

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, May 2, 2023

UnitedHealth Group Building

4316 Rice Lake Road

Suite 108

Duluth, MN 55811

4:30 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Informational Items

1) Presentations

a. Education Equity Advisory Committee

b. Check and Connect Update

2

c. Setting IV Update

18

Special Services Director Jason Crane

d. PSS Renaming Suggestions with Community

30

e. The Elementary Schedule Presentation

35

B. Action Items - Consent Agenda

1) Presentation Items Requiring Approval

a. Transportation Waiver for Duluth Head Start

59

2) Resolutions

3) Other Action Items

C. Other

4. ADJOURN

Duluth Public Schools Check and Connect Program Update 2022-2023

The Evolution of Check & Connect in the Duluth Public Schools

What is it?

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Check & Connect is an intervention used with students who show **warning signs of disengagement** with school and who are **at risk of dropping out**.

- Check - Mentors **systematically monitor student performance** (e.g., absences, tardies, behavioral, grades)
- Connect - Mentors provide **personalized, timely interventions** to help students solve problems, build skills, and enhance competence. Mentors work students and families for **at least two years**, functioning as liaisons between home and school and **strive to build constructive family-school relationships**. See the [Components and Elements of Check & Connect](#).

How It Started

US Department of Education, Office of Special Education Program (OSEP) charged states to develop a multi-year plan that would improve high school graduation rates for Black and/or American Indian children and youth with disabilities.

- In 2015, the Minnesota Department of Education identified Duluth Public Schools as one of four districts that accounted for approximately 30% of the population group
- MDE partnered with districts to implement an evidence-based practice to impact graduation rates
- According to the U.S. Department of Education's [What Works Clearinghouse](#), Check & Connect **is the only program** found to have strong evidence of positive effects on staying in school.

Where We've Been

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- Started slow and small, focused on building internal capacity. See: [District Capacity Assessment Results Over Time](#)
- Improved graduation rates Black and American Indian students with disabilities. See [Graduation Rates Over Time](#)
- Wrapped up initial grant in Spring 2021, sought external funding, and began planning for expansion
 - Were [awarded \\$1.6 million](#) to add mentors to each secondary school; later obtained additional funding to add a position at ALC and to expand data use
 - Modified mentor job description to better align with heightened post-pandemic student needs

Where We Are

Students Enrolled



Total Schools



Total Mentors



Average Caseload



Average Weekly Minutes 



Program Impact

Decrease in Absences 



Decrease in Suspensions 



Where We Are

Four-Year Graduation Rates Over Time

All Students	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
District	76.15	78.59	74.71	78.39	75.13	76.04	78.09	76.01	75.41	71.47	76.66
Denfeld	84.16	82.37	76.05	73.42	73.86	80.36	73.73	77.87	79.67	69.79	73.03
East	90.86	90.85	89.77	93.16	93.61	92.94	93.72	92.64	92.33	92.05	92.07
ALC	28.79	24.00	18.27	35.58	34.15	26.28	43.17	33.10	25.95	14.96	28.85

Where We Are

Four-Year Graduation Rates Over Time

District	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
All Students	76.15	78.59	74.71	78.39	75.13	76.04	78.09	76.01	75.41	71.47	76.66
Am Indian	44.12	29.73	48.57	28.57	37.84	54.84	45.71	55.00	45.16	42.11	43.59
Asian	84.62	86.67	64.71	93.33	68.75	83.33	84.21	*	80.00	83.33	*
Hispanic or Latino	57.14	85.71	61.11	69.23	73.33	73.68	71.43	66.67	77.78	53.57	65.52
Black	57.14	42.22	44.74	44.44	36.59	36.84	63.64	57.45	53.19	39.47	41.38
White	79.11	83.4	78.86	82.92	80.49	80.41	82.14	81.11	81.85	76.72	82.57
Two or More Races	77.27	68.18	68.42	63.16	62.86	62.86	60.00	50.00	48.39	59.15	59.57
SpEd	48.53	50.00	44.35	54.96	48.62	57.63	61.48	54.55	64.17	52.48	57.25
FRL	59.37	60.99	54.76	62.24	55.52	60.98	61.80	55.21	54.71	51.57	54.75

Where We Are Going

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- Continue the things that are working, such as:
 - Partnering closely with MDE staff
 - Providing ongoing professional development and support to mentors
 - Delivering the evidence-based practice with fidelity
- Transition away from district-driven leadership by continuing to building capacity at school-level
- Provide additional training and support on using data to identify students, monitor progress, exit students

Where We Are Going

- Continue to increase the percentage of historically underserved students receiving a Check & Connect mentor

Student Group	Receiving Check & Connect	Enrollment in District
Students of color	39.2%	22.5%
Students receiving special education services	21.3%	20.7%
Students receiving free or reduced price meals	64.1%	43%

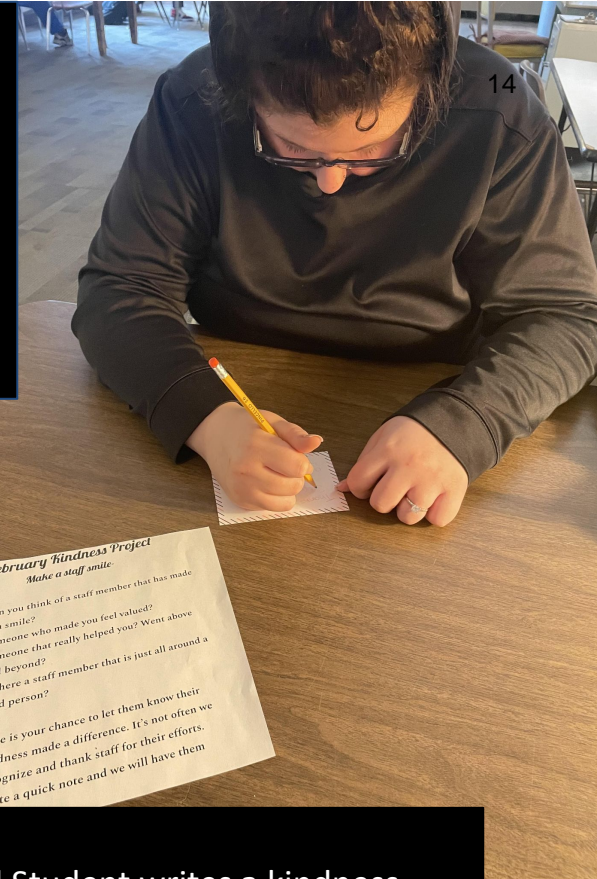
- Provide Check & Connect training to other support professionals across the district
- Continue to advocate for funding to sustain the program beyond 2023-2024 school year

Introductions

- Staff, Students, Families -

Appendices

C&C Highlights



*February Kindness Project
Make a staff smile*

Can you think of a staff member that has made you smile?
Someone who made you feel valued?
Someone that really helped you? Went above and beyond?
Is there a staff member that is just all around a kind person?

Here is your chance to let them know their kindness made a difference. It's not often we recognize and thank staff for their efforts. Write a quick note and we will have them

Denfeld Student writes a kindness card to a teacher as a thank you for their support!



Ordean mentor Justin Bachinski lets a student cut his hair based on academic performance 3rd quarter.

