

Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Thursday, February 29, 2024

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

1. Call to Order	
2. Roll Call	
3. Pledge of Allegiance	
4. Approval of the Agenda	
5. School and Community Recognition	2
6. Career and Technical Education (CTE) Presentation	3
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8. Reading Communications, Petitions, Etc.	
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15. Questions / Other	
16. Adjournment	

Dear School Board members and community members,

February is Minnesota School Board Recognition Month. It's a great time to recognize our elected community members who selflessly give their time and energy in support of high-quality public schooling for our youth.

The commemorative month is designed to recognize the contributions made by Minnesota's school board members, including the Duluth School Board, who are charged with governing public education under state law.

School boards are charged with making decisions that can sometimes be quite difficult or require sifting through a great deal of information. They also bear responsibility for developing a vision that will guide the school district for years to come. Through collaboration as a team, and with school district staff, their governance and advocacy are building the future of education in Minnesota.

This February, we thank the school board for volunteering their time and playing a critical civic role that helps form the bedrock of our democracy — public education. As a crucial bridge between the local community and the school district, their efforts are instrumental in helping all of us realize the hopes and dreams we have for the children of our community.

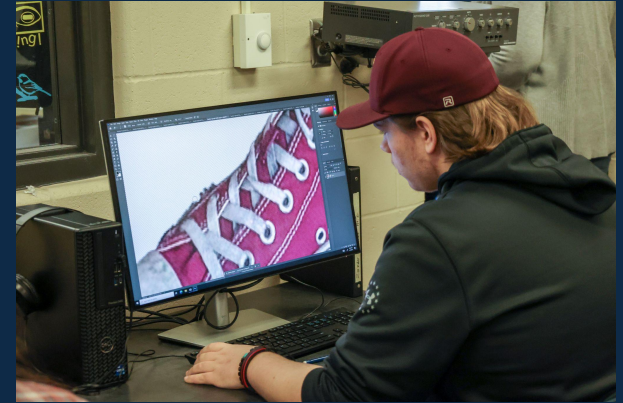
Thank you,
John Magas
Superintendent



CAREER AND TECHNICAL EDUCATION

ISD 709 Duluth Public Schools
Danette Seboe, CTE Coordinator
February 2024

Career and Technical Education (CTE) programs are a sequence of courses that integrates core academic knowledge with technical and occupational knowledge and skills to provide students a pathway to postsecondary education and careers. CTE teaches transferable workplace skills in applied learning contexts to provide opportunities to explore high-demand career options, and gives students the technology and skills needed for success in adult life



CTE is associated with higher levels of student engagement and reduced rates of dropout. In fact, the average high school graduation rate for CTE concentrators – students who take multiple courses in one CTE program area – is 94% compared to the national rate of 85%.

High school CTE concentrators are more likely than nonconcentrators to be employed full time and have higher median annual earnings 8 years after graduation



In 2021, 90% of Minnesota postsecondary CTE concentrators were employed, pursued further education, or joined the military or Peace Corps immediately after program completion.

MORE THAN 44%
OF ISD 709 IN CTE!



WHAT IS CTE?

A CRITICAL COMPONENT OF ALL CAREERS!



- courses that integrates core academic knowledge with technical and occupational knowledge and skills
- provide students a pathway to postsecondary education and training and careers in all pathways
- teach transferable workplace skills in applied learning contexts
- provide opportunities to explore high-demand career options
- gives students the technology and skills needed for success in adult life

WHO TAKES CTE COURSES?

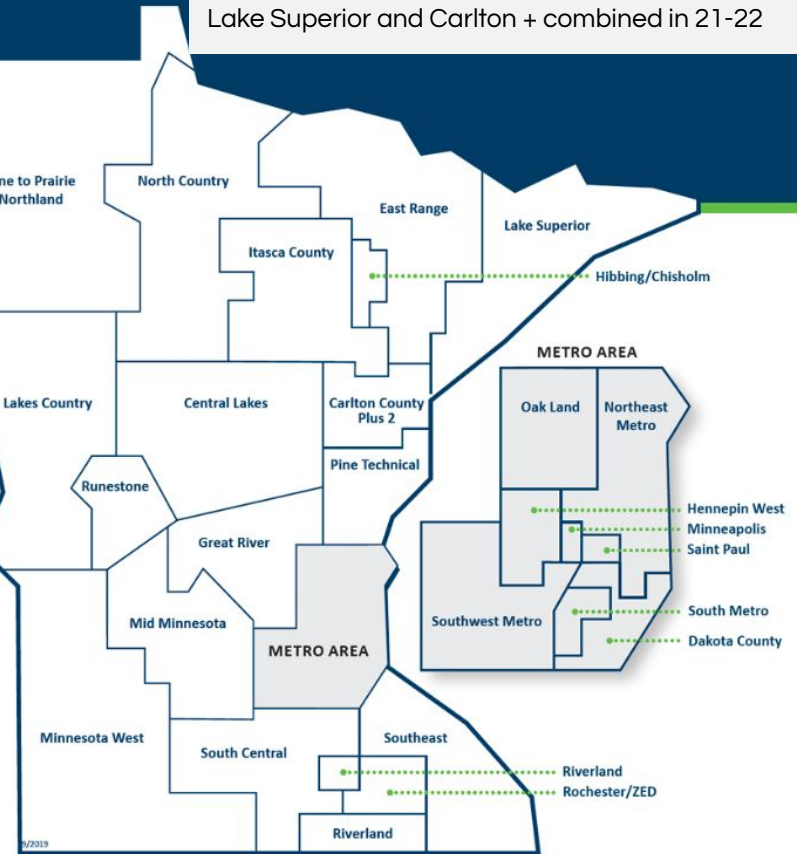
ALL STUDENTS!



- Those who have no idea what they want to do after high school.
- Students who want to attend a 2 or 4 year college or university.
- Students who plan to enlist in the military.
- Students who want to go straight to work.
- Students who want to go into an apprenticeship or training program.
- **EVERYONE BENEFITS FROM CTE COURSES!**

Perkins Consortia

Lake Superior and Carlton + combined in 21-22



LAKE SUPERIOR CONSORTIUM

LEAH BOTT, NORTHERN SCHOOLS SECONDARY
COORDINATOR

JILL MURRAY, SOUTHERN SCHOOLS (CARLTON +2)
SECONDARY COORDINATOR, POST-SECONDARY
COORDINATOR

MEMBER SCHOOLS

BARNUM	DULUTH EAST	PROCTOR
CARLTON	ESKO	SILVER BAY
CLOQUET	FOND DU LAC	TWO HARBORS
COOK COUNTY	HERMANTOWN	WRENSHALL
CROMWELL-WRIGHT	MCGREGOR	DENFELD
MOOSE LAKE	LAKE SUPERIOR COLLEGE (LSC)	

Minnesota Career Fields and Clusters

[Link to Full MN Career Fields, Clusters & Pathways Map](#)



ISD 709 PROGRAMS OF STUDY

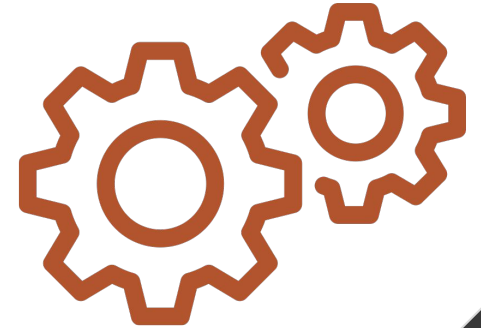
Duluth Public Schools

2024-2025 School Year



AERONAUTICS CAREERS

- ****NEW**** Introduction to Aviation, Aerospace History, and Aerospace Engineering Design
- Aerospace Physics
 - *Fulfills 1.0 Physics Requirement*



AGRICULTURE, FOODS, AND NATURAL RESOURCES

- Intro to Agriculture/Food/ Natural Resource Sciences
- Plant Science Fall and Spring
- Plant Science: Greenhouse 1
 - (open to all, located at East)
- Plant Science: Greenhouse 2
 - (open to all, located at East)



ARTS, COMMUNICATION, AND INFORMATION SYSTEMS

- Graphic Arts I
- Graphic Arts II
- Graphic Arts III

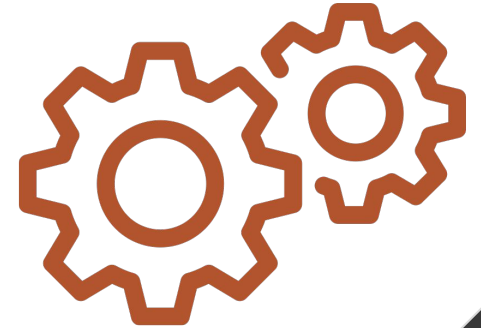


These courses satisfy the arts requirement.

AUTOMOTIVE CAREERS

- Automotive Basics: Brakes and Engines
- Automotive Basics: Transmissions and Suspensions
- Advanced Automotive

(All 2 hr blocks open to all, located at Denfeld)



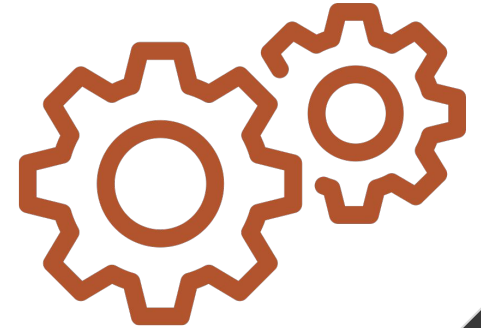
BUSINESS, MANAGEMENT, AND INFORMATION

- Intro to Marketing & Business
- Business Management, Leadership & Coaching
- Sports & Entertainment Marketing
- Starting Your Own Business – Entrepreneurship
- Business & Personal Finance
- AP Computer Science



CONSTRUCTION CAREERS

- ****NEW**** Introduction to Construction (1 hr)
- ****NEW**** Woodworking
- ****NEW **** Construction Trades I
- ****NEW**** Construction Trades II



ENGINEERING AND MANUFACTURING

- Principles of Engineering
- Intro to Engineering & Design
- Advanced Independent Engineering Design
- CAD for Architecture 1 & 2
- Advanced Independent Architecture Research & Design
- FAB Lab 1 & 2
- Robotics 1 & 2
- Advanced Engineering Design 1 & 2
- Manufacturing Tech 1 & 2
- Advanced Manufacturing Tech
- Weldments
- Finite Element Analysis



HEALTHCARE CAREERS

- Emergency Medical Responder (EMR)
- (CITS) Healthcare Occupations
- (CITS) Intro to Nursing
- Anatomy and Physiology
- (CITS) Anatomy and Physiology



EMERGENCY RESPONDER CAREERS

- Emergency Medical Responder (EMR)
- ****NEW**** Fire Science
- ****NEW**** Forensic Science
- ****NEW**** Intro to Law Enforcement
- Civil and Criminal Law
- (CITS) Civil and Criminal Law



HUMAN SERVICES: LAW AND LAW ENFORCEMENT

- ****NEW**** Intro to Law Enforcement
- Civil and Criminal Law
- (CITS) Civil and Criminal Law



HOSPITALITY CAREERS: CULINARY

- Intro to Cooking
- ****NEW**** Intro to Baking (2 hr block)
- ****NEW**** Meal Prep and Packaging
- ****NEW**** Advanced Culinary



HUMAN SERVICES: CHILDCARE AND EDUCATION CAREERS

- Child Development / Child Psychology
- Early Childhood and Education Professions (2 hr block)
- Pathways 2 Teaching
- (CITS) Pathways 2 Teaching
 - *(this CITS course has no minimum requirements, EVERYONE is eligible for college credit!)*





NEW: THIS YEAR
WE WILL INDUCT
OUR FIRST
MINNESOTA
TECHNICAL
HONOR SOCIETY
GROUPS!

CTE WORKS!

Helping All Minnesotans Achieve Their Career and College Aspirations.

247,970

COMBINED NUMBER
OF SECONDARY
AND POSTSECONDARY STUDENTS
enrolled in career and technical
education (CTE) courses in 2019

SECONDARY

92%

4-year graduation
rate for all CTE
concentrators.

(Students who completed
240 CTE course hours
within one career field)

65%

CTE concentrators
who graduated
and go on to
postsecondary.

POSTSECONDARY

80%

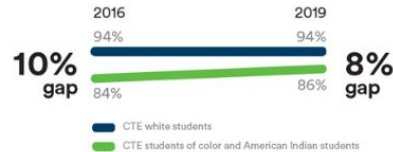
CTE concentrators
who graduated or
continued their
education.

86%

Students placed
or retained in
employment.

(By the end of the 2nd
quarter following the year
they completed a CTE
program)

4-year graduation gaps are closing
for CTE secondary students



Meeting workforce needs in 2020



Percent of jobs that will
require postsecondary
education and training
beyond high school.

Annual Compliance Overview

[Minnesota Statutes 2023, section 124D.78](#) requires Minnesota districts, charters, and tribal schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC). Specifically, the statute cites that school boards and American Indian schools must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

To be compliant with this statutory requirement, districts, charters, and tribal schools are required to submit annual compliance documents to the Office of American Indian Education (OAIE) by March 1 of each year. Also known as the vote of concurrence or nonconcurrence, annual compliance is a valuable opportunity for American Indian Parent Advisory Committee members to meet and discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

The Vote and Resolution

If the AIPAC finds that the district and/or school board have been meeting the needs of American Indian students, they issue a vote and resolution of concurrence. If they find that the district and/or school board have not been meeting the needs of American Indian students, they issue a vote and resolution of nonconcurrence. This vote is formally reflected on the annual compliance documents. Members of the AIPAC must present the vote and resolution to the school board.

If the vote is one of nonconcurrence, the AIPAC must provide written recommendations for improvement to the school board at the time of the presentation. The school board then has 60 days in which to respond in writing to the AIPAC recommendations. A copy of this written response must be provided to the OAIE.

Completing and Submitting the Documents

The following items are required when submitting annual compliance:

- ✓ The annual compliance/vote of concurrence or nonconcurrence document.
- ✓ The AIPAC resolution document.
- ✓ The AIPAC roster and district employee sign-in sheet (available to download on the OAIE webpage).
- ✓ The American Indian Education Aid Program Plan Review.

All items are fillable PDF forms. When completing, remember to:

- Include the district or school name and identifying number.
- Place a check mark or X next to the applicable vote.
- Include all dates as indicated.
- Add all signatures as required. **Digital signatures are accepted.*
- Use the drop-down menu in the roster to select the appropriate committee member options.

The District or School Does Not Have an AIPAC:

Districts or schools that do not have an AIPAC are still required to complete this paperwork.

- Place a check mark or X next to “Does Not Have an AIPAC”.
- Obtain the signature of the superintendent or charter/tribal school director and the school board chair. The resolution page is not required.

Submission Deadline:

Email all required items **by March 1** to: MDE.AIEA@state.mn.us

Annual Compliance/Vote of Concurrence or Nonconcurrence

District, Charter, or Tribal School Name: _____

The American Indian Parent Advisory Committee Vote

_____ *The AIPAC Issued a Vote of Concurrence*

Date of Concurrent Vote: _____

Date the AIPAC presented to the school board: _____

_____ *The AIPAC Issued a Vote of Nonconcurrence*

A vote of nonconcurrence requires the AIPAC to provide specific written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of Indian Education.

Date of Nonconcurrent vote: _____

Date the AIPAC presented to the school board: _____

Date the written response from the school board is due: _____

_____ *The District/School Does Not Have an AIPAC*

The district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, section 124D.78. By signing below, the district/school leadership commits to working with the Office of American Indian Education on committee formation.

Required signatures

**Digital signatures are accepted*

School Board Chairperson *Date*

Superintendent or Charter/Tribal School Director *Date*

AIPAC Chairperson *Date*

The American Indian Parent Advisory Committee Resolution

WHEREAS, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community;

WHEREAS, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s); and,

WHEREAS, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning; and,

WHEREAS, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

THEREFORE BE IT RESOLVED, that the AIPAC concurs that the school board and district are compliant with Minnesota Statutes, section 124D.78, and that the school board and district are meeting the needs of American Indian students.

_____ **We, the American Indian Parent Advisory Committee**, issue a **Vote of Concurrence**. We attest that the school board and/or district are compliant with Minnesota Statutes and that the school board and/or district are meeting the needs of American Indian students; **or**,

_____ **We, the American Indian Parent Advisory Committee**, issue a **Vote of Nonconcurrence**. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

AIPAC Chairperson Printed Name and Signature

Date

American Indian Education Aid Program Plan Review

This document serves as the foundation for how your district is fulfilling the measurable goals of the program plan, reviewed and approved by the Office of American Indian Education at the Minnesota Department of Education. This document is necessary to submit with your compliance documentation and eligibility for American Indian Education Aid next year.

[Minnesota Statutes 2022, section 124D.81, subdivision 3.](#) **Additional requirements.**

Each district receiving aid under this section must each year conduct a count of American Indian children in the schools of the district; test for achievement; identify the extent of other educational needs of the children to be enrolled in the American Indian education program; and classify the American Indian children by grade, level of educational attainment, age and achievement. Participating schools must maintain records concerning the needs and achievements of American Indian children served.

Directions

This document should be shared with the American Indian Parent Advisory Committee (AIPAC) and district staff that work primarily with American Indian students. Both the AIPAC and district staff will meaningfully and authentically collaborate to complete this document which will be uploaded with your compliance documentation due to the Office of American Indian Education on March 1, 2024. Ultimately, this document is a portion of the Compliance documentation submitted to the Office of American Indian Education as required by [Minnesota Statutes 2022, 124D.78, subdivision 2.](#)

Using the approved American Indian Education Aid application that was submitted Fall 2023, communicate how the district has progressed towards all the goals outlined within each narrative that was provided for areas 1-6. Data should be shared with the AIPAC in order for the AIPAC to concur with the district plan. Additionally, the [Self-Assessment Rubric](#) for districts is another useful tool for AIPACs to understand programming and to vote on concurrence.

Measurable Goals

These program details must align to [Minnesota Statutes 124D.81, subdivision 2.](#)

Focus Area 1: Support postsecondary preparation for pupils

Focus Area 2: Support the academic achievement of American Indian students

Focus Area 3: Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils

Focus Area 4: Provide positive reinforcement of the self-image of American Indian pupils

Focus Area 5: Develop intercultural awareness among pupils, parents, and staff

Focus area 6: Supplement (not supplant) state and federal educational and co-curricular programs

Focus Area	Measurable Goal	Progress towards Goal	Is Progress sufficient for concurrence?
Support postsecondary preparation for pupils			
Support the academic achievement of American Indian students			

Focus Area	Measurable Goal	Progress towards Goal	Is Progress sufficient for concurrence?
Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils			
Provide positive reinforcement of the self-image of American Indian pupils			
Develop intercultural awareness among pupils, parents, and staff			
Supplement (not supplant) state and federal educational and co-curricular programs			

Approval

AIPAC Chairperson Date

Director of Indian Education Date

Contact us

For more information, please visit our website at <https://education.mn.gov/MDE/dse/indian/parent/>

Please submit this documentation to: MDE.AIEA@state.mn.us

The American Indian Parent Advisory Committee (AIPAC) Roster

About Membership

Per [Minnesota Statutes, section 124D.78, subdivision 3](#), *The American Indian Parent Advisory Committee must be composed of parents or guardians of American Indian children eligible to be enrolled in American Indian education programs; American Indian secondary students; American Indian family members of students eligible to be enrolled in American Indian education programs; American Indian language and culture education teachers and paraprofessionals; American Indian teachers; American Indian district employees; American Indian counselors; adult American Indian people enrolled in educational programs; and American Indian community members. The majority of each committee must be the parents or guardians of the American Indian children enrolled or eligible to be enrolled in the programs.*

About the Roster and Sign-in Sheet

The AIPAC roster is for committee members only. This form is electronic and fillable. You **must** include the committee member's name, email, and phone in the first column. Subsequent columns contain a drop-down menu option. Select the best option for each particular committee member.

The sign-in sheet for district, charter, or Tribal contract school employees is also fillable. School personnel often participate in committee meetings and serve as a bridge between the committee and the district, charter, or Tribal contract school, helping to navigate school processes while furthering the goals and initiatives of the committee members. Employee participation levels vary depending on the district, charter school, or Tribal contract school. If an employee identifies as American Indian, they are eligible to serve as a voting committee member and may be included on the roster, rather than the district, charter school, or Tribal contract school sign-in sheet.

Submission

Fall: For districts, charter schools, or Tribal contract schools participating in the American Indian Education Aid program: MDE.AIEA@state.mn.us

March 1: As part of the AIPAC and district, charter school, or Tribal contract school Annual Compliance process: MDE.AIEA@state.mn.us

American Indian Parent Advisory Committee Member Roster

Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation

Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation

District, Charter, or Tribal Contract School Employee Sign-in Sheet

Employee Name, Email, and Phone	Employee Title

2022/23 RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS
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 assesments. 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.

	<p>Increase American Indian Student Achievement</p>	<p>American Indian students continue to score low on Reading assessments. 2021-22 data shows that 27.5 % American Indian students are proficient in Reading.</p>	<p>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.</p>	<p>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.</p>
	<p>Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards</p>	<p>Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards</p>	<p>American Indian-focused State Standards have been shared with Content Specialists. The Coordinator of AI Educaion 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.</p>	<p>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.</p> <ul style="list-style-type: none"> - Science Content Specialist is working with Memegwesiikweto 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 histororaphy and American Indian lessons that have been implemented into East High School last school year. He will continue to work with the other Hlgh 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.

Duluth Public Schools
District's Response and Action Steps to Non-Concurrence
March 2024

Kindergarten Readiness

2022-2023 Resolution of Concurrence and Non-Concurrence

Goal	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.
Reason for Non-Concurrence	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.
Progress from Previous Year	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. AI 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, AI students scored 90%.
Recommendations	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.

2023-2024 Action Plan for Addressing Non-Concurrence

Response from School Board	We are expanding seasonal Ojibwe language and cultural practices to all preschool classrooms. We are providing opportunities for culturally relevant family engagement. We have made the Oshki-Inwewin teaching position a TOSA position, so we are able to identify the best fit among applicants. The Preschool equity team has merged with the Education Equity Advisory Committee to de-silo preschool equity conversations and initiatives in our community
Action Steps	Implement seasonal Ojibwe language and activities in all preschool classrooms, including 2 nutrition experiences. Provide culturally relevant family engagement activities at Oshki-Inwewin. Continue to build connections with families and community organizations to enrich cultural experiences at Oshki-Inwewin, and explore ways to expand such activities across all classrooms. Provide staff with PD to support culturally relevant programming. Early Childhood Family Education: Added an additional Parent Educator to ECFE certified staff to enhance outreach efforts to bring parenting education to families we aren't currently engaging with. These outreach efforts include identifying needs of AI families with young children, to enhance current parenting and early childhood programming in Early Childhood Family Education (ECFE) to promote engagement/enrollment/belonging, and to create partnership with other departments or community agencies who work with families of AI children.
Mid-Year Progress Update	Preschool has implemented the incorporation of some Ojibwe language across the program, under the guidance of Michelle Goose, Oshki-Inwewin parent. We have created nutrition lessons for wild rice and maple sugar, purchased from Spirit Lake Native Farms, along with literature written and produced by the Fond du Lac Head Start. Early Childhood Family Education staff have been attending Family Dinner events at AICHO with resources and activities for children. Other outreach efforts in process, staff hired has been out on medical but stays in contact with individuals/agencies and attends some virtual meetings to address needs or to inform program planning for 24/25 and work on acquiring classroom books, activities, toys and other materials that reflect families in the community.

Duluth Public Schools
District's Response and Action Steps to Non-Concurrence
March 2024

Reading Well By Third Grade	
2022-2023 Resolution of Concurrence and Non-Concurrence	
Goal	Increase the number of American Indian students reading at grade level by third grade. Increase culturally appropriate resources/references in the curriculum so our students see themselves in school/curriculum.
Reason for Non-Concurrence	American Indian students still continue to score low on reading assessments. 2021-22 data shows that 25% American Indian students are proficient in reading by 3rd grade.
Progress from Previous Year	American Indian students still continue to score low on reading assessments. 2021-22 data shows that 25% American Indian students are proficient in reading by 3rd grade.
Recommendations	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.
2023-2024 Action Plan for Addressing Non-Concurrence	
Response from School Board	Curriculum Coordinator met with Content Specialists to review MN Academic Standards relating to Minnesota American Indian Tribes. Our next step is to work with the Office of Education Equity and Office of American Indian Education to provide training on culturally responsive resources that can be embedded into written curriculum and shared with teachers/students. We have an Achievement & Integration strategy to provide culturally relevant intervention and curricular materials to students at Myers Wilkins. At our Immersion school through the A&I plan, we have cultural immersion paraprofessionals working within those classrooms to support the academic needs of our immersion program students.
Action Steps	241 classroom libraries focused on culturally diverse texts including American Indian were distributed in the Spring of 2023 - K-5 gen ed classrooms and 6-12 ELA classrooms. The books were diverse and all grade levels received multiple books with American Indian representation. The curriculum department worked with Misaabekong teachers to select appropriate books. We are expanding to SpEd resource rooms and setting 3 classrooms 2023/24, which include American Indian representation texts.
Mid-Year Progress Update	The Curriculum Coordinator has started professional learning with Content Specialists around culturally responsive education that can be utilized during curriculum development. The lead interventionist is collaborating with teachers and paraprofessionals in the Misaabekong immersion program to design and implement data-based literacy interventions in the language of instruction that meet the needs of immersion students.

**Duluth Public Schools
District's Response and Action Steps to Non-Concurrence
March 2024**

Achievement Gap

2022-2023 Resolution of Concurrence and Non-Concurrence

Goal	Increase American Indian Student Achievement
Reason for Non-Concurrence	American Indian students continue to score low on Math assessments. 2021-22 data shows that 17.5% American Indian students are proficient in Math.
Progress from Previous Year	AIE program coordinator will continue working with Elementary and Secondary Content Specialists and the staff development coordinator planning on-going opportunities for Math teachers and interventionists focused on Best Practices for American Indian students. 2022-23 data shows that 18.4% American Indian students are proficient in Math, which is a +.9%
Recommendations	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.

2023-2024 Action Plan for Addressing Non-Concurrence

Response from School Board	Curriculum Coordinator met with Content Specialists to review MN Academic Standards relating to Minnesota American Indian Tribes. Our next step is to work with the Office of Education Equity and Office of American Indian Education to provide training on culturally responsive resources that can be embedded into written curriculum and shared with teachers/students. The Curriculum, Instruction, and Assessment team has been actively pursuing a grant to further American Indian students exposure to STEM opportunities.
Action Steps	Plan to provide training on culturally responsive resources embedded in written curriculum and shared with teachers/students. Achievement & Integration strategy provides culturally relevant intervention and curricular materials to Myers-Wilkins students. The immersion program has cultural immersion paraprofessionals working within classrooms supporting academic needs of immersion students. The American Indian Standards are now embedded in each Academic Standards area. Science is specifically working with American Indian Education to create lessons for those standards. Content Committees are tasked to review the American Indian standards as part of the committee process.
Mid-Year Progress Update	Grant with the National Science Foundation was approved in the fall of 2024. A Computer Science coordinator was assigned and is working collaboratively with Computer Science for All program to support STEM opportunities and camps for American Indian students. The Curriculum Coordinator has started professional learning with Content Specialists around culturally responsive education that can be utilized during curriculum development.

Duluth Public Schools
District's Response and Action Steps to Non-Concurrence
March 2024

Achievement Gap

2022-2023 Resolution of Concurrence and Non-Concurrence

Goal	Increase American Indian Student Achievement
Reason for Non-Concurrence	American Indian students continue to score low on Reading assessments. 2021-22 data shows that 27.53% American Indian students are proficient in Reading.
Progress from Previous Year	ELA specialist worked with the Coordinator of AIE and OEE to identify culturally appropriate books for teachers to utilize. Anti Bias 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. 2022-23 data shows 33.6% American Indian students are proficient in Reading, which is a +6.3%.
Recommendations	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.

2023-2024 Action Plan for Addressing Non-Concurrence

Response from School Board	Curriculum Coordinator met with Content Specialists to review MN Academic Standards relating to Minnesota American Indian Tribes. Our next step is to work with the Office of Education Equity and Office of American Indian Education to provide training on culturally responsive resources that can be embedded into written curriculum and shared with teachers/students. The Office of Education Equity, through an Achievement & Integration strategy, provides culturally relevant intervention and curricular material to students at Myers Wilkins to ensure students, teachers and classrooms have access to culturally relevant learning materials
Action Steps	Plan to provide training on culturally responsive resources embedded in written curriculum and shared with teachers/students. Achievement & Integration strategy provides culturally relevant intervention and curricular materials to Myers-Wilkins students. The immersion program has cultural immersion paraprofessionals working within classrooms supporting academic needs of immersion students. Check and Connection qualifying thresholds have been reviewed and updated to better address the achievement gap of our AI and Special Education students, allowing us to support more American Indian students through Check and Connect.
Mid-Year Progress Update	The Curriculum Coordinator has started professional learning with Content Specialists around culturally responsive education that can be utilized during curriculum development.

**Duluth Public Schools
District's Response and Action Steps to Non-Concurrence
March 2024**

Achievement Gap

2022-2023 Resolution of Concurrence and Non-Concurrence

Goal	Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards
Reason for Non-Concurrence	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards
Progress from Previous Year	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.
Recommendations	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 Memegwesiikwe to 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.

2023-2024 Action Plan for Addressing Non-Concurrence

Response from School Board	Continue in the 23-24 school year to embed training and resources around the American Indian-focused state standards into district-wide PLCs and content committee meetings. Science Content Specialist will continue to work with Memegwesiikwe to ensure that science standards related to American Indian tribes are addressed in curriculum docs with lessons created for teachers. When content committees review curriculum and instructional materials, they will use checklists and rubrics provided in the procedural guide to make sure the curriculum is representative and inclusive of American Indian students.
Action Steps	State legislation was enacted for the 2023-24 school year. Districts were expected to provide instruction for a minimum of one hour on October 9, 2023 for Indigenous People's day. Planning meetings were scheduled with content specialists and curriculum/student achievement coordinators. Content specialists helped plan and support teachers with content for lessons. Each content area used their American Indian focused state standards as a foundation for the content planned. The day concluded with a Round Dance for the community.
Mid-Year Progress Update	The Curriculum Coordinator has started professional learning with Content Specialists around culturally responsive education that can be utilized during curriculum development. During the planning for Indigenous Peoples' Day, the Content Specialists took part in learning around considerations for teaching and learning about Indigenous people and culture. Content Specialists used the considerations in planning lessons for the day.

**Duluth Public Schools
District's Response and Action Steps to Non-Concurrence
March 2024**

Graduation	
2022-2023 Resolution of Concurrence and Non-Concurrence	
Goal	Raise Graduation rates for American Indian students
Reason for Non-Concurrence	All students reach 85% graduation rate by 2020
Progress from Previous Year	American Indian students' graduation rates for 201-22 are 45.16% (4 year) and 65.7 % (7 year). Tiered Fidelity Inventory (TFI) scores district wide using the Culturally Responsive Field Guide scored 48% in school year 22-23, with a goal of 55% in school year 23-24.
Recommendations	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or cultural 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.
2023-2024 Action Plan for Addressing Non-Concurrence	
Response from School Board	The district has committed to implementing PBIS district-wide and as a part of that, will be clearly articulating/clarifying the district's supports within each of the tiers. This will include taking an inventory of interventions being delivered, staff delivering them, criteria used for identification, ways progress will be monitored, etc. In addition, district provided Check & Connect training to existing staff who work with American Indian students. Staff development will continue to identify and implement professional development focused on specific culturally responsive strategies for teachers and additional school staff through district wide professional development days.
Action Steps	PBIS training for school PBIS teams are scheduled for the year and have already begun (9/27; 9/27). PBIS & MDE are partnering with us on this work. The culturally responsive field guide will continue to also be a part of this work and will be revisited. Training on the culturally responsive field guide was provided last spring to admin and school SEB MTSS Coordinators to share with their PBIS teams. (for more information please see our SEB MTSS action card). All traditional sites will continue to conduct the Tiered Fidelity Inventory and School Climate Survey twice annually. In addition each school hired an SEB MTSS Coordinator last year and those coordinators are receiving bi-monthly team training and coaching by the district to support them with moving these efforts forward within their PBIS teams. This year the district requested that all schools reach out to their American Indian Home School Liaisons and Integration Specialists to consider adding them to their PBIS teams. Mental health therapy services continue to be provided through Fond Du Lac to Native American Students enrolled in FDL at schools at the following locations: Denfeld, LPMS, Myers-Wilkins, and Laura Mac. American Indian Home School Liaisons and Integration Specialists will be trained in Check and Connect prior to the start of the school year.
Mid-Year Progress Update	American Indian Ed. Professional Development (created by Cutting Edge Teams) being provided this spring to a group of more than 30 staff with opportunities for the future to be offered widely. We have trained the majority of administrators, Integration Specialists, Am. Indian Home School Liaisons, and other Behaviorists in Restorative Practices (almost 200 as of this date). Check and Connect training was expanded to include our American Indian Home School Liaisons and OEE Integration Specialists.

Duluth Public Schools
District's Response and Action Steps to Non-Concurrence
March 2024

Other Items

2022-2023 Resolution of Concurrence and Non-Concurrence

Goal	Increase staff and student knowledge of American Indians original to the area.
Reason for Non-Concurrence	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.
Progress from Previous Year	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 historiography 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.
Recommendations	Provide an American Indian Curriculum Specialist or Instructional Coach.

2023-2024 Action Plan for Addressing Non-Concurrence

Response from School Board	The Curriculum, Instruction and Assessment team is intentionally working on building relationships with the American Indian Education Department to include diverse perspectives and support for teachers in including MN Standards related to American Indian Tribes.
Action Steps	Indigenous People's day planning meetings were scheduled with content specialists and curriculum/student achievement coordinators. Content specialists helped plan and support teachers with lesson content for the day. To help achieve this goal 14 classroom teachers attended the session Understand Native Minnesota Educator Academy. Throughout this PD our teachers were able to be immersed in Ojibwe history, language, and culture. This PD offered our teachers the opportunity to bring knowledge to their students about the Ojibwe culture, language and history.
Mid-Year Progress Update	During the planning for Indigenous Peoples' Day, the Content Specialists took part in learning around considerations for teaching and learning about Indigenous people and culture. 14 classroom teachers attended the session Understand Native Minnesota - Educator Academy. Throughout this PD our teachers were able to be immersed in Ojibwe history, language, and culture. This PD offered our teachers the opportunity to bring knowledge to their students about the Ojibwe culture, language and history.

