. **Ownership of Materials.** The District reserves the rights to reproduce the programming in any fashion, or appropriate the contents of the programming, or any portion thereof, to its own use for any and all programs, forms and other materials that Contractor has provided, prepared, or utilized in performance of the terms of this Agreement.

8. **Independent Contractor.** Both the District and Contractor agree that they will act as an independent contractor in the performance of its duties under this Agreement. Nothing contained in this Agreement shall be construed as in any manner creating a relationship of joint venture between the parties, which shall remain independent contractors with respect to all actions performed pursuant to this Agreement.

Accordingly, Contractor shall be responsible for payment of all taxes, including Federal, State, and local taxes, arising out of Contractor's activities in accordance with this Agreement, including by way of illustration, but not limited to, Federal and State income tax, Social Security tax, Unemployment Insurance taxes, workers compensations, and any other taxes or business license fees as required.

9. **Indemnity and defense of the District.** Contractor hereby agrees to defend, indemnify and hold the District harmless from all claims relating to its work pursuant to this Agreement.

In the event that Contractor breaches its obligation to defend, indemnify and hold the District harmless, then in addition to its other damages the District shall be entitled to recover its attorney's fees and costs and disbursements incurred in enforcing this Agreement.

10. **Notices.** All notices to be given by Contractor to District shall be deemed to have been given by depositing the same in writing in the United States Mail: ISD 709, Duluth Public Schools, Attn: _____, 4316 Rice Lake Rd, Suite 108, Duluth, MN 55811.

All notices to be given by District to Contractor shall be deemed to have been given by depositing the same in writing in the United States Mail to (mailing address with zip)

11. **Assignment.** Contractor shall not in any way assign or transfer any of its rights, interests or obligations under this Agreement in any way whatsoever without the prior written approval of the District.

12. **Modification or Amendment.** No amendment, change or modification of this Agreement shall be valid unless in writing signed by the parties' hereto.

13. **Governing Laws.** This Agreement, together with all its paragraphs, terms and provisions is made in the State of Minnesota and shall be construed and interpreted in accordance with the laws of the State of Minnesota.

14. **Entire Agreement.** This Agreement contains the entire understanding of the parties hereto with respect to the subject matter hereof and shall not be changed or otherwise altered except by written agreement of the parties.

15. **Cancellation.** Either party shall have the right to terminate this Agreement, without cause, upon (30) days written notice to the other party as provided for in this Agreement.

16. **Data Practices.** Contractor further understands and agrees that it shall be bound by the Minnesota Government Data Practices Act (Minnesota Statutes 13.03-13.04) with respect to "data on individuals"; as defined in 13.02, subd. 5 of that Statute) which it collects, receives, stores, uses, creates or disseminates pursuant to this Agreement.

17. **Insurance.** (If applicable) Contractor shall not commence work under the contract until they have obtained all the insurance described below and Duluth Public Schools has approved such insurance. Contractor shall maintain such insurance in force and effect throughout the term of the contract.

Contractor is required to maintain and furnish satisfactory evidence of the following insurance policies:

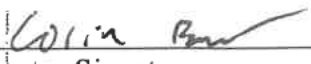

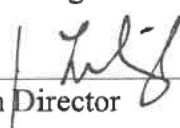
Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota including Coverage B, Employer's Liability.

Commercial General Liability: Contractor is required to maintain insurance protecting it from claims for damages for bodily injury, including sickness or disease, death, and for care and loss of services as well as claims for property damage, including loss of use which may arise from operations under the Contract whether the operations are by the contractor or subcontractor or by anyone directly or indirectly employed under the contract.

18. **Conflict of Interest and Fiduciary Duty:** All contractors doing business with the District agree to follow Policy 307 - Conflicts of Interest and Fiduciary Duty. This policy is located on the District's website.

THE REMAINDER OF THIS PAGE IS LEFT INTENTIONALLY BLANK

AS EVIDENCE OF THEIR ASSENT TO THE TERMS AND CONDITIONS OF THIS AGREEMENT, set forth above, the parties hereto have caused this Agreement to be executed by their duly authorized officers as of the day and year first above written.