Proctor C&C Mentor Skylar Gunderson spent the afternoon with East C&C Mentor Lily Schubitzke sharing ideas and strategies for working with high school students



Two Duluth East C&C mentors and their students give out kindness cards with a treat.

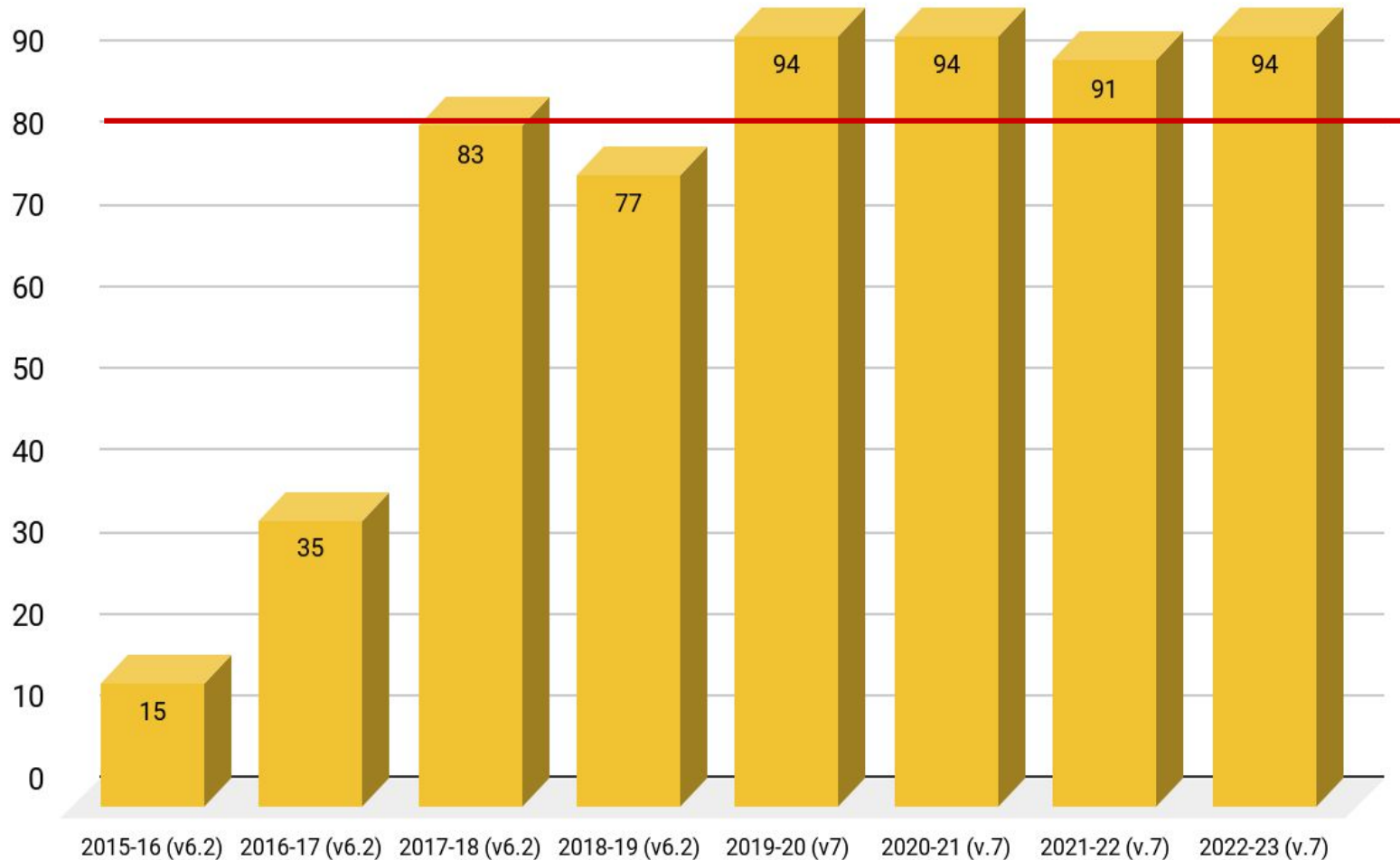


Duluth C&C -

Featured in an article
in the University of
Minnesota Magazine
for the College of
Education and Human
Development.

See Article:
[Scaling Student Engagement](#)

District Capacity Assessment Results Over Time





S.T.E.P.S
Success Through Empowerment and
Positive Support

STEPS Program Purpose

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- *Duluth Public School District offers a Setting IV for students displaying significant behavior and unmet mental health needs. In this environment, the students will continue to receive their core instruction in a highly structured, supported classroom setting as behaviors are re-shaped using replacement behaviors. It is in this environment that unmet emotional needs will be discovered and addressed.*
- *Upon acquiring new skills and demonstrating successful integration of the acquired skills, the student and the home school site will be supported by the development of a transition plan for reintegration to the home school.*

* Larry K Brendtro, Martin Brokenleg, & Steve Van Bockern, Reclaiming Youth at Risk; Futures of Promise, 3rd

Program Components

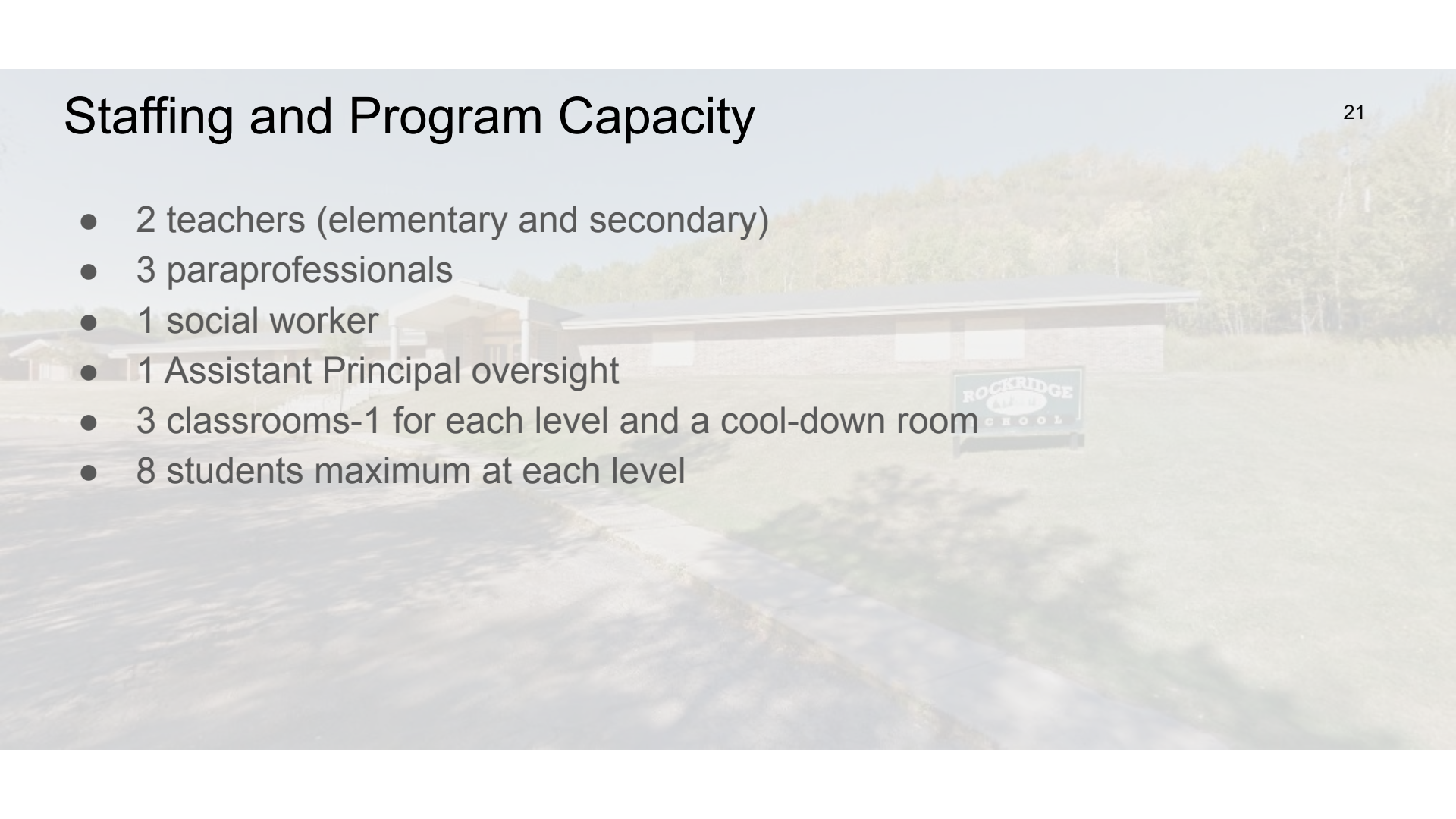
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- *Students will have a comparable school day to ISD 709 schools.*
- *Students will have access to their curriculum and specials.*
- *Elementary and Secondary classrooms*
- *Social Emotional components*
- *Access to Mental Health options -On-site social worker*
- *ISD-709 transportation will be provided*
- *Partner with Northwoods*