Feb 20, 2024 | American Indian Parent Advisory Committee

Attendees: Amber Greenky, Tim Pohl, Phyllis Pohl, Amber Lightfeather, Brenda Goldfine (Virtual), Nathan Smith, Jennifer Garbow

Notes

- Call to Order - 5:41 PM
- Concurrence Vote and Resolution Document due March 1
 - Concurrence document had been shared electronically with committee members to review in preparation of vote
 - Chairman A.G. made statement for non-concurrence and requested committee members make requests for further information, if necessary, before sharing their vote
 - The AIPAC issued a Vote of Nonconcurrence
- Vote of Nonconcurrence requires written recommendations for improvement
 - Discussion re: Recommendations -
 - Recommend providing the opportunity for AIPAC committee members to tour all sites where we currently have Am. Indian Liaisons. Recommend inviting school board members to attend the tour alongside the advisory board. Recommend inviting other interested parties, i.e. the Duluth Indigenous Commission, to attend the tour.
 - Recommend providing an Am. Indian Curriculum Specialist
 - Recommend identifying transportation supports for Am. Indian students
 - Recommend PD for all staff w/ respect to Am. Indian history/culture/contributions
 - Recommend HR Dept create an action plan for recruitment/retention specific to Am. Indian staff.
 - Recommend pilot school w/i a school program to foster internal support and community for Am. Indian students
 - Recommend ensuring a manageable case-load ratio for Am. Indian liaisons based on the most accurate count of Am. Indian students being served by the district
 - Identify a support person whose role it would be to collect and disseminate information re: opportunities for scholarships/career training and other opportunities for Am. Indian students who are both enrolled & descendants
- Meeting Adjourned at 6:48 PM

Action items

- (All) Continue to review recommendations and propose changes
- Finalize concurrence letter and compliance documentation prior to School Board meeting on Feb 29

February East Student Rep Presentation- Mia Patronas

- East student gov't held our Sweetheart dance for upperclassmen on February 3rd at Clydes Malting Building. The venue was decorated to fit the theme of Enchanted Forest. We had a turnout of over 400 students. Overall Enjoyable experience.
- Back in late January, MN Secretary of State Steve Simon spoke to student government and some history classes during 2nd hour and WIN. His presentation was based around voting registration.
- Easts winter activities and sports have had great accomplishments this season
 - The drama clubs One Act play placed second at Sections
 - The boys swim team is sending 7 East students to State this weekend
 - Our Ski teams were extremely successful at their state competition a couple weeks ago; Girls placed first in the state, Boys placed 2nd - four skiiers; James Kyes, Lydia Kraker, Carl Morse, and Greta Hendrickson are competing at Junior Nationals in March
 - To send off our state teams, we have held dog runs for each group. Also, next tuesday during WIN we are having an all school assembly to celebrate their accomplishments
- This weekend, 18 East students are participating at History Day regionals at UMD
- Registration for next year's classes is coming up in the next couple of weeks, and with that, discussions about a 7 period day have been very prevalent amongst both students and teachers. I'm aware that the board has heard plenty of thoughts on this, but it still remains important to highlight the thoughts and opinions of my peers.
 - There are many students who are glad to have more opprotunities for classes, especially those who are interested in taking both art or music electives along with a language.
 - however, many gravitate towards a more unhappy approach to the idea of a schedule change, which is unsurprising because, well, change is difficult.
 - A major concern for students is the loss of a WIN period. Nearly every East club meets during WIN periods, similarly, it's an extremely useful time for making up tests, catching up on schoolwork, but also many activities and assemblies are held during that time.
- On another note, This week, East hosted a music contest for soloists and small ensemble groups during the school day, of which seven schools participated in.
- Over break, 14 members of Sterling Strings traveled to Chicago and perfomed at the Chicago temple
- Lastly, as student rep i get to be in charge of student forum- how i get much of my info- right now we are working on growing that group

School board Report:

Larisa Miller

2/29/24

Updates:

- Basketball senior nights Girl's basketball- 7 pm Feb 12th boys-Feb 9th girls basketball playoff today at rock ridge
- William Foldesi going to state for Nordic ski
- Theater auditions are coming up for the outsiders was this week Feb 26th and 27th
- 8th grade graduate orientation March 5th 5-7 pm
- Registration for new year opens March 1st to March 25th
- Class meetings are beginning next week- juniors Tuesday March 5th Sophomores Wednesday March 6th Freshman Friday March 8th
- Robotics are going to the Lake Superior regional at the DECC Friday and Saturday competition
- Spring conferences are concluded, this time we used the open cafeteria to gain more easy access and heard great feedback form parents and staff
- 8th graders at Lincon Park got materials handed out.

CLUBS/ETC

- BSA- Black history month, assembly, wild'n out, African American national anthem, history figures fashion show, major attrition dance team, a micro aggressions skit.
- BSA door decor, BSA pottery night, BSA decorations and spirit week
- Golds is working on Friday's student vs staff basketball game, there was a incentive, phone referrals there making a handmade trophy.
- Rotary club decides on equipment for science, gathering information what is needed
- At the career center, there was a college readiness construct on Wednesday for sophomores they chose either that for fond du lac fair.
- The multicultural room is finally available to start moving things in
- The bathrooms on the third floor have been opened again, there was construction now there is concrete walls, seems like students like this
- Student yearbook is almost done, not much participation through emails for photo though.
- Dash is working on more planning for the 8th grade ready program in the summer three week and get credit for it they also have a youth in action presentation board working on great stuff including trying to make the attendance recovery better system available for tutors
- Cocoa and cram were a great accuses that we had on Jan 17th for finals the link crew and teachers had volunteered to study and make hot cocoa
- NHS tutoring for Mikles win
- The criterion is back again Newspaper for the school highlighting students' thoughts
- ASL club has started again new and improved no longer virtual provide time, deaf history culture and language
- Mr. Nissin taking the plunge on Feb 17th Denfeld key club raised money for the special Olympics

Concern: The doors at Denfeld for safety concerns, whereas the doors open outwards unable to barricade

February Monthly Report

Presentation Done By
Damon Ritzko

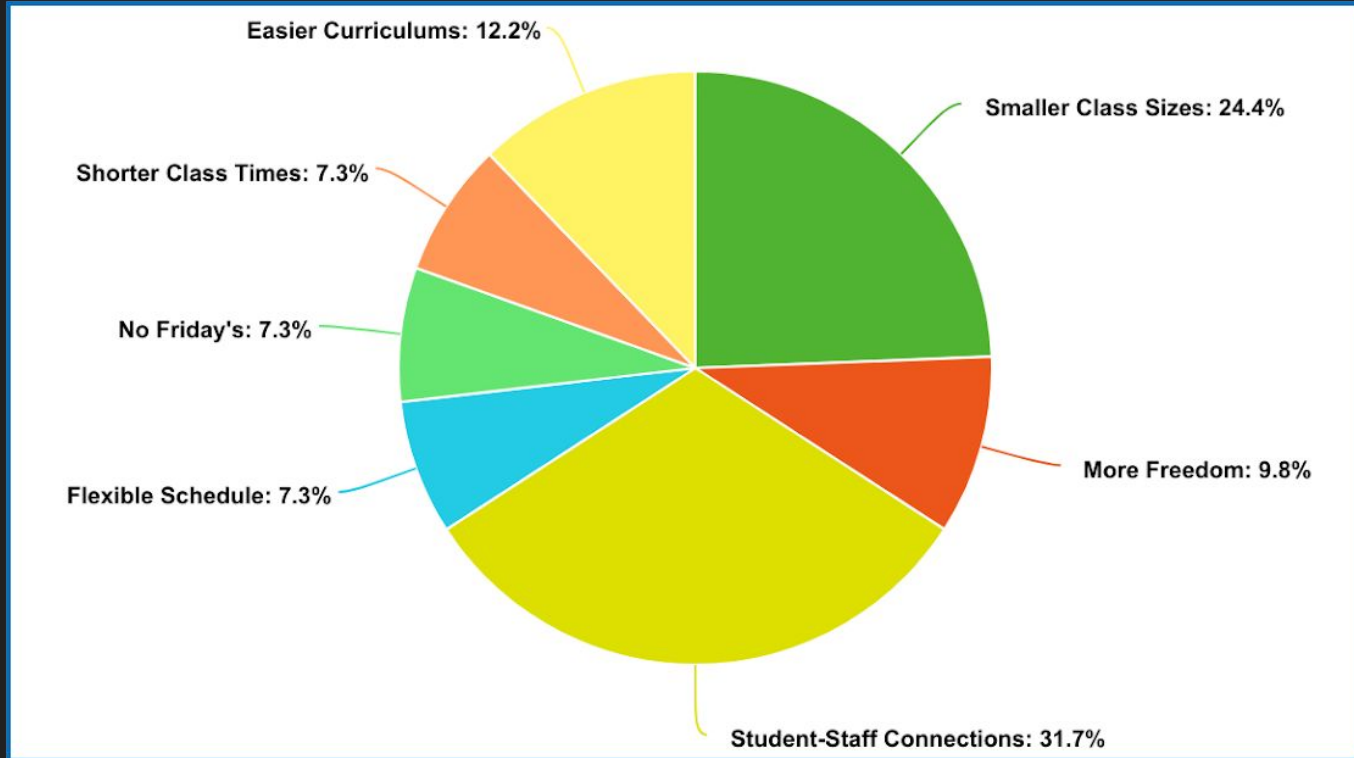
Hello everyone, my name is Damon Ritzko, and as of January 29th, 2024, I was elected to be the Official Area Learning Centers (ALC) Student Representative. I plan on taking on this task very seriously, and I want what's best for the student body.

At the beginning of this Semester, the staff set up a Minnesota Early Indicator Response System (MEIRS) survey for the students to take. It was either done online by the students themselves, or the staff would verbally ask the students the questions and they would (hopefully) answer as honestly as they could. So... this got me thinking, and I eventually came up with a ***hypothesis***.

My hypothesis was: **“Would students feel more comfortable talking to a fellow student rather than an adult?”**, so I quickly went to work. I went to a few staff members where I first pitched the idea to them, and they really seemed to like it. After going around and getting some advice and encouragement from other staff members, I went to my Principal: Mr. Nathan Glockle. I pitched the idea to him, and he was exceptionally supportive of the idea, and helped flesh out my idea into reality.

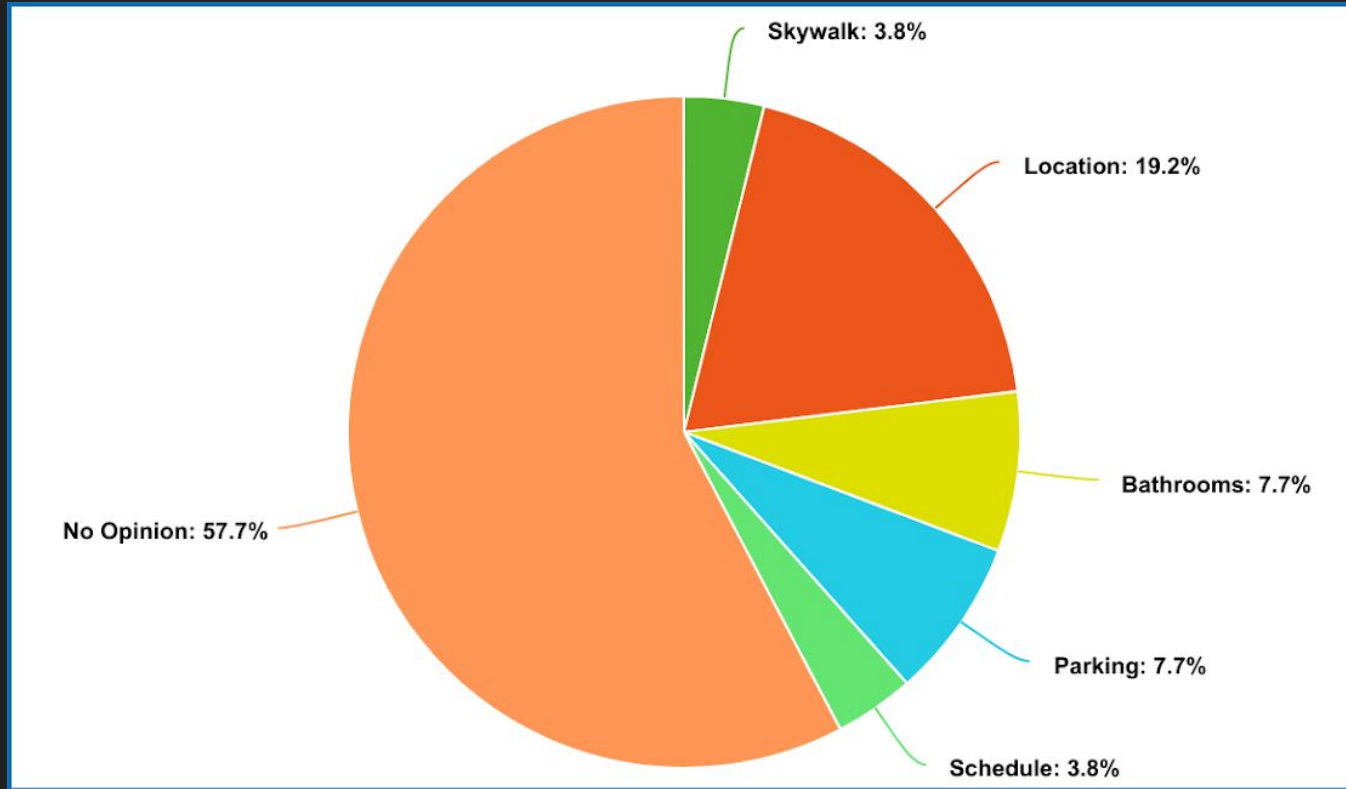
On Thursday, February 1st, and Monday, February 5th, I held “Interviews” with some selected students. Over the course of the two days, I had 3 hours to uphold these interviews and which I saw over 25 students in total that I was able to get information from, and here’s what I found:

Some Things That Students Like About the ALC:



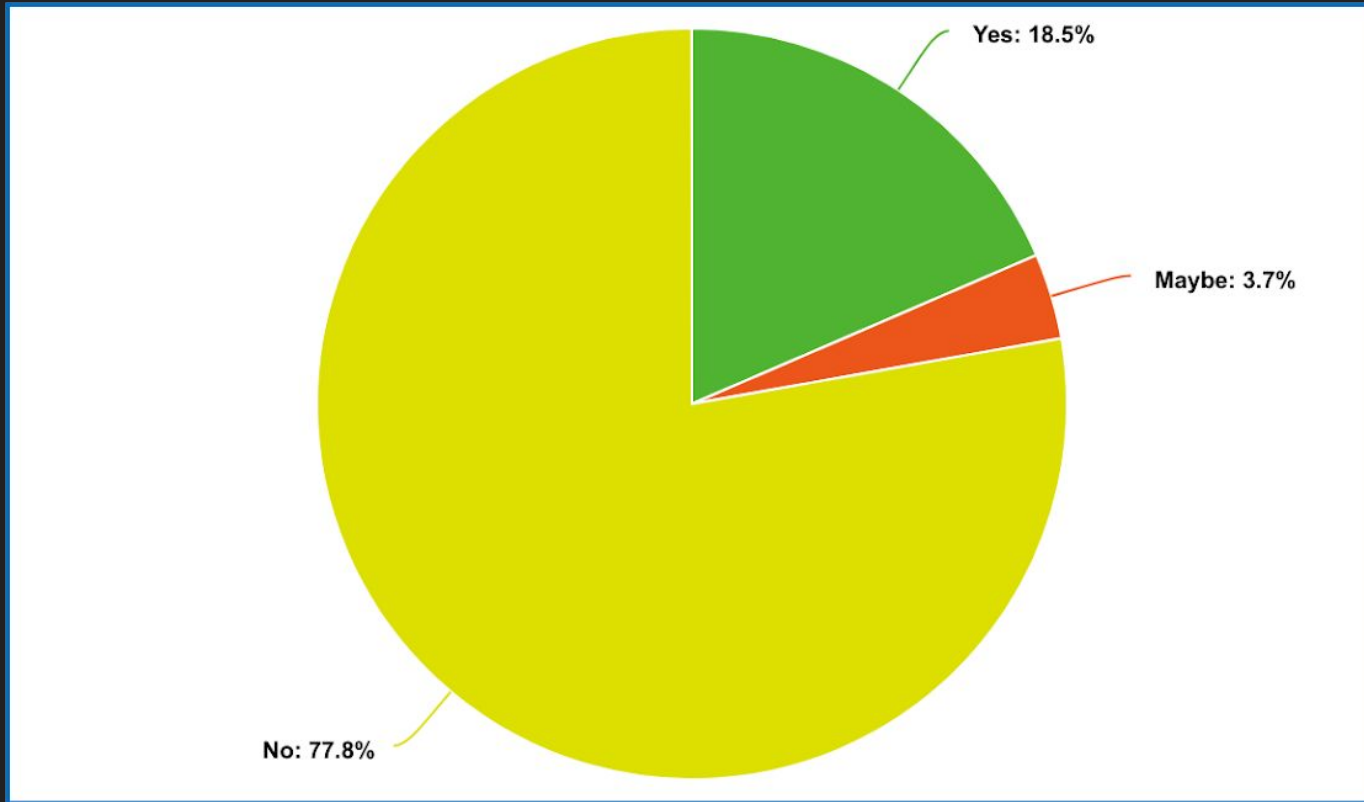
Smaller Class Sizes More Freedom Student-Staff Connections
Flexible Schedule No Friday's Shorter Class Times Easier Curriculums

Some Things That Students Dislike About the ALC:

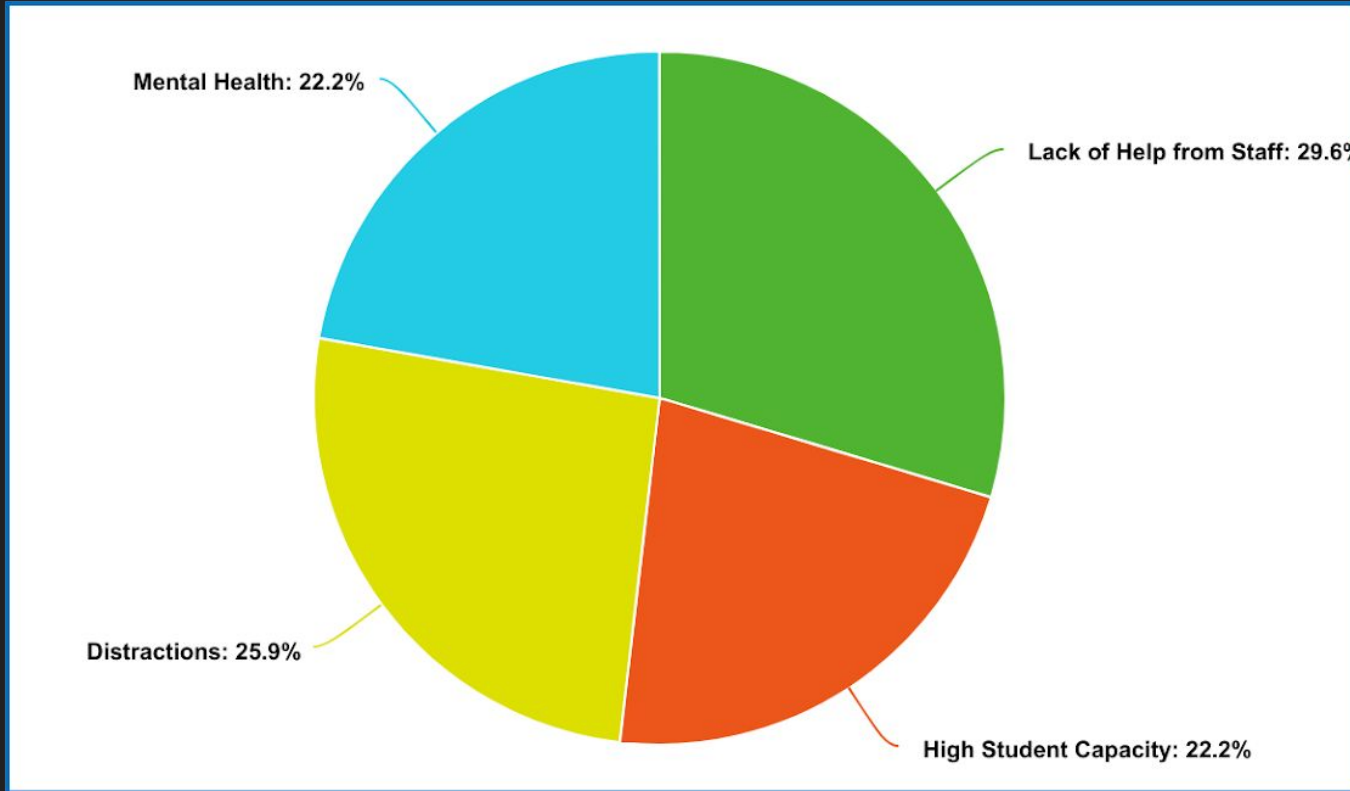


■ Skywalk ■ Location ■ Bathrooms ■ Parking ■ Schedule ■ No Opinion

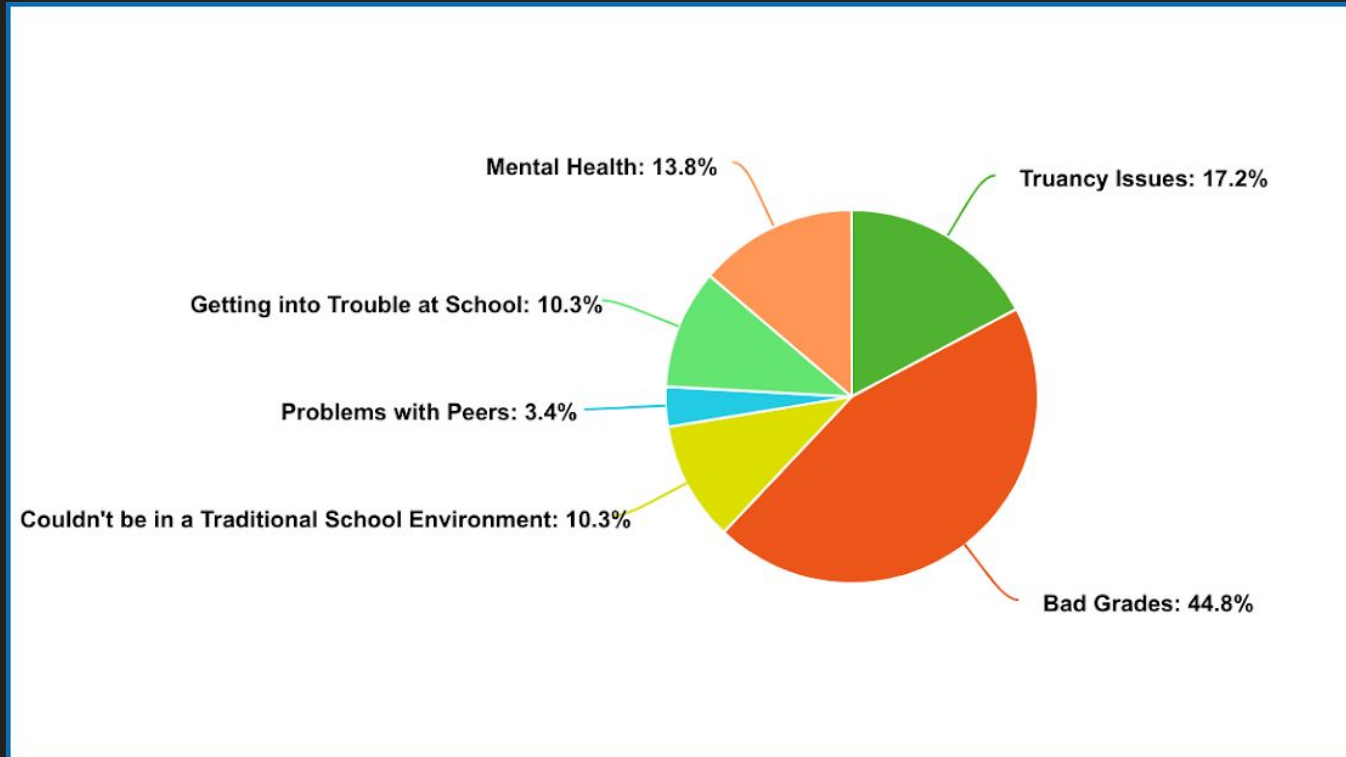
Did students Feel like They Could've Succeeded at Their Old School?:



Why Students Felt Like They Couldn't Succeed at Their Previous School:

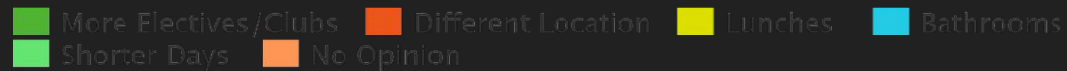
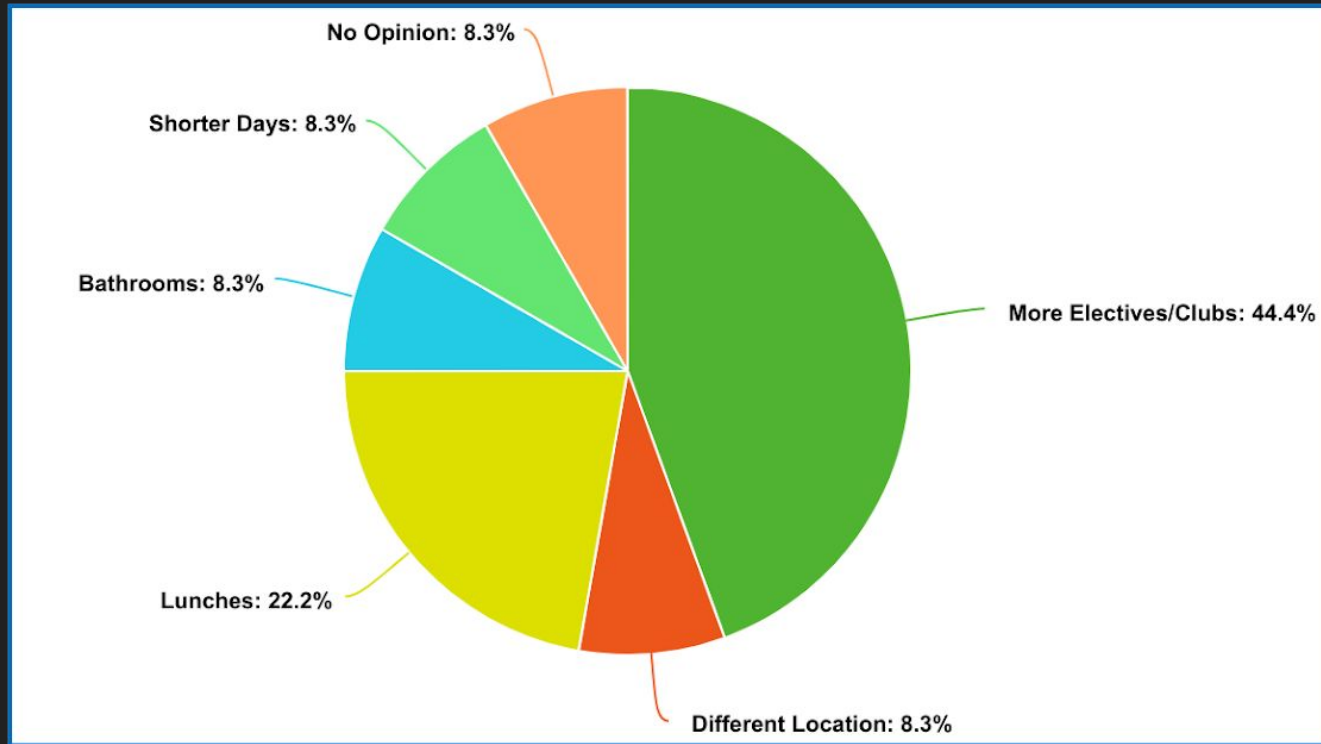


Why Students Came To the ALC in the First Place:

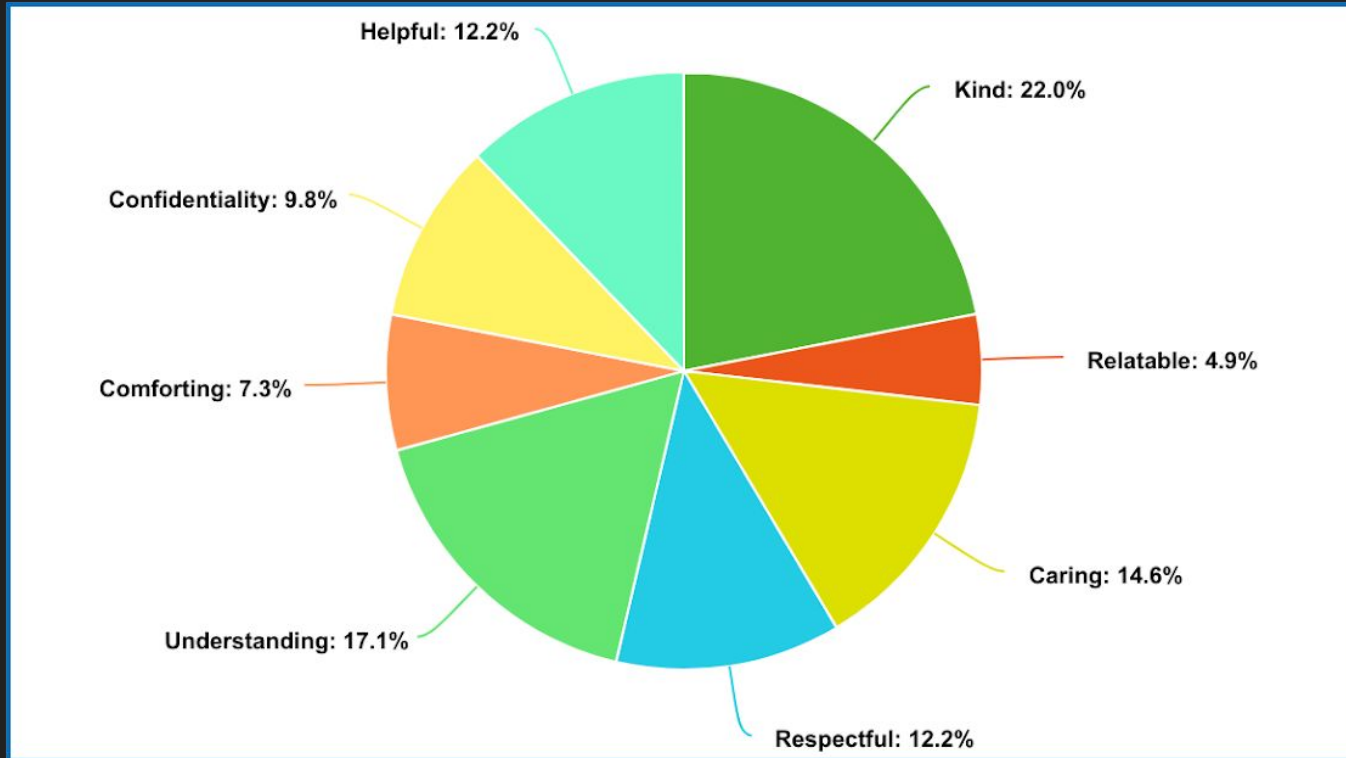


■ Truancy Issues ■ Bad Grades ■ Couldn't be in a Traditional School Environment
■ Problems with Peers ■ Getting into Trouble at School ■ Mental Health

What Students Thought Would be Good Improvements to the ALC:



Why Students Feel Comfortable Going to the ALC Staff:



That's all from me, Thank you for listening and if
you have any questions, please feel free to ask
away :)

www.ISD709.org

Duluth

Public Schools

Every Student. Every Day.

Superintendent's Report

February 29, 2024



OUR MISSION

Every student, every day will be empowered with learning opportunities for growth, creativity and curiosity, in preparation for their future in a global community.

OUR VISION

Duluth Public Schools provides an academically engaging, safe and inclusive environment with high expectations and responsible use of resources.

OUR CORE VALUES

Learning



Developing a love of learning through life-long inquiry.

Excellence



Having high standards for all through accountability, integrity and authenticity.

Equity



Creating conditions of justice, fairness and inclusion so all students have access to the opportunities to learn and develop to their fullest potential.

Collaboration



Working in partnership with staff, families, students and community.

Belonging



Providing a welcoming and accessible environment where everyone feels safe, seen and heard.

Topics

- Student Reports
- Duluth Public Schools Branding Video
- Negotiations
- Referendum
- Legislative Platform and Advocacy
- Superintendent Mid-Year Evaluation

Duluth Public Schools Branding Video



Negotiation Updates

Our Integration Specialists contract is moving forward for your approval tonight.

We have a tentative agreement with the Duluth Federation of Teachers for the 2023-2025 time period, as well as another for the 2025-27 school years. Site meetings to review changes are taking place and a membership vote is anticipated in mid-March. Pending member approval, the teacher contract(s) would come before the board at our March meeting.

We are also continuing Director and individual contract negotiations.

Referendum Updates

- Updated Fact Sheets, Frequently Asked Questions and futureforward709.org website
- Frequent Social Media and Newsletter Updates
- Billboards
- Updated Story North Video
- Op Ed Column for the Duluth News Tribune
- Editorial Interview
- Duluth Area Chamber of Commerce
 - Duluth & St. Louis County Days
 - March Exec. Board Meeting Presentation

Legislative Platform and Advocacy

The School Board met on February 8th to finalize our 2024 Legislative Platform and also met with local representatives on February 9th to share our priorities.

Priorities include an increase to the funding formula, Read Act funding, permanent funding for unemployment insurance and school meals, and increasing resources for cybersecurity, safety, Career and Technical Education, special education and solar projects. We are also seeking greater flexibility with operating levies and long-term facilities maintenance.

Additional advocacy will be taking place, including during Duluth St. Louis County₇₀ Days next week, to meet the needs of our students, staff and families.

Our Challenges

The Duluth Public Schools (DPS) recognizes and appreciates the significant investments made by the Legislature to public education in 2023. We believe the 2024 Legislative Session is another opportunity to invest in public schools and continue the progress made in meeting the academic, social, and emotional needs of students and to ensure equitable outcomes for every student.

Supplemental education investments in 2024 will provide stability for DPS as federal pandemic era funding expires and enrollment fluctuates. DPS appreciates the notable funding increases in 2023, but our district, like so many others, is experiencing shortfalls that put progress made by students and teachers at risk.

DEMOGRAPHICS

All numbers from MDE as of 10/12/24

Total Students	8,554
Free and reduced price lunch	3,674
American Indian	648
Asian	97
Hispanic	263
Black	348
Two or more races	562
White	6,631
Special Education	1772
Early Childhood Special Ed	200



Duluth School Board

Jill Lofald, *Chair*
 Rosie Loeffler-Kemp, *Vice Chair*
 Amber Sadowski, *Clerk*
 Kelly Durick Eder, *Treasurer*
 Henry Banks
 Sarah Mikesell
 Stephanie Williams
 John Magas, *Superintendent*



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Duluth, MN 55811
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Legislative Platform 2024

Every Student. Every Day.

Legislative Priorities



What does fully funding education look like?

The funding our district receives today is not enough to serve our students properly, especially with rising costs.

Fully funding education means every student can achieve at high levels and graduate on time.

It means the needs of all students are met regardless of zip code or economic status.

When students' daily desired experiences are met they succeed, which means positive growth for our state and city.

Increased State Aid

We support an additional increase in the basic general education formula by an additional 2% for the 2024-2025 school year to address staffing shortages, Elementary and Secondary Education Relief (ESSER) federal funding running out, student and staff mental health supports, staff salary increases, decline in enrollments, and interrupted learning recovery efforts.

READ Act

We support the allocating of additional resources and funding for professional development of staff who are mandated by the READ Act to be trained.

Permanent Funding Streams

We support the creation of a permanent state funding stream for unemployment insurance for non-licensed school district employees and free school breakfast and lunch for all students, and requests that the Legislature fully fund the cost of programs.

Cybersecurity

We support additional state funding for technology support to protect data and systems from increasing attacks on networks.

LTFM Flexibility

We support the Legislature eliminating the cap on Long Term Facilities Maintenance Revenue, allowing districts like Duluth to address critical facility needs.

CTE Support

We support a one-time investment in Career and Technical Education, allowing funds to be used for equipment, supply, and technology to support the CTE mission and helping to get students into the workforce.

Operating Levies

Allow school board renewal of existing and future operating levies.

Special Education Rebate

We support House File 336 (Kozlowski & Olson) & Senate File 423 (McEwen & Hauschild), reimbursing DPS \$1 million for a state formula error in FY16-FY19 which resulted in DPS filling a \$5.8 million funding gap.

School Safety

We support a one-time allocation per pupil for school safety and supports allowing local authority for schools to increase safe school levy revenue to address concerns.

Solar & Electric Vehicles

We support adding additional funding to the Solar for Schools Grant and increase the grant opportunity to 100% of total costs for a 40-megawatt array and help schools with federal matching dollars for EV charging stations at school properties.

Superintendent Evaluation

Standard 2. School District Finances

- Element 2.d. Bond and Levy Campaigns

Standard 3. Communication and Community Relationships

- Element 3.f. Visibility and Approachability

Standard 6. Teaching and Learning

- Element 6.b. School Improvement

Mid-Year Review Scheduled for March 11th

Questions



Schedule of Meetings and Events

All meetings will be held at: **District Services Center, 709 Portia Johnson Drive, Duluth, MN 55811.**
(Unless otherwise noted).

[Listening Session Guidelines](#)

The Schedule of Meetings and Events is Subject to Change.

Week of February 26 - March 1, 2024

Thursday	February 29, 2024	4:30 p.m.	CTE Showcase
Thursday	February 29, 2024 <i>Member Sadowski will be participating remotely from 7730 34th Avenue #101, Bradenton, FL 34209</i>	5:30 p.m. - 6:15 p.m.	Listening Session
Thursday	February 29, 2024 <i>Member Sadowski will be participating remotely from 7730 34th Avenue #101, Bradenton, FL 34209</i>	6:30 p.m.	Regular School Board Meeting

Week of March 4 - March 8, 2024

Monday	March 4, 2024	3:30 p.m.	Policy Committee
Monday	March 4, 2024	4:30 p.m. <i>(or immediately following Policy Committee)</i>	Monthly Committee of the Whole
Thursday	March 7, 2024	6:00 p.m.	Education Equity Advisory Committee (EEAC)

Week of March 11 - March 15, 2024

Monday	March 11, 2024	4:30 p.m.	HR/Business Services Committee
Monday	March 11, 2024	5:30 p.m.	Special [Closed] Session - Superintendent Mid -Year Evaluation
Thursday	March 14, 2024	5:30 p.m.	Head Start Parent Policy Council Lincoln Park Middle School 3215 W. 3rd St.