 Contractor Signature _____ SSN/Tax ID Number  Date 1/31/23

 Program Director _____ Date 1/31/23

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the CFO for review and approval.

This contract is funded by either:

1. The following budget (include full 18 digit code); or
2. will be paid using Student Activity Funds; or
3. is no cost contract (e.g. Memorandum of Understanding).

Please check the appropriate line below:

_____ Check if the contract will be paid using District funds and enter the budget code in the top line below (enter in blank spots following the example).

01	E	215	298	000	401	431
XX	X	XXX	XXX	XXX	XXX	XXX

Check if the contract will be paid using Student Activity Funds

_____ Check if the contract is a no-cost contract such as a Memorandum of Understanding


 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair _____ Date 2/28/23

**No Cost Contracts Signed
February 2023**

For your information, the Superintendent or the Executive Director of Business Services has signed the following no cost contracts during the above timeframe:

Name	Contract Source	Description
University of Minnesota Duluth	Office of the Superintendent	UMD student teaching agreement with Piedmont Elementary
Western Governors University	TLE	Student teaching letter of agreement with Western Governors University
CDW Technologies	Technology	No cost change order – this is for redesign work on the Boardroom AV Install project

Designated School Partner Collaboration Agreement

This Designated School Partner Collaborative Agreement (the "Agreement") is made this 13th day of December, 2022 (the "Effective Date") by and between **Regents of the University of Minnesota through its [College of Education and Human Service Professions]** ("University") and the **ISD 709 School District, Piedmont Elementary School** ("Designated School Partner").

WHEREAS, the University and the Designated School Partner would like to work collaboratively to align theory and practice for the purpose of continuous improvement and shared accountability.

WHEREAS, the University and the Designated School Partner are entering into this Agreement for the purpose of meeting the designated school partnership requirements as provided in the Minnesota Administrative Rule for the Professional Educator Licensing and Standards Board 8705.1010 Subp. 2 Standards for designated school partnership.

NOW THEREFORE, in consideration of the mutual promises herein contained, the parties enter into the Agreement as follows:

1. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY

A. *Data Shared.* The University may share with the Designated School Partner summary candidate efficacy and survey data as permitted under Minnesota Statutes, section 13.05, subdivision 7. Possible sources may include aggregate data used for program evaluation, such as:

- Minnesota Teacher Licensure Exam (MTLE) aggregate scores
- Education Teacher Performance Assessment (edTPA) aggregate scores
- Summative Student Teaching Evaluations aggregate scores

Common Survey data may include:

- Exit Survey (Teacher candidate feedback at the end of the program)
- Transition to Teaching Survey (Teacher candidate feedback -one year out)
- Supervisor Survey (Employer feedback on candidate - one year out)

B. *Solicitation of Feedback and Recommendation from Candidates.* The University will solicit feedback and recommendations from candidates regarding clinical experiences with the Designated School Partner through a clinical experience survey. The survey will be administered following each experience.

C. *Solicitation of Feedback and Recommendation from Supervisors.* The University will solicit feedback and recommendations from supervisors regarding clinical experiences with the Designated School Partner through a clinical experience survey. The survey will be administered following each experience.

D. *Solicitation of Feedback and Recommendation from Cooperating Teachers.* The University will solicit feedback and recommendations from cooperating teachers regarding clinical experiences with the Designated School Partner through a clinical experience survey. The survey will be administered following each experience.

2. DUTIES AND RESPONSIBILITIES OF THE DESIGNATED SCHOOL PARTNER

A. *Data Shared.* The Designated School Partner is authorized and will share with the candidate and University aggregate data regarding student achievement progress as permitted under Minnesota Statutes, section 13.05, subdivision 7. This summary data may include:

- MCA scores
- student/parent surveys

- ACCESS scores
- Disaggregated student academic performance in Math and Reading as reported in the School Report Card.
- Attendance data
- ISS and OSS data