Staffing and Program Capacity

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- 2 teachers (elementary and secondary)
- 3 paraprofessionals
- 1 social worker
- 1 Assistant Principal oversight
- 3 classrooms-1 for each level and a cool-down room
- 8 students maximum at each level



“SUCCESS THROUGH EMPOWERMENT & POSITIVE SUPPORT”

REFERRAL REQUIREMENTS

Prior to submitting a referral, it is expected that a building team (case manager, social worker, school psychologist, school administrator, general education teacher) has met regularly to review and update/adjust programming, interventions and support for the student. It is advisable to include a TOSA to support the building team before submitting a referral.

STEP 1

- Read through the Setting IV [Purpose](#) and the Steps needed for referral to help consider if your student's needs can be met with the program
- Contact Martha Lippitt to inform that your team is considering this referral and/or for any questions you may have during the data collection process
- Collect the required data described in Step 2 and submit

STEP 2

Submitted documentation will include:

- Baseline data sheets addressing the behavior(s) must be completed for two weeks prior to new PBSP
- The most recent special education evaluation
- Functional Behavioral Assessment (FBA) that was completed within the last year,
- Copy of Diagnostic Assessment (if applicable)
- The identified behavior(s) incorporated in a Positive Behavior Support Plan (PBSP).
- Details of interventions tried and what worked and what didn't work
- Most recent IEP documenting setting 3 services
- 4 weeks of data collected after implementing new PBIS
- Identification of the target behaviors that have been addressed through the PBSP
- Identification of subjects or activities that the student enjoys and feels successful doing

Steps 3 + 4

STEP 3

- Submission of the completed referral packet to Special Services, Att: Martha Lippitt

STEP 4

- Contact Martha Lippitt by email or leave a message at 218/336-8751 to schedule a time for an observation of the student. After the observation Martha will set up a meeting with the team to review all the current data collected on the student and next steps.

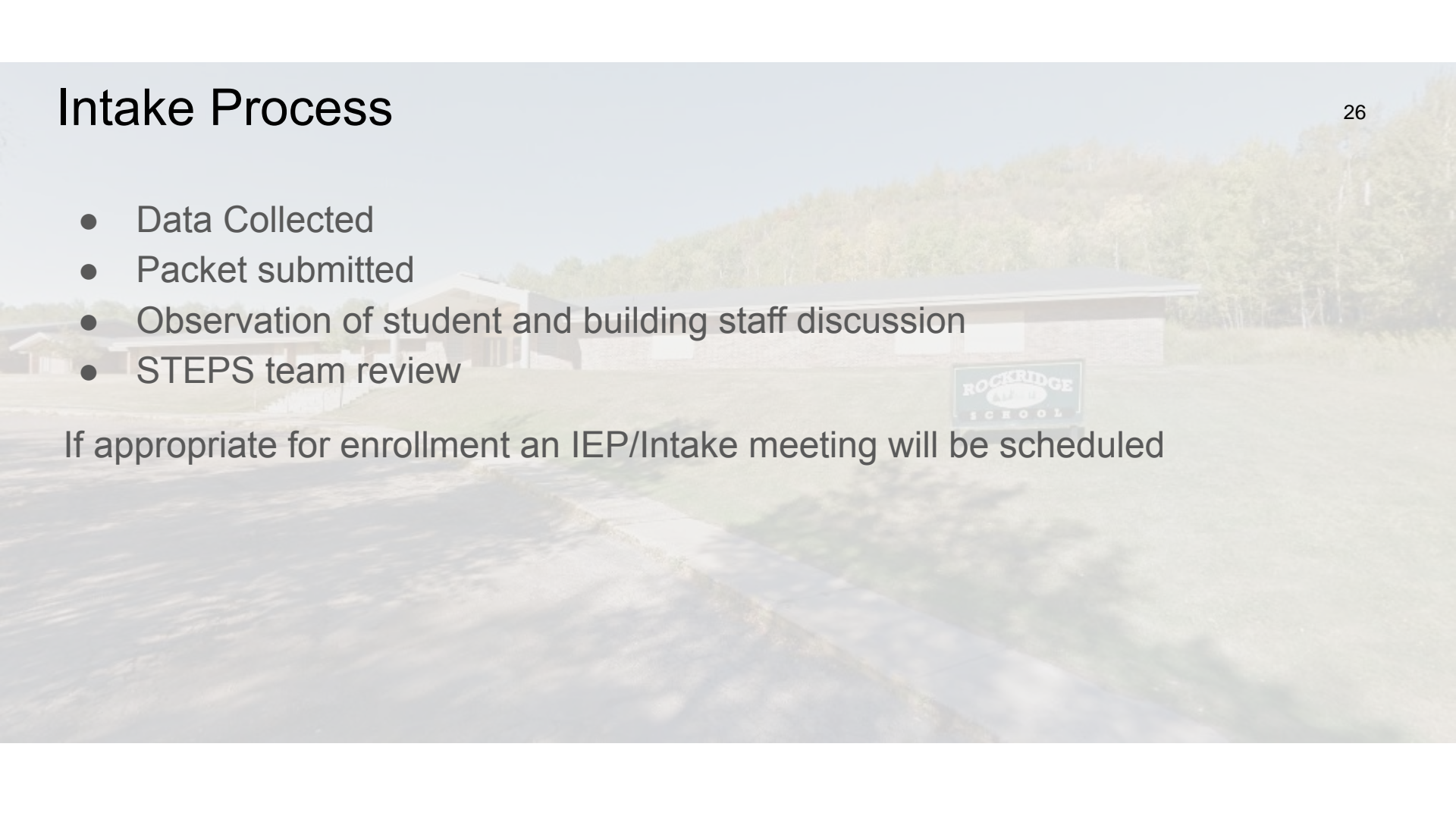
The packets will be reviewed by the Setting IV team. Case managers will be notified of STEP team decisions.