**If a Regular School Board meeting is canceled and cannot be held on the regularly scheduled date listed above, due to weather or unforeseen circumstances, it will be held the very next day at the same time and location.*

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, February 6, 2024

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

4:30 PM

1. **CALL TO ORDER**

2. **ROLL CALL**

3. **AGENDA ITEMS**

A. Action Items - Consent Agenda

1) Presentation Items Requiring Approval 2

2) Resolutions

3) Other Action Items

B. Informational Items

1) State of the District-Mid Year Review 14

2) Presentations

a. Education Equity Advisory Committee 28

b. Family Engagement Framework 39

C. Other

4. **ADJOURN**

COW Agenda Cover Sheet

Meeting Date: Feb 6, 2024

Topic: Course Catalog Changes

Presenter(s): Jen Larva and Dale Uselman

Attachment (yes or no): Yes - [Course Changes 24-25](#)

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

This is an annual update to the board regarding changes to the course catalog for the upcoming school year.

24-25 High School and Middle School Course Changes

High School Course Changes - Department Name Change

<i>Department Name Changes and Additions</i>	<i>Type of Change to Department Name</i>
Business, Management, and Administration	*Changed from Business/Marketing Computers
Agriculture, Food, and Natural Resources	*Added Category
Arts, Communication, and Information Systems	*Changed from Graphic Arts
Human Services	*Changed from Hospitality and Tourism
Health Science Technology	*Added Category
Engineering, Manufacturing, and Technology	*Changed from Engineering and Industrial Technology
<i>*These changes are made to align to MN Career Fields, Clusters, & Pathways</i>	

High School Course Changes - Added Courses

<i>Course Name</i>	<i>Course Change</i>
Introduction to Aviation, Aerospace History, and Aerospace Engineering Design	Aerospace Careers Credit: .5 per semester Grade(s): 10-12
Parenting: Pregnant and Parenting Teens	General Elective Credit: .5 per semester Grade(s): 9-12
Unified Music	Music Credit: .5 per semester Grade(s): 9-12
Robotics 2	Engineering Credit: .5 per semester Grade(s): 10-12
Forensic Science	Emergency Response Credit: .5 per semester Grade(s): 11-12
Introduction to Law Enforcement and Community Relations	Emergency Response Credit: .5 per semester Grade(s): 10-12
Fire Science	Emergency Response Credit: .5 per semester Grade(s): 10-12
Introduction to Construction	Engineering, Manufacturing and Technology Credit: 1 per semester block course Grade(s): 9-12
Woodworking	Engineering, Manufacturing and Technology Credit: 1 per semester block course

	Grade(s): 9-12
Introduction to Baking	Human Services Credit: 1 per semester block course Grade(s): 10-12
Advanced Culinary	Human Services Credit: 1 per semester block course Grade(s): 10-12
Meal Prep and Packaging	Human Services Credit: 1 per semester block course Grade(s): 10-12
Earth and Space Science (This will replace Physical Science9/Earth Science 9)	Science Credit: .5 per semester Grade 9

High School Course Changes - Course Changes

<i>Course Name</i>	<i>Course Change</i>
Biology	Course description changed to align to state standards
Art Across Mediums	Course description updated
Ceramics and Sculpture 1	Course description updated
CITS Ceramics	Course description updated
Stained Glass, Metals & Fibers 1	Course description updated
Advanced Stained Glass, Metals & Fibers	Course description updated
Sports and Entertainment Marketing	Course description updated
Bus Management Leadership Coaching	Course description updated
Starting Your Own Business	Course description updated
Emergency Medical Response	Course description updated
(CITS) Intro to Nursing	Course description update and College in the Schools (CITS) Credit adjusted to match college credit and description
Construction Technology 1 Changed to Construction Trades 1	Course name change to reflect MN Career Fields, Clusters and Pathways
Construction Technology 2 Changed to Construction Trades 2	Course name change to reflect MN Career Fields, Clusters and Pathways
Robotics Changed to Robotics 1	Course name change
(CITS) Pathway2Teaching; Introduction to Socially Just Education changed to Pathway2Teaching: Introduction to Socially Just Education	Course changed - CITS only offered one semester
PAES Lab	Course description updated

High School Course Changes - Dropped Courses

<i>Course Name</i>	<i>Course Change</i>
Physical Science 9/Earth Science 9	Course changed to Earth Science
Level 1 Restaurant	Course Dropped to align to MN Career Fields, Clusters & Pathways
Level 2 Restaurant	Course Dropped to align to MN Career Fields, Clusters & Pathways
International Cuisine	Course Dropped to align to MN Career Fields, Clusters & Pathways

Middle School Course Changes

Middle School - Added Courses

<i>Course Name</i>	<i>Grade</i>	<i>Description</i>
Flex Time	6th Grade 7th Grade 8th Grade 6 Week	This class is a flexible time period during the school week that is used to support student needs. Students will be assigned by teachers to a 6-week intervention or enrichment opportunity.
Advisory	6th Grade 7th Grade 8th Grade 6 Week	Advisory is a class that focuses on social emotional learning, building community and supporting academic goals.
Skills for Success	6th Grade Semester	This course sets students up for future success by learning study skills, literacy skills, personal interests, and career exploration.
Media Arts 6	6th Grade Semester	Students will explore the worlds of animation, cartooning, and stop-motion animation using drawing, sculpture, object manipulation, and photography. Character development and storyline will pair with background and sound as students explore visual culture through a variety of Media Arts techniques.
Exploring Robotics and Coding	6th Grade 7th Grade Semester	This course provides an opportunity for students to explore Lego robotics, coding, and other engineering activities.
Exploring Outdoor Education	6th Grade 7th Grade Semester	Students will have the opportunity to participate in several outdoor activities. This course is designed for any student wanting to learn skills or better their skills needed to enjoy these activities. Outdoor education will also make you contemplate the balance of human interaction and the environment. Students must be prepared to enjoy the outdoors and dress appropriately.
Visual Arts 7	7th Grade Semester	Students will build on skills gained in Visual Arts 6 through the exploration of a variety of materials and techniques, such as drawing, painting, sculpture, graphic arts, fibers, and ceramics. Visual Arts 7 further builds upon visual literacy skills by engaging students in the meaning and use of images across cultures and times. Students will have the opportunity to demonstrate their developing skills with various materials, methods,

		and approaches in creating works of art and design.
Media Arts 7	7th Grade Semester	Students will build on skills learned in Media Arts 6 by further exploring the worlds of animation, cartooning, and stop-motion animation using drawing, sculpture, object manipulation, and photography. Character development and storyline will pair with background and sound as students explore visual culture through a variety of Media Arts techniques.
Communication Arts	7th Grade 8th Grade Semester	Students will engage in collaborative activities that allow for creative and individual expression of ideas through debate, speaking, storytelling, and dramatic dialogue. The course will also include opportunities for students to evaluate mass media, mediate, and problem solve with discussion while presenting ideas in diverse media and formats. This elective course provides students with a deeper exploration of the Listening, Speaking, Viewing and Exchanging Ideas standard within English-Language Arts.
Media Arts 8	8th Grade Semester	Students will generate and conceptualize artistic ideas and media arts through their own imagination, creative processes, and experimentation through stop motion animation, the moving image, cartooning, object manipulation and photography. Students will experiment with movie genres and use computer science applications to design.
Environmental Science 8	8th Grade Semester	This course is designed to introduce you to topics and concepts within environmental science. Topics will range from plant sciences, forestry, studying our lakes and streams, and creating urban gardens. This course will provide you the opportunity to study the aquatic environment within our many lakes and streams and explore how the changing climate has impacted the environment. Students must be prepared to enjoy the outdoors and dress appropriately.

Middle School - Courses Changed

<i>Course Name</i>	<i>Grade</i>	<i>Course Description</i>
M0011000 Art Grade 6 to Visual Art 6	6th Grade	Students will build skills in Visual Arts 6 through the exploration of a variety of materials and techniques, such as drawing, painting, sculpture, graphic arts, fibers, and ceramics. Visual Arts 6 builds visual literacy by engaging students in the meaning and use of art images across cultures and times. Students have the opportunity to analyze why and how people make art and its connections to other areas of learning and human experiences.
M021000 Computer to Computer Literacy	6th Grade	This course provides an in-depth and dynamic program that develops broad-based internet and computing skills. The purpose of the course is to provide students with the educational foundation to succeed in their middle and high school courses requiring the use of technology. This course will introduce students to computational thinking and problem solving, digital citizenship, coding, AI, animations, web design, and data analytics.
M062010 Pre-Engineering 7 to Industrial Technology 7	7th Grade	This course is designed to be an exploratory learning experience. Students will gain a wide variety of skills and knowledge dealing with industrial technology, manufacturing sciences, engineering/design process, technical drawing, 3D modeling, CAD design, 3D printing, wood production (design and fabrication), as well as technical science, math and reading). Students will design, plan and fabricate multiple projects while being introduced to many different aspects of industrial technology. Students will have the opportunity to work in groups as well as individually, to complete class required projects.
M011300 Cartooning & Animation to Visual Arts 8	8th Grade	Students will use Visual Arts concepts and tools while applying critical and creative thinking skills, develop a sense of personal style, explore their ideas, and create and complete artworks through practice and new methods. Students will explore techniques and develop skills in a variety of mediums, such as drawing, painting, graphic design, printmaking, fibers, sculpture, and ceramics.
M021301 Computer Topics Technology & Future to Computer Science 8	8th Grade	This course will expand on skills developed in 6th grade Computer Science, including a deeper exploration of AI, app development, animations, and gaming.
Family and Consumer Science to Family and Consumer Science 7	7th Grade (Required)	This course gives students the opportunity to develop individual skills as well as discover personal strengths when collaborating in groups. Lessons will explore healthy food choices, nutrition, basic food preparation, etiquette, introduction to financial literacy and budgeting. This course will further prepare students for the future and

		foster lasting life skills.
M034001 Family, Food, Diversity and Tolerance to Family Consumer Science 8	8th Grade Elective	This course will further develop skills and knowledge involving food preparation, culinary careers in food production and services, healthy meal planning, global food influences and skills needed for the workforce. This course will encourage students to explore how they can make a positive impact on themselves, their families and the community through individual growth, relationships and connections to the community outside of school.
M063011 Pre-Engineering-Design & Modeling to Industrial Technology 8	8th Grade	This course is designed to build on and advance what skills and knowledge students have learned in the 7th grade Industrial Technology course. Students will gain a more advanced understanding of skills and processes dealing with industrial technology, manufacturing sciences, engineering/design process, technical drawing, 3D modeling, CAD design, 3D printing, wood production (design and fabrication), as well as technical science, math and reading). Students will have an opportunity to design and fabricate more advanced projects than the previous 7th grade course.
M240001 German Level 1 to German Level 1A	7th Grade 8th Grade	German 1A is an introduction to the German language. Explore the language and start getting familiar with the German-speaking world! Upon completion of German 1A the student is eligible to take German 1B in middle school or German 1 in high school. (No High School Credit is available for this course.)
M240002 German Level 1 to German Level 1B	8th Grade	German 1B is a deeper introduction to the German language. Continue expanding your language skills and cultural awareness. Upon completion of German 1B the student is eligible to test into German 2 in the high school. (No High School Credit is available for this course.)
M241301 Spanish Level 1 to Spanish Level 1A	7th Grade 8th Grade	Spanish 1A is an introduction to the Spanish language. Explore the language and start getting familiar with the Spanish-speaking world! Upon completion of Spanish 1A the student is eligible to take Spanish 1B in middle school or Spanish 1 in high school. (No High School Credit is available for this course.)
M241302 Spanish Level 1 to Spanish Level 1B	8th Grade	Spanish Level 1B is a deeper introduction to the Spanish language. Continue expanding your language skills and cultural awareness. Upon completion of Spanish 1B the student is eligible to test into Spanish 2 in the high school. (No High School Credit is available for this course.)
M211501 Ojibwemowin Level 1 to Ojibwemowin Level 1A	7th Grade 8th Grade	Ojibwemowin Level 1A is an introduction to the Ojibwe language. Explore the language and start getting familiar with the Ojibwe-speaking world! Upon completion of Ojibwemowin 1A the student is eligible to take Ojibwemowin 1B in middle school or Ojibwemowin 1 in the high school. (No High School Credit is available for this course.)

M241502 Ojibwemowin Level 1 to Ojibwemowin Level 1B	8th Grade	Ojibwemowin 1B is a deeper introduction to the Ojibwe language. Continue expanding your language skills and cultural awareness. Upon completion of Ojibwemowin 1B the student is eligible to test into Ojibwemowin 2 in the high school. (No High School Credit is available for this course.)	12
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Middle School - Dropped Courses

<i>Name of Course</i>	<i>Grade</i>
M011400 Art Options	8th
M021402 Computer Applications	8th
M035001 Food, Science and Nutrition	8th
M064012 Pre-Engineering - Prototype Fabrication	8th
WIN	All Grades

www.ISD709.org

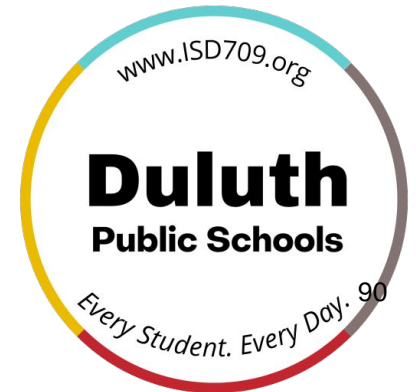
Duluth

Public Schools

Every Student. Every Day.

Mid-Year State of the District Progress Check

February 6, 2024



Topics

16

1. Mission, Vision and Values
2. Strategic Roadmap Efforts
3. School Board Action Plan
4. High-Level Action Card Overview
5. Overview of Progress Monitoring Plan
6. Progress Monitoring of Strategic Directions
7. Superintendent Goals
8. Questions

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Mission, Vision and Values¹⁷

OUR MISSION

Every student, every day will be empowered with learning opportunities for growth, creativity and curiosity, in preparation for their future in a global community.

OUR VISION

Duluth Public Schools provides an academically engaging, safe and inclusive environment with high expectations and responsible use of resources.

OUR CORE VALUES

Learning



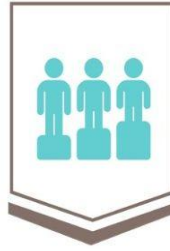
Developing a love of learning through life-long inquiry.

Excellence



Having high standards for all through accountability, integrity and authenticity.

Equity



Creating conditions of justice, fairness and inclusion so all students have access to the opportunities to learn and develop to their fullest potential.

Collaboration



Working in partnership with staff, families, students and community.

Belonging



Providing a welcoming and accessible environment where everyone feels safe, seen and heard.

Strategic Roadmap Efforts¹⁹

On August 3rd, the board provided provide input and recommendations regarding our [Progress Monitoring Calendar](#), which will measure our progress on our [3-Year Operational Plan](#) to implement our [Strategic Roadmap](#). To ensure strong leadership and focus on our efforts, the board has adopted a 3-Year Work Plan and has begun the development of a School Board Handbook.

Review and Refreshed School Board Action Plan

20

[School Board Action Plan](#)

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Action Card Overview

21

Supporting Every Student

Supporting Every Student - MTSS Academics

Teacher Clarity

Supporting Every Student - MTSS Social Emotional Behavioral

Advancing Equity

Advancing Equity - Educational Equity Framework Implementation

Improving Systems

Improving Systems - Capacity and Programming

Improving Systems - Business Services

Improving Systems - Recruitment and Onboarding

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2023-24 Progress Monitoring Calendar²²

- Supporting Every Student
- Advancing Equity
- Improving Systems

Supporting Every Student²

- Kindergarten Task Force Update and Summary of Test Results
- Middle School Model and Student Achievement Update (School Improvement Planning Process)
- MTSS SEB Updates
- World's Best Workforce
- Special Education Update
- CTE Career Pathways

Advancing Equity

24

- Tribal Consultation and Concurrence/Non-Concurrence Update
- Plan for 2023-24 Educational Equity Framework
- Instructional Leadership Academy
- World's Best Workforce
- Equity Committees Updates

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Improving Systems

25

- Recruiting and Retaining - Recruitment Videos/New Hire Orientation
- Staffing/Budget Meetings
- Facilities Capacity
- World's Best Workforce
- Retention - Employee Wellness
- Family Engagement

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2023-24 Superintendent Goals⁶

Standard 2. School District Finances

- Element 2.d. Bond and Levy Campaigns

Standard 3. Communication and Community Relationships

- Element 3.f. Visibility and Approachability

Standard 6. Teaching and Learning

- Element 6.b. School Improvement

Mid-Year Review Scheduled for March 11th

Questions

COW Agenda Cover Sheet

Meeting Date: Feb 6, 2024

Topic: Education Equity Advisory Committee & Subcommittees

Presenter(s): Nate Smith, Office of Education Equity Coordinator

Attachment (yes or no): Yes Education Equity Advisory Committee

Brief Summary of Presentation or Topic (no more than a few sentences): This presentation will provide a description of what the Education Equity Advisory Committee is and the subcommittees that exist within. There will also be information shared about what each subcommittee is working on this year.

Educational Equity Advisory Committee (EEAC)

February 6, 2024

Committee of the Whole



What is the Education Equity Advisory Committee?

- The Education Equity Advisory Committee (EEAC) is dedicated to fostering diversity among its participants, including various perspectives, communities and organizations. It's designed for active members who are committed to removing structural and institutional obstacles to educational opportunities for all students. The Education Equity Advisory Committee (EEAC) acknowledges historical barriers that have hindered learning and success based on factors like race, culture, income, and social conditions.



Background

- The revitalization of the Education Equity Advisory Committee (EEAC) began in December 2021 when around 30 passionate education equity partners collaborated to develop new bylaws for the School Board. These partners included the ISD 709 Superintendent, Assistant Superintendent, Coordinator of the Office of Education Equity, Duluth Community School Collaborative, educators, support staff, School Board members, parents, representatives from ISD 709 American Indian Parent Advisory Committee, the Department of American Indian Education, and the Gifted and Talented and Families in Transition programs, as well as local NAACP leaders, representatives from the Education Equity Alliance, UMD, LSC, and many others. Because of the connection, community alliance and passion several subcommittees were formed over the summer of 2022.



EEAC Subcommittees Mission & Vision

- The purpose of subcommittees shall be for the Duluth Public Schools to establish and use a Citizens Advisory Committee to provide recommendations and advice on matters of Education Equity to the ISD#709 School Board and district administrative personnel regarding planning, implementation, and/or evaluation of various district initiatives or plans in compliance with MN Statutes and Rules such as the Achievement and Integration Plan, the ESSA Northstar Plan and related policies, procedures, and goals.

These committees act on behalf of the Education Equity Advisory Committee, authorized under school board resolution 1070 and is responsible to ensure that the operations under the scope of the committee are aligned with the Mission, Vision, and Values of Educational Equity.



EEAC Meeting structure

The full EEAC group meets once a month, September-May

4:30-5:00 pm - Dinner & Networking/Relationship Building

5:00-6:00 pm - Subcommittee Work

6:00 pm - Virtual meeting room opens & full group meets

6:00-6:30 pm - Subcommittee updates

6:30-7:00 pm - District and Community updates

7:00 pm - Meeting adjourn



Current Subcommittees

- **Gender & Equity Taskforce**

- This committee met several times during the 2022-23 school year to work on development of the [Gender Inclusion Policy](#) that was passed and went into effect last year. Duluth Public Schools is the only district in the Northern part of Minnesota with such a policy.

- **Preschool & Early Childhood**

- This committee is currently working on how to increase parent and family engagement as pre-covid there was a higher level of involvement. Hoping to develop some focus groups, coffee & conversation and go to schools to create open forums to share. They would also like to get more information out to American Indian families coming in and how to support them - making sure they are aware of JOM funding and more.

- **Indigenous Education, History, Culture and Language Revitalization**

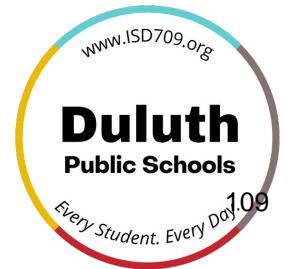
- Shared a presentation with the school board last spring
- A second Ojibwemowin Language teacher coordinator was added to the language program that is funded by ISD709. They are also looking to offer seminars to history and government classes focusing on the facts of Native American history and tribal governments and what they dealt with in the past and present.

- **Community Engagement**

- In transition. Was meeting monthly with district leadership to discuss district equity updates and gives a chance for subcommittee members to ask questions, seek clarity and give recommendations. They are actively seeking more diverse perspectives and representation.

- **Discipline Disparities**

- This group is hoping to give input for a regulation addendum to district policy 506 around discipline and adding specific language around restorative practices, advocacy representation within disciplinary processes and inclusive communication. They are also exploring the possibility of approaching bargaining units to craft language on equity within each contract.



Current Subcommittees

- **Recruitment & Retention**
 - This committee attends events such as Juneteenth and MLK in hopes of recruiting a more diverse staff to our district. They are also exploring other community events to table at. OEE is creating a district Affinity group for diverse identifying staff to network, build relationships and discuss district climate dynamics. Affinity groups will be under the umbrella of the EEAC Recruitment and Retention SC
- **Families in Transition**
 - The new FIT Coordinator will be working on redeveloping this committee with the intent to include all of the FIT Staff.
- **Hispanic Organization of Latin America (HOLA)**
 - In the 2022-23 school year, this committee hosted a multicultural night at Lowell to celebrate diversity of our community with over 800 people in attendance and plans to continue this tradition.
- **Elementary Education / Read Well by Grade 3**
 - This committee is working hard on engaging the district and groups in the community that are doing similar work. They look at data and see the decline in literacy at Duluth Public Schools within the African American and Native American students and would like to see more funding go towards literacy plans.
- **Denfeld Black Student Association**
 - This is a student ran committee that meets at Denfeld and attends EEAC meetings to share student voices and perspectives. They host many events at Denfeld that focus on the African American history and culture.



Developing Subcommittee

- Education Equity Taskforce and Monitoring Team
 - Convened first meeting in January
 - Working on the continued development of an Education Equity Framework
- Framework to include:
 - The districts definition of Education Equity
 - Implementation, use and monitoring of the TEA Tool
 - District alignment to MN 10 Commitments to Equity
 - Recruitment and Retention plan
 - Affinity Group structure and guidelines
 - Professional Development recommendations
 - Family and Community Engagement Framework
 - District support of EEAC, AIPAC and other district advisory teams
 - Consideration of existing policies, practices, and organizational culture to identify areas for improvement.
 - Develop and identify measurable goals, objectives and accountability measures to progress monitor implementation
 - Determine key milestones and timelines for implementing initiatives, and regularly review and adapt the plan as needed.



Charter Development

Many subcommittees have experienced large transitions with leaders and members. This is due to various reasons such as leaving positions, retirement, etc. Because of this a document will be created and used by each subcommittee to define and refine their mission, vision, purpose and goals even more clearly. This will also allow subcommittees to retain focus during leadership or membership turnover and serve as a high level guide for the work they will be doing.

Education Equity Advisory Committee Charter

2023-2024

Title	
Purpose	<p>The purpose of this committee shall be for the Duluth Public Schools to establish and use a Citizens Advisory Committee to provide recommendations and advice on matters of Education Equity to the ISD#709 School Board and district administrative personnel regarding planning, implementation, and/or evaluation of various district initiatives or plans in compliance with MN Statutes and Rules such as the Achievement and Integration Plan, the ESSA Northstar Plan and related policies, procedures, and goals.</p> <p>This committee acts on behalf of the Education Equity Advisory Committee, authorized under school board resolution 1070 and is responsible to ensure that the operations under the scope of the committee are aligned with the Mission, Vision, and Values of Educational Equity.</p>
Mission Statement	
Objectives	
Scope	
Membership	<p>Facilitator:</p> <p>Members:</p>

Roles & Responsibilities of Membership	<p>Term of Committee Membership: TBD</p> <p>Member Expectations</p> <ul style="list-style-type: none"> • Consistent attendance • Solution-focused participation
--	---

Commitment	<ul style="list-style-type: none"> • Commitment to follow through on assigned tasks
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Meeting Dates & Times	
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Record Keeping	<p>Facilitator:</p> <p>Members:</p>
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Authority	<p>This committee acts on behalf of the Education Equity Advisory Committee, authorized under school board resolution 1070 and is responsible to ensure that the operations under the scope of the committee are aligned with the Mission, Vision, and Values of Educational Equity.</p> <p>This committee has authority to gather information, network, make recommendations to School board and district leadership and act as an ambassador for the Education Equity Advisory Committee.</p>
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Questions and reflections?

nathan.smith@isd709.org

218-336-8714



COW Agenda Cover Sheet

Meeting Date: Feb. 6, 2024

Topic: Communications and Family Engagement

Presenter(s): Adelle Wellens and Shalon Monroe

Attachment (yes or no): Yes - Presentation & Draft Framework

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

An overview of communications and family engagement efforts at the district level. We will also be sharing our draft Family Engagement Framework with the board.

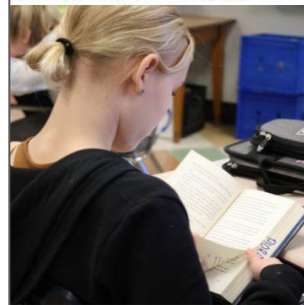
Family Engagement

Adelle Wellens, Communications Officer

Shalon Monroe, Community and Family Engagement Specialist

Communications Officer

- **Manages**
 - Websites
 - Social Media
 - Family Communication from District
 - Crisis Communication
 - Weekly Newsletter
 - ParentSquare
 - Advertising
 - Unity In Our Community
- **Graphic Design**
 - Handbook
 - Flyers
 - WBWF
 - Strategic Plan
- **Photography**



Family Engagement Specialist

- Met with all principals
- Spent time in all buildings
- Attended Family Freedom Center Thanksgiving Dinner
- Build deep connections with community members and students/families
- Once a week, all day visit to school
- Outside organizations visits
- Working on Reading Event for March 1
- Attending Family Nights
- Attended School Events



42



117

Steve O'Neil Apartment Community Resource Night

43

- Resources were brought to the families
- DAE, ECFE, Community Schools
- Lincoln Park, Denfeld, Myers-Wilkins staff members and principals attended
- Food provided
- Great Conversations
- “Best attended event by families at this building,” Chum Staff.
- “I met a parent of a student I’ve never met before,” Myers-Wilkins Staff member



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Methods of Family Engagement

44

- Social Media
- Newsletters
- ParentSquare
- Printed Material
- Community Meetings
- Face to Face Conversations
- Unity In Our Community
- Engaging and spending time at community outreaches like the Washington Center, Lincoln Park Boys and Girls Club, etc.

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Social Media January Report



Total Followers:

12,202

Growth:

966 (Jan. 2022)

Monthly Reach:

13,991



Total Followers:

1,576

Growth:

170 (Jan. 2022)

Monthly Reach:

194

Duluth Public Schools
Published by Adelle Wellens • January 18 at 8:31 AM

EVENT TODAY! 🎉
Taught by legendary coach, Dr. Dan Ninham (Oneida Nation). Warm refreshments provided. All ages and cultures welcome. No experience necessary. Dress in layers for very cold temperatures. Bring an outdoor chair and blankets if you wish to be seated. This is an alcohol, drug and non-ceremonial tobacco-free event.
Contact: jeanpaul.rennquist@isd709.org with any questions.

FINAL EXAM STUDY BREAK
Ojibwe Snow Snake

Date	Denfeld Snow Snake	2,477 REACHED
1/18/23		

Duluth Public Schools
Published by Adelle Wellens • January 16 at 10:43 AM

Congratulations to **Duluth East High School** senior Juniper Kelly-Swing for receiving the Tamar Kaplan Award at the 2024 State Debate Tournament Awards Ceremony! It is awarded annually to a student of the Minnesota Debate community for their outstanding achievements in scholarship, service, and leadership. She will receive a \$1,500 scholarship.

Date	East Debate Student	3,572 REACHED
1/16/23		

Newsletter January Report

46

Family Newsletter

Total Views:
15,608

Average Views:
3,902

ParentSquare Average Views:
6,985

Employee Newsletter

Total Views:
11,295

Average Views:
2,823



121

ParentSquare Early Stats

47

46.7%

of Staff Registered

19%

of Parents on App

Lowell

Top School User with
41% of Parents on App

ALC/AEO

First Adopter of the App



ParentSquare

122

Family Engagement Framework Draft

Family Engagement Definition

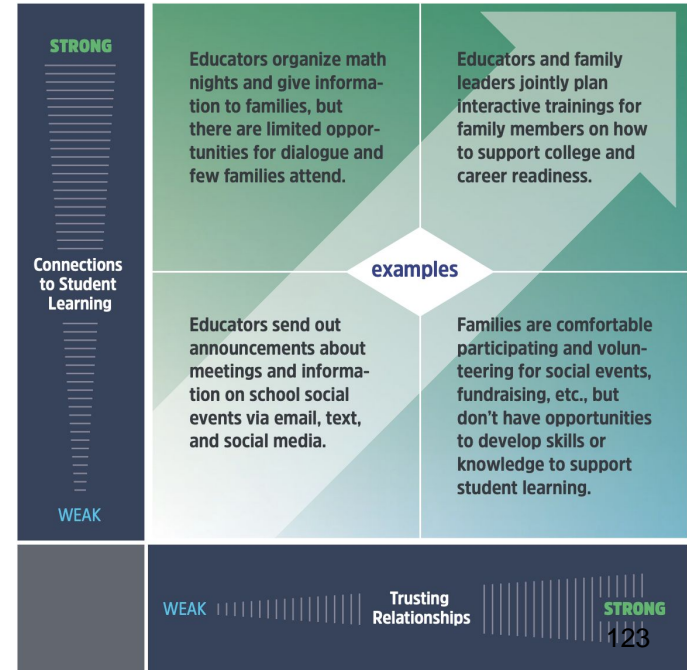
- A full, equal, and equitable partnership among families, educators, and community partners to promote children’s learning and development, from birth through college and career.

Vision

- Families are engaged in their child’s education and feel empowered to support learning at home through strong partnerships with schools. Our relationships with families are at the center of success for every child at school.

The Purpose

- The Family Engagement Framework is our commitment to working in partnership with families. It is the foundation for how we can develop quality family engagement strategies. Our commitment applies to the whole district and includes district, school-based, and support staff. It gives us a shared understanding of what effective family engagement practices look like. Through this understanding, we can build on our existing work and develop strategies that will allow us to achieve our vision.



Questions?

Duluth Public Schools Family Engagement Framework

Family Engagement Definition

- *A full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development, from birth through college and career.*

Vision

- *Families are engaged in their child's education and feel empowered to support learning at home through strong partnerships with schools. Our relationships with families are at the center of success for every child at school.*

Introduction

When schools engage with families in a meaningful way, research has shown that students do better. Family and Community Engagement is a process and a practice rooted in relational-trust which creates opportunities for equitable partnerships between families and school and district staff. These partnerships, from birth to graduation, nurture shared responsibility for students' academic and social success and honor the lived experiences, expertise and cultural knowledge of all stakeholders — students, teachers, staff, families and communities.

A long-term study of the Chicago Parent Centers found programs that provide child education and intensive resources for parent engagement at a younger age yielded greater and longer-lasting benefits. The longer parents took part in extensive family engagement, the more parents were involved at school, the more likely their children were to complete high school and were less likely to repeat a grade, be arrested or require special education. ([Everybody Wins! The Evidence for Family-School Partnerships and Implications for Practice Karen L. Mapp, Anne T. Henderson, Stephany Cuevas, Martha C. Franco, and Suzanna Ewert, 2022, Pg. 148](#))

At the secondary level, research has shown that parents are more likely to engage in education when they feel they are welcomed and desired to do so. It can be hard for parents of middle and high school students to know the best way to be engaged with their student's school and learning. A literature review found that higher rates of family engagement in high school benefit students by increasing academic achievement and graduation rates, and decreasing rates of anxiety, depression, and aggression. ([Engaging Families at the Secondary Level: An Underused Resource for Student Success Krista L. Jensen and Kathleen M. Minke, 2017](#))

At the secondary level it is best for parents to shift from helping students with homework to an advisor and coaching role, emphasizing the importance of education and goal-settings. The more educators keep parents informed about what their children are studying, how well they are doing, what is required for them to graduate and how to play for post-secondary education or career

readiness, the more effectively parents can guide their children. ([*Beating the Odds, How Thirteen NYC Schools Bring Low-Performing Ninth-Graders to Timely Graduation and College Enrollment, Carol Ascher and Cindy Maguire, 2007*](#)) Research shows that engaging families through high school is critical to students' staying in school, taking more challenging classes, graduating on time and being successful after graduation. It is crucial that family engagement doesn't end when students leave elementary school.

The Purpose

The Family Engagement Framework is our commitment to working in partnership with families. It is the foundation for how we can develop quality family engagement strategies. Our commitment applies to the whole district and includes district, school-based, and support staff. It gives us a shared understanding of what effective family engagement practices look like. Through this understanding, we can build on our existing work and develop strategies that will allow us to achieve our vision.

We all have a role to play

Role or Group	Responsibilities
District Leadership Teams	Provide evidence-based partnership planning to improve family engagement.
Principals	Lead whole-of-school approaches to quality family engagement. Ensure family involvement is a core part of governance and decision-making processes.
Educators	Create and maintain authentic and respectful relationships with families about their child's learning and wellbeing. Share ideas with families about how they can support their child's learning at home.
Families	Work with educators to help their child succeed at school. Find ways to bring school learning into the home. Encourage and support their child's learning.
Students	Talk with their parents/guardians about what they're learning at school. Explore how their learning connects to their family, community and life.

The Challenges

Educators and families within our district have noted challenges with engaging each other. According to the Duluth Leadership Team Self-Evaluation of MnMTSS Implementation (SEMI), we feel internally that we are failing at family engagement as a whole system. The SEMI has shown that educators have not been exposed to strong examples of family engagement and have received minimal training on strong family engagement. It is clear professional learning opportunities are needed to enhance the capacity of educators to build relational trust and engage with all families.

Educators gave feedback during our strategic planning process that they want the buildings to feel safe and welcoming to all families and to find a way to get their families more involved at the building level and at home with your student's education. Educators need professional development to help them break down barriers to serve families better. With better training, staff can reverse their deficit mindset and see a partnership with families as an essential practice to high achievement for all students.

During the strategic planning process we created family desired daily experiences based on feedback from families at all levels of the district. The process showed that families did not feel invited to contribute to their children's education and their voices were either disrespected, unheard or undervalued. Families want their children to feel safe at school, but the family climate survey shows parents feel their students don't feel safe at the secondary level. This contributes to having negative experiences with schools and educators. Our hope is that 100% of students feel safe at school from threats and bullying.

In Duluth, we have a large alumni population, who are now sending their students to the same school district as they attended. If a parent feels they were unfairly treated as a student, they may be more likely to come into the district with a deficit mindset about what to expect from school staff. As a district we need to work on building back relational trust with these families to help their students succeed.

Early Childhood and Elementary Family Engagement				
Core Values	Goal	Purpose	Measurable Outcome	Examples of Practices
Belonging	Provide a welcoming and accessible environment where everyone feels safe, seen and heard.	Every student has at least one adult in the school he, she or they can go to or count on.	The student response in the climate survey for “I like school” increases 3% each survey in each school.	
Collaboration	Welcome, involve and inform parents through clear and respectful communication. Families can expect a regular, two-way flow of information to help build respectful and trusting relationships with families.	No student will fall through the cracks	As of Feb. 1, 2024, 46.8% percent of staff members are registered on ParentSquare. By June 2025, we would like that number to increase to 80%.	<ul style="list-style-type: none"> • Sending Direct messages to parents in ParentSquare. • Posting class updates to parents in ParentSquare at least once a week • Creating Newsletters, either using Smore or ParentSquare templates
Equity	Students enjoy school and receive positive reinforcement.	To challenge biases that negatively impact family engagement.	The student responses on the climate survey for “I feel like I do well in school” and “Good behavior is noticed at my school” are both 90% at each school.	
Excellence	Staff and schools honor every family by acknowledging them as equal partners.	Families have a sense of belonging with the school community where they feel welcomed by school staff.	District Leadership Team scores “Family engagement is connected to learning and development, engages families as co-creators and honors families’ funds of knowledge” as a 2 on the DLT-SEMI.	
Learning	Parents/Guardians are given resources that help engage with their students at home with activities that support their children’s literacy.	Read at grade level.	Increase children literacy by 8 percent each year.	