3. MUTUAL TERMS AND CONDITIONS

- A. *Meetings.* The parties mutually agree to meet a minimum of two times per year to engage in ongoing collaboration to:
- discuss, design, and evaluate academic collaboration strategies to mutually support meeting their strategic planning goals;
 - review data including but not limited to data collected under MN Rules 8705.1010 Standard 3 and Standard 7, as applicable;
 - assess feedback from candidates, supervisors, and cooperating teachers;
 - evaluate the effectiveness of the partnership to meet mutually beneficial short-term and long-term goals; and
 - determine if changes are needed to the design and implementation of the teacher preparation programs.
- B. *Confidentiality.* Subject to the Minnesota Government Data Practices Act the parties acknowledge that, as a result of this Agreement, each may have access to certain confidential and proprietary information of the other. The parties agree to hold such confidential and proprietary information in confidence and shall not use or disclose such information, either by publication or otherwise, to any person without the prior written consent of the other party, except as may be required by law. This provision shall survive the termination of this Agreement. Each party shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act ("FERPA") and shall release no information absent written consent of the student candidate unless required to do so by law or as dictated by the terms of this Agreement.
- C. *Termination of Agreement.* The University or the Designated School Partner may terminate this Agreement for any reason upon thirty (30) days' written notice, with or without cause. This Agreement may be terminated immediately, with written notice to the other party, if either party terminates the clinical experience affiliation agreement.
- D. *Nondiscrimination.* The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.
- E. *Governing Law.* This Agreement is governed by and interpreted in accordance with the laws of the State of Minnesota, without regard to its principles of conflicts of law. All disputes regarding this Agreement shall be resolved in the state courts located in Minneapolis, Minnesota.
- F. *Modification of Agreement.* This Agreement shall only be modified in writing signed by both parties.
- G. *Entire Agreement.* This Agreement represents the entire understanding between the parties regarding the designated school partner collaboration. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

IN WITNESS WHEREOF, the parties have duly executed this Agreement as of the Effective Date.

UNIVERSITY OF MINNESOTA
DULUTH

ISD-709 DULUTH

By: Jill Pinkney Pastrana By: John Magas

Name: Jill Pinkney-Pastrana

Name: John Magas

Title: Dean

Title: Superintendent

Date: 12/16/2022

Date: 12/13/22

UNIVERSITY OF MINNESOTA
DULUTH

ISD-709 DULUTH

By: Eric D. Torres

Name: Eric D. Torres

Title: Department Head

Date: 12/13/2022

By: Jennifer Bobbe

Name: Jennifer Bobbe

Title: Principal

Date: 12-13-2022



Western Governors University

4001 South 700 East, Suite 700, SLC, UT 84107

STUDENT TEACHING LETTER OF AGREEMENT

Tier 1: Primary Partner

This Student Teaching Letter of Agreement (Agreement) is made between Western Governors University, a Utah nonprofit corporation (WGU), and Duluth Public School District ("District"), and is effective as of the date of the signature below ("Effective Date").

Thank you for working with Western Governors University (WGU) for the placement of student teachers. Our goal is to establish a relationship of collaboration that benefits your district/school and WGU Teacher Candidates, and that allows us to work together for continuous improvement. We look forward to working together for the benefit of your future educators.

WGU is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU), and the WGU Teacher Education programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP). WGU represents that each Teacher Candidate assigned to the District for Student Teaching is validly enrolled in an approved WGU credentialing program and meets the District's background requirements.

A. Mutual Expectations

A Primary Partner is a district/school where WGU places Teacher Candidates for a Field Experience with Cooperating Teachers, with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Teacher Candidates, and to share accountability for Teacher Candidate outcomes. The school administrator and Cooperating Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each cohort.