Intake Process

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- Data Collected
- Packet submitted
- Observation of student and building staff discussion
- STEPS team review

If appropriate for enrollment an IEP/Intake meeting will be scheduled



Curriculum

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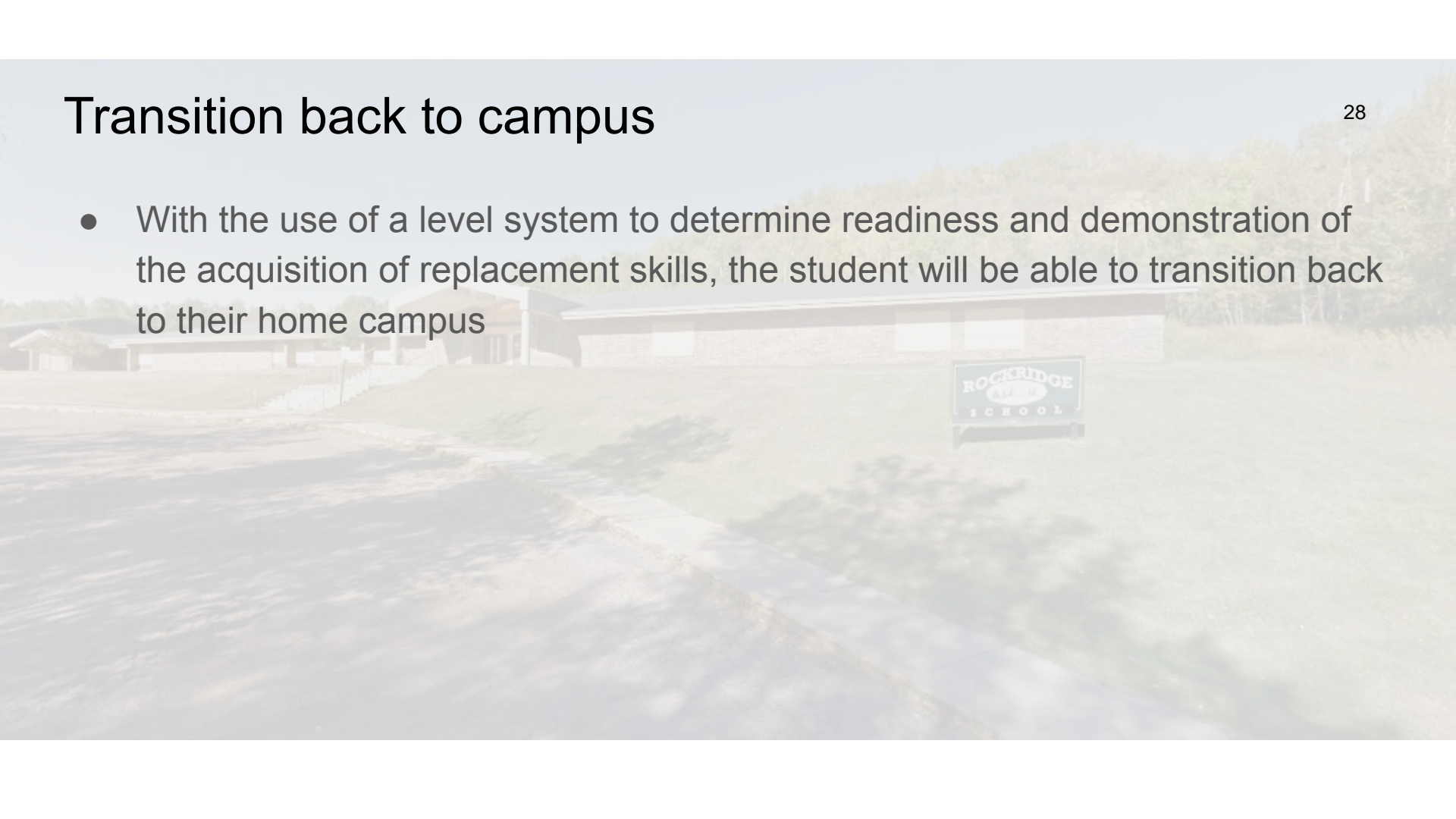
- Social Emotional Learning activities and the culture of the STEPS program will be based on the ideals of the Circle of Courage*.
- Additional support will stem from the use of strength based curriculum activities, and support from Cognitive Behavior reshaping
- Online curriculum, as appropriate and available, will be provided through Academic Excellence Online

* Larry K Brendtro, Martin Brokenleg, & Steve Van Bockern, Reclaiming Youth at Risk; Futures of Promise, 3rd.

Transition back to campus

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- With the use of a level system to determine readiness and demonstration of the acquisition of replacement skills, the student will be able to transition back to their home campus



What should happen now?

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- Sites should be considering the return of any students attending on home-based instruction in an effort to collect the needed data for a placement at STEPS
- Residential and Day Treatment Students should proceed with transition back to their home schools
- Site team should reach out to Martha Lippitt with any questions, but to also make her aware of students under consideration for a placement.
- Procedure documents are available on the Special Services HUB

810 – Naming Rights & Naming School Facilities

I. Purpose

The purpose of this policy is to establish the criteria and procedures for granting naming rights in relation to school district facilities, including buildings and grounds.

II. General Statement of Policy

Duluth Public Schools recognizes the importance and significance of naming school district facilities and educational programs. The district will follow policy procedures when reviewing and acting upon all District or community-initiated requests. Facilities are district-owned buildings and properties and include spaces within buildings as well as outdoor fields, streets and areas. Educational programs are district approved learning opportunities that support a specific need or learning goal identified by the district.

Duluth Public Schools recognizes the following circumstances in which the school district may address naming:

- The purchase or construction of a new building,
- The re-naming of an existing facility,
- Naming rights in consideration, and
- Naming rights in recognition.

In each circumstance, the school district passes a formal resolution or enters into a written agreement about the nature of the new name or naming right. The provisions of this policy govern any agreement.

III. Definitions

- A. "Facilities" are district-owned buildings which the main purpose is student instruction.
- B. "Spaces" are areas within a facility or other property owned by the district.
- C. "Naming rights in consideration" is recognition for financial contributions, sponsorship or other commercial transactions.
- D. "Naming rights in recognition" is recognition of a significant contribution to the school district that the district wishes to honor.

IV. Naming New Facilities

When a new facility is acquired or constructed or a facility is named for the first time, the superintendent will appoint a committee consisting of community members, students and employees to recommend appropriate names for the new facility.

Following the procedures outlined in this policy, the committee will provide two or three possible names to the superintendent who will make a recommendation to the school board for consideration.