Secondary Family Engagement				
Core Values	Goal	Purpose	Measurable Outcome	Examples of Practices
Belonging	Providing a welcoming and accessible environment where everyone feels safe, seen and heard.	Every student has at least one adult in the school he, she or they can go or count on.	The student response in the climate survey for “All students are treated fairly but adults at school” is 80% for each school.	
Collaboration	Families can expect a regular, two-way flow of information to help build respectful and trusting relationships with families.	No student will fall through the cracks	As of Feb. 1, 2024, 46.8% percent of staff members are registered on ParentSquare. By June 2025, we would like that number to increase to 80%.	<ul style="list-style-type: none"> • Sending Direct messages to parents in ParentSquare. • Posting class updates to parents in ParentSquare at least once a week • Creating Newsletters, either using Smore or ParentSquare templates
Equity	Every student is provided the opportunity to be successful and graduate on time.	To challenge biases that negatively impact student success.	The student response in the climate survey for “Teachers treat all students fairly” is 80% at each school.	
Excellence	Staff and schools honor every family by acknowledging them as equal partners.	Families are informed so they can more effectively guide their children successfully through middle and high school to graduation.	The four-year graduation rate of all student groups will increase to 90%. No student group will have a four-year graduation rate below 85%.	
Learning	Students and families know all available options post graduation.	Students are provided relevant and engaging academic learning experiences that support multiple pathways.	All students take more than 2 courses in one career field.	

Measure your family engagement plans

Use the rubric below to determine the strength of your stakeholder engagement and communications plan listing in your school improvement plan.

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Researching and Understanding Parent/Family Needs, Expectations, opinions, Attitude, Knowledge Levels		
<p><input type="checkbox"/> Limited opportunities for parents/families to provide input; largely passive, leaving responsibility on parents to initiate, e.g.: online comment opportunities or suggestion boxes; complaint guidelines; calls or emails.</p> <p><input type="checkbox"/> Understanding and assessing parent/family needs, expectations, opinions, attitudes and knowledge levels limited to anecdotal input.</p> <p><input type="checkbox"/> Sporadic and random parent/family surveys assessing parent/family needs, expectations, opinions, attitudes and knowledge levels; largely reactive when issues surface.</p>	<p><input type="checkbox"/> Series of formal and informal assessments to listen and gain insights into parent/family needs, expectations, opinions, attitudes and knowledge levels, e.g.:</p> <ul style="list-style-type: none"> ● Written and electronic surveys ● Focus groups ● Representation on key district and school committees, advisory councils, task forces ● Forums, town hall meetings, parent conferences, etc. ● Opportunities for small-group interaction with parents/families such as coffee with the superintendent, grade-level parent meetings with the principal, etc. ● Designated times at school board and faculty/staff meetings ● Access to communications director, principal, supervisor(s) and senior leaders ● One-to-one interactions, open door policy ● Written and online avenues including forums, social media, etc. ● Feedback through PTA/PTO and other organized parent/family groups ● Exit interviews with parents/families transferring students out of district ● Exit polls following bond/finance referenda <p><input type="checkbox"/> Parents/families informed of opportunities to provide input during new family orientation and/or registration process</p> <p><input type="checkbox"/> Annual parent/family survey assessing communication effectiveness</p>	<p><input type="checkbox"/> Integration of research and assessments of parent/family needs, expectations, opinions, attitudes and knowledge levels into parent/ family communications plan; findings systematically analyzed to improve parent/family communications</p> <p><input type="checkbox"/> Comprehensive system of formal and informal listening posts and assessments for parents/families at all locations throughout district</p> <p><input type="checkbox"/> Listening mechanisms and assessments differentiated for parent/family segments as needed, e.g.: language, access to technology, schedules, etc.</p> <p><input type="checkbox"/> Assessments span life of relationship with parent/families from entry-level of students in preschool/kindergarten through graduation/alumnus status</p> <p><input type="checkbox"/> School board members, administrators, principals, department chairs, managers and teachers trained in critical listening</p> <p><input type="checkbox"/> Systematic approach for responding to and integrating parent/family input</p> <p><input type="checkbox"/> Assessment findings systematically shared and analyzed by district and building-level leaders to inform and improve services to students and families</p> <p><input type="checkbox"/> Resources are made available to parents as a result of research and assessments. (For example: parent training, access to computers; web-based resources, etc.)</p>

Some tracking on effectiveness of assessments

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity		
<ul style="list-style-type: none"> <input type="checkbox"/> Communication strategies largely one-size-fits-all with little or no differentiation for varied segments of parents/families. <input type="checkbox"/> Communications limited to more traditional media, e.g., memos, print/electronic newsletters, announcements at meetings, news releases, websites, emails, etc. <input type="checkbox"/> Communications are random and inconsistent across schools and classrooms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Series of communication strategies to address varied parent/family segments, e.g.: <ul style="list-style-type: none"> • Written correspondence including memos, printed newsletters, letters, fliers, brochures, etc. • Electronic correspondence including email, e-newsletters, websites, etc. • Automated messaging including voice and text messaging • Face-to-face and interpersonal correspondence including meetings, presentations, forums, office hours, etc. • Social media including Facebook, Twitter, blogs, forums, chats, etc. • Articulated policy on minimal reply timelines for electronic and voice messaging <input type="checkbox"/> Some accommodations for parent/family segments, e.g.: school/grade levels, geographic location. <input type="checkbox"/> Some accommodations for language and cultural diversity; Programs to build cultural Awareness. <input type="checkbox"/> Some accommodations for varied family structures. <input type="checkbox"/> Some tracking of effectiveness of communications for diverse audiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communications tailored for key parent/family segments based on assessments of parent/family needs, expectations, opinions, attitudes and knowledge levels. <input type="checkbox"/> Communications tailored for key parent/family segments based on assessed preferences for media, messaging and scheduling. <input type="checkbox"/> Accommodations for language and cultural diversity for all parent/family segments represented in district; e.g. translators. <input type="checkbox"/> Sharing of best practices for diverse parent/family communications internally and benchmarking the same externally to drive improvement. <input type="checkbox"/> Ongoing feedback and evaluation of effectiveness of communication with diverse audiences.

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Communicating with Parents/Families on Student Progress/Success		
<ul style="list-style-type: none"> <input type="checkbox"/> Report cards and progress reports that meet minimum state requirements <input type="checkbox"/> Little or no proactive outreach from teachers to parents/families <input type="checkbox"/> Parental/familial access to teachers limited, e.g.: bi-annual or annual parent-teacher conferences; teacher email addresses and voicemail extensions not easily available; delayed teacher response time to parent/family email and voicemail <input type="checkbox"/> Little or no involvement from parents/families on preferred teacher communications 	<ul style="list-style-type: none"> <input type="checkbox"/> In addition to meeting minimum state requirements for report cards and progress reports, series of approaches to further inform parents/families, e.g.: <ul style="list-style-type: none"> • Online grade book portal • Online parent/teacher log • Parent/family visitation days to classrooms • Ongoing access or regularly scheduled opportunities for parents/families to meet with teachers • Focused parent/family involvement program for students at risk • Homework hotlines available online or by phone <input type="checkbox"/> Teacher response time to email and voicemail varies with individual teacher practice <input type="checkbox"/> Expectations of updating online grade book with assignments and grades left to individual teachers and building <input type="checkbox"/> Some involvement from parents/families on preferred teacher communications <input type="checkbox"/> Some professional development in parent/family communications strategies for teachers and building-level staff <input type="checkbox"/> Some parent/family communications resources provided to teachers and building-level staff <input type="checkbox"/> Some tracking of effectiveness of communications student progress 	<ul style="list-style-type: none"> <input type="checkbox"/> Systematic approach to keeping parents/families informed of student progress in school based on researched parent/family preferences <input type="checkbox"/> Ongoing involvement from parents/families on preferred teacher communications, e.g.: calendar of regular inputs and evaluations of teacher communications <input type="checkbox"/> District/school policy re: minimum response time for teacher email and voicemail supported by adequate technology and resources <input type="checkbox"/> District/school policy for updating online grade book with assignments and grades across all schools/teachers <input type="checkbox"/> Comprehensive, integrated and aligned plan for communication with all parents/families on student progress/success <input type="checkbox"/> Comprehensive and ongoing professional development in parent/family communications strategies for teachers and building-level staff <input type="checkbox"/> Comprehensive and ongoing development and provision of parent/family communications resources to teachers and building-level staff <input type="checkbox"/> Sharing of best practices of parent/family communications of student progress internally and benchmarking the same externally to drive improvement <input type="checkbox"/> Ongoing feedback and evaluation of parent/family communications of student progress to improve parent/family engagement and foster student success

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Communicating Academic Programs and Expectations with Parents/Families		
<ul style="list-style-type: none"> <input type="checkbox"/> Minimal proactive outreach on academic programs and expectations largely limited to annual listings with little or unclear detail <input type="checkbox"/> Specifics regarding academic programs and expectations largely articulated on reactive basis only with onus on parents/families for inquiry <input type="checkbox"/> Inconsistent and random communications regarding academic programs and expectations with parents/families 	<ul style="list-style-type: none"> <input type="checkbox"/> Series of approaches to outline academic programs and expectations with parents/families, e.g.: <ul style="list-style-type: none"> • Details by class/teacher outlined at the beginning of each school year during Back-to-School/Meet-the-Teacher events • Printed and online access to class requirements (classroom/teacher web pages), grading structures, homework assignments, project schedules, etc., by class/teacher • Ongoing opportunity for clarification and information from teacher via email/voicemail/face-to-face • Presentations/meetings with principals, teachers and curricular staff to educate and inform parents/families on academic expectations, new curricula, etc. • Announcements and coverage of new programs or program changes through local news media • Reinforcement of academic expectations through coverage of student success in local news media <input type="checkbox"/> Communications vary by building based on principal practice <input type="checkbox"/> Some professional development in parent/family communications strategies for teachers and building level staff <input type="checkbox"/> Some parent/family communications resources provided to teachers and building-level staff <input type="checkbox"/> Some tracking of effectiveness of communications on academic programs and expectations 	<ul style="list-style-type: none"> <input type="checkbox"/> Systematic approach to keeping parents/families informed of academic programs and expectations based on researched parent/family preferences <input type="checkbox"/> Ongoing involvement from parents/families on preferred communications about academic programs and expectations <input type="checkbox"/> District/school policy re: minimum academic program and expectations communications including schedule and media supported by adequate technology and resources <input type="checkbox"/> Comprehensive, integrated and aligned plan for communication with all parents/families on academic programs and expectations <input type="checkbox"/> Comprehensive and ongoing professional development in parent/family communications strategies for teachers and building-level staff <input type="checkbox"/> Comprehensive and ongoing development and provision of parent/family communications resources to teachers and building-level staff <input type="checkbox"/> Sharing of best practices of communications about academic programs and expectations internally and benchmarking the same externally to drive improvement <input type="checkbox"/> Ongoing feedback and evaluation of communications about academic programs and expectations to improve parent/family engagement and foster student success

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Supporting Parent-Teacher and Parent-Building Communications		
<ul style="list-style-type: none"> <input type="checkbox"/> Minimal proactive support to building-level administrators and teachers on effective communications with parents/families largely limited to responding to requests for assistance and materials <input type="checkbox"/> Inconsistent and random support for parent-teacher and parent-building communications 	<ul style="list-style-type: none"> <input type="checkbox"/> Series of approaches to support effective parent/family-teacher and parent/family-building communications, e.g.: <ul style="list-style-type: none"> • Prepared memo, letter, newsletter and other printed correspondence templates for principals and teachers to support effective parent communications and facilitate consistency in messaging • Prepared electronic text and templates for principals and teachers to support effective parent communications and facilitate consistency in messaging • Prepared talking points and presentations for principals and teachers to use in parent presentations and meetings • Prepared talking points for principals and teachers to use regarding building/classroom issues and incidents <input type="checkbox"/> Some professional development for principals and teachers on effective parent/family communication strategies <input type="checkbox"/> Some tracking of parent-teacher and parent-building communications effectiveness 	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive parent/family communication plans for each building based on researched preferences of parents/families <input type="checkbox"/> Ongoing involvement from parents/families on preferred communications from the school building and the classroom teacher <input type="checkbox"/> District/school policy about parent-teacher and parent-building communications that is supported by adequate technology and resources <input type="checkbox"/> Comprehensive and ongoing professional development for principals and teachers on effective parent/family communication strategies <input type="checkbox"/> Comprehensive and ongoing development and provision of resources to support effective parent-teacher and parent-building communications <input type="checkbox"/> Sharing of best practices in parent-teacher and parent-building communications internally and benchmarking the same externally to drive improvement <input type="checkbox"/> Ongoing feedback and evaluation of parent-teacher and parent-building communications to improve parent/family engagement and foster student success

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Fostering Parent/Family Involvement and Engagement to Support Student Learning		
<ul style="list-style-type: none"> <input type="checkbox"/> Minimal proactive support for parent/family involvement and engagement to support student's learning with onus left largely to parents/families to initiate and navigate <input type="checkbox"/> Limited opportunities for parent/family engagement to support student learning with most at early stages of involvement and less opportunity for engagement <input type="checkbox"/> Random approaches to fostering parent/family involvement and engagement 	<ul style="list-style-type: none"> <input type="checkbox"/> Series of approaches to cultivate an inviting environment that fosters parent/family engagement to support student learning, e.g.: <ul style="list-style-type: none"> • Printed and online articulation of parent/ family and school expectations and how parents/families can become involved and collaborate with district and school personnel to consistently support student learning • Printed and online resources about curriculum, instructional strategies, student expectations, etc. to strengthen parent/family understanding and capacity to support student success • Online access to current and future homework and classroom assignments to engage parent/family support in on-time and satisfactory completion by students • Communications between school personnel and parents/families on student's progress and how parents/families can advocate for and support learning at home and in the classroom to ensure achievement • Programs to increase parent/family understanding and skills in support of student learning, e.g. family resource center, workshops and seminars on parenting skills, student learning styles, time management, etc. • Scheduled events and opportunities for parents/families to visit school and classroom and gain insight into teaching and learning processes, e.g., Open Houses, Back-to-School/Meet-the-Teacher Nights, Visitation Days, Family Reading/Math/Science Nights at school • Opportunities for parents/families to provide input into and collaborate with teachers and school staff about student's progress • Opportunities for parents/families to advocate on behalf of district/school to better support delivery of programs and services • Teacher/home visit program to improve trust and relationships between teachers and parents/families • Programs for heightened parent/family involvement for at-risk students 	<ul style="list-style-type: none"> <input type="checkbox"/> Regular and ongoing input from parents/families on preferred opportunities to be engaged with the district and school in support of student learning <input type="checkbox"/> District/school policy and plans about parent/family engagement in student learning that are supported by adequate technology and resources <input type="checkbox"/> Comprehensive, integrated and aligned plan for engaging all parents/families to support student learning <input type="checkbox"/> Professional development programs for faculty and staff on effective parent/family engagement strategies in support of student learning <input type="checkbox"/> Comprehensive and ongoing development and provision of resources to support parent/family engagement in student learning <input type="checkbox"/> Sharing of best practices in parent/family engagement internally and benchmarking the same externally to drive improvement <input type="checkbox"/> Ongoing feedback and evaluation of parent/family engagement in student learning to foster student success

	<ul style="list-style-type: none"> ● Parent liaison program to facilitate parent/family communication and involvement <input type="checkbox"/> Some tracking of parent/family engagement effectiveness 	61
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Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Fostering Problem Solving and Resolving Complaints		
<ul style="list-style-type: none"> <input type="checkbox"/> Minimal proactive communication with parents/families regarding how and where to direct complaints with onus left largely to parents/families to navigate <input type="checkbox"/> Problem-solving and complaint-resolution inconsistent across district and buildings, and varies with individual handling issue <input type="checkbox"/> Little or no support provided to faculty and staff on effective customer service strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> Series of approaches to foster problem solving and resolve complaints, e.g.: <ul style="list-style-type: none"> ● Articulation of where and how parents/families should direct concerns and complaints ● Articulation of successive channels for problems and complaints not resolved ● Some involvement of parents/families in development of problem solving and complaint resolution approaches ● Some tracking of complaints to determine key causes and support corrective actions to improve service ● Some follow-up with parents/families following complaint resolution to track and ensure satisfaction <input type="checkbox"/> Some professional development for faculty and staff on effective customer service strategies, problem solving and complaint resolution <input type="checkbox"/> Some evaluation of problem solving and complaint resolution effectiveness 	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive complaint resolution and problem-solving processes standardized across district and each building based on researched preferences of parents/families <input type="checkbox"/> Ongoing involvement from parents/families on preferred problem solving and complaint resolution processes <input type="checkbox"/> District/school policy about problem solving and complaint resolution supported by adequate technology and resources <input type="checkbox"/> Comprehensive and ongoing professional development for faculty and staff on effective customer service strategies, problem solving and complaint resolution <input type="checkbox"/> Comprehensive and ongoing development and provision of resources to support effective customer service strategies, problem solving and complaint resolution <input type="checkbox"/> Ongoing feedback and evaluation of customer service strategies, problem solving and complaint resolution to improve parent/family engagement and foster student success

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Evaluating Communication Effectiveness to Inform Strategy		
<ul style="list-style-type: none"> <input type="checkbox"/> Minimal approaches for evaluating communication effectiveness largely reactive in response to problems/issues <input type="checkbox"/> Reliance on anecdotal examples or limited sampling, e.g., talking only to friends or those you know, specific constituent group 	<ul style="list-style-type: none"> <input type="checkbox"/> Series of approaches to evaluate communication effectiveness to inform strategy, e.g.: <ul style="list-style-type: none"> • Annual or periodic surveys of parents/families on communication effectiveness • Focus groups with parents/families on communication effectiveness and opportunities for improvement • Online forums and suggestion boxes for parents/families to provide input regarding communication effectiveness • Involvement of parents/families on task forces and advisory committees where focus is on communication • Monitoring and tracking of parent/family complaints and concerns regarding communication • Exit interviews with parents/families departing from district on communication effectiveness • Exit polls on finance and bond referenda on communication sources and effectiveness • Periodic communications audits performed by external evaluators 	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive plan for regular and ongoing evaluation of communication effectiveness <input type="checkbox"/> Regular review and analysis of communication evaluation results to inform changes and improvements in communication plan and strategies <input type="checkbox"/> Tracking of communication effectiveness results with improvement targets and timelines <input type="checkbox"/> Regular communication audits performed by external evaluators <input type="checkbox"/> Benchmarking with best-in-class performers on parent/family communication effectiveness to improve results

**RATE YOUR...
PARENT/FAMILY COMMUNICATIONS**

1. Enter your “my points” score for each program component in the chart at right. As a reminder, each individual component should get either 1 point (emerging), 2 points (established) or 3 points (exemplary) based on where the majority of your checked boxes fell in the previous charts.
2. Total your points for all program components.
3. Compare your total points to the “overall rating” score range below to assess the current status of your school district’s communication program in this critical function area.

Overall Rating in Critical Function Area

Emerging = 0 - 10 total points
 Established = 11 - 19 total points
 Exemplary = 20 - 24 total points

Rubric Component

**Points
(1, 2 or 3)**

Researching and Understanding Parent/Family Needs, Expectations, Opinions, Attitudes, Knowledge Levels	
Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity	
Communicating with Parents/Families on Student Progress/Success	
Communicating Academic Programs and Expectations with Parents/Families	
Supporting Parent-Teacher and Parent-Building Communications	
Fostering Parent/Family Involvement and Engagement to Support Student Learning	
Fostering Problem-Solving and Resolving Complaints	
Evaluating Communication Effectiveness to Inform Strategy	
MAX POINTS OF 24	

HR / Business Services Committee

Duluth Public Schools, ISD 709

Agenda

Tuesday, February 13, 2024

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

4:30 PM

1. <u>Guest Presentations for this Meeting</u>	
2. <u>Department Reports</u>	
A. Human Resources	
1) HR Monthly Department Summary Report	2
B. Business Services	
1) Enrollment Report	4
2) Child Nutrition Department Report	7
3) Facilities Department Report	8
4) Technology Department Report	10
5) Transportation Department Report	12
3. <u>Recommended Resolutions</u>	
A. B-2-24-4015 - Acceptance of Donations to Duluth Public Schools	13
4. <u>Consent Agenda</u>	
A. HR Staffing Report	16
1) Job Description - Systems Administrator/Database Programming Specialist	18
B. Finances	
1) Financial Report	21
2) Fundraisers	22
C. Bids, RFPs, and Quotes	
1) RFP #319 Electrical Engineering Services	23
D. Contracts, Change Orders and Leases	
1) Lowell Elementary School Building Envelope and Cafeteria Expansion Project	24
5. <u>Miscellaneous Informational Items (no action required)</u>	
A. Pay Equity Report	38
B. Expenditure Contracts	40
C. No Cost Contracts	154
D. Revenue Contracts - None	
E. Grant Applications	167

**Human Resources Report Summary
February 2024 Activities**

Staffing Updates:

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

	Certified	Non-Certified
# New Hires	9	27
# Retirements	10	2
# Resignations	1	7
# Leave of Absences	7	2

HR Department Updates:

The Human Resources team has collectively started a HR Newsletter, with the first addition being sent to all employees on January 31, 2024. Topics included were Making Your New Year’s Resolutions Work for You, Employee Assistance Program information, Employee Referral Program, Worksite Injury Reporting, Information on W-2’s and 1095-C forms, and a Reminder from Payroll on submitting Time Off.

Human Resources attended the Hermantown Chamber of Commerce Job Fair on February 8, 2024. This fair was well attended and allowed us to focus primarily on hiring non-teaching positions. On April 1, our team will attend a teacher focused job fair being held at the Shakopee School District. This event replaces the Job Fair usually held by the Universities and College of Minnesota. We are also signed up to attend Career and Job Fairs being held by the Denfeld and East Career Centers. The Denfeld Fair is being held on April 3, and the East Fair is scheduled for April 10. This will be a great opportunity for us to share with students all the careers available at Duluth Public Schools and also recruit students who could be employees this summer.

The team has been busy working on statutory processes and gathering data for required reporting such as preparing W-2s, 1095s, Pay Equity, Civil Rights Data Collection, and Affordable Care Act.

Benefits Updates:

The Benefits Department hosted a Retirement Session for our future retirees on January 17th. In addition, TRA came to the DSC on January 30th for local TRA members to learn about their pensions and retirement benefits. The Calm Challenge that ran throughout January came to an end and a winner was randomly selected from eligible participants that completed the requirements. That employee won a Gravity weighted blanket, a personal Ninja Blender, and a desk sun lamp. The department is working on the annual ACA report, which will have all benefit eligible employees 1095-C documents available to them by February 29th.

Hiring Updates:**Certified:**

Teachers, Elementary (1)
 Teachers, High School (1)
 Teachers, Special Education (1)

Non-Certified:

Child Nutrition (3)
 Clerical (2)
 Playground/Cafeteria Monitor (6)

Transportation
Bus Helper (6)
Bus Driver (3)
Van Driver (1)

Paraprofessionals

Duluth Preschool Paraprofessional (1)
Early Childhood Sp. Ed. Paraprofessional (3)
Licensed Sign Language Interpreter (3)
Sign Language Facilitator (1)
Sp. Ed. Building Wide Paraprofessional (4)
Sp. Ed. Program Paraprofessional (1)
Sp. Ed Student Specific Setting III Paraprofessional (3)
Sp. Ed RN or LPN Paraprofessional (1)
Tech Tutor (1)

Maintenance

Custodian I (3)
Floating Custodian (3)
Master Electrician (1)
Second Shift Engineer II(4)
Second Shift Engineer II (1)

Contract Negotiations:

After additional negotiations, we have a tentative agreement again with our Integration Specialists (ISpec). We are hopeful that the final contract will be sent for Board approval later this month. We have a potential tentative agreement with the Duluth Federation of Teachers with final language specifics being worked on. We believe that the contract will go for vote in mid-March. We are still active in negotiations with the Education Directors Association. The Clerical Unit is still waiting for Teachers to settle before negotiating and we are hopeful to get this group started in early April. The District-Wide Instructional Administrators Association has not yet requested to negotiate and we have talked briefly with the National Conference of Firemen and Oilers about starting negotiations late spring (for a July 1, 2024 contract expiration).

2023-2024	Total	Total	K	1	2	3	4	5	6	7	8	9	10	11	12
School	Enroll	Gr 1-5													
Congdon Park 435	479.00	399.00	80.00	67.00	66.00	86.00	92.00	88.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Homecroft 475	434.00	368.00	66.00	74.00	74.00	73.00	78.00	69.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lakewood 500	246.00	211.00	35.00	42.00	46.00	48.00	38.00	37.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lester Park 510	525.00	442.00	83.00	103.00	76.00	81.00	86.00	96.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lowell 520	299.50	247.50	52.00	51.50	54.00	45.00	53.00	44.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lowell Sp Immersion	332.00	275.00	57.00	63.00	60.00	52.00	47.00	53.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MacArthur 525	288.00	240.00	48.00	45.00	55.00	45.00	44.00	51.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Myers Wilkins 540	323.00	269.00	54.00	51.00	55.00	57.00	51.00	55.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Piedmont 550	390.00	314.00	76.00	73.00	61.00	65.00	53.00	62.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stowe 565	219.00	180.00	39.00	42.00	33.00	39.00	35.00	31.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lincoln Middle 225	625.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	240.00	184.00	201.15	0.00	0.00	0.00	0.00
Ordean East Middle 335	1101.63	0.00	0.00	0.00	0.00	0.00	0.00	0.00	371.60	344.60	385.43	0.00	0.00	0.00	0.00
AE Online 650	192.35	0.00	681 students 47 Open Enrolled, 62 FT Residents, 572 PT Residents average enrollment 0.28 or less than 2 classes						1.20	0.60	0.75	28.98	48.95	60.25	51.62
Denfeld 215	916.25	0.00							0.00	0.00	0.00	248.30	270.55	191.95	205.45
East 220	1410.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	378.00	359.70	340.30	332.15
Merritt Creek Academy 81	84.45	33.00	8.00	3.00	4.00	9.00	7.00	10.00	10.00	4.00	10.60	7.00	8.85	2.00	1.00
ALC 611	72.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	14.00	35.00	23.70
Chester Creek Academy 575	31.00	20.00	0.00	2.00	3.00	6.00	7.00	2.00	2.00	3.00	2.00	2.00	1.00	0.00	1.00
Rock Ridge Academy 580	44.70	13.00	2.00	6.00	1.00	2.00	1.00	3.00	3.80	3.40	7.00	5.80	8.00	1.70	0.00
Arrowhead Academy 605	19.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00	0.00	4.00	4.00	4.00	5.00
Bethany Crisis Shelter 615	2.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00
Hospitals 630	19.00	4.00	0.00	0.00	0.00	2.00	0.00	2.00	1.00	6.00	1.00	2.00	3.00	1.00	1.00
The Bridge 950	14.85	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	14.85
Total:	8068.73	3017.50	600.00	622.50	588.00	610.00	592.00	605.00	629.60	546.60	607.93	676.08	718.05	637.20	635.77

2023-2024
Month to Month Enrollment Changes by School

Month to Month	EOY	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Current	MtoM	YTD	FROM
2023-2024	22-23	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Month Dif	Net		Current Month-EOY
Congdon Park 435	458.00	473.00	471.00	477.00	480.00	474.00	479.00	0.00	0.00	0.00	0.00	5.00		6.00	21.00
Homecroft 475	404.00	435.00	435.00	435.00	434.00	434.00	434.00	0.00	0.00	0.00	0.00	0.00		-1.00	30.00
Lakewood 500	253.00	247.00	246.00	246.00	248.00	248.00	246.00	0.00	0.00	0.00	0.00	-2.00		-1.00	-7.00
Lester Park 510	577.00	529.00	527.33	524.00	522.00	523.00	525.00	0.00	0.00	0.00	0.00	2.00		-4.00	-52.00
Lowell 520	274.00	304.00	305.00	303.00	300.00	300.50	299.50	0.00	0.00	0.00	0.00	-1.00		-4.50	25.50
Lowell Immersion 521	322.00	343.00	342.00	340.00	336.00	334.00	332.00	0.00	0.00	0.00	0.00	-2.00		-11.00	10.00
MacArthur 525	291.00	290.00	290.00	290.00	286.00	288.00	288.00	0.00	0.00	0.00	0.00	0.00		-2.00	-3.00
Myers Wilkins 540	315.83	319.00	320.66	322.00	326.33	327.00	323.00	0.00	0.00	0.00	0.00	-4.00		4.00	7.17
Piedmont 550	409.00	396.00	397.00	396.00	394.00	393.00	390.00	0.00	0.00	0.00	0.00	-3.00		-6.00	-19.00
Stowe 565	232.00	226.00	225.00	222.00	223.00	222.00	219.00	0.00	0.00	0.00	0.00	-3.00	-8.00	-7.00	-13.00
Lincoln Middle 225	592.55	630.00	627.40	633.00	626.73	630.15	625.15	0.00	0.00	0.00	0.00	-5.00		-4.85	32.60
Ordean East Middle 335	1058.83	1101.60	1094.65	1110.40	1110.85	1107.85	1101.63	0.00	0.00	0.00	0.00	-6.22	-11.22	0.03	42.80
AE Online 650	164.51	94.25	124.68	125.78	139.04	136.49	192.35	0.00	0.00	0.00	0.00	55.86		98.10	27.84
Denfeld 215	888.35	968.20	951.20	972.80	952.15	944.45	916.25	0.00	0.00	0.00	0.00	-28.20		-51.95	27.90
East 220	1389.25	1567.00	1484.18	1469.00	1456.30	1453.90	1410.15	0.00	0.00	0.00	0.00	-43.75	-16.09	-156.85	20.90
Merritt Creek Academy 81	83.78	85.00	82.62	86.75	80.78	77.60	84.45	0.00	0.00	0.00	0.00	6.85		-0.55	0.67
ALC Seat Based 611	86.70	96.00	82.55	78.55	73.55	67.15	72.70	0.00	0.00	0.00	0.00	5.55		-23.30	-14.00
Chester Creek Academy 575	47.33	32.00	32.00	30.00	29.00	29.00	31.00	0.00	0.00	0.00	0.00	2.00		-1.00	-16.33
WHA RRA 580	27.45	49.00	51.00	48.70	45.00	43.75	44.70	0.00	0.00	0.00	0.00	0.95		-4.30	17.25
Arrowhead Academy 605	21.00	14.00	15.00	15.00	15.00	17.00	19.00	0.00	0.00	0.00	0.00	2.00		5.00	-2.00
Bethany Crisis Shelter 615	0.25	0.25	0.25	0.25	0.00	0.00	2.00	0.00	0.00	0.00	0.00	2.00		1.75	1.75
Hospitals 630	23.00	10.00	14.00	16.00	22.00	9.00	19.00	0.00	0.00	0.00	0.00	10.00		9.00	-4.00
The Bridge 950	10.00	18.00	17.85	17.85	18.00	18.00	14.85	0.00	0.00	0.00	0.00	-3.15	26.20	-3.15	4.85
Total:	7928.83	8227.30	8136.37	8159.08	8117.73	8077.84	8068.73	0.00	0.00	0.00	0.00	-9.11	-9.11	-158.57	139.90
Change		298.47	-90.93	22.71	-41.35	-39.89	-9.11	-8068.73	0.00	0.00	0.00				

2023-2024
Month to Month Enrollment Changes by Grade

Month to Month	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Current	MtoM	YTD	Current
2023-2024	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Month Dif	Net		Avg
EC	170.00	173.00	213.00	328.00	335.00	353.00	0.00	0.00	0.00	0.00	18.00		183.00	262.00
PK	0.00	32.00	66.00	52.00	52.00	51.00	0.00	0.00	0.00	0.00	-1.00	17.00	51.00	42.17
KA	145.00	148.00	152.00	162.00	161.00	162.00	0.00	0.00	0.00	0.00	1.00		17.00	155.00
KG	455.00	450.00	445.00	435.00	437.00	438.00	0.00	0.00	0.00	0.00	1.00		-17.00	443.33
1	627.20	618.00	620.00	619.00	617.50	622.50	0.00	0.00	0.00	0.00	5.00		-4.70	620.70
2	597.00	595.00	592.00	588.00	586.00	588.00	0.00	0.00	0.00	0.00	2.00		-9.00	591.00
3	615.00	613.00	618.00	619.00	609.00	610.00	0.00	0.00	0.00	0.00	1.00		-5.00	614.00
4	610.33	602.33	603.00	601.00	603.00	592.00	0.00	0.00	0.00	0.00	-11.00		-18.33	601.94
5	610.99	605.99	603.00	598.66	602.00	605.00	0.00	0.00	0.00	0.00	3.00		-5.99	604.27
6	640.00	634.10	637.30	633.30	631.00	629.60	0.00	0.00	0.00	0.00	-1.40	0.60	-10.40	634.22
7	555.00	542.45	551.75	549.30	545.75	546.60	0.00	0.00	0.00	0.00	0.85		-8.40	548.48
8	610.23	600.10	606.25	608.63	608.45	607.93	0.00	0.00	0.00	0.00	-0.52	0.33	-2.30	606.93
9	670.00	656.18	677.65	676.21	674.81	676.08	0.00	0.00	0.00	0.00	1.27		6.08	671.82
10	711.05	710.05	725.20	722.10	714.35	718.05	0.00	0.00	0.00	0.00	3.70		7.00	716.80
11	655.20	655.39	654.85	647.93	638.23	637.20	0.00	0.00	0.00	0.00	-1.03		-18.00	648.13
12	725.30	705.78	673.08	657.60	649.75	635.77	0.00	0.00	0.00	0.00	-13.98	-10.04	-89.53	674.55
K 12 Total:	8227.30	8136.37	8159.08	8117.73	8077.84	8068.73	0.00	0.00	0.00	0.00	-9.11	-9.11	-158.57	8131.18
Change		-90.93	22.71	-41.35	-39.89	-9.11	-8068.73	0.00	0.00	0.00				

Child Nutrition Report

December 2023 Meal Counts

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Week of:	Breakfast 1/2/2024	Lunch 1/2/2024	Breakfast 1/8/2024	Lunch 1/8/2024	Breakfast 1/16/2024	Lunch 1/16/2024	Breakfast 1/22/2024	Lunch 1/22/2024	Breakfast 1/29/2024	Lunch 29-Jan	Monthly B	Monthly L	Average Daily Breakfast	Average Daily Lunch
Congdon	436	1460	466	1521	350	1328	411	1333	306	1069	1969	6711	98	336
Denfeld	861	2140	1112	2595	904	1578	847	2117	664	1622	4388	10052	219	503
Harbor City											0	1590	0	80
East High	1071	2161	1447	2691	1167	2234	1023	2089	870	1664	5578	10839	279	542
Homecroft	545	1441	697	1749	558	1371	546	1387	461	1073	2807	7021	140	351
Lakewood	347	744	416	937	419	734	405	740	286	555	1873	3710	94	186
Lester Park	547	1473	697	1809	561	1397	557	1420	433	1138	2795	7237	140	362
Lincoln park	604	1728	872	2159	692	1747	714	1726	590	1279	3472	8639	174	432
Lowell	1095	1990	1442	2436	1124	1918	1108	1854	893	1475	5662	9673	283	484
Laura Macart	740	974	960	1241	773	970	766	944	602	692	3841	4821	192	241
Myers-Wilkin:	586	1016	739	1252	576	990	572	976	474	783	2947	5017	147	251
Ordean/East	457	2710	623	3374	523	2717	536	2702	402	2049	2541	13552	127	678
Piedmont	1071	1545	1349	1927	1088	1528	1069	1559	826	1182	5403	7741	270	387
Rockridge	87	135	159	226	97	150	91	146	65	100	499	757	25	38
Stowe	726	737	891	963	723	779	703	764	518	601	3561	3844	178	192
ALC	59	64	61	79	42	54	41	46	28	39	231	282	14	18
	4 days	ALC 3 days	5 days	ALC 4 days	4 days	ALC 3 day	4 days	3 ALC	3 days	days ALC				
	9232	20318	11931	24959	9597	19495	9389	19803	7418	15321	47567	101486	2381	5078
Denfeld Supp	Mon-thurs	466		630		417		521		508		2542	TOTAL	
Days of service		3		4 days		3 days		3 days		3 days			159	Daily

New Child Nutrition Computer System

Child Nutrition will begin preparations for a new point of service and back of the house software that will be implemented in July 2024. The system is a part of the Infinite Campus Student enrollment system the school district uses. This will enable real time updates to the student data base and their meal accounts. It will also allow parents easier access to their accounts through the parent portal of Infinite Campus.

The hardware will also be updated and include a card reading system as well as the keypads for students to punch in on. Card readers will speed up the check out lines a great deal and allow students to use the short lunch times to be used for eating and not waiting in line.

The current food service system was implemented in 2004 and hasn't had many software updates in the last 3 to 5 years. This is a very anticipated and welcome change to the Child Nutrition Program.

Farm to School activity

Carrots were purchased from the Food Farm in Esko for the Fresh Fruit and Vegetable Grant that is in place at Myers Wilkins. Student learned about local providers of produce and enjoyed the afternoon tasting.

Wild Rice was purchased from Masters Maples in Cohasset MN. Students will be enjoying the wild rice in a brown rice blend and in some schools a wild rice soup.

After the wild rice purchase, our funds for the 23-24 school year will be used up. Child Nutrition tries to buy locally when it is available and fiscally responsible to do so.