B. Definitions

For the purposes of this Agreement, capitalized terms will have the following meanings:

- Teacher Candidate refers to a student enrolled in a WGU program leading to an education credential.
- Cooperating Teacher (or host teacher) refers to a District employee who is the teacher-of-record in the classroom where the Teacher Candidate is assigned. A Cooperating Teacher may or may not be a Clinical Supervisor.
- Clinical Supervisor refers to a present or former employee of District, retired educator, or any other individual meeting the criteria of "supervisor" established by WGU for this position, and engaged by WGU or District, to supervise a Teacher Candidate's progress during a minimum of six observations. WGU shall be responsible for the selection, assignment, training, and compensation of Clinical Supervisors. WGU welcomes nominations of Clinical Supervisors by the District/school.
- Preclinical Experience refers to the active participation by a Teacher Candidate in a wide range of in-classroom experiences in order to develop the skills and confidence necessary to be an effective teacher and prepare for Student Teaching. Students reflect on and document at least 75 hours of in-classroom observations (15 hours of which must involve direct engagement with students in a classroom) leading up to Student Teaching.
- Student Teaching (or demonstration teaching) refers to the greater of the then-current WGU full-time and continuous requirement of 12 weeks (16 weeks for special education) or the State's and/or District's minimum requirement for Student Teaching. Student Teaching shall satisfy all applicable WGU and State requirements.
- Field Experience refers collectively to the Preclinical Experience and Student Teaching.

C. Cooperating Teacher Standards

District, with the input of WGU, will provide the Teacher Candidate with a Student Teaching assignment in a school and classes of District under the direct supervision and instruction of a Cooperating Teacher that meets the following minimum requirements:

- Holds a teaching credential or license for the subject area and/or grade level being taught;
- Has a minimum of three years of teaching experience, five years preferred, with two or more years teaching in the placement school and/or District, and have strong evaluations;
- Evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective when a state, district, or school provides such ratings;
- Successfully and with positive impact mentored student teachers, colleagues, and/or other adults;
- Competently uses technology for communicating via email and completing online evaluation forms; and
- Consistently models the dispositions and ethical considerations expected of WGU Teacher Candidates:
 - Caring and considerate
 - Affirming of diversity and cross-culturally competent
 - Reflective practitioner
 - Equitable and fair
 - Committed to the belief that all students can learn
 - Collaborative
 - Technologically proficient
 - Professional leadership

D. WGU Responsibilities

WGU will:

- Select qualified Teacher Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in Field Experience.
- Pay an honorarium per Teacher Candidate, either directly to the Cooperating Teacher or to the District, for the Cooperating Teacher's services. The Cooperating Teacher may also receive professional development hours connected to the successful completion of WGU Cooperating Teacher training.
- Require Teacher Candidates to have completed a background check acceptable to District prior to participating in Field Experience activities.
- Provide opportunities for feedback regarding improvement of WGU Teacher Candidate preparation.
- Provide professional development training to Cooperating Teachers regarding WGU processes and procedures.
- Maintain an online site for support, resources, and training for Cooperating Teachers.
- Facilitate a cohort seminar in which Teacher Candidates will participate with a community of peers to receive support during Student Teaching and the final performance assessment.

E. District Responsibilities

District, or school administrator, will:

- Nominate one or more qualified Cooperating Teacher(s) by providing a completed copy of the Student Teacher Acceptance Form to the WGU Field Placement Team.

- Allow the Clinical Supervisor access to the host school and classroom for the specific purpose of observing Teacher Candidates.
- Provide Teacher Candidates with any District policies and procedures to which they are expected to adhere to during the Field Experience and while on District premises.
- Through the involvement of the Cooperating Teacher, participate with the Clinical Supervisor and Teacher Candidates in two evaluations: one mid-way through Student Teaching, and a Final Evaluation at the end of Student Teaching. WGU shall be responsible for the format of the evaluations.
- Provide Teacher Candidates opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Field Experience.
- Provide, when possible, opportunities for Teacher Candidates to use technology to enhance student learning and monitor student progress and growth.
- Provide, when possible, opportunities for Teacher Candidates to experience working with diverse student populations including English Language Learners and Students with Exceptional Learning Needs.
- Encourage Cooperating Teachers to participate in WGU’s training, held for each cohort (Fall or Spring) when a new Teacher Candidate is assigned, to understand WGU’s policies, processes, procedures, and how to mentor adult learners.
- Encourage administrators and Cooperating Teachers to participate in WGU’s Feedback Surveys (offered at the end of the Spring and Fall Cohorts) to report on Teacher Candidate quality and preparation and to provide program feedback to WGU for continuous improvement.