The Superintendent, or designee, will provide the following guidance to the naming committee to guide the process of name recommendations:

- A. In naming all facilities, due regard must be taken to maintain an appropriate balance between commercial considerations, current or historical context, and the role that names of facilities contribute to the school district's presence in the community. Also recognized is the role played by the name of a facility in assisting employees, students, and visitors to orient themselves.
- B. Names must not be in conflict with the district's mission and vision. The long-term effects of the name must be considered. In the case of a name change, the facility staff and families must be notified of the naming process.
- C. The naming committee shall keep notes and records of all discussions and methods used to determine name recommendations and recommendations will be sent to the Superintendent for consideration.

V. Name Changes/Re-Naming

Once a facility is named, that name will remain with the facility unless changed or removed by the school board. Names will be changed using the same process outlined above. Names may be changed when the specific program or theme for which the facility was named changes, when the current name no longer supports the objective of the facility, or due to additions or renovations to an existing facility. Names may be removed at the discretion of the school board.

VI. Granting Naming Rights

The District may agree to recognize contributions by granting naming rights to facilities and spaces owned by the district. Granting naming rights may be exclusive to a facility or space, or may be conjunction with an existing name already in use.

- A. Spaces for which naming rights may be awarded:
 - a. Auditoriums/Theaters
 - b. Gymnasiums
 - c. Libraries
 - d. Gardens/Walks
 - e. Athletic Fields/Facilities
 - f. Concessions/Locker Rooms
 - g. Other areas as approved by the school board
- B. The Business Services office will engage a naming rights process outlined in this policy whenever a recommendation for any naming rights is submitted to the district, or if the district solicits requests for available naming rights opportunities in the district.
- C. Each granting of naming rights is bound by a written agreement defined by this policy and all other applicable board policies.

VI. Naming Rights in Consideration

The school district may grant naming rights in consideration to recognize contributions made to the district. The contribution may be a financial contribution, sponsorship or the provision of equipment, materials, land or services. These contributions are at the discretion of the school district.

VII. Naming Rights in Recognition

- A. The school district may grant naming rights in recognition to recognize contributions to the district that were not contributed to the district for the purpose of receiving naming rights. Naming rights for these contributions are at the discretion of the school district.
- B. One of the following criteria must be met for granting naming rights in recognition:
 1. Recognition of outstanding service to the school district while serving in an academic or administrative capacity or outstanding service to the Duluth community; or
 2. Recognition of the achievements of distinguished alumni; or
 3. Recognition of a generous financial or other contribution from a donor (be it by way of donation, bequest, sponsorship, etc.), such being voluntary and not rendered in consideration of granting of naming rights.

VIII. Process for Granting Naming Rights

The Business Services office will engage in the following processes to grant naming rights.

- A. Upon request or solicitation of naming rights to a space or facility, the Business Services department will engage by notification on the District web site and through other media messaging that naming rights requests are open for submission.
- B. Naming rights that include a financial contribution, sponsorship, or a provision of services or materials will be reviewed for reasonable valuation by Business Services. Naming rights in recognition being considered will be confirmed to meet standards set out in this policy.
- C. Business Services will create a "Naming Rights Agreement" and submit to the Superintendent to make a recommendation to the school board. The Naming Rights Agreement should include, but are not limited to, the following:
 - a. Duration of Naming Rights. The duration of naming rights is decided or negotiated on a case-by-case basis.
 - b. Physical display of the naming rights is decided or negotiated on a case-by-case basis. In the case of buildings, the physical display of the naming rights will take into account the identification of the school district and opportunities offered by that building for the district. All displays must conform with zoning and other municipal regulations.
 - c. When "naming rights in recognition" is awarded, plaques may, with the approval of the Superintendent and manager of facilities, be installed in buildings.

- d. "Naming rights in consideration" may be transferred by mutual agreement between all parties. "Naming rights in recognition" may not be transferred.
- e. Naming rights may be renewed by mutual agreement between all parties.

D. Limit of Naming Rights

a. On the Part of the District

The school district's right to use the name and other brand elements of the named party is permitted by express agreement with the named party.

b. On the Part of the Named Party

The named party, after whom a facility or space is named, has no decision-making rights as to the purpose of the facility or space unless specifically provided for in the written agreement between the parties. The school district will not agree to any condition in an agreement that could unnecessarily limit progress toward the district's mission and purpose, statutory obligations, or the local authority of the school board. In turn, the named party has no liability in respect of that facility or space unless provided for in a specific contract between the parties. Any such limits must be included in any naming rights' agreement.

E. Termination of Naming Rights

In addition to any remedies for breach of the written agreement granting naming rights, the parties may terminate a naming rights agreement in advance of the scheduled termination date under the following conditions:

a. Termination by the District

The school district reserves the right, at its sole discretion, to terminate the naming rights without refund of consideration, prior to the scheduled termination date, should it feel it is necessary to do so to avoid the district being brought into disrepute.

b. Termination by the Named Party

The named party may, without refund of consideration, at its sole discretion, terminate its acceptance of the naming rights prior to the scheduled termination date, in the event that the school district directly brings the named party into disrepute.

First Reading: April 27, 2021

Adopted: May 18, 2021

Name	Email	Proposed Name Change	Reason/Concern
Echo Bos (Bohlin)	mrsebos@yahoo.com	The Joe Vukelich Stadium	He is the main reason I graduated and I don't think he knows how much students really appreciate him.
Robert J Woods Jr	bwoods49@msn.com	Michael Colalillo Memorial Park	WWII Medal of Honor Recipient. Played football on that field.
Mike Flaherty	newscenter10@gmail.com	Spirit Stadium	The Spirit name applies to Denfeld as it is located in Spirit Valley, it also applies to Morgan Park as the neighborhood is located on the shore of Spirit Lake, and it also applies to Central as it was located on Spirit Mountain (on the hill). The entire Duluth hill was known as Spirit Mountain (not just the ski hill), to the Native Americans, who also named Spirit Lake and Spirit Island.
Gordon Huhta	gjhoot@gmail.com	Duluth Coaches Stadium (DCS)	This name or a variation of it will allow for honoring all past and future coaches who give so much to our children.
Bob and Karen Bayless	opaoma7@yahoo.com	No Name Change	<p>When considering a name change for Public School Stadium PLEASE think of the following; Is a change NECESSARY, or is it change for the SAKE of change? The proposed name is very cumbersome. According to Naming Rights #810 of isd709 policy, the name should assist employees, students, and visitors to orient themselves. Do these two names accomplish this, and orient a visitor to Denfeld? Very few people under age 45 will have any idea who these men are. They are already in the Denfeld Hall Of Fame. If a change is necessary, Denfeld Stadium is more practical and recognizable. East High School has their own stadium and it is just East Stadium. Lastly, corporate sponsorship is currently being explored. A corporate sponsor will "take over" the name. Examples are Amzoil Arena and the Essentia Duluth Heritage Center. Just imagine The Essentia Duluth Walter Hunting Stadium/Marv Heikkinen Field ????</p> <p>Doesn't just roll off your tongue, does it? Thank you for your consideration.</p>
Sam Karns	sam.karns@gmail.com	Essentia Stadium	Why not pursue corporate sponsorship and rename it Essentia Stadium? We all know Denfeld HS needs every bit of financial help it can get.
Louie St. George III	louiestgeorge@gmail.com	Heikkinen Field at Walt Hunting Stadium, or Marv Heikkinen Field at Walt Hunting Stadium	<p>Love the idea of naming PSS after two giants in Walt Hunting and Marv Heikkinen. However, I'd love for the committee to consider a different naming convention.</p> <p>I would propose Heikkinen Field at Walt Hunting Stadium, or Marv Heikkinen Field at Walt Hunting Stadium. Similar to UMD's Griggs Field at James S. Malosky Stadium.</p> <p>I believe what will happen otherwise is Mr. Heikkinen's name will ultimately just get dropped, or at least forgotten about. It's simply too many words, and folks will shorten it to Walt Hunting Stadium or even Hunting Stadium. And a great idea will be for naught.</p>
Tim Beaulier	tjbeaulier51@gmail.com	"Trident", "Triad", or "Pyramid" Stadium	This name might be a suggestion to reflect the three (3) schools, giving Central, Denfeld, and Morgan Park equal footing.