Wellness Assessment

The triannual Wellness Assessment will be completed this school year. Working on committee formation and paperwork required for the assessment. During the pandemic, parts of the wellness requirements were waived.

Facilities Management & Capital Project Status Report February 2024

Facilities Management – Maintenance and Operations - General

- In the past month, the Facilities maintenance crews have completed 326 work orders and are currently working on 291 open work orders.
- Facilities are working on constructing the new Computer Maintenance Management System (CMMS) operational framework, and are beginning the fixed asset data entry.
- Auction of surplus items will be held on the 24th of Feb. at the Garfield building.

Capital / Construction

- Smith Bell and Clock has begun the repairs of the Denfeld clock mechanism.
- Duluth News Tribune building Schematic Design is complete. Will begin Mechanical, Electrical and Structural Engineering.
- Request for Bid posted in the Duluth News Tribune for Homecroft parking lot renovation.
- Lowell sitework and building exterior inspection completed. ICS was onsite for the inspection.
- Horizon Pools has been awarded the bid for the Lincoln Park pool renovation.
- Requests for quotes have gone out for the Lincoln Park pool sand filtration system replacement.

Discussion with Legal Representation

- Claim number has finally been issued by Sedgwick Ins. for the damage to the Lowell loading dock wall. Facilities will need to resubmit new quotes from Stretar Masonry and St. Germain's. Once the quotes are accepted Facilities can schedule the repair work to begin.

Building Operations

- Operations still have their hands full filling licensed positions. Most of the Custodian positions have been filled. Operations continue looking to fill Engineer II positions at Lowell and Myers-Wilkins, a Second shift Engineer II position at Denfeld and Lincoln Park Middle School, Second Shift Engineer I at Lakewood, Lester Park, Rockridge and the new DSC building, and Custodian I positions at East High School, Ordean East Middle, and Congdon.
- The Building Operations staff has done an outstanding job pulling off default tasks over the summer. The buildings are looking great for the start of the year. Thanks, Building Operations staff.

Health, Safety, and Environmental Management

- Lexie Neff hired 12/16/23 as new EHS Coordinator
- Lexie Neff named as new AHERA designated person
- Lexie toured most of the schools (Ordean East tour 2/16, still need to schedule with Denfeld, ALC, and "Academies"). Safety related "Wish-List" items were documented.
- First fire walk through completed at Congdon Elementary - action items in progress. All minor fixes.
- Fire walk throughs completed at Piedmont and Laura MacArthur - Operational permits received
- Fire code corrections at East HS still under way
- New OSHA hours report created for Skyward - previous report was off by 1.5 million hours
- 2023 OSHA logs completed and sent to building principals/primary contacts to post
- AED purchased for Chester Creek Academy

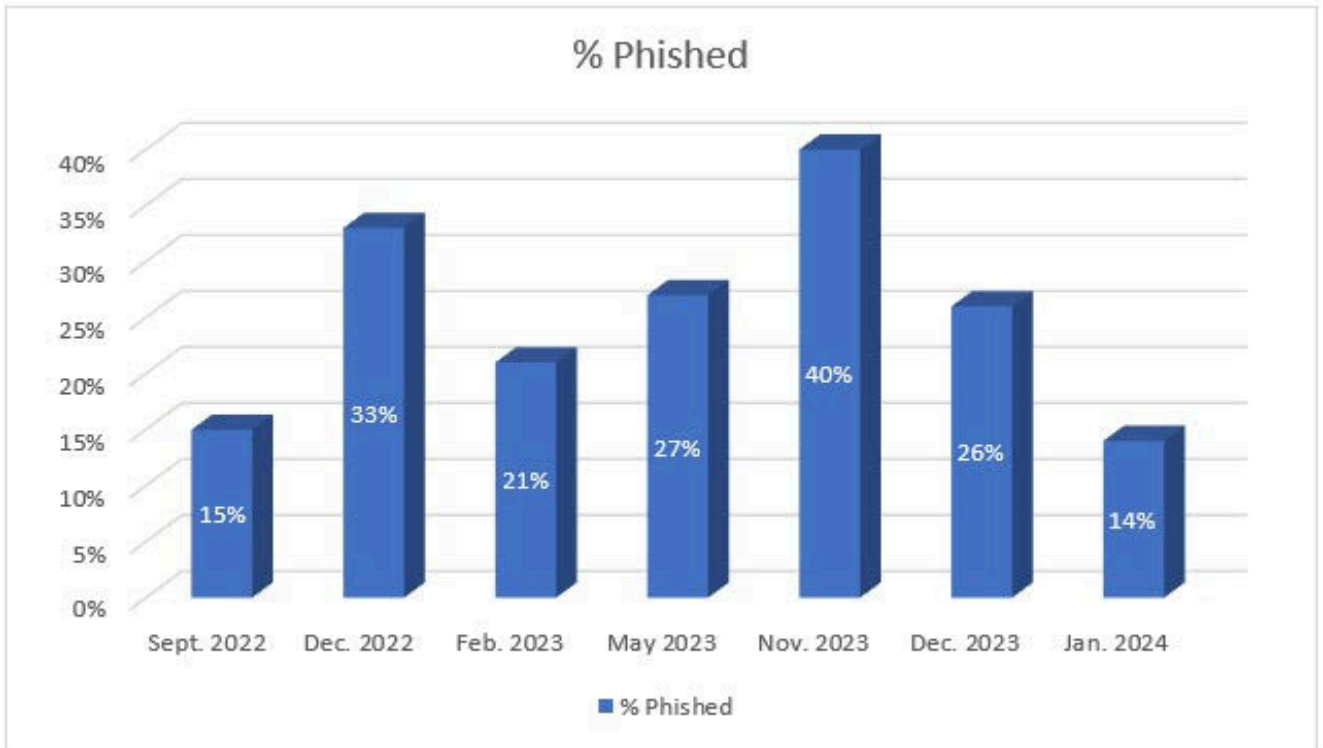
- New AED management system rolled out - data entry in progress
- IEA hired to complete walk-throughs of all buildings and report on risks
- IEA completed an internal program walkthrough, including inventorying equipment, boiler information, and confined spaces. This information will be used to update the safety procedural documents. Goal to complete updates before July.
- IEA did Radon testing. Testing completed Feb 2, still waiting for the report with results
- Electronics hauled to recycler from Garfield building and DNT building
- Old chemicals at Garfield building disposed of properly
- Old chemicals at DNT are inventoried. Oil drums to be picked up and unlabeled containers to be sampled on 2/14.
- Playground policy drafted with IEA and finalized, with the first reading at the 2/6 policy committee

- **Injury and Incident Reporting**
 - January 2024 (as of 2/9/2024)
 - OSHA Recordable Rate (TRIR):
 - OSHA Recordable Injuries:
 - Days Away from Work:
 - Days on Restricted Duty:
 - Non-recordable Injuries:
 - Near Misses/Hazards Reported: 0
 - 2023 Year End
 - OSHA Recordable Injuries:
 - Days Away from Work:
 - Days on Restricted Duty:
 - Non-recordable Injuries:
 - Near Misses/Hazards Reported: 2

Technology Department - January 2024 Report

- **Cybersecurity**

- Infosec IQ PhishSim/Training



- Our January 2024, Infosec IQ PhishSim/Training Campaign phish rate was ~14% which is the lowest we have seen in the last 17 months. This is great but 14% is roughly three (3) times higher than it should be. We also had 35 staff that entered/provided passwords during this PhishSim/Training Campaign.











- Google Security

- Gmail

- 1.5M Emails Messages Accepted/Delivered.
- 122K Rejected.
- 52K Spam folders.
- 6.5K were identified as Phishing.
- 93 were identified having suspicious attachments.
- 8K were identified as Spoofing.
- 0 emails were identified as Malware

Technology Department - January 2024 Report

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- Account Information
 - 11,093 Active Accounts. 
 - 25.16TB of storage. 
 - 373K Files shared externally. 
 - 616 Suspicious login attempts. 
 - 2.1K Failed user login attempts. 
 - 69 Data Loss Prevention (DLP) policy High Severity Incidents that were blocked. 
- **E-Rate RFP/Bid**
 - None
- **Technology Help Desk Tickets**
 - 551 New Technology Support Tickets Created.  86.15%
 - 562 Tickets were resolved.  102.16%
 - 233 Tickets remain unresolved. 
- **Remaining 2023 Summer Project Updates**
 - DSC BoardRoom AV. CDW-G/Advanced Systems Integration, LLC Team will be onsite on Friday, January 12.
- **Google Carbon Footprint for our Google Workspace for Education Domain (@isd709.org)**
 - [How Google creates Carbon Footprint reports for Google Cloud and Google Workspace customers](#)
 - 391.267 kg is our December 2023 Carbon Footprint. 
 - 2.95898 t is our May 2023 - December 2023 Carbon Footprint.

Transportation Report January 2024 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.

Our department continues to navigate daily changes in routing for general ed and Sped busing. We are working in the new system fully and are working towards the full automatic capability in it.

Staffing (comments and concerns)

- Staffing has continued to be a challenge as we are still a short two helpers. We are also short on drivers and have one retiring in the near future.
- Assistant Transportation Manager, Joe Killian, has been dealing with staff, their concerns and occasionally has to sub a route.
- We had a driver that went through the hiring process at the end of December but then never came back.

Bus Maintenance

- Buses are still having issues due to age and rust, but we are getting them back into usable condition.
- We are waiting on 2 used buses to arrive at the dealer that we have selected to help fill the gap in working buses.
- Transportation just put in an order for two vans as we are in desperate need of more

Our oldest bus is a model year 2010 and the next oldest are three 2011's. Current average mileage 108,335 and this is with our two new buses bringing it down a bit (goal is 50,000 – 60,000).

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
Area Learning Center	Paula Williams	In-kind	Student Holiday Auction	Prisma 4-piece dinner bowl set x2
Area Learning Center	Bitsy Zwak	In-kind	Student Holiday Auction	Sweater, mittens x 3
Area Learning Center	Paula Williams	In-kind	Student Holiday Auction	
Area Learning Center	Paula Williams	In-kind	Student Holiday Auction	Cuddle Duds
Area Learning Center	Valarie Wagenbach	In-kind	Student Holiday Auction	Lukka-lux Ladies’ Tech Quarter Zip top x 3
Area Learning Center	Paula Williams	In-kind	Student Holiday Auction	Hallmark Holiday Plaid Throw Blanket, Freedom Foundry Men's Plaid Fleece Shirt, 32 degree Ladies' Down Jacket x 2, Hang Ten Utility Jacket x 2
Area Learning Center	A&L Properties	In-kind	Student Holiday Auction	Markart Pencils, plushies (2), Belt bag, Hair Claws, Smart Watch, LED Lights, Galaxy Tablet, Smart Watch (2), battery jump charger, Air Fryer, Hydro Flask (2), Lighted Vanity, Shaving Kit, Gaming Headset, Silver Pillowcase, heated throw blanket, Moth Tapestry, Artisto 9 x12 - 100 Sheet Sketch Books Set of 2, 8 Piece Non Stick Cookware Set, Amazon Basics, Body Markers, Mini Lotion Set, TeeTurtle, Scented Razors, Snow Wolf Stuffed Animals, Caliaart Art Set 153 PCS
Area Learning Center	Fitger's Bookstore	In-kind	Student Holiday Auction	James the Black Bear, Globe Ice Lantern Kit, Nexus 16.9 oz. Stainless Steel Tumbler, Espresso Roast Coffee Ground, Espresso Roast Coffee Ground, Book: I Have Some Questions For You ¹⁵¹ (by Rebecca Makkai), Yours Truly

				(by Abby Jimenez), The Longest Race (by Kara Goucher), The ¹⁴ Longest Race (by Kara Goucher)
Area Learning Center	Anonymous	In-kind	Student Holiday Auction	100 gift cards from Subway (\$800), 5 -- \$10 Target gift cards (\$50), Ice Fishing Tip-up and Tackle box, Star Wars Mini Waffle Maker, Star Wars Crepe Maker, R2D2 Deluxe Popcorn Maker, Marvel Action Heros Set, water bottles and large bowls, 12 screen printed t-shirts, Vintage Spiderman phone, leather briefcase, headphones, fishing poles, microwave, tv, board & card games, basketball, winter car kit, bed in a bag, folding chair, misc., 6 visa GC \$25 (150), gc Xbox 2 \$50 (100), 4 PlayStation gc \$25 (100), 20 Starbucks gc \$5 (100), subway gc \$25
Area Learning Center	Sarah Seidelmann	In-kind	Student Holiday Auction	2 Magic Bullets, Black puffer jacket, 3 silk pillow cases
Area Learning Center	US Department of Education	\$600.00		Visa gift cards for completing surveys for the department on behalf of ALC/AEO
Area Learning Center	ALC Esser Funds	In-kind	Student Holiday Auction	Snacks, treats, drinks, attendance prizes
Area Learning Center	Boat Club Restaurant	In-kind	Student Holiday Auction	\$50 GC to boat club restaurant
Area Learning Center	A Place for Fido	In-kind	Student Holiday Auction	\$25 GC to 'A Place for Fido'
Congdon ES	Keller Williams/Big Life Team/Classic Realty	In-kind		21 hats 17mittens/gloves
Denfeld HS	Carla & Robert Naum	\$500.00	Supporting PAWS students at Denfeld	
Denfeld HS	Waggin' Tails Boarding	\$500.00	Robotic use	
Headstart	Patterson Foundation	\$2,000.00	Head Start family needs	
Laura MacArthur ES	United Piping Inc - Rebba Olson	In-kind	Snacks	A large donation of snacks - they did a snack drive over the holidays and donated them all to our school.
Laura MacArthur ES	Jordan & Nathan Bentley	In-kind	Snacks	Very Generous donation of leftover sweatshirts from Bentleyville for Laura Mac Students 152

Laura MacArthur ES	Lynn Conito	In-kind	Winter Jackets, boots boys & girls	Winter drive within neighborhood collection called and asked if our school was in need
Laura MacArthur ES	Bethany Community Church	In-kind	Hats, mittens, gloves, socks	Winter Clothing drive at church - made donations to all West Duluth schools
Laura MacArthur ES	Asbury United Methodist Church	In-kind	Knitted mittens, hats & socks	Winter clothing drive at church - handmade items donated to our school - community partner
Laura MacArthur ES	Keller Williams Classic Realty - Big Life Team	In-kind	Winter donation	Annual hat and glove donation
Lester Park ES	North Shore Bank	\$332.34	Unpaid lunch balances from 22/23 school year	
Lincoln Park MS	Christine Good	In-kind		Several youth gloves and mittens donated. This donation is in memory of her husband, Sam.
Piedmont ES	House of Hearts - Project Joy	\$500.00	School Social Workers - Snacks for Students	
Piedmont ES	Irving Community Association	\$500.00	Youth Crossing Guard Program	
Piedmont ES	Christ Lutheran Church	In-kind		32- Hats, 10 - Pair mitts/gloves, 10 -Pair thin gloves, 3 - Scarves, 2 - Pair socks
Stowe ES	Asbury United Methodist Church	In-kind		
Stowe ES	Kris Downs	In-kind		

HUMAN RESOURCES ACTION ITEMS FOR: February 29, 2024

<u>CERTIFIED APPOINTMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
BARTIKOSKI, KAYLA J	LTS KINDERGARTEN/LAURA MACARTHUR, (MA) IV 5, 1.0, SISLO T. CHILDCARE LEAVE	02/07/2024
BOGENHOLM, BETHANY E I	SPED SMI/DCD SETTING III/MYERS WILKINS, (BA) III 1 1.0, RASMUSSEN C. TRANSFER	01/08/2024
CHMELIK, ROSALYN A	SPED STEPS SETTING IV TOSA/ROCKRIDGE, (BA) III 1, 1.0, MACDOWELL N. TRANSFER	01/17/2024
KOCHEVAR, ANNA M	LTS GRADE 3 TEACHER/HOMECROFT, (BA) III 1, 1.0, WILSON R. CHILD CARE LEAVE, TEMP POSITION	01/24/2024
LOHN, BREANNA J	LTS SPED PHYSICAL THERAPIST/DISTRICT WIDE, (PHD) V 9, 1.0, YANKOWIAK K. MATERNITY LEAVE	02/01/2024
LUEDTKE, JACK R	LTS ENGLISH TEACHER/DENFELD, (BA) III 1,1.0, HANSON D. PARENTAL LEAVE, TEMP POSITION	01/22/2024
SAVRE, JAMES A	MATH TEACHER/ORDEAN, LINCOLN PARK, (MA) IV 9, 1.0, KONIETZKO L. TRANSFER	02/05/2024
SMITH, MARK R	SPED DCD SETTING III TEACHER/EAST, (BA) III 1, 1.0, JONES J. TRANSFER	01/15/2024
ZSCHUNKE, AARON M	MATH TEACHER/ORDEAN, LINCOLN PARK, (MA) IV 9 1.0, KONIETZKO. L TRANSFER	01/08/2024
<u>CERTIFIED LEAVES</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
BACHINSKI, SUSAN D	PRE-K / STOWE MID CAREER LEAVE BEG 24-25 YR TO 12/20/24	12/20/2024
ELIASON, KAITLYN J	UNABLE TO WORK DUE TO MEDICAL CONDITION	04/01/2024 06/07/2024
PETERSMEYER, ANNETTE K	SPED RESIDENTIAL EBD - ROCKRIDGE ACADEMY (START DATE TBD- BEGINNING OF 24-25 YR)	10/18/2024
PIERRE, MARGARET L	PREKINDERGARTEN/MYERS WILKINS	08/26/2024 06/06/2025
RIDGEWELL, CHRISTINE E	EARTH SCIENCE TEACHER/ORDEAN EAST	01/23/2024 02/09/2024
SERRANO RIVERA, ALBERTO R	ELA/DW	01/12/2024 01/26/2024
SOLARZ, KARI E	3RD GRADE TEACHER/PIEDMONT	02/01/2024 02/01/2027
<u>CERTIFIED RESIGNATION</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
PLESHA, STEVEN J	SPED RESOUCE/ASST BASEBALL COACH - LINCOLN PARK MS/EAST HS	06/07/2024
<u>CERTIFIED RETIREMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
BACHINSKI, SUSAN D	PRE K / STOWE	12/20/2024
BOYNTON, SANDRA J	MUSIC/BAND - ORDEAN EAST MS	06/07/2024
DUPRE, KATHLEEN B	MTSS COORD - LAKEWOOD ES	06/07/2024
FARNHAM, DEBBIE J	PRE K TEACHER / PIEDMONT ES	06/07/2024
FORBORT, KEITH A	GRADE 3 TEACHER - HOMECROFT ES	06/07/2024
GROHN, SUSAN L	SPED SCHOOL NURSE - DW	06/07/2024
MEHLING, MARIBEL L	GRADE 3 TEACHER/MYERS-WILKINS ES	06/07/2024
NYGAARD, WILLIAM D	SOCIAL STUDIES TEACHER - EAST HS	06/07/2024
PETERSMEYER, ANNETTE K	SPED RESIDENTIAL EBD - ROCKRIDGE	10/18/2024
POKRZYWINSKI, JOHN M	GRADE 6 TEACHER/ORDEAN EAST MS	06/07/2024
<u>NON-CERT APPOINTMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
BICK, ANNIE M	BUS HELPER/TRANSPORTATION, 25/38WKS, \$16.40/HR	01/16/2024
BLAZEJAK, BRYAN P	SPED PROGRAM PARA/LINCOLN PARK, 32.5/38WKS, \$19.47/HR, COLLARD J. RESIGNED	01/08/2024
BORGH, KEITH G	SCHOOL CUSTODIAN I/STOWE, 40/52 WKS, \$17.52/HR, VACANT	01/11/2024
CHRISTENSEN, PAMELA N	NUTRITIONAL SERVICE ASSISTANT/LOWELL, 17.5/38WKS, \$15.22/HR, HORN J. RESIGNED	01/08/2024
CHRISTINA, KENKNIGHT M	HEADSTART BUS HELPER/TRANSPORTATION, 20/38WKS, \$16.40/HR, TEMP POSITION	01/22/2024
DECARO, ZACHARY A	EXECUTIVE ASST. POSITION FINANCE/DSC, 40/52WKS, \$22.03/HR	01/29/2024
GJERDAHL, JESSIE R	CUSTODIAN/DENFELD, LAURA MACARTHUR, 40/52WKS, \$17.52/HR, RICHARDSON T. RESIGNED	01/10/2024
GOLMEN, KELSIE K	SPED PROGRAM PARA/MYERS-WILKINS, 15.75 MWF/38WKS, \$20.31/HR	01/22/2024
HARVICK, SAMUEL B	FLOATING CUSTODIAN/DISTRICT WIDE, 40/52WKS, \$18.24/HR	01/02/2024
HINCHCLIFF, IRIS M	HOURLY MONITOR/LAKEWOOD, 23/38WKS, \$15.00/HR	01/31/2024
HOFFMAN, JANE D	SPED STUDENT SPECIFIC/MERRITT CREEK ACADEMY, 31.25/38WKS, \$19.89, MCCRACKEN C. TRANSFER	01/30/2024
JOHNSON, DENISE M	HOURLY CLERICAL/LAURA MACARTHUR, 23/38WKS, \$15.00/HR	01/19/2024
JOHNSON, GRACE A	SPED PROGRAM PARA/MYERS-WILKINS, 31.25/38WKS, \$19.47/HR	01/10/2024
KREAGER, DELANEY M	SPED STUDENT SPECIFIC SETTING III PARA/LOWELL, 31.25/38WKS, \$20.46/HR	01/31/2024 01/31/2024
KREKELBERG, TRIANN C	HOURLY MONITOR/MYERS WILKINS, 12.5/38WKS, \$15.00/HR	01/16/2024
LARSON, GRACIE M	SPED BW PARA/MYERS-WILKINS, 31.25/38WKS, \$18.30/HR, DUPREE K. MED LEAVE, TEMP POSITION	01/22/2024
MENZ, LEEANNE C	SPED PROGRAM PARA/LESTER PARK, 31.25/38WKS, \$21.50/HR, SCHMIDT C. TRANSFER	01/25/2024
NETT, STEVEN D	CUSTODIAN I/LESTER PARK, 40/52WKS, \$17.52/HR	01/16/2024
POLDOSKI, JACKIE J	HOURLY MONITOR/LESTER PARK, 15/38WKS, \$15.00/HR	01/12/2024
SAMEK, CHLOE J	SPED PROGRAM PARA SETTING III/IV/LESTER PARK, 31.25/38WKS, \$20.46 HR, SCHMIDT, C TRANSFER	01/31/2024
TURNMIRE, KELLEY L	HOURLY MONITOR/LESTER PARK, 12.5/38WKS, \$15.00/HR	01/31/2024
WALSBURG, AMANDA L	SPED KEYZONE PARA/PIEDMONT, 17.5/38WKS, \$19.30/HR	01/22/2024
WESTBERG, CRYSTAL M	OSS INTERMEDIATE/ORDEAN, 40/46WKS, \$18.16/HR, BARONE-ERSPAMER A. TRANSFER	01/16/2024
WILLIAMS, CYNTHIA JOAN	HOURLY MONITOR/LESTER PARK, 15/38WKS, \$15.00/HR	01/09/2024
WILLIAMS, SOPHIE H	PRESCHOOL PARA/MYERS-WILKINS, 23/38WKS, \$19.30/HR, GIULIANI C. RESIGNED	01/24/2024
WILTON, PHYLLIS E	PRESCHOOL PARA/STOWE, 23/38WKS, \$19.30/HR, OZMUN N. LEAVE OF ABSENCE	01/22/2024
ZINMER, MARY P	HOSPITALITY CAREERS TECH TUTOR/DENFELD, 32/38WKS, \$21.84/HR, MARPLE B. MEDICAL LEAVE, TEMP POSITION	02/05/2024
<u>NON-CERT LEAVES</u>	<u>POSITIONS</u>	<u>EFFECTIVE DATES</u>

GRADINE, JEFF S
MARPLE, BROOKE K

CUSTODIAN I/DENFELD
CULINARY TECH TUTOR/DENFELD

02/08/2024 02/21/2024
02/06/2024 03/05/2024

NON-CERT RESIGNATION

POSITION

BLAZEJAK, BRYAN P
CHRISTINA, KENKNIGHT M
CUSEY, DARREL W
GREENBERG, JOSHUA D
STEVERMER, NICKOLAS G
WHITLOCK, NICHOLE E
WIGHT, KATELYN A

SPED PROG PARA/LINCOLN PARK MS
BUS HELPER - TRANSPORTATION
LIC ASL INTERPRETER / EAST HS
BUS DRIVER II/TRANSPORTATION
NETWORK ENGINEER II / DSC
SPED BW PARA / ORDEAN EAST MS
SPED PROG PARA SETTING III/IV / ROCKRIDGE ACADEMY

EFFECTIVE DATES
01/22/2024
01/23/2024
01/30/2024
01/16/2024
02/09/2024
02/16/2024
01/16/2024

NON-CERT RETIREMENT

POSITION

SOMROCK, SHERRY E
ZWAK, ELIZABETH J

LIC ASL INTERPRETER/DENFELD HS
CHECK & CONNECT PARA - EAST HS

EFFECTIVE DATES
06/07/2024
06/07/2024

NON-CERT PRESUMED RESIGNED

POSITION

PETERSON, BRUCE A

BUS DRIVER II

EFFECTIVE DATES
01/04/2024

CLASSIFICATION DESCRIPTION

TITLE: Systems Administrator/Database Programming Specialist

Title of Immediate Supervisor: Executive Director of Finance and Business Services	Department: Business Services	FLSA Status: Exempt
Accountable For (Job Titles): Indirectly; all levels of clerical staff.		Pay Grade Assignment: Executive Employees Association (EEA)

General Summary or Purpose of Job: Systems Administrator/Database Programming Specialist
Serve as the systems administrator and a technical resource to District personnel in supporting assigned student information and business technology. Provide programming support, technical assistance, technical information, problem solving, user support and advice regarding the use of assigned software applications including but not limited to the Student Information System, Learning Management Systems, Enterprise Resource Planning (ERP) Business Systems for Human Resources/Financial Systems and other various department-specific systems. Assist administrative users in the process of achieving mastery over their functional areas of systems. Research, evaluate, analyze, design, recommend and implement technologies and business processes related to assigned District systems. Act as liaison between District personnel, Technology Services, and outside agencies regarding the status of service requests; monitor, maintain, troubleshoot, and administer the District's multi-platform applications and database systems; ensure the coordination and application of established standards and procedures related to information systems applications.

DUTY NO.	ESSENTIAL DUTIES (These duties are a representative sample; position assignments may vary)
1.	Provides technical assistance to site staff and administrators to resolve day-to-day systems issues, including specific project support or applications. Resolves daily operating problems. Manage and maintain user accounts and rights to maintain security and data integrity.
2.	Plans, coordinates and implements the development, maintenance and upgrading for the Information Systems and ancillary subsystems as determined by district needs. Maintain accurate documentation regarding system functions, operating procedures, and the dissemination of updates to users.
3.	Provides programming support, maintenance, data integrity, security, monitoring and ensures system performance and ongoing development of mission critical district-wide application components serving back office operations as they pertain to the District's database systems.
4.	Responsible for integrating and implementing system connectivity, working in collaboration with District departments to ensure compliance. Work closely with IT professionals to ensure efficient functioning of the District's technology infrastructure.
5.	Maintain system and staff readiness for day-to-day and emergency electronic messaging system.
6.	Participate in review and recommendation of assigned systems and related subsystems for the purposes of optimizing performance and cost effectiveness for the district, and applying enhancements to the systems currently in use. Lead processes for visioning, goal-setting, design and implementation for future system and data initiatives, along with project management.
7.	Assist in diagnosing and resolving system problems and outages with the District's systems as assigned. Provide ongoing support of operations through historical analysis, troubleshooting and system/database administration to ensure system performance.
8.	Develops and/or uses custom Structured Query Language (SQL) programming to analyze, extract, load, automate, and/or manipulate data for District wide purposes. Create custom forms, scripts, and reports as required.
9.	Participate in ongoing self-training and attend administrator group meetings.

10.	Assists with day-to-day tasks of departmental functions.	
11.	Others duties as assigned	19

Minimum Qualifications:

- Bachelor's degree (B.S. or B.A.) from a four-year College or University in Computer Science, MIS or Technology Area plus two years of related work experience in a Technology position in a company or school comparable in size with this District OR two year Trade/Vocational School certification/degree in Computer Science, MIS, Business Technology or Technology Area plus four years of related work experience in a Technology position in a company or school comparable in size with this District OR high School diploma or GED and eight plus years of related work experience in a Technology position in a company or district comparable in size with this District.
- Two years work experience in Structured Query Language (SQL)
- Must be able to travel between District sites in a timely manner

Knowledge Skill and Abilities Requirements:

- Managing and/or supporting Information/Business Systems in a K12 School District or a large/company-wide database application system.
- Programming and support of a business system or student information System or large/company-wide database application system.
- Operational and functional aspects of business and/or student information systems.
- Structured Query Language (SQL)
- Data file specifications and movement of data between systems.
- Data extraction, adhoc/custom reporting, query of system data and creation of custom forms
- Various programming and scripting languages
- Excellent problem solving and data analysis skills
- Ability to prepare project plans and manage multiple projects simultaneously.
- Technical writing and documentation
- Strong communication and interpersonal skills to collaborate effectively.

Physical Requirements: Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		√		
Walk		√		
Sit			√	
Use hands dexterously (use fingers to handle, feel)			√	
Reach with hands and arms		√		
Climb or balance	√			
Stoop/kneel/crouch or crawl		√		
Talk and hear			√	
Taste and smell	√			
Lift & Carry:				
Up to 10 lbs.		√		
Up to 25 lbs.		√		
Up to 50 lbs.				
Up to 100 lbs.				
More than 100 lbs.				

General Environmental Conditions:

Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work.

General Physical Conditions:

Work can be generally characterized as:

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

Vision Requirements: Check box if relevant	Yes	No	20
No special vision requirements		<input checked="" type="checkbox"/>	
Close Vision (20 in. of less)	<input checked="" type="checkbox"/>		
Distance Vision (20 ft. of more)	<input checked="" type="checkbox"/>		
Color Vision			
Depth Perception			
Peripheral Vision			

Job Classification History:

Duluth Public Schools

HR/BS Services Committee Monthly Fund Balance Report Feb. 13, 2024 Committee Meeting

REVENUES	23-24		23-24		23-24		23-24		2/9/2024	Percent spent
	CURRENT YEAR ADOPTED BUDGET		CURRENT YEAR REVISED BUDGET adpdt 4.11.23		RECEIVED TO YEAR TO DATE		RECEIVED ENCUMBERED		BUDGET BALANCE	
	FUND	Jul-23	JULY 23 -24	July -June	July -June	July -June	July -June	Feb 1 2024		
General	1	\$126,200,922.80	\$127,324,477.11	\$46,327,126.38	\$ -	\$80,997,350.73			36%	
Food Service	2	\$4,039,200.00	\$4,039,200.00	\$2,088,739.13	\$ -	\$1,950,460.87			52%	
Transportation	3	\$7,020,941.12	\$7,020,941.12	\$1,774,318.56	\$ -	\$5,246,622.56			25%	
Community Ed	4	\$8,495,545.00	\$8,516,152.95	\$2,894,908.40	\$ -	\$5,621,244.55			34%	
Operating Captial	5	\$2,742,547.00	\$2,742,547.00	\$1,247,333.99	\$ -	\$1,495,213.01			45%	
Building Construction	6	\$ -	\$ -	\$ -	\$ -	\$ -				
Debt Service Fund	7	\$23,647,223.00	\$23,647,223.00	\$2,371,438.76	\$ -	\$21,275,784.24			10%	
Trust Fund	8	\$276,100.00	\$276,100.00	\$ -	\$ -	\$276,100.00			0%	
Dental Insurance Fund	20	\$950,000.00	\$950,000.00	\$512,835.90	\$ -	\$437,164.10			54%	
Student Acitivity	79	\$58,406.00	\$585,259.43	\$211,913.66	\$ -	\$373,345.77			36%	
REVENUE	TOTALS:	\$173,430,884.92	\$175,101,900.61	\$57,428,614.78	\$ -	\$117,673,285.83	\$ -		33%	

EXPENSES	23-24		23-24		23-24		23-24					
	CURRENT YEAR ADOPTED BUDGET		CURRENT YEAR REVISED BUDGET adpdt 4.11.23		EXPENSES TO YEAR TO DATE		EXPENSES ENCUMBERED				BUDGET BALANCE	
	FUND	Jul-23	JULY 23-24	July - June	July -June	July - June	July - June	July - June				
General	1	\$120,283,293.86	\$123,487,673.85	\$62,770,021.72	\$3,588,418.13	\$57,129,234.00			54%			
Food Service	2	\$4,012,876.00	\$4,012,876.00	\$2,433,844.85	\$1,626,145.52	-\$47,114.37			101%			
Transportation	3	\$6,268,632.76	\$6,749,632.76	\$5,363,438.97	\$111,540.12	\$1,274,653.67			81%			
Community Ed	4	\$7,630,865.00	\$9,084,185.95	\$4,334,617.51	\$22,922.41	\$4,726,646.03			48%			
Operating Captial	5	\$7,999,619.25	\$7,999,619.25	\$5,073,971.60	\$1,058,949.46	\$1,866,698.19			77%			
Building Construction	6	\$ -	\$ -	\$2,894,703.91	\$198,928.00	-\$3,093,631.91						
Debt Service Fund	7	\$23,640,000.00	\$23,640,000.00	\$26,931,588.45	\$ -	-\$3,291,588.45			114%			
Trust Fund	8	\$253,750.00	\$253,750.00	\$ -	\$ -	\$253,750.00			0%			
Dental Insurance Fund	20	\$915,000.00	\$915,000.00	\$507,257.12	\$ -	\$407,742.88			55%			
Student Acitivity	79	\$306,948.00	\$276,264.96	\$124,679.76	\$2,170.15	\$149,415.05			46%			
EXPENSE	TOTALS	\$171,310,984.87	\$176,419,002.77	\$110,434,123.89	\$6,609,073.79	\$ -	\$59,375,805.09		66%			

<u>Fin 160 ESSER III</u>	<u>Expenses</u>	<u>Ex Curricular</u>	<u>Fund 01</u>
Program 030 Asst Supt	\$41,401.00	Program 298	Revenue \$341,091.00
Program 110 Admin	\$ -	Program 298	Expense \$341,952.59
Program 108 Tech	\$1,748,089.91		
Program 203 Elem	\$880,199.92		
Program 211 Secondary	\$717,717.77		
Program 640 Staff Dev	\$ -		
Program 805 Operations	\$ -		
Program 760 Transportation	\$ -		
Program 740 Pupil Engage	\$5,583.67		
	<u>\$3,392,992.27</u>		

**Fundraisers Reported
January 2023**

The following fundraisers were reported in the above timeframe and per Policy 511–Fundraising, require School Board approval:

School	Organization Fundraising	Estimated Profit	Description of Fundraiser
East HS	Girls Basketball	\$150.00	50/50 Raffle at home basketball games
East HS	Fashion club	\$150.00	Bake Sale
Ordean-East MS	Ordean East Student Council	\$20.00	Coin Drive
Stowe ES	Wolf Ridge students	\$300.00	Beef stick sales

INDEPENDENT SCHOOL DISTRICT NO. 709

Duluth Public Schools
709 Portia Johnson Drive
Duluth, Minnesota 55811
218-336-8700

MEMORANDUM

To: Simone Zunich, Executive Director of Business Services

From: Cathy Holman, Purchasing Coordinator

Subject: **RFP #319 ELECTRICAL ENGINEERING SERVICES**

Date: January 25, 2024

After extensive investigation into the two companies that submitted proposals a decision has been made in regards to the Electrical Engineering Services lighting project.

Two (2) vendors responded with the following results:

<u>VENDOR</u>	<u>TOTAL</u>
DESIGN TREE	\$ 72,000.00
NOBLE ELECTRIC (BRIGHT SCHOOLS)	\$ 1,500.00

It is recommended by Bryan Brown, Facilities Manger to choose Design Tree Engineering over Noble Electric for the following reasons:

1. Design Tree bid \$72,000.00 and provided a very detailed scope of work. While Noble Electric bid \$ 1,500.00, which is not realistic. Their bid did not provide a scope of work.
2. Design Tree will provide the district with a choice of best value lighting controls and replacement lights to purchase. Noble Electric uses only one brand of controllers that our district engineer is not familiar with and offer light fixtures that are less expensive but come with a very limited warranty. Research through a company in the Twin Cities confirms this.
3. Noble (Bright Schools) normally only does Performance Contract meaning the district would make payments with interest for a set amount of years through a funding source. Using LTFM funding is not an option.
4. Finally, one of our trusted vendors, ICS, works with school districts all over the state of MN and has never heard of Noble Electric (Bright Schools).