F. Additional Terms

- **Term.** This Agreement shall commence on the Effective Date and shall continue for three (3) years from the Effective Date, or until such time as either party gives the other party thirty (30) days advance written notice of its intent to terminate the Agreement; provided, however, that all Teacher Candidates at District as of the date of such notice shall be permitted to complete their Student Teaching.
- **Points of Contact.** Each party shall designate a point of contact between the parties for communication and coordination of Student Teaching. Contact information is set forth following the signature block.
- **Education Records.**
 - District acknowledges that the education records of assigned Teacher Candidates are protected by the Family Educational Rights and Privacy Act (FERPA), and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, WGU hereby designates District as a “school official” with a legitimate educational interest in such records.
 - WGU shall instruct Teacher Candidates of the necessity of maintaining the confidentiality of all District student records. District shall not grant Teacher Candidates or WGU employees access to individually identifiable student information unless the affected student’s parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.
- **Video Recordings.**

During Student Teaching, Teacher Candidates complete a teacher performance assessment, which measures Teacher Candidate readiness to teach. A teacher performance assessment is designed for Teacher Candidates to submit real artifacts—lesson plans, video, and student work samples—to show the authenticity of the local teaching context and the way the Teacher Candidates respond to students when teaching in a real setting. In order to collect artifacts required for a teacher performance assessment, Teacher Candidates may be required to submit video recordings of themselves teaching in the classroom.

Additionally, recordings provide WGU an avenue to evaluate the performance of Teacher Candidates, and the Teacher Candidates with opportunities to evaluate themselves, reflect, and improve their instruction.

WGU provides the following guidelines to Teacher Candidates. District understands that Teacher Candidates are not employees or agents of WGU and that any further precautions regarding the privacy of the District's students should be agreed directly between the District and Teacher Candidates.

Teacher Candidate Guidelines

- Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
 - To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.
 - You must follow appropriate protocol to submit recordings to WGU.
 - You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
 - You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
 - You must destroy all video recordings once the evaluation is complete.
- **Right to Accept or Terminate a Placement.** District may refuse to accept for placement, or may terminate the placement, of any Teacher Candidate based upon its good faith determination that the Teacher Candidate is not meeting performance standards or is otherwise deemed unacceptable to District. In such cases, District shall notify WGU in writing and shall state the reasons for such decision.
 - **WGU Insurance.** WGU warrants and represents that it provides and maintains general liability insurance with limits of at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate and, upon District's request, shall provide a certificate of insurance as evidence of coverage. WGU shall maintain, at its sole expense, workers' compensation insurance as required by law.
 - **Professional Liability Insurance.** Teacher Candidates will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Field Experience with minimum limits of either: (i) \$1,000,000 per occurrence and \$3,000,000 annual aggregate, or (ii) \$2,000,000 per occurrence and \$2,000,000 annual aggregate.
 - **Status of Parties.** Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the parties. Neither party will have the authority to, and will not, act as agent for or on behalf of the other party or represent or bind the other party in any manner.
 - **Non-Discrimination.** Both parties agree to fully comply with all applicable non-discrimination laws of District's state and municipality, and of the United States. Both parties will accept, assign, supervise and evaluate qualified Teacher Candidates regardless of race, sex, sexual orientation, creed, national origin, age, disability, veteran status, or any other basis protected by law.
 - **Entire Agreement.** This Agreement represents the entire understanding between the parties and supersedes all prior oral or written agreements, and no modification shall be valid unless in writing and signed by both parties. No Teacher Candidate or other third party shall be a beneficiary of, or have any right to enforce the terms of this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

WGU

By: Stacey Ludwig Johnson

Title: VP, Academic Operations, Teachers College

DISTRICT

By: [Signature]

Title: Exec. Dir. of Finance, Business Services

Date: 2-27-23

Point of Contact:

Email: tc_outreach@wgu.edu

Phone: 866-889-0132 (Option 1)

For notice purposes:

General Counsel

Western Governors University

4001 South 700 East, Suite 700

Salt Lake City, UT 84107-2533

Point of Contact:

Email: *anthony.bonds@isd709.org*

Phone: *218-336-8739*

For notice purposes:

HR Director Theresa Severance

theresa.severance@isd709.org

CHANGE ORDER

Project Name:	Duluth Public Schools-2022.06-Boardroom AVInstall	Project Manager:
Customer Name:	Duluth Independent School District No. 709 (MN)	Dorean Dyson 469-265-1566 dorean.dyson@cdw.com
CDW Affiliate:	CDW Technologies, LLC	
Drafted By:	Dorean Dyson	
Effective Date:	February 13, 2023	Requesting Party:
Contract#/Change ID:	67076-02	Tony Rakittke

This change order (“**Change Order**” or “**CO**”) is made and entered into this February 13, 2023 (the “**Effective Date**”) by and between the undersigned, CDW Technologies, LLC (“**Seller**” and “**we**”), and Duluth Independent School District No. 709 (MN) (“**Customer**” and “**you**”), and amends that certain Duluth Public Schools-2022.06-Boardroom AVInstall Statement of Work made effective June 24, 2022

CHANGE DESCRIPTION

This Change Order modifies the SOW and any previous Change Orders. The changes are detailed below:

ISD 709 - Board Room - 2022 - CCO - Redesign - 84481

\$0.00 Change order to redesign the system components while maintaining the same intended system functionality. The following equipment will be swapped out in order to allow installation prior to the expected 2024 lead times of the Crestron hardware being replaced.

Crestron Pro4 for Crestron VC-4-PC-3

Crestron DM16x16 and associated TX and RX units for Zee Vee Zypher UHD AV over IP encoders and decoders.

Other additional accessory components have also been included.

ADDITIONAL PRICING

This Change Order will not incur additional fees in addition to those in the Statement of Work.

Services Fees hereunder are **FIXED FEES**, meaning that the amount invoiced for the Services will be \$0.00.

The invoiced amount of Services Fees will equal the amount of fees applicable to each completed project milestone, as specified in Table 1.

Table 1 – Services Fees

Project Milestones	Percentage	Fees
Completion of Work	100%	\$0.00
Totals	0%	\$ 0.00

SIGNATURES

In acknowledgement that the parties below have read and understood this Change Order and agree to be bound by it, each party has caused this Change Order to be signed and transferred by its respective authorized representative.

CDW Technologies, LLC

By: _____
signature

Name: _____

Title: _____

Date: _____

The following Manager has given approval:

Duluth Independent School District No. 709 (MN)

By: Simone Zurich
signature

Name: Simone Zurich

Title: Exec. Dir. Finance, Business Services

Date: 2/13/23

**Grant Applications
February 2023**

For your information, the Assistant Superintendent and/or the CFO, Executive Director of Business Services have approved the following grant applications during the above month:

Organization	Author/Contact	Project Title	Amount Requested	Terms
NRIP Mini Grant	Nikki Jensen / LPMS PBIS Coordinator	NRIP Mini Grant	\$1,000	Purchase t-shirts and supplies to support PBIS work
Northland Foundation Grant	Shane Johnson/Dean of Students & Cal Harris/Integration Specialist Laura MacArthur	Kindness Campaign	\$835	Kindness campaign throughout the school and shirts for Student Council
Duluth Endowment Fund	Kim Boitz/DAPE Teacher	Duluth Endowment Fund	\$1,100.00	The funds will be used for training wheels for our new adapted bikes and wobble scooters for DAPE student use.
Duluth Endowment Fund	Kim Boitz/DAPE Teacher	Duluth Endowment Fund	\$5,099.90	For Adapted scooters called EZ Riders (Adult and Jr. sizes)
Northland Foundation	Kathleen Dupre	Northland Foundation	\$1,350	Most of our behavior issues occur on the bus, playground and lunchroom. This is due to the complex environments and limited supervision. This grant would supply all the needed materials for PBIS programs for these 3 places for all of the students in our school. Students will be reward for positive behavior as well as practice and learn problem solving skills and coping strategies.
Lester Park Foundation	Anna Cawcutt/Lester Park Principal	Foundation Supplies	\$6,023.49	Items for the classroom has to stay at Lester Park Elementary School