*Presented to COW on 5/2/23

Elementary Schedule 2023/2024

Committee of the Whole
May 2, 2023

District Elementary Scheduling Committee

Committee Members

Teacher Representation

- Jim Olson, Interventionist - Myers-Wilkins
- Lynn Thompson, 5th Grade - Piedmont
- Christina Boynton, Art - Stowe/Piedmont
- Cindy Miller, Media Specialist - Congdon/Lakewood
- Linda Pelto, 4th Grade - Laura MacArthur
- Amy Kass, 5th Grade - Lester Park
- Regan Hjelle, Music - Lowell
- Erika Drengler, PE - Laura MacArthur
- Cindy Upton, Intervention Specialist
- Ethan Fisher, DFT President

District Representation

- Dale Uselman, K-8 Curriculum Coordinator
- Sally Weidt, K-8 Digital Innovation Coordinator
- Anthony Bonds, Asst Superintendent
- Brenda Spartz, Director Elem Education
 - Committee Facilitator



Principal Representation

- Darren Sheldon - Lakewood
- Rae Jackson - Myers-Wilkins
- Anna Cawcutt - Lester Park
- Eve Hessler - Lowell
- Jim Erickson - Laura MacArthur
- Jen Bobbe - Piedmont
- Nathan Anderson - Lowell
- Kathi Kusch-Marshall - Congdon
- Tom Cawcutt - Homecroft
- Jessa Cook - Stowe

Why strive to adjust for 2023/2024?



- **Sense of Urgency**
 - Concerns expressed for many years
 - Recent feedback: “Staff Desired Daily Experiences”
 - *“I have dedicated & adequate time during my workday to collaborate, prepare, connect with colleagues and grow professionally.”*
 - District and sites North Star identification
- **Multi-Tiered System of Support (MTSS) Infrastructure**
 - Schedule utilized as framework: Tier 1, 2, & 3
 - Intentional planning: when/how to support students
 - Provide more time for staff: collaborate and coordinate
- **Equity**
 - Responsibility to design structures to better address needs of staff and students
 - Guarantee common experience across our sites for staff and students
 - Not the same, but consistent
- **Equality**
 - All teachers equal/adequate opportunities to plan/collaborate within their day
 - Student equal access to specialist content (music, PE, media, art)
- **Budgets / Staffing**
 - Financial commitment by District to finally solve this problem

What is wrong with the current schedules?



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Classroom Teachers:

- Difficult to schedule core & WIN around inconsistent specialist times
- No common specialist blocks so no common planning opportunity
- Confusing schedule for staff
- Hard schedule for families to follow
- Routine and consistency from day to day is impossible with current schedule
- Need more time in day to plan
- Prep time infringed upon by other responsibilities

Support Teachers:

- Inconsistent daily schedules make it difficult to schedule services
- Hard to plan for avoiding core instruction
- Planning and preparing during day is hard due to lack of consistency
- Schedules make it difficult to support grade level WINs
- Prep time infringed upon by other responsibilities

Specialist Teachers:

- Too many students with current pairings
- Overlapping classes; two classes in same space
- Hard to set up/take down
- Traveling from site to site waste of instructional time and hard on teacher
- Difficult to teach lesson in allocated time (media, music)
- Can't teach all standards due to time restrictions
- Too many days in between classes (art)
- No common prep for specialists
- Expected overloads are hard on teachers
- Too many sections in an average day
- FTEs are pieced out
- Not enough full time positions
- Prep time infringed upon by other responsibilities

Committee Goals



To collaboratively problem solve the elementary schedule issues



To provide consistency in the elementary instructional day with a common schedule framework beginning 2023/2024



To integrate grade level daily common preparation time within the instructional day



To design a specialist schedule that improves the daily teaching and learning experience

- Create as many full time specialist positions as possible
- No layoffs



To ensure sites maintain autonomy to customize certain aspects of the schedule



To outline clear expectations and procedures for the elementary schedule process

The Journey...



***Not inclusive of all meetings

Site Visits

- March 21: @ Stowe
- March 22: @ Myers-Wilkins
- March 23: @ Lester Park
- March 28: @ Lowell
- March 29: @ Congdon
- March 30: @ Homecroft
- April 3: @ Piedmont
- April 4: @ Lakewood
- April 6: @ Laura MacArthur
- April 7: @ Lakewood

Presented By: Jim Olson, Lynn Thompson, Ethan Fisher, Brenda Spartz

Site Master Schedule

District Elementary Base Schedule

Included in the Elementary Base Schedule:

- **Equal Daily Minutes: Classroom & Specialists Teachers**
 - Other certified staff plan their day around a consistent schedule
- **Morning Meeting**
 - Sites can add more minutes if desired
- **K-5 WINs**
 - Staggered WINs integrated into base schedule
 - Sites decide time allocation
- **Consistent Grade Level Specialist Blocks**
 - Sites decide grade level assignments for specialist blocks
- **Recess/lunch 45 min (20 recess-5 trans-20 lunch)**
 - Blocks adjusted to meet the needs of each site
- **Specialists Common Daily Prep**
 - Specialists have opportunity to collaborate with colleagues across the District during the school day