Program: Facilities

Fund Custodian: Bryan Brown, Facilities Manager



**Duluth Public Schools, ISD #709
Lowell Elementary Building Envelope and Cafeteria
Expansion Project**

**Comprehensive Project Design & Management
Services**

January 26, 2024

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I. Development, Design, and Pre-Construction Phase.....	3
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Appendices

- A General Conditions
- B Services Scope Summary
- C Preliminary Overall Budget Summary

Introduction

ICS is pleased to present this proposal to provide Comprehensive Project Management and design services on behalf of the District for the upcoming project as defined below.

Over the course of the past several months the District has been working in conjunction with ICS and their team to evaluate appropriate solutions to address building envelope issues and the need to expand the existing cafeteria capacity at Lowell Elementary School. The team has arrived at a solution that aims to address the current issues and improve reliability for years to come. The anticipated budget for these improvements will be finalized in the near future, and is currently estimated to be in the range of \$2.5 to \$3.0 million. ICS proposes to provide integrated project design and oversight services to assist the District with implementation of these projects.

It is anticipated that all phases of design for the improvements will be completed in early 2024. Due to market conditions and extended lead times on windows and other materials, procurement activities would take place immediately following design completion in spring of 2024 if possible to allow for materials to be received prior to construction commencing. It is anticipated that all work associated with the improvements will be completed no later than fall of 2024 if lead times allow. The services to be provided by ICS are stated in the summary below:

I. Development, Design, and Pre-Construction Phase

- On-going interaction and coordination with District staff.
- Develop the overall Project schedules and phasing.
- Cost estimating and overall budget development for all Project phases including updates at each phase of the design processes.
- Design services associated with the improvements including mechanical, electrical, structural, and any necessary architectural design work to accomplish the work.
- Development of comprehensive Division 00 and 01 front-end specifications for specifications as applicable.
- Review of schematic design and design development documents for coordination and scope issues.
- Review the 95% Construction Documents for coordination and constructability issues.
- Facilitation of pre-bid walk-throughs as applicable for the project.
- Coordination of public bid and award processes and necessary procurement for all scopes of work including post-bid analysis and contract award process.

II. Construction & Post-Construction Phase

- Assist in development and administration of Owner-contractor contract(s) for the Project.
- Coordination and oversight of Project contractor work and related Project matters and coordination.
- Processing, logging, and tracking of Project communications including but not limited to SI's, RFI's, Submittals, CO's etc.
- Interface with Project contractors and Consultants for resolution of construction-related issues as they arise.
- Assist Owner with conflict resolution and review of on-going Project issues and associated change order review.
- On-going Project budget tracking and accounting on behalf of the District including on-going reconciliation of all Project expenditures.
- Coordination of final punch-lists and final closeouts completion by contractors for the Project.
- Coordination and delivery to Owner of all close-out documentation including but not limited to As-Builts, manufacturer warranties and O&M Manuals.
- Facilitation of an 11-month walk-through after substantial completion for applicable contractors.

III. Basis of Compensation

Basic Services: ICS's Compensation for all Project Design and Representation services as described and summarized above are proposed as outlined below, and will be finalized based on the final overall project budget:

Project Design Services (architectural, structural, mechanical, and electrical):	8.0%
Pre-Construction & Construction Phase Services:	3.0%

The actual amount billed for ICS's services on a monthly basis will be based on ICS's estimate of the proportion of total services actually completed during the billing period. Payment for services provided prior to the referendum vote will be billed on a monthly basis and factored into our final fee for the project. Upon execution of this agreement, an initial invoice equal to 10% of our proposed fee will be submitted.

Reimbursable expenses will be billed on a direct cost x 1.1 and include such items as travel, reproduction of reports, drawings, specifications, bidding documents and similar Project-related items, technology usage/specialized equipment. Any general conditions items that are coordinated and/or provided by ICS at the direction of Owner such as temporary enclosures, etc. will also be billed as a reimbursable expense. Construction phase site services and personnel will be treated as a reimbursable expense.

For Project work beyond services outlined in this Proposal and/or any changes to the agreed upon scope of services the base fee will be adjusted

accordingly, or if the project duration extends beyond fall of 2025, services²⁸ will be billed on a time-and-materials basis in addition to the above noted fees. However, additional work will not be conducted without prior approval by the District.

Appendix A

General Conditions

1. **Agreement.** This is an agreement (“Agreement”) between ISD 709 (“Client”), and ICS, collectively, the “Parties.” This Agreement includes (1) these General Terms and Conditions, Exhibit A; (2) the Project Proposal (“Proposal”) attached; (3) Signature Page attached as Exhibit B; (4) Overall Budget Summary, Exhibit C; and (5) Fee Schedule attached as Exhibit D. This Agreement represents the entire and integrated agreement between the Parties and is exclusive of and supersedes all other agreements between the Parties, either oral or in writing. If any term or provision of this Agreement is found to be invalid under applicable law, that provision shall be deemed omitted from the Agreement and the remainder of the Agreement shall remain in full force and effect.
2. **Professional Services.** The Client engages ICS to provide professional project services (“Professional Services”) in connection with the project at the Client’s location (“Project”) described in the Proposal’s Scope of Services. Other services mutually agreed upon by the Parties (“Other Services”) not specifically described in the Proposal shall be (1) governed by this Agreement, (2) identified in an amended Scope of Services, and (3) the Client agrees to pay ICS for such Other Services as additional compensation in accordance with ICS ’s Fee Schedule attached as Exhibit D.
3. **Work Product.** Professional Services under this Agreement, including, but not limited to, all drawings, reports, information, recommendations, opinions or other work product prepared or issued by ICS, are for the exclusive use and benefit of the Client in connection with the Project. The work product is not intended to inform, guide, or otherwise influence any other entities or persons, and should not be relied upon by any entities or persons other than the Client and its agents for any purpose other than for the Project. The Client will not distribute, convey or disclose ICS ’s work product to any other persons or entities without ICS ’s prior written consent. Written consent shall include an express release of ICS from all liability to the third party receiving the work product from Client, and the Client’s indemnification of ICS for any claims or demands asserted against ICS by such third party. All documents produced by ICS under this Agreement shall remain the property of ICS and may not be used by the Client for any other project or purpose without the prior written consent of ICS.
4. **Payment.** The Client shall pay ICS ’s invoices within thirty (30) days of the date of the invoice. Invoices shall be considered past due if not paid within 30 days after the invoice date. If the Client does not tender payment within 30 days of the invoice date, ICS may, without waiving any claim or right against the Client, and without liability to the Client, terminate this Agreement in accordance with Section 10(a) of this Agreement. Retainers shall be credited on the final invoice. ICS, at its sole discretion, may charge interest at 1.5% (or the applicable legal rate) per month on the unpaid balance. In the event any portion of an account remains unpaid 90 days after billing, the Client shall pay all costs of collection, including reasonable attorney’s fees.
5. **Standard of Care.** ICS will strive to perform the Professional Services in a manner consistent with that level of care and skill ordinarily exercised by members of ICS ’s profession practicing in the same locality under similar circumstances at the time the Professional Services are performed. This Agreement creates no other representation, warranty, or guarantee, expressed or implied. ICS hereby excludes and disclaims any and all implied warranties including, but not limited to, any implied warranty of fitness for a particular purpose and any implied warranty of merchantability.
6. **Limitation of Liability.** To the fullest extent permitted by law, the total liability of ICS for any damages, costs, fees, expenses, or other losses or demands for payment or performance

with regard to any claim or cause of action related in any way to this Agreement, the Project or the Professional Services, shall be limited to fifty-thousand dollars (\$50,000). The Client hereby releases ICS for any and all liability above such amount. This Limitation of Liability applies to any and all claims, no matter how stated, asserted, alleged or pleaded, including but not limited to, claims for errors and omissions, breach of contract, tort/negligence, quantum merit/unjust enrichment, or breach of fiduciary duty, and applies to all phases of Professional Services performed under this Agreement. The Client agrees ICS 's services will not involve the design of any equipment or the implementation of equipment. The Client agrees ICS will not be liable for any claims, damages, demands, costs, or expenses for personal injury or any other injuries or damages alleged by the Client or any third party relating to the design or implementation of equipment, and the Client agrees to indemnify and hold ICS harmless for any liability for such claims.

7. **Insurance.** Insurance Provided by Consultant. Before the start of its work, the Consultant shall procure and maintain in force coverage and limits of insurance for its own negligence as follows:
- (a) Employers' Liability: \$1,000,000.00.
 - (b) General Liability: \$2,000,000.00 Occurrence, \$4,000,000.00 Aggregate
 - (c) Automobile Insurance: \$1,000,000.00 Liability.
 - (d) Umbrella Liability: \$1,000,000.00 Occurrence, \$1,000,000.00 Aggregate
 - (e) Professional Liability: \$2,000,000.00 Each Claim, \$2,000,000.00 Annual Aggregate
8. **Client Responsibilities.** The Client shall bear sole responsibility for (a) notifying third parties, including any governmental agency or prospective purchaser, of the existence of any hazardous materials located in or around the Project site; and (b) cooperation with all requests by ICS, including obtaining permission for access to the Project site. The Client releases and discharges ICS from all liability for any incorrect advice, judgment, or decision based on inaccurate information furnished by the Client or others. If reasonable precautions will be inadequate to prevent foreseeable bodily injury or death to persons resulting from a material or substance, including hazardous materials, encountered on the Project site, ICS shall immediately stop work in the affected area and promptly report the condition to the Client.
9. **Hazardous Materials.** It is acknowledged by both parties that ICS scope of services does not include any services related to asbestos, hazardous, or toxic materials that may be encountered or found to be present at or in areas adjacent to the site. Any such materials that are encountered shall be immediately brought to the attention of the owner, who will be solely responsible for any required abatement and/or removal of the materials in full compliance with applicable laws and regulations.
10. **Construction Observation.** If included in the Professional Services, ICS 's construction observation service shall be limited to general observation of construction operations. ICS shall not be responsible for inspection of the work, the means and methods of construction, or the safety procedures employed by any contractor. Performance of construction observation services does not constitute a warranty or guarantee of any type, since even with diligent observation, some construction defects, deficiencies or omissions in the contractor's work may occur. The Client shall hold its contractor and/or any sub-contractor solely responsible for the methods and means of construction, the quality of the Work, and performance of the Work. The Client, or its designees, shall notify ICS at least twenty-four (24) hours in advance of any observations required by the construction documents.
11. **Dispute Resolution.** Any claim or dispute between them arising out of or related to this Agreement shall first be informally negotiated in good faith between the Parties. If the claim or dispute cannot be amicably resolved within thirty (30) days by good faith negotiation, the Parties shall jointly submit the claim or dispute to mediation. Mediation shall be through a

mediator agreed upon by the Parties, or if ICS cannot be agreed upon within 15 days after the party seeking mediation provides written notice upon the other party to the Agreement demanding mediation, a mediator shall be appointed by the district court in the jurisdiction in which the Project is located. Demand for mediation shall be provided in writing to the other party to the Agreement within a reasonable time after the claim or dispute has arisen. In no event shall the demand for mediation be made after the date when institution of legal or equitable proceedings based on such claim, dispute or other matter in question would be barred by the applicable statutes of limitation or repose. If the claim or dispute cannot be amicably resolved by good faith negotiation or mediation, then either party may exercise its rights under law. In no event shall a claim or dispute be made or sustained if it would be barred by the applicable statute of limitations or repose.

12. Termination.

- a. This Agreement may be terminated upon than seven (7) business days' prior written notice should the other party fail substantially to perform in accordance with the terms of this Agreement through no fault of the party initiating the termination. Upon termination, ICS will deliver to the Client or its designee all records, documents or materials in its possession or control of ICS which relate to the Project and for which payment has been received. If ICS has prepared for or performed Professional Services for which payment has not been received as of the date of termination, the Client shall be entitled to purchase the products of those Professional Services, such as records, materials and documents, from ICS provided the Client and ICS agree to a purchase price and terms of sale. If the Client does not purchase the products of these Professional Services, the Client remains liable to ICS for any amounts incurred by unpaid charges for Professional Services performed. If this Agreement is terminated through no fault of ICS, the Client shall compensate ICS for all Professional Services performed prior to termination, all expenses incurred, all costs attributable to termination, including the costs attributable to ICS 's termination of consultant agreements, plus a termination expense of 25% of all unbilled fees.
- b. If after Design Development is accepted by the Client, redesign or analysis of alternates is required to accommodate value engineering items due to lack of funding, or if there are contractor requests requiring a re-negotiated engineering services contract, this Agreement shall be deemed terminated, and within 14 days of the date of termination, Client shall pay ICS for all Professional Services completed through the date of termination.
- c. If the Project is suspended, placed on hold or temporarily terminated for more than 15 calendar days, this Agreement will be deemed to be terminated on the 16th calendar day and the Parties shall negotiate a new agreement prior to restart of the Project to re-establish a new schedule and adjusted compensation and any other necessary revisions. Within 14 days of the date of termination, the Client agrees to pay ICS for all Professional Services completed through the date of termination plus all expenses incurred, all costs attributable to the termination, including the costs attributable to ICS 's termination of consultant agreements.

13. Other Provisions.

- a. The Parties each acknowledge that they will act in good faith in carrying out their duties and obligations under this Agreement.
- b. The Parties each acknowledge that they have reviewed and familiarized themselves with this Agreement, including its attachments, and agree to be bound by the terms and conditions contained therein.

- c. The Client shall designate a responsible employee as its contact for administration and coordination of the Work. The Client's contact shall have the authority to approve changes in the scope of the Project and shall be available during working hours as necessary to examine information submitted by ICS, to render or convey decisions, and to furnish information in a timely manner.
- d. It is specifically understood and agreed that at all times pertinent to this Agreement that ICS shall be an independent contractor and shall not be considered an employee of the Client.
- e. The Client shall provide prompt written notice to ICS if the Client becomes aware of any errors, omissions or inconsistencies in ICS 's Professional Services or information furnished by Client or Client's agents.
- f. The Client shall ensure that Project team leaders directly contracted to the Client have budgeted and thoroughly discussed and accepted all Project costs and values with the Client.
- g. The Parties understand and agree this Agreement may be changed or modified only through written agreement signed and dated by the Client and ICS. No act, omission or course of dealing by the Parties shall alter the requirement that modifications or changes to this Agreement can be accomplished only by mutual written agreement signed and dated by the Parties.
- h. This Agreement shall not be assigned by the Client or ICS without prior written consent of the other party to this Agreement.
- i. This Agreement shall be governed by and construed under the laws of the state where the Project is located.
- j. Unless otherwise provided, all notices and notifications shall be in writing and considered duly given if sent by U.S. Mail, postage prepaid, or by facsimiles to the business address of the parties set forth in this Agreement. Such notice(s) shall be deemed given as of the second business day following the date of posting by U.S. Mail or the next business day following the date of sending in the case of a facsimile or telecopy.

Appendix B

Signature Page

Signature Page

ISD 709 Lowell Elementary Building Envelope and Cafeteria Expansion Project
Comprehensive Project Design and Management Services
1-26-24

Proposal Terms

Terms on payment of services are delineated in the proposal dated 1-26-24.

Signature includes acceptance of attached proposal, fee schedule, and general conditions.

Authorization to Proceed

We appreciate the opportunity to present this proposal for Comprehensive Project Design and Representation Services. Please sign and return both copies of this document to our office. Upon receipt of both signed copies, a fully executed original copy will be forwarded back to you for your records. We will begin the project at the time of signature acceptance of this proposal.

Acceptance of only one portion of the proposed scope of services at this time assumes that the ICS team will be utilized for the remaining portion of the proposed scope of services as the project progresses.

Approved by ISD 709:

Date

Printed Name

Authorized Signature

Approved by ICS:

Date

Printed Name

Authorized Signature

Appendix C

Preliminary Budget Summary

OWNER: Duluth Public Schools
 PROJECT: Lowell Envelop Improvements & Cafeteria Expansion
 LOCATION: Duluth, MN
 PREP BY: ICS
 DATE: 1/24/2024



ITEM / ITEM DESCRIPTION	Base Scope - Courtyard Elevations & Cafeteria Expansion	Alternate #1: Remaining Horseshoe Elevations	Alternate #2: Music and Gym Elevations	Alternate #3: Create Playground Vestibule	Quantity /		Unit Cost / SF Cost	Notes:
					Program SF	Unit		
ENVELOPE IMPROVEMENTS & CAFETERIA EXPANSION								
Cafeteria Expansion								
expand into existing art room	\$440,000				2,000	SF	\$220	
allowance to relocate art somewhere - TBD	\$75,000				1	Allow	\$75,000	Location to be determined by district
Courtyard Elevations								
courtyard east	\$206,800				1	LS	\$206,800	
courtyard northeast	\$136,400				1	LS	\$136,400	
courtyard northeast	\$183,700				1	LS	\$183,700	
Remaining Building Elevations								
west facing elevation		\$279,400			1	LS	\$279,400	
front south facing elevation		\$283,250			1	LS	\$283,250	
Music and Gym Building Elevations								
gym elevations - replace calwall only			\$57,600		1	LS	\$57,600	
music wing elevations			\$417,010		1	LS	\$417,010	
Additional Improvements								
landscape restoration	\$15,000				1	LS	\$15,000	
create playground vestibule				\$72,500	1	LS	\$72,500	
CONSTRUCTION SUBTOTAL	\$1,056,900	\$562,650	\$474,610	\$72,500				
SOFT COSTS								
Fees/Permitting/Testing								
Project Management / CM	\$36,992	\$19,693	\$16,611	\$2,538				ICS
Design - Arch, Struct, Mech, Elec	\$89,837	\$47,825	\$40,342	\$6,163				DSGW Team
Reimbursables / Construction Phase Site Services	\$26,423	\$14,066	\$11,865	\$1,813				allowance
General Conditions	\$26,423	\$14,066	\$11,865	\$1,813				
Builder's Risk Policy	\$15,854	\$8,440	\$7,119	\$1,088				
Plan Review Fees	\$26,423	\$14,066	\$11,865	\$1,813				
Building Permit Fees	\$15,854	\$8,440	\$7,119	\$1,088				
Geotechnical / Special Testing / survey								
Property Acquisition	\$0	\$0	\$0	\$0				
Bond Costs	\$0	\$0	\$0	\$0				TBD - By District if Required
SUBTOTAL	\$237,803	\$126,596	\$106,787	\$16,313				
	0.225	0.225	0.225	0.225				
CONTINGENCY	\$84,552	\$45,012	\$37,969	\$5,800				8% of Construction Cost
SUBTOTAL	\$84,552	\$45,012	\$37,969	\$5,800				
TOTAL	\$1,379,255	\$734,258	\$619,366	\$94,613				

Compliance Report

Jurisdiction: ISD No. 709 - Duluth
 4316 Rice lake Rd

 Suite 108
 Duluth, MN 55811

Report Year: 2024
 Case: 1 - 2023 Data (Private (Jur Only))

Contact: Theresa Severance

Phone: (218) 336-8700

E-Mail: theresa.severance@isd709.org

The statistical analysis, salary range and exceptional service pay test results are shown below. Part I is general information from your pay equity report data. Parts II, III and IV give you the test results.

For more detail on each test, refer to the Guide to Pay Equity Compliance and Computer Reports.

I. GENERAL JOB CLASS INFORMATION

	Male Classes	Female Classes	Balanced Classes	All Job Classes
# Job Classes	40	66	19	125
# Employees	64	1213	177	1454
Avg. Max Monthly Pay per employee	5841.59	7352.17		6986.16

II. STATISTICAL ANALYSIS TEST

A. Underpayment Ratio = 64.39024 *

	Male Classes	Female Classes
a. # At or above Predicted Pay	24	25
b. # Below Predicted Pay	16	41
c. TOTAL	40	66
d. % Below Predicted Pay (b divided by c = d)	40.00	62.12

*(Result is % of male classes below predicted pay divided by % of female classes below predicted pay.)

B. T-test Results

Degrees of Freedom (DF) = 1275	Value of T = -7.067
--------------------------------	---------------------

- a. Avg. diff. in pay from predicted pay for male jobs = 17
- b. Avg. diff. in pay from predicted pay for female jobs = 969

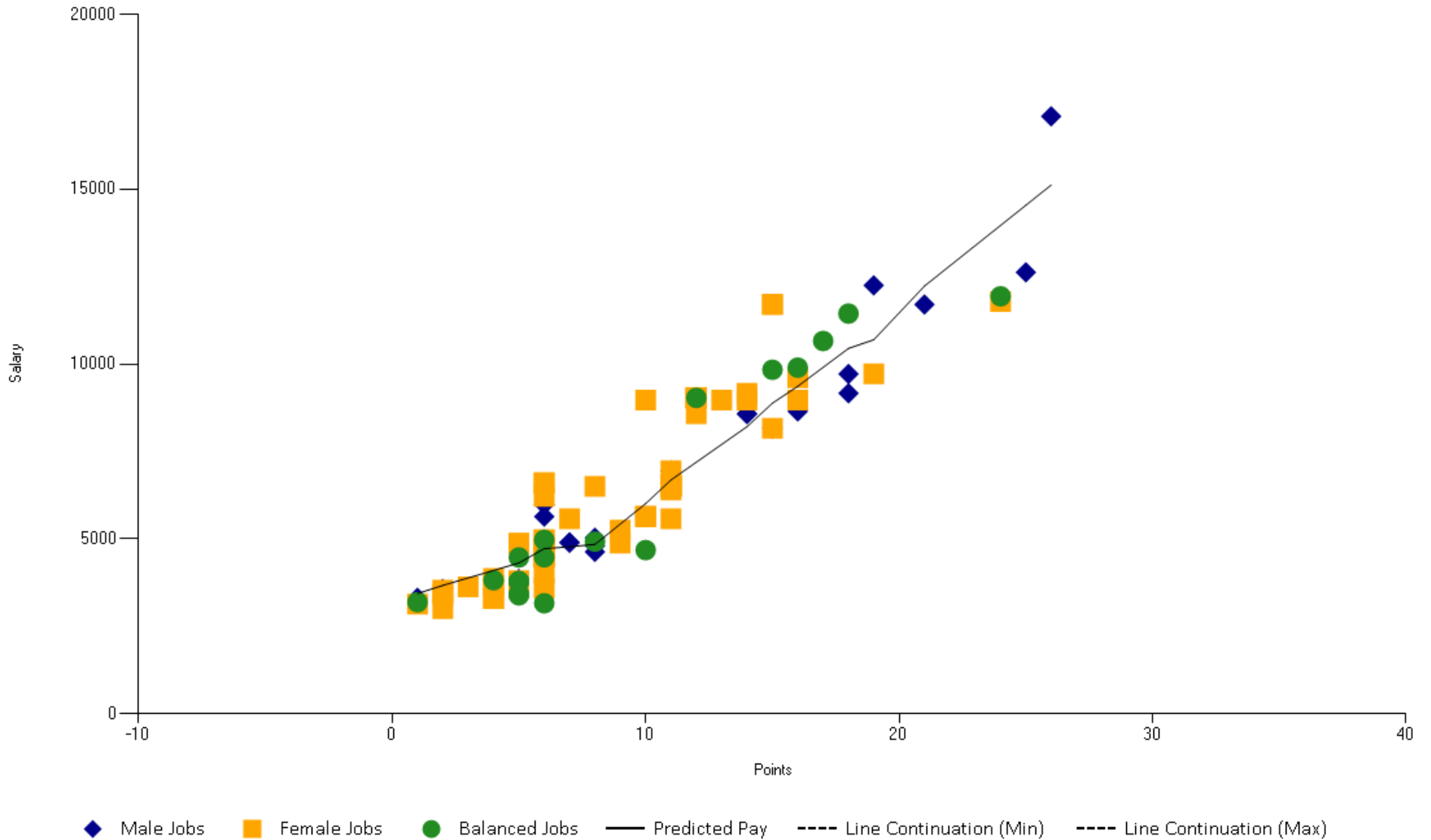
III. SALARY RANGE TEST = 82.40 (Result is A divided by B)

- A. Avg. # of years to max salary for male jobs = 6.46
- B. Avg. # of years to max salary for female jobs = 7.84

IV. EXCEPTIONAL SERVICE PAY TEST = 99.92 (Result is B divided by A)

- A. % of male classes receiving ESP = 92.50 *
 - B. % of female classes receiving ESP = 92.42
- *(If 20% or less, test result will be 0.00)

Predicted Pay Report for: ISD No. 709 - Duluth Case: 2023 Data



**Expenditure Contracts Signed
December 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
TeamWorks International	\$25,000.00*	Superintendent's Office (DU)	Strategic Planning Services for FY24
Lamar	\$5,250.00*	Superintendent's Office (DU)	Billboard communication for FutureForward709 May Referendum
Squires, Waldspurger & Mace	\$1,000.00*	TLE (DR)	Professional development for district paraprofessionals
Duluth Area Family YMCA	\$47,300.00*	TLE (DR)	ESSER funding for approved services
Family Freedom Center	\$75,000.00*	TLE (DR)	ESSER funding for approved services
Design Tree	\$31,500.00*	Facilities (DR)	Homecroft ES parking lot reconstruction
Design Tree	\$66,000.00*	Facilities (DU)	Transportation building addition (engineering services)
Goodguys Motor Co.	\$43,866.30*	Transportation (DR)	Purchase of 2014 Chevy Express Van
Goodguys Motor Co.	\$44,946.81*	Transportation (DR)	Purchase of 2014 Chevy Express Van
United Bus Sales	\$194,712.26*	Transportation (DR)	Purchase of two 2020 IC School Buses (\$90,820.00/bus)

United Bus Sales	\$64,397.25*	Transportation (DR)	Purchase of 2015 IC School Bus
Marshall School	\$6,896.80*	Special Services (DR)	Addendum to provide additional funding for nursing services in FY24
Johnanna Cummins	\$2,500.00*	Office of Education Equity (DR)	Facilitate SEED professional development training – June 24-28, 2024
Johnanna Cummins	\$2,500.00*	Office of Education Equity (DR)	Facilitate SEED professional development training – Jan 30 – May 21, 2024
Duluth Community School Collaborative	\$15,000.00*	Office of Education Equity (DR)	After school and summer programming to students at MWES
London Goode	\$1,600.00*	Office of Education Equity (DR)	Co-Facilitation of Affinity Group Events
Christopher Davila	\$1,000.00*	Office of Education Equity (DR)	Guest facilitator for Chinese New Year
Aya Nakajima	\$1,000.00*	Early Childhood (DR)	Eight classroom art lessons
Jesse Switters	\$1,000.00*	Early Childhood (DR)	Eight classroom art lessons
Tiffany Fenner	\$1,000.00*	Early Childhood (DR)	Eight classroom art lessons
Moira Villiard	\$1,000.00*	Early Childhood (DR)	Eight classroom art lessons
Michelle Defoe	\$1,000.00*	Early Childhood (DR)	Eight classroom art lessons
Becky VanRiper	\$400.00*	Early Childhood (DR)	Painting class for Duluth Head Start staff
Lincoln Park Children & Families Collaborative	\$120.00*	Early Childhood Special Services (DR)	Addendum for the purpose of preschool planning as required by a student IEP

AGREEMENT

THIS AGREEMENT, made and entered into this 25th day of January, 2024, by and between Independent School District #709, a public corporation, hereinafter called District, and TeamWorks International, 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 July 1, 2023 and shall remain in effect until June 30, 2024, 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. *Strategic Planning*

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 \$25,000 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: Superintendent's Office, 709 Portia Johnson Drive, 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) TeamWorks International, Inc. 7037 20th Avenue South, Suite A, Centerville, MN 55308.

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.

Raymond O'Quener
Contractor Signature

39-1829483
SSN/Tax ID Number

2/4/24
Date

John Maggs
Program Director

1/26/24
Date

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the Executive Director of Finance & Business Services 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	020	000	305	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

Erinne Zunic
Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair

January 25, 2024
Date

Duluth
P.O. Box 16030
Duluth, MN 55816
Phone: 218-628-2301
Fax: 218-628-0364



CONTRACT # 4449848

Date: 1/24/2024
New/Renewal: NEW
Account Executive: Terry Olson
Phone: 218-628-2301
48

STANDARD CONDITIONS

- 1. Late Artwork:** The Advertiser must provide or approve art work, materials and installation instructions ten (10) days prior to the initial Service Date. In the case of default in furnishing or approval of art work by Advertiser, billing will occur on the initial Service Date.
- 2. Copyright/Trademark:** Advertiser warrants that all approved designs do not infringe upon any trademark or copyright, state or federal. Advertiser agrees to defend, indemnify and hold Lamar free and harmless from any and all loss, liability, claims and demands, including attorney's fees arising out of the character contents or subject matter of any copy displayed or produced pursuant to this contract.
- 3. Payment Terms:** Lamar will, from time to time at intervals following commencement of service, bill Advertiser at the address on the face hereof. Advertiser will pay Lamar within thirty (30) days after the date of invoice. If Advertiser fails to pay any invoice when it is due, in addition to amounts payable thereunder, Advertiser will promptly reimburse collection costs, including reasonable attorney's fees plus a monthly service charge at the rate of 1.5% of the outstanding balance of the invoice to the extent permitted by applicable law. Delinquent payment will be considered a breach of this contract. Payments will be applied as designated by the Advertiser; non designated payments will be applied to the oldest invoices outstanding.
- 4. Service Interruptions:** If Lamar is prevented from posting or maintaining any of the spaces by causes beyond its control of whatever nature, including but not limited to acts of God, strikes, work stoppages or picketing, or in the event of damage or destruction of any of the spaces, or in the event Lamar is unable to deliver any portion of the service required in this contract, including buses in repair, or maintenance, this contract shall not terminate. Credit shall be allowed to Advertiser at the standard rates of Lamar for such space or service for the period that such space or service shall not be furnished or shall be discontinued or suspended. In the case of illumination, should there be more than a 50% loss of illumination, a 20% pro-rata credit based on four week billing will be given. If this contract requires illumination, it will be provided from dusk until 11:00p.m. Lamar may discharge this credit, at its option, by furnishing advertising service on substitute space, to be reasonably approved by Advertiser, or by extending the term of the advertising service on the same space for a period beyond the expiration date. The substituted or extended service shall be of a value equal to the amount of such credit.
- 5. Entire Agreement:** This contract, all pages, constitutes the entire agreement between Lamar and Advertiser. Lamar shall not be bound by any stipulations, conditions, or agreements not set forth in this contract. Waiver by Lamar of any breach of any provision shall not constitute a waiver of any other breach of that provision or any other provision.
- 6. Copy Acceptance:** Lamar reserves the right to determine if copy and design are in good taste and within the moral standards of the individual communities in which it is to be displayed. Lamar reserves the right to reject or remove any copy either before or after installation, including immediate termination of this contract.
- 7. Termination:** All contracts are non-cancellable by Advertiser without the written consent of Lamar. Breach of any provisions contained in this contract may result in cancellation of this contract by Lamar.
- 8. Materials/Storage:** Production materials will be held at customer's written request. Storage fees may apply.
- 9. Installation Lead Time:** A leeway of five (5) working days from the initial Service Date is required to complete the installation of all non-digital displays.
- 10. Customer Provided Production:** The Advertiser is responsible for producing and shipping copy production. Advertiser is responsible for all space costs involved in the event production does not reach Lamar by the established Service Dates. These materials must be produced in compliance with Lamar production specifications and must come with a 60 day warranty against fading and tearing.
- 11. Bulletin Enhancements:** Cutouts/extensions, where allowed, are limited in size to 5 feet above, and 2 feet to the sides and 1 foot below normal display area. The basic fabrication charge is for a maximum 12 months.
- 12. Assignment:** Advertiser shall not sublet, resell, transfer, donate or assign any advertising space without the prior written consent of Lamar.
- 13. Digital Provisions:** Lamar will strive to provide Advertisers with 100% of the time they contract. However, due to problems with power interruptions, emergency governmental warnings (e.g. Amber Alerts) or other unforeseen interruptions, Lamar is guaranteeing copy will be displayed an average of 92.5% of the time contracted. If a location should be lost during the period of display for any reason, a digital location of equal advertising value will be substituted or credit issued for the loss of service. For purposes of determining whether a credit is due, the average number of guaranteed impressions per day will be measured over the duration of the contract, e.g., during a four week contract, the available impressions during the entire four week term of the contract will be calculated and 92.5% of that number will be used as the basis to determine whether a credit is due the Advertiser. If Lamar has provided 92.5% or greater of available impressions, then no credit will be due.




**AGREEMENT FOR PURCHASE OF SERVICES FOR
PARAPROFESSIONAL TRAINING ON JANUARY 22, 2024**

The following is an Agreement between Squires, Waldspurger & Mace, P.A. (hereinafter referred to as the "Consultant") and Independent School District No. 709, Duluth Public Schools (hereinafter referred to as the "District").

1. The Consultant agrees:
To provide services for the purpose of presenting at the District's training for paraprofessionals on January 22, 2024. Consultant will present on the following topics: legislative changes to student discipline, disciplinary dismissals, nonexclusionary discipline, minimum services during suspensions, implications of certain discipline practices, expulsions of special education students, and manifestation determinations. Consultant will present virtually, and the District may record the training and make it available for District staff to view until June 1, 2024.

2. The District agrees:
To pay the Consultant a flat fee of \$1,000.00 for presenting at the District's training for paraprofessionals from 9:00 a.m. to 10:00 a.m. on January 22, 2024, inclusive of presentation and question-and-answer time. Fee includes prep time and presentation time.

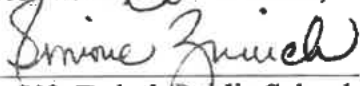
3. AMENDMENTS
Amendments must be in writing and indicate approval by both parties to the amended terms.



 Squires, Waldspurger & Mace, P.A.

1/16/24

 Date



 I.S.D. 709, Duluth Public Schools

1-16-24

 Date

01 005 640 161305 002



AGREEMENT

THIS AGREEMENT, made and entered into this 26th day of January, 2024, by and between Independent School District #709, a public corporation, hereinafter called District, and Duluth Area Family YMCA, 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 December 1, 2023 and shall remain in effect until June 30, 2024, 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.** *Duluth Area Family YMCA Proposal for ISD 709 ESSER Funds (see attached proposed services)*

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 \$47,300 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: Assistant Superintendent's Office, 709 Portia Johnson Drive, 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) Duluth Area Family YMCA, 302 W 1st 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.

<u><i>Sara Cole</i></u>	41-0693931	1/29/2024
Contractor Signature	SSN/Tax ID Number	Date
<u><i>Anthony Burt</i></u>		1/26/24
Program Director		Date

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the Executive Director of Finance & Business Services 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	203	161	303	013
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

<u><i>Erin Zwick</i></u>	1-26-24
Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair	Date



Duluth Area Family YMCA Proposal for ISD 709 ESSER Funds

December 2023

Overview

The Duluth Area Family YMCA (the Y) is one of the oldest and largest nonprofits in the Northland. The Y is committed to strengthening community by connecting all people to their potential, purpose, and each other. As an association, the Y's programs reach over 180 miles, from Moose Lake to Grand Portage. Locally, programs operate within all Duluth Public Elementary Schools, the Harbor Highlands Community Center, the Gary-New Duluth Recreation Center, the Woodland Community Center, and several non-profit youth serving agencies.

In partnership with ISD 709, the Y is proposing to provide the following services to increase youth development and healthy living opportunities for Duluth-area youth, specifically those from low-income households and BIPOC communities from January – July 2024.

The Y acts as a leader, collaborator, and catalyst for change. Services described in this proposal will have a widespread impact on youth and families, as they will be done in collaboration with the following entities: AICHO, Boys and Girls Clubs of the Northland, CHUM's Steve O'Neil Apartments, the Damiano Center, the Duluth Community School Collaborative, Family Freedom Center, Gary New Duluth Recreation Center, Harbor Highlands Community Center, Laura MacArthur KEY Zone, Lincoln Park Children and Families Collaborative, Myers-Wilkins KEY Zone, Stowe KEY Zone, and Valley Youth Center. These partnerships were carefully identified for this project as they all serve a high percentage of youth from low-income households (40-95% qualifying for free or reduced-price lunch) and families that identify as part of the BIPOC community (20-95%).

Proposed Services

- **Family Engagement:** Monthly enrichment opportunities for families from low income and BIPOC households to engage in free events at the Downtown Y and the Essentia Wellness Center from January 2024-June 2024. Families will have the opportunity to use the pool, rock wall, gym, and other youth activities.
 - Total of \$9,000 to cover 6 months of activities. The includes food, transportation, and supplies.
- **Student Memberships & Gym Space:** All ALC and Denfeld Setting 3 EBD students will receive Y memberships to access the facilities from January – July 2024.
 - Memberships for all ALC students, 18 Denfeld students, and exclusive gym space for ALC gym class = \$10,000
- **Community-Based Programming:** Increase enrichment opportunities for students from low income and BIPOC households to engage in free, high quality, year-round out-of-school time programming at the Harbor Highlands Community

Center and Gary New Duluth Recreation Center. Create new opportunities to engage in and with the community for program supplies and speakers. Also providing more teen focused programming that includes career exploration, skill development, and collage visits.