Example: Completed Master Schedule

EXAMPLE: Stowe Master Base Schedule 2023/2024

Grade	Specialist Schedule	Classroom Teachers	7:15	7:20	7:25	7:30	7:32	7:40	7:45	7:50	7:55	8:00	8:05	8:10	8:15	8:20	8:25	8:30	8:35	8:40	8:45	8:50	8:55	9:00	9:05	9:10	9:15	9:20	9:25	9:30	9:35	9:40	9:45	9:50	9:55	10:00	10:05	10:10	10:15	10:20	10:25	10:30	10:35	10:40	10:45	10:50	10:55	11:00	11:05	11:10	11:15	11:20	11:25	11:30	11:35	11:40	11:45	11:50	11:55	12:00	12:05	12:10	12:15	12:20	12:25	12:30	12:35	12:40	12:45	12:50	12:55	1:00	1:05	1:10	1:15	1:20	1:25	1:30	1:35	1:40	1:45	1:50	1:55	2:00	2:05	2:10	2:15	2:20	2:25	2:30	2:35	2:40	2:45	2:50	2:55	3:00	3:05	3:10	3:15
K	KA KB		Arrival Non-Duty (15)	Morning Transition (15)	Morning Meeting (20)	ELA (70)															WIN (40)	ELA (45)	5	RECESS (20)	5	LUNCH (20)	5	Math (45)	5	Specialist Block 5	5	SS / SCI (40)	Afternoon Transition (20)	Assignable Time (15)	Prep Time 3x per Week (45)	K																																																															
1st	1A 1B		Arrival Non-Duty (15)	Morning Transition (15)	Morning Meeting (20)	ELA (115)															WIN (40)	5	RECESS (20)	5	LUNCH (20)	5	Specialist Block 4	5	Math (55)	5	SS / SCI (40)	Afternoon Transition (15)	Assignable Time (15)	Prep Time 3x per Week (45)	1																																																																
2nd	2A 2B		Arrival Non-Duty (15)	Morning Transition (15)	Morning Meeting (20)	ELA (25)	WIN (40)	ELA (80)										SS / SCI (40)	5	RECESS (20)	5	LUNCH (20)	5	Math (65)	5	Specialist Block 6 - 1:15-2:00	Afternoon Transition (15)	Assignable Time (15)	Prep Time 3x per Week (45)	2																																																																					
3rd	3A 3B		Arrival Non-Duty (15)	Morning Transition (15)	Morning Meeting (15)	ELA (75)										5	Specialist Block 2	5	ELA (20)	SS / SCI (40)	5	RECESS (20)	5	LUNCH (20)	5	WIN (40)	Math (75)		Afternoon Transition (15)	Assignable Time (15)	Prep Time 3x per Week (45)	3																																																																			
4th	4A 4B		Arrival Non-Duty (15)	Morning Transition (15)	Morning Meeting (15)	SS / SCI (25)	5	Specialist Block 1	5	SS / SCI (30)	ELA (90)										Math (20)	5	RECESS (20)	5	LUNCH (20)	5	Math (50)	WIN (35)	Afternoon Transition (15)	Assignable Time (15)	Prep Time 3x per Week (45)	4																																																																			
5th	5A 5B		Arrival Non-Duty (15)	Morning Transition (15)	Morning Meeting (15)	Math (60) - Graves					Math (60) - Lepper					5	Specialist Block 3	5	WIN (40)	5	RECESS (20)	5	LUNCH (20)	5	Reading (40) - Graves	Reading (40) - Lepper	Afternoon Transition (15)	Assignable Time (15)	Prep Time 3x per Week (45)	5																																																																					
Sections	12		7:15	7:20	7:25	7:30	7:32	7:40	7:45	7:50	7:55	8:00	8:05	8:10	8:15	8:20	8:25	8:30	8:35	8:40	8:45	8:50	8:55	9:00	9:05	9:10	9:15	9:20	9:25	9:30	9:35	9:40	9:45	9:50	9:55	10:00	10:05	10:10	10:15	10:20	10:25	10:30	10:35	10:40	10:45	10:50	10:55	11:00	11:05	11:10	11:15	11:20	11:25	11:30	11:35	11:40	11:45	11:50	11:55	12:00	12:05	12:10	12:15	12:20	12:25	12:30	12:35	12:40	12:45	12:50	12:55	1:00	1:05	1:10	1:15	1:20	1:25	1:30	1:35	1:40	1:45	1:50	1:55	2:00	2:05	2:10	2:15	2:20	2:25	2:30	2:35	2:40	2:45	2:50	2:55	3:00	3:05	3:10	3:15
Specialist Teacher Schedule			Arrival Non-Duty (15)	Assignable Time (15)	Prep Time (45)	Specialist Block 1 8:30-9:15					5	Specialist Block 2 9:20-10:05					5	Specialist Block 3 10:10-10:55					5	Non-Duty Lunch (30)	5	Specialist Block 4 11:35-12:20					5	Specialist Block 5 12:25-1:10					5	Specialist Block 6 1:15-2:00					5	Assignable Time (15)	Assignable Time (15)	Prep Time 3x per Week (45)	6																																																				

[Example Elementary Schedules 2023/2024](#)

Site Process: Completing the Schedules

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Each school will:

- **Team:** Establish a scheduling team
- **Process:** Review the [Elementary Schedule Guidelines 2023/2024](#)
- **Choices:** Amend the Base Schedule to create Site Master Schedule

Process for Developing Site Schedules:

STEP 1: TEAM: Form Scheduling Team

STEP 2: SPECIALIST: Assign Specialist Blocks

STEP 3: Logistics: Arrival, Recess/Lunch, Dismissal

STEP 4: WIN: Set WIN Blocks

STEP 5: CORE: Develop CORE Instruction Blocks

STEP 6: ALTERNATIVE SCHEDULE: 2 Hour Late Start Schedule

STEP 7: SUBMIT & DISTRIBUTE SCHEDULE: by June 9th

Specialist Schedule

District Specialist Schedule 2023/2024

		Elementary Specialist Schedule 2023/2024																																																
		Lester				Lowell				Congdon				Homecroft				MW				LM				Piedmont				Lakewood				Stowe				Chester				Merritt				Rockridge				
		PE	Music	Art	Media	PE	Music	Art	Media	Xtra	PE	Music	Art	Media	PE	Music	Art	Media	PE	Music	Art	Media	PE	Music	Art	Media	PE	Music	Art	Media	PE	Music	Art	Media	PE	Music	Art	Media	PE	Music	Art	Media	PE	Music	Art	Media				
DAY 1	8:30-9:15																																																	
	9:20-10:05																																																	
	10:10-10:55																																																	
	11:35-12:20									Media																																								
	12:25-1:10																																																	
1:15-2:00																																																		
DAY 2	8:30-9:15																																																	
	9:20-10:05																																																	
	10:10-10:55																																																	
	11:35-12:20																																																	
	12:25-1:10																																																	
1:15-2:00																																																		
DAY 3	8:30-9:15																																																	
	9:20-10:05																																																	
	10:10-10:55																																																	
	11:35-12:20																																																	
	12:25-1:10																																																	
1:15-2:00																																																		
DAY 4	8:30-9:15																																																	
	9:20-10:05																																																	
	10:10-10:55																																																	
	11:35-12:20																																																	
	12:25-1:10																																																	
1:15-2:00																																																		
Sections		24				24				6	18				18				18				18				21				12				12				3				6				6			

Site Specialist Schedule

Example:

Class 3B Specialist Schedule

- Day 1: Music 10:10 - 10:55**
- Day 2: Art 10:10 - 10:55**
- Day 3: Media 10:10 - 10:55**
- Day 4: PE 10:10 - 10:55**

Same 45 minute specialist block for teacher 3B every day.

		Homecroft					
		PE	Music	Art	Media	Specialist Schedule	Teachers
DAY 1	8:30-9:15	5A	5B		5C	KA	1
	9:20-10:05	4A	4B		4C	KB	2
	10:10-10:55	3A	3B		3C	KC	3
	11:35-12:20	1A	1B		1C	1A	4
	12:25-1:10	KA	KB		KC	1B	5
	1:15-2:00	2A	2B		2C	1C	6
DAY 2	8:30-9:15		5C	5A	5B	2A	7
	9:20-10:05		4C	4A	4B	2B	8
	10:10-10:55		3C	3A	3B	2C	9
	11:35-12:20		1C	1A	1B	3A	10
	12:25-1:10		KC	KA	KB	3B	11
	1:15-2:00		2C	2A	2B	3C	12
DAY 3	8:30-9:15		5C	5A	5B	4A	13
	9:20-10:05		4C	4A	4B	4B	14
	10:10-10:55		3C	3A	3B	4C	15
	11:35-12:20		1C	1A	1B	5A	16
	12:25-1:10		KC	KA	KB	5B	17
	1:15-2:00		2C	2A	2B	5C	18
DAY 4	8:30-9:15	5B		5C	5A		
	9:20-10:05	4B		4C	4A		
	10:10-10:55	3B		3C	3A		
	11:35-12:20	1B		1C	1A		
	12:25-1:10	KB		KC	KA		
	1:15-2:00	2B		2C	2A		
Sections		18					

Comparison: Specialist Minutes

8 Day Rotation: Taken directly from Lester Park schedule

Day 1		Day 2		Day 3		Day 4		Day 5		Day 6		Day 7		Day 8		Total Min			
Art	60	Media	30	PE	30	Music	30	PE	45	Media	30	PE	30	Music	30	285			
																Daily Avg Min			
																35.6			
				Total Art				Total Media				Total PE				Total Music			
				60				60				105				60			

4 Day Rotation (2 rotations)

Day 1		Day 2		Day 3		Day 4		Day 1		Day 2		Day 3		Day 4		Total Min			
Art	45	PE	45	Media	45	Music	45	Art	45	PE	45	Media	45	Music	45	360			
																Daily Avg Min			
																45.0			
				Total Art				Total Media				Total PE				Total Music			
				90				90				90				90			

Difference: 8 day rotation & 4 day rotation (x's 2) at Lester Park

																Total Min			
																75			
																Daily Avg Min			
																9.4			
				Total Art				Total Media				Total PE				Total Music			
				30				30				-15				30			

Specialist FTE Chart

Specialist FTE Chart:

Created to allow for flexibility in gaining or losing a section at a given site.

SPECIALIAST FTE CHART		
Sections Taught Over 4 Day Rotation		
Sections	Actual FTE	Assigned FTE
24	1.0	1.0
23	0.96	
22	0.92	
21	0.88	0.9
20	0.83	
19	0.79	
18	0.75	0.8
17	0.71	
16	0.67	0.7
15	0.63	
14	0.58	0.6
13	0.54	
12	0.50	0.5
11	0.46	
10	0.42	
9	0.38	0.4
8	0.33	
7	0.29	
6	0.25	0.3
5	0.21	
4	0.17	0.2
3	0.13	
2	0.08	0.1
1	0.04	

MOUs

Teacher Work Day MOU

Teacher Work Day

- All elem teachers = 45 min prep during the school day
- A minimum of 3 days/week = 45 min prep after school
- Designated day for PLCs = Thursdays
- SpEd Teachers = No assignable time
- Classroom teachers = Only assignable time dismissal
- Specialists = (6) 45 min classes per day
- Specialist FTE table to provide consistency if section totals change
- SpEd teachers able to exchange prep for due process time as needed
- Media teachers = Assignable time (30 min) used for library mgmt

Mini-Fill

- Only elementary specialist teachers = music, art, PE, media
- Displaced from current assignment April 26th
- Meeting Wed, May 3rd to discuss the process and answer any questions.
- Mini-fill Wed, May 10th
 - Specialist teachers choose new assignment based on seniority only
- Post remaining specialist positions

Teacher Work Day

Elementary Teacher Daily Schedule 23/24		
Average Daily Schedule	Classroom Teacher	Specialist / Other Teacher
Assignable (Supervision)	15	Total up to 30
Instruction	315	300
Student Contact	330	330
Non-Duty	Arrival	15
	Lunch	45
	Afternoon	0
Not Student Contact	60	60
Preparation	During Day	45
	After School	45
Preparation	90	90
Total Daily Work Minutes	480	480

*Special Education: no assignable time because of Due Process commitments

*Media Teachers: 30 Min assignable time will be for library management

2023/2024 Contractual Preparation Time

23/24 Contractual Guaranteed Prep Time					
Preparation Time		Classroom Teacher		Specialist / Other Teacher	
Weekly Prep Time	During the Day	45	5x per Week	45	5x per Week
	After School	45	3x per Week	45	3x per Week
Average 5 Day Work Week		360		360	

Comparison: Contractual Guaranteed Prep Time			
SY	Frequency	Minutes	Total
22/23	5x per Week	55	275
23/24	8x per Week	45	360
Total Minutes More Prep per Average 5 Day Week			85

Mini-Fill MOU

Mini-Fill:

- Only elementary specialist teachers: music, art, physical education, media
- Displaced from current assignment April 26th (completed)
- Meeting with all elem specialist teachers to discuss process and answer questions.
 - Wednesday, May 3rd, 4:00 PM - DFT Office
- Mini-fill: Elem specialist teachers choose new 23/24 assignment based on seniority
 - Wednesday, May 10th, 4:00 PM - DFT Office
- After Mini-Fill: Post remaining elementary specialist positions
 - No elementary specialist teacher will lose their job
 - PE: Maintain current total FTE
 - Art, Music, Media: Post & hire ~1.8 FTE per content area



Next Steps

Week of May 1:

- All sites received their schedule templates and Elementary Schedule Guidance

May 1 - June 9:

- All sites develop a Master & Specialist Schedule based on Elementary Schedule Guidelines

May 3 & 10:

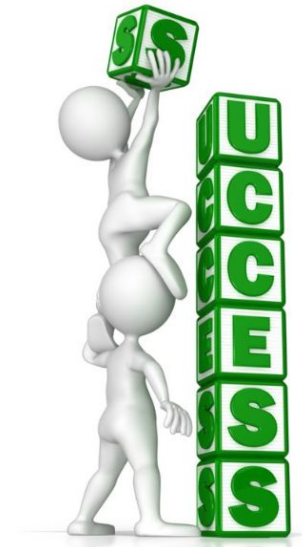
- Execute plan for Mini-Fill process

~ May 11:

- Post elementary specialist positions

June 9:

- All site schedules are completed and submitted





Transportation Waiver for Duluth Head Start

- Voluntary PreK is required to provide transportation to and from school for 4 year olds
- Due to this, we are asking that 4 year old Head Start children also be allowed to ride the bus to and from school. We know transportation can be a significant barrier to accessing preschool for families experiencing poverty.
- We are asking to waive the following Head Start regulations:
 - Restraints 1303.71(d) and 1303.72(a)(1)
 - Monitors 1303.72(a)(4)
- Our Parent Policy Council supports this plan contingent on maintaining the following safety provisions:
 - Preschool children will wear reflective vests making them highly visible to the bus drivers and other staff, both to and from school
 - Preschool children will sit in seats closest to the driver
 - An adult must meet the children at the bus door at drop off, and must bring the child to the bus door at pick up. We encourage parents to establish communication with the driver.
 - Unfamiliar designated adults must present an ID to the bus driver when picking up a child from the bus.
 - All Head Start children must participate in a bus safety presentation on the first day of school.
 - Riding the bus is voluntary, so parents may choose to self transport if they prefer.

We appreciate your commitment to removing barriers for children whose families are experiencing poverty by safely getting preschool children to and from school. We know establishing patterns of regular attendance is very important for school success, and we can directly correlate transportation increased attendance.

By signing below, you are acknowledging that you approve this waiver.

Jill Lofald, School Board Chair

Shandi Mickle, Policy Council Chair