- o 2 sites at \$3,000 each = of \$6,000

- **KEY Zone Access:** Increase opportunities for students to engage in high quality out-of-school time programming during the school year. Services will focus on KEY Zone Laura MacArthur, Myers Wilkins, and Stowe Elementary.

- o Scholarships for 20 students x \$203 for 9 months September 2023 – May 2024 = \$20,300

- **Youth In Government Programming:** Increase enrichment opportunities for students from low income and BIPOC households to engage in free teen programming. Youth in Government (YIG) is an immersive that includes focused discussions on current issues, a wide variety of social events, engaging evening activities, time for small-group reflection, and hands-on leadership development.

- o 10 youth in grades 8th – 12th to experience the Youth in Government program. \$200 x 10 = \$2,000

Proposed Budget

Service	Details	Amount
Community Program Enhancements	2 sites will provide enrichment activities and focus on teen programming.	\$6,000
KEY Zone Scholarships	20 more youth will receive free high-quality care afterschool.	\$20,300
Family Engagement	6 family nights at Y facilities	\$9,000
Youth Memberships	## of youth from ALC and Denfeld will be able to access the Y for free	\$10,000
Youth in Government	10 teen youth to participate in the program	\$2,000
	Total	\$47,300

Contact

Jeremy Katchuba

Senior Vice President of Operations
jkatchuba@duluthymca.org
 218-241-8008 ext. 505

Melissa Fanning

Community Services Executive Director
mfanning@duluthymca.org
 218-722-4745 ext. 107

Duluth Area Family YMCA

302 W 1st St
 Duluth, MN 55802

AGREEMENT

THIS AGREEMENT, made and entered into this 29th day of January, 2024, by and between Independent School District #709, a public corporation, hereinafter called District, and Family Freedom Center, 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 1, 2024 and shall remain in effect until June 30, 2024, 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.** See attachment for program description.

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 \$75,000 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: Assistant Superintendent's Office, 709 Portia Johnson Drive, 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) Family Freedom Center, 310 N 1st Ave W 55806 Suite 108, Duluth, MN 55806.

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	83-0943572 SSN/Tax ID Number	1/30/2024 Date
 Program Director		1/29/24 Date

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the Executive Director of Finance & Business Services 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).

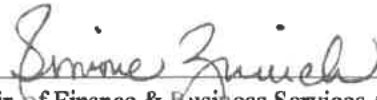
Please check the appropriate line below:

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	161	304	013
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	1-29-24 Date
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Family Freedom Center
ISD709 ESSER FUNDS: MID-TERM REPORT
7/1/2023 - 12/31/2023

62

1. Mental and Physical Health (75 Total Students Served)

The Center currently provides the following Health & Wellness programs for students:
Jacob, here is the progress report for the "Freedom Farms" program under the "Health" category:

Freedom Farms Progress Report

Freedom Farms, a significant initiative by Family Freedom Center, focuses on promoting food access and creating a communal space through its Black urban farms. This project includes an outdoor farm in Central Hillside and an indoor farm at The Center, operational throughout the year. Freedom Farms is flourishing as an educational and nutritional resource for ISD709 students, aligning perfectly with the objectives set in the proposal. Each element of the program, from free produce distribution to educational workshops, is contributing to the overall health and wellbeing of the student.

Free Produce Pick Up:

Objective: To provide ISD709 students with fresh, locally-sourced produce at no cost.

Progress: Implemented, combating food insecurity and encouraging healthy eating habits

Students Benefited: 75

Gardening Classes:

Objective: Educate students in hands-on gardening, crop cultivation and maintenance.

Progress: Students gaining insights into self-sufficiency and sustainable food production.

Students Participated: 30

Food Preparation Classes:

Objective: Teaching students healthy cooking techniques and nutrition, using produce.

Progress: Providing students with cooking skills, teaching the importance of healthy eating.

Students Engaged: 25

Total Students Served: 75

Girlhood Progress Report

Weekly program for girls and feminine youth, focusing on personal development and mental health in a safe, supportive environment. Girlhood is effectively meeting its goal, positively impacting the participants and aligning with the proposed objectives.

Objective: To provide a nurturing space for discussions, activities, and skill development, fostering personal growth and resilience.

Progress: Successful in creating a safe space with a blend of discussions, soothing activities, and skill-building. Regular participants enjoy monthly recognition with local outings.

Total Students Served: 25

Circles for Young Fathers Progress Report

Six-week program in partnership with Community Resolution Center (CRC), designed for young fathers, fathers-to-be, and adolescent masculine youth. The program focuses on fatherhood, caretaking roles, personal character growth, and supporting families and communities. The most recent iteration saw 25 different youth attending, with an average of 10 attendees per week.

Objective: To mentor young men in fatherhood and personal development, enhancing their roles in families and communities.

Progress: Successful engagement with mentors from the community, facilitating discussions and learning on fatherhood and personal growth.

Total Students Served: 25

FFC Expanded Health Programs Report

Family Freedom Center has offered several expanded health programs to students, including:

- **Sexual Education and Reproductive Health:** Partnering with organizations like Planned Parenthood, Rainbow Health, and Lutheran Social Services to provide education and resources to adolescent youth.
- **Substance Use Education:** Conducting programs in collaboration with the Harm Reduction Sisters to address the community's substance use epidemic
- **Social-Emotional Learning:** A program in partnership with UMN Extension, helping students enhance their social and emotional skills, develop social awareness, and establish healthy relationships.
- **Therapy/Skills Groups:** Offering groups for youth to develop coping skills and strategies, discuss mental health, and combat mental health stigmas.

Total Students Served: 7

Mid-term Health Findings

The health programs conducted by Family Freedom Center have brought to light considerable needs in mental and physical health, especially within the BIPOC community of Central Hillside Duluth. A particular area of concern has been substance abuse among students, which these programs have addressed through targeted education and support. This specific challenge, along with the broader scope of services including sexual and reproductive health, emotional learning, and support groups, has underscored the ongoing and perhaps growing need for such resources in the community. The response to these initiatives reveals a persistent demand for support, especially in combating substance abuse, which is a significant factor in the overall health and wellbeing of the student population. The insights gained from these programs clearly indicate the necessity for continued and expanded efforts to address these critical health concerns.

2. Education and Learning Support (73 Total Students Served)

Academic Planning Program Report

The Academic Planning program has been involved in promoting academic success. Staff have assisted with enrollment, classwork planning, setting goals for attendance and completion, discussing alternative education options, and advocating for family needs.

Objective: To guide students in achieving academic goals and support their educational journey.

Progress: Provided personalized academic support, impacting student progress.

Total Students Served: 21

Supplementary Academic Skills Report

'Smarter Every Day' is a daily program at The Center, focusing on developing skills crucial for academic success. It emphasizes building confidence and resilience, empowering students to be successful learners. The program covers daily objects such as mathematics, sciences, arts, reading, and writing.

Objective: To enhance key academic skills, fostering confidence and resilience in students for success in various learning environments.

Progress: Focused on skill development in core academic areas, contributing to student empowerment and learning proficiency.

Total Students Served: 45

Student Parent Liaison Program Report

The Center acts as a communication hub, connecting ISD709 with students, families, and various resources. Active participation in SARB and regular correspondence with schools attended by the students enables the creation of comprehensive plans that are well-informed and tailored to address individual student needs.

Objective: To facilitate effective communication and planning between ISD709, students, and families for a comprehensive approach to student needs.

Progress: Maintained regular communication and collaboration, ensuring that student support plans are comprehensive and well-informed.

Total Students Served: 4

Tutoring Program Report

The Tutoring program at The Center involved FFC youth specialists assisting students with their classwork. This service was accessible daily for students on half-days, ALC students, Homebound students, and elementary students, with availability for middle and high school students upon request. Despite dedicated efforts by our specialists, the absence of an on-site teacher from ISD709, as initially anticipated, limited the program's potential impact.

Objective: To provide academic support to students, aiming to enhance their understanding and completion of classwork.

Progress: FFC youth specialists delivered consistent tutoring assistance. However, the need for additional academic support persists, highlighting the gap left by the unfulfilled provision of an on-site teacher.

Total Students Served: 14

Alternative Education Sites Program Report

The Center served as a vital resource for students with non-traditional educational arrangements. This included students from the Area Learning Center, both in seated classes and participating online, as well as students on half-day schedules and those meeting with homebound teachers. At

The Center, these students received tutoring and academic support from our staff as well as meals, and access to a safe space equipped with necessary technology and learning materials.

Objective: To support students in alternative education settings by providing academic assistance, nutritional support, and access to essential educational resources.

Progress: While staff provided comprehensive support to these students, the program highlighted an ongoing need for additional resources and structured educational guidance to fully meet the unique needs of this diverse student group.

Total Students Served: 14

BIPOC Parents' Association Report

This program focused on establishing the Black/BIPOC Parents' Association as a supporting entity within ISD709. The approach involved a biweekly cycle of individual meetings, capacity-building training, and advocacy experiences, aiming to create an organization of Black parents with chapters in multiple schools. The goal is to develop a group capable of mobilizing over 100 representatives for school boards or other public meetings.

Objective: To build a robust network of Black parents, empowering them through leadership and community organizing training at FFC. The process began with current participants and expanded to include new leaders from various schools.

Progress: Initiated the development of the core team and conducted biweekly leadership training sessions. The program is instrumental in fostering a strong community presence and advocacy for change.

Total Students Served: 15

Mid-term Education Findings

The Education programs at The Center have successfully addressed various academic needs of ISD709 students. Initiatives like Academic Planning, Tutoring, Supplementary Academic Skills, and Alternative Education Sites have provided crucial support services, ranging from academic assistance to skill enhancement in a supportive learning environment.

Our experience, particularly with the increasing attendance at The Center, approximately 75 students daily, has underscored the growing demand for these educational services. While we have made significant progress, the absence of a dedicated teacher from ISD709 has been a notable limitation. This role is critical for enhancing our program's effectiveness and directly addressing the diverse and complex needs of our students.

The findings from our programs point to the continued need for robust educational support. Sustainable funding and resources are essential for maintaining and expanding our services. The addition of a teacher, as initially planned, would greatly benefit our efforts, allowing us to provide more integrated and specialized support. Looking ahead, the ongoing support will be crucial in adapting to the evolving educational landscape and ensuring that we can meet the growing needs of our students, helping them thrive in their academic journeys.

3. Economic Stability (38 Total Students Served)

Adulting Basics Courses Program Report (Upcoming)

The Adulting Basics Courses, targeting youth aged 16-21, are planned to facilitate the transition from adolescence to adulthood. This upcoming program, secured for integration at Denfeld High School in partnership with the Community School Collaborative and Workforce Development, is set to commence in Spring 2024. It aims to empower participants by setting clear visions and goals for their future and working towards them. The curriculum will focus on developing work readiness skills, completing GEDs where needed, enhancing financial literacy, building or repairing credit, providing guidance on post-secondary education and financial aid, and establishing mentorship connections with local BIPOC business owners.

Objective: To prepare transitioning youth with crucial life skills and mentorship for a successful shift to adult responsibilities and career pathways.

Preparation Progress: Successfully secured the program's integration into Denfeld High School and established partnerships in anticipation of the first class in Spring 2024.

Total Students to be Served: 8

Freedom Start-Ups Program Report (Upcoming)

Freedom Start-Ups is an upcoming program designed to empower BIPOC entrepreneurs aged 16-21 by equipping them with the tools and knowledge needed to succeed in business. This program, scheduled to commence in Spring 2024, aims to prepare participants for the challenges they will face as minority business owners and encourage them to develop culturally specific enterprises rooted in their heritage.

Objective: Offer entrepreneurial skills training and guidance to ISD709 students. To build an entrepreneurial ecosystem supporting diverse business owners and provide a safe space for learning, free course materials, food, and childcare.

Progress: The program launch is planned for Spring 2024, and preparations are underway to secure the necessary resources and partnerships for a successful start.

Total Students to be Served: 8

Work Readiness Program (START) Report

The Work Readiness for students and young adults was offered through our Center's Skilled Trades, Arts, Robotics, and Technology (START) program. START served as an experimental workspace, providing students with exposure to cutting-edge technology and equipment in an educational and nurturing environment. This initiative aimed to bridge the gap between BIPOC students and professions that create generational wealth by introducing them to technology-driven career pathways through culturally responsive workshops.

StudioX and START Spaces

The artistic and skilled trades aspect of the START program has been a cornerstone of our success in 2023. START provided comprehensive workshops in various disciplines, each designed to foster creativity and technical proficiency:

- **Hairstyling and Barbering:** Youth delved into the world of beauty and hair care, learning various techniques suitable for different hair types and styles. This workshop served as a platform for those interested in pursuing careers in the beauty industry.
- **Clothing Design and Customization:** Practical skills in clothing design, including customizing clothes using patches, heat presses, and both hand and machine sewing techniques.
- **Visual Arts:** Workshops explored painting and drawing, encouraging youth to experiment with different styles, mediums, and techniques, nurturing their artistic talents.
- **Music Production:** The program embraced the creative aspects of music with activities in lyric writing, freestyle rapping, and beat creation using various music production software. Youth learned to compose, record, and produce their own music.
- **Photography:** Workshops blended technical skill development with creative expression, teaching youth the basics of photography, including composition and editing.
- **Hydroponics:** Techniques for growing plants indoors, emphasizing sustainability and self-sufficiency in urban settings, providing valuable agricultural skills.

Objective: To provide students and young adults with work readiness skills and exposure to technology-driven career pathways through culturally responsive workshops.

Progress: Successfully introduced students to a wide range of skills and career possibilities, fostering creativity and technical proficiency in an inclusive and supportive environment.

Total Students Served: 30

Mid-term Economic Stability Findings

In the pursuit of economic stability for ISD709 students, the Family Freedom Center has made substantial strides in empowering our youth. Our programs have not only equipped them with essential life skills but have also planted the seeds of entrepreneurship and financial literacy. As we reflect on our accomplishments, we envision a future where our students can break the cycles of poverty that have disproportionately affected BIPOC communities. Through initiatives like the Adulting Basics Courses, set to launch in Spring 2024, we are preparing our youth for the transition to adulthood by providing them with the tools to secure stable employment, pursue higher education, and manage their finances effectively. The upcoming Freedom Start-Ups program will further bolster our efforts by nurturing a new generation of BIPOC entrepreneurs who can create culturally specific enterprises and reshape the narrative of Black business ownership.

Our Skilled Trades, Arts, Robotics, and Technology (START) program has opened doors to technology-driven career pathways and artistic skills development, bridging the gap between our students and professions that build generational wealth. We are proud of the opportunities we have offered to our youth, and we see the potential for them to excel in fields that have traditionally been less accessible. As we assess the need for continued support, it is clear that economic stability is not an endpoint but an ongoing journey. Our findings highlight the importance of providing resources, mentorship, and education to students as they navigate the complexities of adulthood. We believe that by nurturing financial literacy, entrepreneurship, and work readiness skills, we can empower our students to generate alternative means of income and break free from the cycles of poverty.

Conclusion:

During the contract period from July 1, 2023, to December 31, 2023, Family Freedom Center served 209 ISD709 students, resulting in 2,743 visits to The Center. Each student received daily meals, mentor support from our Youth Specialists, and engaged in Arts & Crafts activities, as well as indoor and outdoor recreation. Please see the chart below for students served by school, as well as the attached document for the full roster of students served.

Furthermore, we organized special events for ISD709 families, including:

- Annual Big Tent Event (600 guests) providing cold weather kits and essentials.
- Unity in Our Community (1,500 backpacks) supporting back-to-school needs.
- Freedom Fridays (200+ attendees monthly) serving free meals and workshops/classes.
- Thanksgiving Dinner, Christmas Dinner, Trunk-or-Treat, and BIPOC Business Showcase.

ISD709 SCHOOLS	# Students
Denfeld High School	60
Myers-Wilkins Elementary School	66
Lincoln Park Middle School	47
Adult Learning Center	10
ISD709 Homeschool/Homebound	6
Ordean East High School	4
Piedmont Elementary School	4
Arrowhead Juvenile Center High School	2
Ordean High School	2
Lowell Elementary School	3
Laura McArthur Elementary School	1
Congdon Elementary School	1
Stowe Elementary School	1
Rock Ridge High School	2
TOTAL ISD709 STUDENTS	209

Note: Family Freedom Center served 19 non-ISD709 students during this contract period.

Students from other schools served	
The DECS North Star Academy	10
Harbor City International School	2
Twin Cities	2
Fond Du Lac Ojibwe School	1
Unknown	4
TOTAL NON-ISD709 STUDENTS	19

The findings throughout this contract underscore the paramount importance of the Family Freedom Center's presence in ISD709. As we reflect on the progress and impact achieved by the Family Freedom Center over the past six months, it is clear that our essential services, guidance, and transformative opportunities have resulted in tangible improvements in the growth and development of the students we serve.

In light of our accomplishments, we are seeking funding in the amount of \$150,000 in ESSER funds for the next year, from January 1, 2024, to December 31, 2024. This funding will enable the Center to sustain and expand its programs, reaching an additional 400 ISD709 students and totaling 6,000+ visits to the Center in 2024.

While the Center is proud of the progress made, it acknowledges that there are still unmet needs within the community. Challenges such as food insecurity, academic support gaps, and economic instability persist, emphasizing the continuous need for support and intervention.

The students served by the Center, the heart of its mission, possess immense potential and untapped talent. With the right resources and opportunities, they have demonstrated their ability to overcome obstacles and reach their full potential. It is a firm belief that continued investment in their growth and development is not only an investment in their future but also in the future of the community as a whole.

Understanding the importance of sustained financial backing and the continued engagement of the community in its endeavors, the Family Freedom Center seeks the requested funding of \$150,000 to carry forward its vital work in empowering students, addressing their unique needs, and creating a pathway to a brighter future.

For any further inquiries or questions regarding our work and funding request, please feel free to contact Jacob Bell, Executive Director of the Family Freedom Center via email at Jacob@familyfreedomcenter.org.

We appreciate your attention to our mission and look forward to the opportunity to discuss how your support can help us make a lasting impact on the lives of ISD709 students.

Thank you for considering our funding request.

November 27, 2023

Bryan Brown – Facilities Manager
Duluth Public Schools
Via email: bryan.brown@isd709.org

RE: Homecroft Elementary Parking Lot Reconstruction

Dear Mr. Brown

Thank you for the invitation to propose our Professional Engineering services for the Homecroft Elementary Parking Lot Reconstruction Project. It is our understanding of the project that it is to consist of reconstructing the existing parking lot at Homecroft Elementary in Duluth, MN. Construction will include bituminous pavement, concrete curb & gutter, installation of a stormwater management system, and wall-mounted lighting systems.

Fees for Proposed Services

Design Tree Engineering will provide engineering services as listed below for the lump sum fee:

Professional Engineering Services

Land Survey (Topo): \$7,500

Civil: \$18,000

Electrical: \$6,000

Total Lump Sum Fee: \$31,500

Proposed Scope of Engineering Services

Design Services:

1. Attendance at up to 3 virtual design meetings.
2. Site visit to review the existing building and document existing systems conditions and locations.
3. Provide progress submittals for Owner review and project team coordination as requested.
4. Provide signed Construction Documents (drawings and specs) for the use of permitting and construction.
5. Responding to the reviewing authorities' comments to receive the necessary approvals from governing agencies.

Land Surveying:

1. Topographic Survey
 - a) Collect existing conditions.
 - b) Locate utilities through Gopher One Call.
 - c) Obtain inverts of utilities.
 - d) Provide cad background for civil use.

Civil Design Services:

1. Existing conditions plan.
2. Site Plan which includes the design of:
 - a) Parking lot of approximately 40 stalls $\pm 10\%$
 - b) Bus drop-off/pick-up area.
 - c) Connections to City streets.
 - d) Grading plan.
3. Erosion control plan.
4. Utility Plan including:

DTE PROPOSAL

Homecroft Elementary Parking Lot Reconstruction

- a) Storm sewers, culverts, etc.
5. Storm water Calculations to comply with the project site's governing authorities.
6. Storm water Pollution Prevention Plan
7. Construction Details.
8. Preparation of documents for submittal to reviewing authorities.

Electrical Design Services:

1. Lighting design for the building exterior and parking lot.
2. Coordinate the electrical feed points for the project areas.
3. Photometric analysis of project areas to verify proposed lighting performance and compliance with IES recommendations and Owner's guidelines.
 - a) Emergency lighting design.
4. Drawings with lighting layouts using final luminaire selection, circuiting, controls and schedules.
5. Specifications identifying the requirements of the lighting control systems.

Bidding Administration:

1. Prepare bidding documents.
2. Advertise for bids.
3. Prepare an award recommendation letter.
4. Respond to Contractor questions via email or telephone.
5. Prepare and assist with Addenda, if required, during the bidding period.

Construction Administration Services

1. Review Contractor submittals and shop drawings.
2. Respond to Contractor questions via telephone or email during the construction period.
3. Provide spot inspections during critical phases.
4. A engineering representative will attend the following site visits:
 - a) Spot inspections during critical construction phases.
 - b) One visit at substantial completion to prepare a project punch list.

Project Schedule

1. The project is intended to be completed prior to school starting in the fall of 2024.

Assumptions

Land Surveying

1. Owner shall provide legal descriptions of the property to be surveyed.
2. If platting or an ALTA/NSPS Land Title Survey is required, owner is to provide a Title Commitment or Title Opinion.
3. Private utilities are not located.

Civil

1. Geotechnical investigations will be performed by Others under a separate contract with the Owner.

Supplemental Services

For the purposes of this proposal, Supplemental Services is defined as any service authorized by the Client and is to be performed by the Consultant which is not included in the above scope. The Client will be billed the additional design fee as agreed upon when the additional service is approved. Such supplemental services include, but not limited to:



DTE PROPOSAL

Homecroft Elementary Parking Lot Reconstruction

Civil

1. Services related to application for permits, plan preparation, meetings, delineation and mitigation due to wetland encroachments.
2. Services related to the extension of public infrastructure, i.e., sanitary sewer main extensions, watermain extensions or street extensions.
3. Design of septic systems.
4. Design of well water systems.
5. Landscaping and Irrigation Design.
6. Construction Staking.

Electrical

1. Technology systems.
2. Changes to the luminaire selections which require revisions to layouts and/or photometric model.
3. Equipment life cycle cost comparisons.
4. Arc Flash Hazard Study for the electrical distribution equipment.
5. Design of or incorporating emergency power systems such as a generator or UPS system.
6. Design services to feed the new buildings from an existing service.
7. Attendance at technology system discussion meetings.

Common for all Disciplines

1. Design of or incorporating renewable energy sources, such as wind or solar power systems.
2. Making revisions in Drawings, Specifications, or other documents when such revisions are:
 - a) Inconsistent with approvals or instructions previously given, including revisions made necessary by adjustments in the Client's program or Project budget.
 - b) Required by the enactment or revisions of codes, laws or regulations after the preparation of such documents.
 - c) Due to changes because of Client or Owner failure to render decisions or deliver information in a timely manner.
3. Significant revisions to the project after 50% design has been completed.
4. Restarting work on project after direction has been issued to pause or cease work.
5. Incorporation of alternates which require additional design or redesign.
6. Engineer's opinions of probable construction costs or construction cost estimates.
7. Attendance at meetings in excess to what is identified in the above scope.
8. Revisions to drawings due to value engineering after the signed documents have been issued.
9. Review of submittals which Contractor was required to resubmit more than once.
10. Payment of permits, City, County or other fees needed for governing authority reviews and/or the construction of the proposed project.
11. Modification to systems or other additional work required to identify and resolve conflicts due to incorrect installation or use of materials by others.
12. Commissioning and testing services.
13. Development of record or as-built documents.

Reimbursable Expenses

Expenses for reimbursable items will be invoiced in addition to the fees outlined in this proposal. Such expenses may include, but are not limited to, mileage (at current federal rate), traveling expenses, parking, digital file transfers, plots, and creating copies of files and documents.

Thank you for giving us the opportunity to work with you on this project. If you have any questions or see a need for modifying the above services, please feel free to contact our office. When you find this proposal



DTE PROPOSAL

Homecroft Elementary Parking Lot Reconstruction

is acceptable, please sign and date the space below and return to our office.

Sincerely,

DESIGN TREE ENGINEERING & LAND SURVEYING

Michael Gerber

Michael Gerber, PE
Civil Engineer
Phone: (320) 227-0203
Email: mjg@dte-ls.com

Acceptance of Proposal:

The total proposed fee amount of \$31,500 is accepted and I hereby authorize Design Tree Engineering to proceed with the proposed work contained in this proposal.

Ermine Zunic

Signature

Exec. Dir. Business, Finance

Title

January 10, 2024

Date



January 10, 2024 – Revision 1

Bryan Brown – Manager of Facilities
 Duluth Public School District 709
 713 Portia Johnson Drive
 Duluth, MN 55811

RE: Transportation Building Addition
 Engineering and Land Surveying Proposal

Dear Mr. Brown

Thank you for the invitation to propose our Professional Engineering and Land Surveying services for the Duluth Schools Transportation Building Addition project. Our understanding of the project is that it consists of adding two 25' by 100' bus bays to the existing bus garage at the Transportation Building.

Fees for Proposed Services

Design Tree Engineering will provide engineering services as listed below for the lump sum fee:

Professional Engineering Services

Architectural:	\$25,000 (Subcontracted with DSGW – See attached proposal)
Civil:	\$ 9,500
Structural:	\$ 6,500
Electrical:	\$ 7,500
Mechanical:	\$ 7,500
Total Building Services Lump Sum Fee:	\$56,000

Land Survey: \$10,000

Proposed Scope of Engineering Services

Design Services:

1. Attendance at up to 3 virtual design meetings.
2. Site visit to review the existing building and document existing systems conditions and locations.
3. Provide progress submittals for Owner review and project team coordination as requested.
4. Provide signed Construction Documents for the use of permitting and construction.
5. Responding to the reviewing authorities' comments to receive the necessary approvals from governing agencies.

Land Surveying:

1. Topographic Survey
 - a) Collect existing conditions.
 - b) Locate utilities through Gopher One Call.
 - c) Obtain inverts of utilities.
 - d) Provide CAD background for civil use.
2. Construction Staking
 - a) Set contractor control.
 - b) Stake building with offsets.
 - c) Stake underground utilities.
 - d) Stake curb and gutter.
 - e) Stakes for grading purposes.

- f) Stake subgrade.
- g) Stake sidewalks.

Civil Design Services:

- 1. Existing Conditions Plan.
- 2. Site Plan which includes the design of:
 - a) Two additional storage bays and a salt storage area.
- 3. Grading Plan
- 4. Erosion Control Plan.
- 5. Utility Plan including:
 - a) Storm sewers.
- 6. Construction Details.
- 7. Construction Specifications.
- 8. Preparation of documents for submittal to reviewing authorities.
- 9. Responding to the reviewing authorities' comments to receive the necessary approvals from governing agencies.

Structural Design Services:

- 1. Structural Design Services to include:
 - a) Preliminary structural calculations for typical elements.
 - b) Preliminary and Final Framing Design.
 - c) Review of secondary or non-structural elements attached to the preliminary structure.
 - d) Establishing criteria for pre-engineered design components.
 - e) Design of gravity and lateral systems.
 - f) Foundation Design.
- 2. Coordination of structural design with other disciplines.
- 3. Prepare and provide finalized structural calculations for the reviewing authorities approvals.

Electrical Design Services:

- 1. Power Distribution Design Services to include:
 - a) Coordinate the electrical feed points for the project areas.
- 2. Lighting Design Services to include:
 - a) Interior and exterior lighting.

Mechanical and Plumbing Design Services:

- 1. HVAC Design Services to include:
 - a) Equipment selection coordination with Owner and Architect.
 - b) Ventilation systems.
 - c) Coordination with utilities and other disciplines.
- 2. Plumbing Design to include:
 - a) Domestic sanitary sewer systems interior to the building.
 - b) Floor and roof drain systems.

Bidding Administration:

- 1. Respond to Contractor questions via email or telephone.
- 2. Advertise for bids.
- 3. Prepare and assist with Addenda, if required, during the bidding period.
- 4. Prepare an award recommendation letter.



Construction Administration Services

1. Review Contractor submittals and shop drawings.
2. Respond to Contractor questions via telephone or email during the construction period.
3. Provide spot inspections during critical phases.
4. Provide one site visit at substantial completion to prepare a project punch list.

Project Schedule

1. Proposal pricing is based upon project completion in the fall of 2024.

Assumptions

1. Geotechnical investigations will be performed by Others under a separate contract with the Owner.

Land Surveying

1. Owner shall provide legal descriptions of the property to be surveyed.
2. If platting or an ALTA/NSPS Land Title Survey is required, owner is to provide a Title Commitment or Title Opinion.
3. Private utilities are not located.

Mechanical

1. Bus garages will not be heated or air conditioned.
2. Fire suppression is not required.

Electrical

1. The design of Technology systems will be provided by Owner or other specialty system consultant. If this information is to be coordinated with the electrical documents, the design shall be provided in a timely manner to coincide with the agreed upon schedule. These design documents are to be provided in the form of marked up floor plans or digital floorplans which show device and equipment locations, ratings, and rough-in requirements.
2. Technology services to the building will be coordinated by Owner.
3. Site lighting, site signage and site pedestals are not part of this project.

Supplemental Services

For the purposes of this proposal, Supplemental Services is defined as any service authorized by the Client and is to be performed by the Consultant which is not included in the above scope. The Client will be billed the additional design fee as agreed upon when the additional service is approved. Such supplemental services include, but not limited to:

Civil

1. Services related to application for permits, plan preparation, meetings, delineation and mitigation due to wetland encroachments.
2. Landscaping and Irrigation Design.
3. Land Surveying.

Mechanical & Plumbing

1. Design of in-floor or in-grade heating and cooling systems.
2. Design of geo-thermal heating and cooling systems.
3. Energy Modeling

Electrical

[24857-0001/4924294/1]



Transportation Building Addition

- 1. Design of or incorporating emergency power systems such as a generator or UPS system.
- 2. Design services to feed the new building from an existing service.

Common for all Disciplines

- 1. Design of or incorporating renewable energy sources, such as wind or solar power systems.
- 2. Making revisions in Drawings, Specifications, or other documents when such revisions are:
 - a) Required by the enactment or revisions of codes, laws or regulations after the preparation of such documents.
 - b) Due to changes because of Client or Owner failure to render decisions or deliver information in a timely manner.
- 3. Development of record or as-built documents.

Reimbursable Expenses

Expenses for reimbursable items will be invoiced in addition to the fees outlined in this proposal. Such expenses may include, but are not limited to, mileage (at current federal rate), traveling expenses, parking, digital file transfers, plots, and creating copies of files and documents.

Thank you for giving us the opportunity to work with you on this project. If you have any questions or see a need for modifying the above services, please feel free to contact our office. When you find this proposal is acceptable, please sign and date the space below and return to our office.

Sincerely,

DESIGN TREE ENGINEERING & LAND SURVEYING

Daniel Folsom

Dan Folsom, PE
President
320.808.3811
djf@dte-ls.com

Acceptance of Proposal:

The total proposed fee amount of \$56,000 for building services and \$10,000 for surveying is accepted and I hereby authorize Design Tree Engineering to proceed with the proposed work contained in this proposal.

Smirne Znuich

Signature

Exec. Dir. Finance, Business Services

Title

January 29, 2024

Date



December 4, 2023

Nathan Norton
Senior Project Manager
521 Charles Street, Suite 1
Brainerd, MN 56401

RE: Proposal for Architectural services for addition to ISD 709 Bus Garage

Dear Nathan,

Thank you for this opportunity to submit to you this proposal for Architectural and Interior Design Services for the ISD 709 Projects. Our understanding of the project scope of work is as follows:

Project Scope of Work:

- The project scope for all disciplines includes the following:
 - Transportation
 1. Approximately 5,000 GSF (1 additional additional structural bay) to existing recently completed bus garage
 2. Similar shell construction as existing.
 3. Planned use – storage of smaller maintenance vehicles.
 4. Addition will be planned for future additional bus storage (i.e. exterior OH doors similar to existing)
 5. Exterior salt storage slab (to be coordinated with NCE Civil / Structural)
- Our services include Architectural Design. We do not include any other consulting services under our scope. We understand ICS will carry all other consultant services. Our work includes coordination with all disciplines as necessary and includes developing and managing the Revit Bim 360 model for access and use by all disciplines.
- We anticipate mostly virtual meetings using online meeting platforms but anticipate and include time for up to 3 meetings either on site or virtual during the SD-CD phases.
- We understand the schedule to be:
 - Drawings to be completed in anticipation of permitting in time for spring 2024 construction
- We anticipate being on site approximately every 2 weeks during construction with adjustments to that schedule as necessary.
- We understand any investigation and testing of hazardous materials to be coordinated by ICS if necessary.
- This proposal does not include work for furnishings, fixtures and equipment. If these services are desired we can provide a separate proposal.
- We include basic 3D renderings to be utilized for design understanding and approvals. If highly developed 3D renderings are needed for public presentation or marketing purposes we can provide that under an additional services proposal.

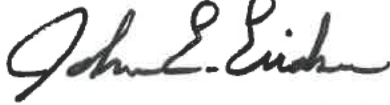
Proposed FEE \$25,000

Upon your approval of this proposal, we understand you will provide for signature an AIA Owner/Architect Agreement to act as our Contract for this work. Additional services not detailed in this proposal may be negotiated for an additional fee. Reimbursable expenses will include printing and handling of documents, mileage, travel costs in support of the project in addition to what is indicated, and highly developed computer-generated renderings if requested or required. Services will be invoiced on a monthly basis equal to the level of completion of the scope of work. Invoices will be payable 15 days from receipt.

If you have any questions, please contact me at 218-727-2626 or email at jerickson@dsgw.com. We thank you for the opportunity to present this proposal.

Sincerely,

DSGW Architects, Inc



John E. Erickson, AIA, LEED AP
Architect , Principal

2023 Hourly Rate Schedule

	RATE
Managing Principal Architect	\$ 195.00
Principal Architect	\$ 165.00
Senior Architect	\$ 145.00
Architect	\$ 130.00
Design Professional	\$ 120.00
Intern Design Professional	\$ 100.00
Senior Project Manager	\$ 140.00
Project Manager	\$ 110.00
Specifications Manager	\$ 125.00
Design Technician	\$ 120.00
Principal Interior Designer	\$ 165.00
Senior Interior Designer	\$ 130.00
Interior Designer	\$ 110.00
Senior Project Coordinator/Technician	\$ 90.00
Project Coordinator	\$ 80.00
Administrative Support	\$ 70.00
REIMBURSABLES	
Mileage	IRS Rate + 15%
Travel Expenses	Cost + 15%
Outside Services	Cost + 15%
Shipping Charges	Cost + 15%
Reproductions (In-House):	
Black/White	\$.20 / per sheet
Color	\$ 1.20 / per sheet
Large Format Document Printing:	
Black/White	\$.40 / sq. ft.
Color	\$ 8.75 / sq. ft.
Archive Document Retrieval Fee	\$ 75.00
	As of October 2023

Section 1: Agreement

1.1 Our agreement with you consists of these General Conditions and the accompanying written proposal or authorization ("Agreement"). This Agreement is the entire agreement between you and us. It supersedes prior agreements. It may be modified only in a writing signed by us, making specific reference to the provision modified.

1.2 The words "you," "we," "us," and "our" include officers, employees, and subcontractors.

1.3 In the event you use a purchase order or other documentation to authorize our scope of work ("Services"), any conflicting or additional terms are not part of this Agreement. Directing us to start work prior to execution of this Agreement constitutes your acceptance. If, however, mutually acceptable terms cannot be established, we have the right to terminate this Agreement without liability to you or others, and you will compensate us for fees earned and expenses incurred up to the time of termination.

Section 2: Our Responsibilities

2.1 We will provide Services specifically described in this Agreement. You agree that we are not responsible for services that are not expressly included in this Agreement. Unless otherwise agreed in writing, our findings, opinions, and recommendations will be provided to you in writing. You agree not to rely on oral findings, opinions, or recommendations without our written approval.

2.2 In performing our professional services, we will use that degree of care and skill ordinarily exercised under similar circumstances by reputable members of our profession practicing in the same locality. If you direct us to deviate from our recommended procedures, you agree to hold us harmless from claims, damages, and expenses arising out of your direction. If during the one-year period following completion of Services it is determined that the above standards have not been met and you have promptly notified us in writing of such failure, we will perform, at our cost, such corrective services as may be necessary, within the original scope in this Agreement, to remedy such deficiency. Remedies set forth in this section constitute your sole and exclusive recourse with respect to the performance or quality of Services.

2.3 Our duties do not include supervising or directing your representatives or contractors or commenting on, overseeing, or providing the means and methods of their services unless expressly set forth in this Agreement. We will not be responsible for the failure of your contractors, and the providing of Services will not relieve others of their responsibilities to you or to others.

2.4 We will provide a health and safety program for our employees, but we will not be responsible for contractor, owner, project, or site health or safety.

2.5 You will provide, at no cost to us, appropriate site safety measures as to work areas to be observed or inspected by us. Our employees are authorized by you to refuse to work under conditions that may be unsafe.

Section 3: Your Responsibilities

3.1 You will provide us with prior environmental, geotechnical and other reports, specifications, plans, and information to which you have access about the site. You agree to provide us with all plans, changes in plans, and new information as to site conditions until we have completed Services.

3.2 You will provide access to the site. In the performance of Services some site damage is normal even when due care is exercised. We will use reasonable care to minimize damage to the site. We have not included the cost of restoration of damage in the estimated charges.

3.3 You will notify us of any knowledge or suspicion of the presence of hazardous or dangerous materials present on any work site. If we observe or suspect the presence of contaminants not anticipated in this Agreement, we may terminate Services without liability to you or to others, and you will compensate us for fees earned and expenses incurred up to the time of termination.

3.4 You agree to include us as an indemnified party in your contracts, if any, for work by others on the project, protecting us to the same degree as you are protected. You agree to list us as an Additional Insured under your liability insurance policies and to require subrogation be waived against us and that we will be added as an Additional Insured on all policies of insurance, including any policies required of your contractors or subcontractors, covering any construction or development activities to be performed on the

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project site.

Section 4: Reports and Records

4.1 Unless you request otherwise, we will provide our report(s) in an electronic format.

4.2 Our reports, notes, calculations, and other documents and our computer software and data are instruments of our service to you, and they remain our property. We hereby grant you a license to use the reports and related information we provide only for the related project and for the purposes disclosed to us. You may not transfer our reports to others or use them for a purpose for which they were not prepared without our written approval. *You agree to indemnify, defend, and hold us harmless from claims, damages, losses, and expenses, including attorney fees, arising out of such a transfer or use.*

4.3 If you do not pay for Services in full as agreed, we may retain work not yet delivered to you and you agree to return to us all of our work that is in your possession or under your control.

4.4 Electronic data, reports, photographs, samples, and other materials provided by you or others may be discarded or returned to you, at our discretion, unless within 15 days of the report date you give us written direction to store or transfer the materials at your expense.

Section 5: Compensation

5.1 You will pay for Services as stated in this Agreement. If such payment references our Schedule of Charges, the invoicing will be based upon the most current schedule. You agree to pay all sales taxes and other taxes based on your payment of our compensation. Our performance is subject to credit approval and payment of any specified retainer.

5.2 You will notify us of billing disputes within 15 days. You will pay undisputed portions of invoices upon receipt. You agree to pay interest on unpaid balances beginning 30 days after invoice dates at the rate of 1.5% per month, or at the maximum rate allowed by law.

5.3 If you direct us to invoice a third party, we may do so, but you agree to be responsible for our compensation unless the third party is creditworthy (in our sole opinion) and provides written acceptance of all terms of this Agreement.

5.4 Your obligation to pay for Services under this Agreement is not contingent on your ability to obtain financing, governmental or regulatory agency approval, permits, final adjudication of any lawsuit, your successful completion of any project, receipt of payment from a third party, or any other event. No retainage will be withheld.

5.5 If you do not pay us in accordance with this Agreement, you agree to reimburse all costs and expenses for collection of the moneys invoiced, including but not limited to attorney fees and staff time.

5.6 You agree to compensate us in accordance with our Schedule of Charges if we are asked or required to respond to legal process arising out of a proceeding related to the project and as to which we are not a party.

5.7 If we are delayed by factors beyond our control, or if project conditions or the scope or amount of work changes, or if changed labor conditions result in increased costs, decreased efficiency, or delays, or if the standards or methods change, we will give you timely notice, the schedule will be extended for each day of delay, and we will be compensated for costs and expenses incurred accordingly.

5.8 If you fail to pay us in accordance with this Agreement, we may consider the default a total breach of this Agreement and, at our option, terminate our duties without liability to you or to others, and you will compensate us for fees earned and expenses incurred up to the time of termination.

5.9 In consideration of our providing insurance to cover claims made by you, you hereby waive any right to offset fees otherwise due us.

Section 6: Disputes, Damage, and Risk Allocation

6.1 Each of us will exercise good faith efforts to resolve disputes without litigation. Such efforts will include, but not be limited to, a meeting(s) attended by each party's representative(s) empowered to resolve the dispute. Before either of us commences an action against the other, disputes (except collections) will be submitted to mediation.

6.2 *Notwithstanding anything to the contrary in this Agreement, neither party hereto shall be responsible or*

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held liable to the other for punitive, indirect, incidental, or consequential damages, or liability for loss of use, loss of business opportunity, loss of profit or revenue, loss of product or output, or business interruption.

6.3 The parties agree that any action in relation to an alleged breach of our standard of care or this Agreement shall be commenced within one year of the date of the breach or of the date of substantial completion of Services, whichever is earlier, without regard to the date the breach is discovered. Any action not brought within that one-year time period shall be barred, without regard to any other limitations period set forth by law or statute. We will not be liable unless you have notified us within 30 days of the date of such breach and unless you have given us an opportunity to investigate and to recommend ways of mitigating damages. You agree not to make a claim against us unless you have provided us at least 30 days prior to the institution of any legal proceeding against us with a written certificate executed by an appropriately licensed professional specifying and certifying each and every act or omission that you contend constitutes a violation of the standard of care governing our professional services. Should you fail to meet the conditions above, you agree to fully release us from any liability for such allegation.

6.4 *For you to obtain the benefit of a fee which includes a reasonable allowance for risks, you agree that our aggregate liability for all claims will not exceed the fee paid for Services or \$50,000, whichever is greater. If you are unwilling to accept this allocation of risk, we will increase our aggregate liability to \$100,000 provided that, within 10 days of the date of this Agreement, you provide payment in an amount that will increase our fees by 10%, but not less than \$500, to compensate us for the greater risk undertaken.* This increased fee is not the purchase of insurance.

6.5 *You agree to indemnify us from all liability to others in excess of the risk allocation stated herein and to insure this obligation. In addition, all indemnities and limitations of liability set forth in this Agreement apply however the same may arise, whether in contract, tort, statute, equity or other theory of law, including, but not limited to, the breach of any legal duty or the fault, negligence, or strict liability of either party.*

6.6 This Agreement shall be governed, construed, and enforced in accordance with the laws of the state in which our servicing office is located, without regard to its conflict of laws rules. The laws of the state of our servicing office will govern all disputes, and all claims shall be heard in the state or federal courts for that state. Each of us waives trial by jury.

6.7 No officer or employee acting within the scope of employment shall have individual liability for his or her acts or omissions, and you agree not to make a claim against individual officers or employees.

Section 7: General Indemnification

7.1 *We will indemnify and hold you harmless from and against demands, damages, and expenses of others to the comparative extent they are caused by our negligent acts or omissions or those negligent acts or omissions of persons for whom we are legally responsible. You will indemnify and hold us harmless from and against demands, damages, and expenses of others to the comparative extent they are caused by your negligent acts or omissions or those negligent acts or omissions of persons for whom you are legally responsible.*

7.2 To the extent it may be necessary to indemnify either of us under Section 7.1, you and we expressly waive, in favor of the other only, any immunity or exemption from liability that exists under any worker compensation law.

Section 8: Miscellaneous Provisions

8.1 The parties, for ourselves and our insurers, waive all claims and rights of subrogation for losses arising out of causes of loss covered by our respective insurance policies.

8.2 Neither of us will assign or transfer any interest, any claim, any cause of action, or any right against the other. Neither of us will assign or otherwise transfer or encumber any proceeds or expected proceeds or compensation from the project or project claims to any third person, whether directly or as collateral or otherwise.

8.3 This Agreement may only be terminated upon written notice to the nonterminating party. You will compensate us for fees earned for performance completed and expenses incurred up to the time of termination.



1104 Division St.
Waite Park, MN 56387
320-252-2323

Stock #: 5660X Date: 1-24-24 Salesperson: Brim
 Buyer Name: (Last) ISP 709 (First) _____ (Middle) _____
 Co-Buyer Name: (Last) _____ (First) _____ (Middle) _____
 Address: 709 Portia Johnson Dr City: Duluth State: MN County: St. Louis Zip: 5581
 Home Phone: 218-220-0306 (Jeremy) Buyer DOB: _____ Co-Buyer DOB: _____
 Buyer D.L. #: _____ Co-Buyer D.L. #: _____
 Buyers Insurance Co.: _____

PLEASE ENTER MY ORDER FOR: New Used Demo Lienholder NONE Address _____

YEAR	MAKE	MODEL	BODY	TRANSMISSION	COLOR	INTERIOR
<u>14</u>	<u>Chev</u>	<u>Express</u>	<u>8 PASS AWD</u>	<u>Auto</u>	<u>Blue</u>	<u>cloth</u>
VIN #	LIC. #		TAB EXP. DATE	STATE	MILEAGE	DELIVERED ON OR ABOUT
<u>1GN5HCF42E1184993</u>				<u>MN</u>	<u>29,023</u>	
Buyer Email:	CASH PRICE OF VEHICLE				<u>41899 00</u>	
Co-Buyer Email:	FREIGHT					
<u>Fully Serviced</u>	DEALER INSTALLED OPTIONS					
				<u>w/ 30 day, 1,000 mile warranty</u>		
				<u>2024 + 2026</u>		
				<u>TAX Exempt Plates</u>		
				TOTAL	<u>41899 00</u>	
				REGISTRATION TAX	<u>15 00</u>	LESS TRADE-IN ALLOWANCE (-)
				PLATE FEE	<u>10 00</u>	TRADE DIFFERENCE
				PUBLIC SAFETY VEHICLE FEE	<u>350</u>	<u>41899 00</u>
				TRANSFER TAX	<u>10 00</u>	MOTOR VEHICLE SALES TAX
				TITLE/TRANSFER FEE	<u>8 25</u>	<u>2880 56</u>
				STATE/DEPUTY FILING FEE	<u>20 00</u>	SERVICE CONTRACT
				LIEN RECORDING FEE	<u>—</u>	MAINTENANCE CONTRACT
				WHEELAGE TAX		OTHER STATE & LOCAL SALES TAXES
				TRANSIT TAX	<u>—</u>	
				<u>Tech Fee x2</u>	<u>4 25</u>	DOCUMENT ADMINISTRATION FEE
				<u>V8 Surcharge</u>	<u>1 00</u>	OPTIONAL ELECTRONIC TRANSFER FEE
				TOTAL LICENSE & FEES		<u>95 00</u>
						<u>—</u>
						<u>72 25</u>
						<u>44,946 81</u>
						LESS AMOUNT SUBMITTED WITH ORDER (-)
						PLUS BALANCE OWING TO LEINHOLDER ON TRADE IN (+)
				TOTAL AMOUNT DUE ON DELIVERY		

TRADE-IN DATA

YEAR	MAKE	MODEL	BODY STYLE
VIN #			
LIEN HOLDER'S NAME			
ADDRESS			
LICENSE PLATE #	LICENSE STATE	EXP. DATE	
MILEAGE NOW	TRANSMISSION		
DOES YOUR TRADE-IN HAVE A BRANDED TITLE OR INSURANCE SALVAGE HISTORY? YES <input type="checkbox"/> NO <input type="checkbox"/>			
IS THE POLLUTION CONTROL EQUIPMENT ON YOUR TRADE-IN INTACT AND IN OPERATING CONDITION? YES <input type="checkbox"/> NO <input type="checkbox"/>			

Dealer's Disclaimer of Warranty

Unless the vehicle is sold with a separate written dealer warranty or the dealer enters into a service contract with the buyer, the vehicle is sold "AS IS". Dealer expressly disclaims all warranties, either express or implied, including the implied warranties of merchantability and fitness for a particular purpose. The entire risk of the quality and performance of the vehicle is with the buyer.
 Important: A manufacturer warranty may apply.

The front and back of this CONTRACT comprise the entire CONTRACT affecting this purchase. The DEALER will not recognize any verbal agreement, or any other agreement or understanding of any nature. You certify that you are 18 years of age or older and acknowledge receiving a copy of this contract.

The terms of this CONTRACT were agreed upon and the CONTRACT signed in the dealership on the date noted at top of this form.

IMPORTANT: THIS MAY BE A BINDING CONTRACT AND YOU MAY LOSE ANY DEPOSITS IF YOU DO NOT PERFORM ACCORDING TO ITS TERMS.

NOTICE OF SALESPERSON'S LIMITED AUTHORITY. This contract is not valid unless signed and accepted by Sales Manager or Officer of Dealership.

Summe Zurch

UNITED BUS SALES

Phone: 612-868-7181
Fax: 763-263-0806

16676 197th Ave. NW Suite B
Big Lake, MN 55309

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STOCK NUMBER:		DATE:		SALESPERSON: Randy Johnson			
BUYER NAME: (Last)			(First)		(Middle)		
COMPANY NAME: Duluth Public Schools ISD #709				FEDERAL ID #: 41-6003776			
ADDRESS: 709 Portia Johnson Drive		CITY: Duluth	STATE: MN	COUNTY: St Louis	55811		
PHONE: 218-336-8700	FAX:	PRIVATE BUYER D.O.B		PRIVATE CO-BUYER D.O.B			
CELL:	OTHER:	E-MAIL ADDRESS: Jeremy Kasapidis <jeremy.kasapidis@isd709.org>					
LIEN HOLDER: None		ADDRESS:					
PLEASE ENTER MY ORDER: NEW		USEDXXX		BUYERS INSURANCE CO: Indiana Ins. Co.			
BUYERS POLICY NUMBER: AS2251293670013		INSURANCE EXPIRATION DATE: 1-Aug-24					
YEAR	MAKE	MODEL	BODY TYPE	COLOR	FUEL TYPE	REGISTERED WEIGHT	
2020	IC	CE	CON	Y	D	29800	
VIN: see below		LIC. #/PLATE TYPE	GVWR	CAPACITY	MILEAGE	DELIVERED ON/ABOUT	
		TE	29,800	77		P/U OR DEI DEL	
DOT#		CASH PRICE OF VEHICLE					
TRADES: NONE							
		3411U - 2020 IC CE 77 Pass					
		4DRBUC8P4LB043888				90,820.00	
		3412U 2020 IC CE 77 Pass				90,820.00	
		4DRBUC8P6LB043889					
TRADE-IN INFORMATION							
YEAR	MAKE	MODEL	BODY TYPE				
VIN#: NA						TOTAL	181,640.00
		Registration Tax	30.00	less Trade-In/Allowance (-)		0.00	
		Plate Fee	20.00	Trade Difference		181,640.00	
LIC PLATE#:		Public Safety Fee	7.00	EXCISE TAX ST LOUIS COUNTY		40.00	
MILEAGE:		Transfer Tax	20.00	DMV Surcharge		2.00	
Does your trade-in have a brand title or Insurance Salvage History? <input type="checkbox"/> YES <input type="checkbox"/> NO		Title/Transfer Fee	16.50	Motor Vehicle Sales Tax		12,487.76	
Is the pollution control equipment on your trade-in intact and operating condition? <input type="checkbox"/> YES <input type="checkbox"/> NO		State/Deputy Filing Fee	40.00	Service Contract			
		Lien Recording Fee		Document/Admin Fees		400.00	
		Tech Surcharge	9.00	Handicap Options			
TOTAL LICENSE AND FEES						142.50	
Dealer's Disclaimer of Warranty							
Unless the vehicle is sold with a separate written dealer warranty or the dealer enters into a service contract with the buyer, the vehicle is sold "AS-IS". Dealer expressly disclaims all warranties, either express or implied, including the implied warranties of merchantability and fitness for a particular purpose. The entire risk of the quality and performance of the vehicle is with the buyer. Important: A manufacturer warranty may apply							
SUBTOTAL							
Less Amount Submitted with Order(-)							
Plus Balance Owing to Lienholder on Trade in +							
TOTAL AMOUNT DUE ON DELIVERY						194,712.26	

The front and back of this CONTRACT comprise the entire CONTRACT affecting this purchase. The DEALER will not recognize any verbal agreement, or any other agreement or understanding of any nature. You certify that you are 18 years of age, or older, and acknowledge receiving a copy of this contract.

The terms of this CONTRACT were agreed upon and the contract signed in the dealership on the dated noted at top of this form.

Notice of salesperson's limited authority. This contract is not valid unless signed and accepted by Sales Manager or Officer of the Dealership.

Accepted: _____
Dealer's Signature

IMPORTANT: THIS MAY BE A BINDING CONTRACT AND YOU MAY LOSE ANY DEPOSITS IF YOU DO NOT PERFORM ACCORDING TO ITS TERMS.

X

Smime Zunic
Buyer's Signature Accepting Terms of Contract

03E 013 760 733 548 000



Please acknowledge, by initialing, you have read & agree to the "Additional Terms and Conditions"

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ADDITIONAL TERMS AND CONDITIONS OF THIS VEHICLE PURCHASE CONTRACT

- 1 **Definitions:** As used in this CONTRACT, "YOU" or "YOUR" means the buyer and co-buyer. "I", "ME", or "MY" means the seller or dealer. "VEHICLE" means the car, truck, or the other vehicle described on the front of this CONTRACT including all the options listed. "Manufacturer" means the company which makes the VEHICLE. "Trade-In" means the vehicle that YOU trade to ME in partial payment of the VEHICLE.
- 2 **Purpose:** By signing the CONTRACT, YOU agree to buy the VEHICLE from ME. By accepting this CONTRACT, I agree to deliver the VEHICLE to YOU if the VEHICLE is in my inventory. If the VEHICLE is not in my inventory, I agree to order if from the Manufacturer. After receiving the VEHICLE from the manufacturer, I agree to deliver the VEHICLE to YOU.
- 3 **Price Changes by the Manufacturer:** The VEHICLE price stated on the front of this CONTRACT is based on the current price the Manufacturer charges ME. At any time before I receive the VEHICLE, the Manufacturer has the right to raise the price it charges ME. If the Manufacturer does raise the price, I may raise the price to YOU by the same amount. If I do raise MY price, YOU may cancel the CONTRACT and get back any down payment YOU have made. If I have not already sold the Trade-In (see Paragraph 4), YOU may have the Trade-In back by paying ME the reasonable cost of storage and any repair work or reconditioning I may have done.
- 4 **Trade-In:** If YOU are using a Trade-In to partially pay for the VEHICLE, YOU may deliver the Trade-In to ME either when YOU sign this CONTRACT or when the VEHICLE is delivered to YOU. If YOU do not deliver the Trade-In to ME when YOU sign this CONTRACT, YOU agree that at the time YOU deliver the Trade-In, I may reinspect the Trade-In and lower the allowance stated on the front of this CONTRACT. If I do lower the allowance, YOU may cancel this CONTRACT and get back your cash down payment. If YOU deliver the Trade-In when YOU sign this CONTRACT, I may sell the Trade-In at any time and at any price I think proper. If this CONTRACT is cancelled and I have already sold the Trade-In, I will pay YOU the price I received for the Trade-In minus 15% commission, minus any money I spent repairing, storing, insuring, or advertising the Trade-In, unless otherwise require by law.
When YOU deliver the Trade-In to ME, YOU guarantee that YOU own the Trade-In free and clear and agree to furnish proper proof of ownership, including the Certificate of Title. If any outstanding security interests are attached to the Trade-In vehicle, YOU are obligated to satisfy the debt secured and to obtain a release of all liens. If I arrange payment of the debt, and the total amount is greater than the amount shown on this CONTRACT as the balance owing to lienholder, YOU agree to pay the difference to ME in cash immediately upon notice of the deficiency. If the debt is less than the amount shown, I will refund the surplus to YOU.
- 5 **YOUR Refusal to Take Delivery:** Unless YOU cancelled this CONTRACT under paragraphs 3 or 4, I will retain the cash down payment YOU gave ME as an offset to MY damages if YOU refuse to complete the purchase. YOU are also responsible for any other damages which I may incur as a result of YOUR failure to perform YOUR obligations under the terms of this CONTRACT. If YOU have delivered the Trade-In to ME and YOU signed this CONTRACT, I may retain the Trade-In and sell it to reimburse MYSELF for the expenses of repairing, storing, or reconditioning the Trade-In and for other expenses or losses I may incur as a result of YOU failed to perform YOUR obligations under this CONTRACT.
- 6 **Design Changes by the Manufacturer:** The Manufacturer has the right to change the design of the VEHICLE, its chassis, its parts or accessories at any time without notice to YOU or to ME. In the event of a change in design, I have no duty to YOU except to deliver the VEHICLE as made by the manufacturer.
- 7 **Delays In Delivery:** I am not responsible for delays in delivery caused by the Manufacturer, or by accidents, fires, or other causes beyond MY control. I do not control the Manufacturer and am not part of the Manufacturer and do not work for the Manufacturer.
- 8 **Taxes:** The price of the VEHICLE does not include Federal or State taxes or any other tax or government fee. YOU must pay ME the proper amount of any tax or government fee which applies to this sale.
- 9 **Pollution Control Certification:** I certify to the best of MY knowledge that the pollution control system on the VEHICLE including the restricted gasoline pipe has not been revised, altered or rendered inoperative.
- 10 **New VEHICLE Disclaimer of Warranties:** if YOU are buying a new VEHICLE, the VEHICLE will come with a Manufacturer's warranty which is a promise from the Manufacturer directly to YOU. Unless otherwise agreed in a separate document (see paragraph 12 below), I expressly disclaim all warranties, express or implied, including any implied warranty of merchantability or fitness for a particular purpose. I sell the VEHICLE "AS IS" and make no guarantees of any kind about the VEHICLE's quality or performance. YOU have complete responsibility and all the risk for any problems with the VEHICLE.
- 11 **Used VEHICLE Disclaimer of Warranties:** Except as may be provided in the Buyer's Guide Window Form and a separate warranty document (see paragraph 12 below), if YOU are purchasing a used VEHICLE, I expressly disclaim all warranties, express or implied, including any implied warranty of merchantability or fitness for a particular purpose. I see the VEHICLE "AS IS" and make no guarantees of any kind about the VEHICLE's quality of performance. YOU have complete responsibility and all the risk for any problems with the VEHICLE. I do not guarantee that the VEHICLE will pass an exhaust emissions inspection
- 12 **Dealer Warranty Service Contract:** If I give a warranty on a used VEHICLE or YOU purchase an extended service contract on a new or used VEHICLE, I may not disclaim implied warranties of merchantability or fitness for a particular purpose.
- 13 **Used VEHICLE Window Sticker Form:** If YOU are purchasing a used VEHICLE or a demonstrator, the information YOU see on the window form for this VEHICLE is part of this CONTRACT. Information on the window form overrides any contrary provisions in the CONTRACT of sale.

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Phone: 612-868-7181
Fax: 763-263-0806

16676 197th Ave. NW Suite B
Big Lake, MN 55309

STOCK NUMBER:	DATE:	SALESPERSON:	Randy Johnson	
BUYER NAME: (Last)	(First)	(Middle)		
COMPANY NAME:	Duluth Public Schools ISD #709		FEDERAL ID #:	
ADDRESS: 709 Portia Johnson Drive	CITY: Duluth	STATE: MN	COUNTY: St Louis	55811
PHONE: 218-336-8700	FAX:	PRIVATE BUYER D.O.B	PRIVATE CO-BUYER D.O.B	
CELL:	OTHER:	E-MAIL ADDRESS: Jeremy Kasapidis <jeremy.kasapidis@isd709.org>		
LIEN HOLDER: None	ADDRESS:			

PLEASE ENTER MY ORDER: NEW	USEDXXX	BUYERS INSURANCE CO: Indiana Ins. Co.
BUYERS POLICY NUMBER: AS2251293670013	INSURANCE EXPIRATION DATE: 1-Aug-24	

YEAR	MAKE	MODEL	BODY TYPE	COLOR	FUEL TYPE	REGISTERED WEIGHT
2015	IC	CE	CON	Y	D	29,800
VIN:	LIC. #/PLATE TYPE	GVWR	CAPACITY	MILEAGE	DELIVERED ON/ABOUT	
4DRBUC8P8FB625688	TE	29,800	77		P/U OR DEI DEL	

DOT#	CASH PRICE OF VEHICLE	
TRADES: NONE		
	2015 IC CE 77 PASSENGER - 3317U	
	4DRBUC8P8FB625688	\$60,000.00
	PENDING CUSTOMER APPROVAL	

TRADE-IN INFORMATION			
YEAR	MAKE	MODEL	BODY TYPE
VIN#: NA			
Registration Tax			15
Plate Fee			10
Public Safety Fee			3.5
Transfer Tax			10
Title/Transfer Fee			8.25
State/Deputy Filing Fee			20
Lien Recording Fee			
Tech Surcharge			4.5
TOTAL LICENSE AND FEES			71.25
SUBTOTAL			
Less Amount Submitted with Order(-)			
Plus Balance Owing to Lienholder on Trade in +			
TOTAL AMOUNT DUE ON DELIVERY			\$64,397.25

The front and back of this CONTRACT comprise the entire CONTRACT affecting this purchase. The DEALER will not recognize any verbal agreement, or any other agreement or understanding of any nature. You certify that you are 18 years of age, or older, and acknowledge receiving a copy of this contract.

The terms of this CONTRACT were agreed upon and the contract signed in the dealership on the dated noted at top of this form.
Notice of saleperson's limited authority. This contract is not valid unless signed and accepted by Sales Manager or Officer of the Dealership.

IMPORTANT: THIS MAY BE A BINDING CONTRACT AND YOU MAY LOSE ANY DEPOSITS IF YOU DO NOT PERFORM ACCORDING TO ITS TERMS.

Accepted: _____
Dealer's Signature

X  1/16/24
Buyer's Signature Accepting Terms of Contract

CONTRACT ADDENDUM

THIS CONTRACT ADDENDUM dated this 31st day of January, 2024

BETWEEN:

Independent School District No. 709

OF THE FIRST PART

- AND -

Marshall School

OF THE SECOND PART

Background:

- A. Independent School District No. 709 and Marshall School (the "Parties") entered into the contract (the "Contract") dated May 24, 2023, for the purpose of Completion of Pupil Transportation reporting to MDE.
- B. The Parties desire to amend the Contract on the terms and conditions set forth in this Contract Addendum (the "Agreement").
- C. This Agreement is the first amendment to the Contract.

IN CONSIDERATION OF the Parties agreeing to amend their obligations in the existing Contract, and other valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree to keep, perform, and fulfill the promises, conditions and agreements below:

Amendments

1. The Contract is amended as follows:
 - a. Reimbursement. Original reimbursement was not to exceed \$26,000.00. This amendment would increase the not to exceed amount to \$32,896.80.

No Other Change

2. Except as otherwise expressly provided in this Agreement, all of the terms and conditions of the Contract remain unchanged and in full force and effect.

Miscellaneous Terms

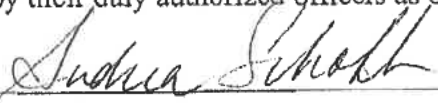
3. Capitalized terms not otherwise defined in this Agreement will have the meanings ascribed to them in the Contract. Headings are inserted for the convenience of the parties only and are not to be considered when interpreting this Agreement. Words in the singular mean and include the plural and vice versa. Words in the masculine include the

feminine and vice versa. No regard for gender is intended by the language in this Agreement.

Governing Law

- 4. Subject to the terms of the Contract, it is the intention of the Parties that this Agreement, and all suits and special proceedings under this Agreement, be construed in accordance with and governed, to the exclusion of the law of any other forum, by the laws of the State of Minnesota, without regard to the jurisdiction in which any action or special proceeding may be instituted.

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 or EIN _____ Date 2/5/24


 Program Director _____ Date 2/1/24

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), (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.

04	E	002	590	350	305	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


 CFO/Superintendent of Schools/Board Chair _____ Date 2/6/24

AGREEMENT

THIS AGREEMENT, made and entered into this 10th day of October, 2023, by and between Independent School District #709, a public corporation, hereinafter called District, and Johanna Cummins, 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: *27 hours of professional development training*

1. **Dates of Service.** This Agreement shall be deemed to be effective as of ~~June 24th, 2024~~ and shall remain in effect until ~~June 28th, 2024~~, 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.

Facilitating SEED professional development training for 20-25 ISD709 staff members on the following:

- *indigeneity and two-spirit persons*
- *racism; race and culture studies*
- *ethnocentrism vs holism*
- *monolingualism; English-first language and how to meet various language needs in schools*
- *inequity and inequality in education*
- *classism; class and housing, socioeconomics*
- *sexuality and gender studies; sexism, phobias, transgenderism*
- *allyship and creating a safe, welcoming space*
- *ageism; students with physical disabilities and/or neurodivergence*
- *religious discrimination*
- *reflection on -isms and their systemic relevance within education/within ISD 709/within Denfeld*

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 \$2500 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, 709 Portia Johnson Drive, 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) 1809 N 17th St, Superior, WI 54880.

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.

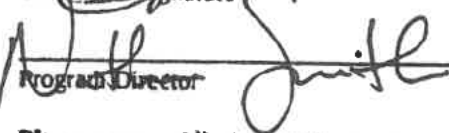
18. **Conflict of Interest and Fiduciary Duty:** All contractors doing business with the District agree to follow Policy 307 - Conflicts of Interest and Fiduciary Duty. This policy is located on the District's website.

THE REMAINDER OF THIS PAGE IS LEFT INTENTIONALLY BLANK

Scanned Documents

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 EMERGENCY ID #14051 12/22/23
SSN/Tax ID Number Date


 Program Director 1-9-24
Date

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the Executive Director of Finance & Business Services 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	640	313	305	315
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 1-9-24
Date

AGREEMENT

THIS AGREEMENT, made and entered into this 10th day of October, 2023, by and between Independent School District #709, a public corporation, hereinafter called District, and Johanna Cummins, 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: *27 hours of professional development training*

1. **Dates of Service.** This Agreement shall be deemed to be effective as of ~~January 30th, 2024~~ and shall remain in effect until ~~May 21st, 2024~~, 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.

27 hours of facilitating SEED professional development training for 20-25 ISD709 staff members on the following:

- *indigeneity and two-spirit persons*
- *racism; race and culture studies*
- *ethnocentrism vs holism*
- *monolingualism; English-first language and how to meet various language needs in schools*
- *inequity and inequality in education*
- *classism; class and housing, socioeconomics*
- *sexuality and gender studies; sexism, phobias, transgenderism*
- *allyship and creating a safe, welcoming space*
- *ageism; students with physical disabilities and/or neurodivergence*
- *religious discrimination*
- *reflection on -isms and their systemic relevance within education and within ISD 709*

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 \$2500 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, 709 Portia Johnson Drive, 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) 1809 N 17th St, Superior, WI 54880 .

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.

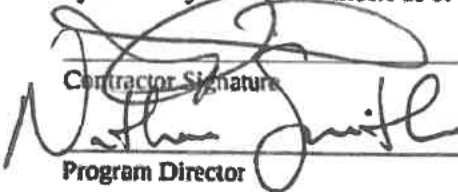
18. **Conflict of Interest and Fiduciary Duty:** All contractors doing business with the District agree to follow Policy 307 - Conflicts of Interest and Fiduciary Duty. This policy is located on the District's website.

THE REMAINDER OF THIS PAGE IS LEFT INTENTIONALLY BLANK

Scanned Documents



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 _____ EMPLOYEE ID #14051 _____ 12/22/23 _____
 SSN/Tax ID Number _____ Date _____
 Program Director _____ 1-9-24 _____
 Date _____

Please note: All signatures must be obtained AND the following must be completed by the Program Director before submission to the Executive Director of Finance & Business Services 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	640	313	305	315
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 _____ 1-9-24 _____
 Date _____

AGREEMENT

THIS AGREEMENT, made and entered into this 18 day of April, 2023, by and between Independent School District #709, a public corporation, hereinafter called District, and Duluth Community School Collaborative, 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 9/1/2023 and shall remain in effect until 6/30/2024, 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 Duluth Community School Collaborative will provide after school and summer programming to students at Myers-Wilkins Elementary. Programming will provide safe, nurturing, and enriching experiences designed to build students' academic, creative, and life skills. The Duluth Community School Collaborative will also support opportunities for Myers-Wilkins students and their families to connect to community resources.

3. **Background Check.** 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 \$15,000 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 Duluth Community School

Collaborative, 32 East 1st St. Suite 202, Duluth, MN 55802 ATTN: Kelsey Gantzer, Executive Director.

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.


 _____ 41-2002724 _____ 10/24/2023
 Contractor Signature SSN/Tax ID Number Date

 _____ 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	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


 _____ 2/6/24
 CFO / Superintendent of Schools / Board Chair Date

AGREEMENT

THIS AGREEMENT, made and entered into this 23 day of January, 2025, by and between Independent School District #709, a public corporation, hereinafter called District, and London Goode, 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 1/23/2024 and shall remain in effect until 6/30/2024, 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.

Planning and Coordination:

The contractor will strategize and plan events that align with the objectives of the district affinity groups. This includes coordination of logistics, securing venues, and ensuring the execution of planned activities.

Co-Facilitation of Affinity Group Events:

The contracted individual will actively participate in the facilitation of affinity group events. This involves engaging participants, fostering a collaborative environment, and ensuring that the objectives of each event are met effectively.

Communication:

Effective communication is paramount to the success of district affinity groups. The contractor will support clear and consistent communication channels, disseminating relevant information, and fostering an open dialogue among group members.

Reporting and Evaluation:

The contracted party will share feedback from affinity group events and any other pertinent information that contributes to the evaluation of program success.

Flexibility and Adaptability:

The contractor will demonstrate flexibility and adaptability to evolving needs. This may involve adjusting strategies based on feedback, exploring innovative approaches, and proactively addressing challenges that may arise during the course of the contract.

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 \$40 hourly and \$1600 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, 709 Portia Johnson Drive, 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 London Goode, 2234 Ensign St 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:

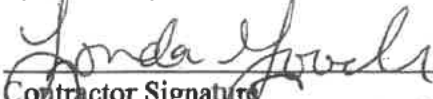
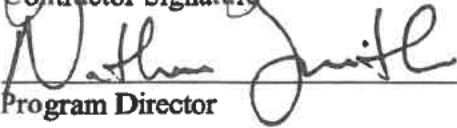
Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota 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 2/6/2024

 Program Director _____ Date 2-7-24

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the Executive Director of Finance & Business Services 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	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


 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair _____ Date 2/8/24

AGREEMENT

THIS AGREEMENT, made and entered into this 1st day of February , 2024, by and between Independent School District #709, a public corporation, hereinafter called District, and Christopher Davila, 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 as appropriate)

1. **Dates of Service.** This Agreement shall be deemed to be effective as of February 1st , 2024, and shall remain in effect until June 1, 2024 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.** Liang-pi Yang. Guest-Facilitator for Chinese New Year The contractor will provide facilitated presentations to students at Laura MacArthur elementary school. Teaching the history and importance of Chinese culture.
3. **Background Check .** 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.

4. **Reimbursement.** In consideration of the performance of Contractor of its obligations pursuant to this Agreement, District hereby agrees to reimburse Contractor \$50 per hour-long session for its services and expenses in performing said obligations up to a sum not to exceed \$1000.00. 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 care of the Office of Education Equity, ISD 709, Duluth Public Schools, 709 Portia Johnson Drive 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: Liang-pi Yang , 2107 Ponderosa. Duluth Mn 55811

11. Assignment. The 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.

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.

Louis -mi Goy
Contractor Signature

[REDACTED]
SSN/ Tax Identification Number

1/29/2024
Date

Nathan Smith
Program Director

2-7-24
Date

Simone Znuich
Director of Business Service / Superintendent of Schools

2/8/24
Date

AGREEMENT

THIS AGREEMENT, made and entered into this 22 day of December 19 , 2023 , by and between Independent School District #709, a public corporation, hereinafter called District, and Aya Nakajima 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: Schedule 8 classroom lessons between the dates of January 22-May 24. Schedule 1 family event per building as the showcase/goodbye.

1. **Dates of Service.** This Agreement shall be deemed to be effective as of January 2, 2024 and shall remain in effect until May 31, 2024 , 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. **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 in performing said obligations up to a sum not to exceed up to ten hours or \$1000 in artist fees.

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: Duluth Preschool , 709 Portia Johnson Drive, Room 209, 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 Aya Nakajima 221 N 25th Ave E Duluth, MN 55812.

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:



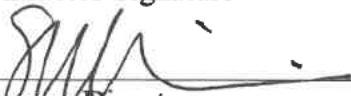
Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota 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 1/11/2024

 Program Director _____ Date 1.11.24

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).

04	E	005	579	285	305	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


 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair _____ Date 1/23/24

AGREEMENT

THIS AGREEMENT, made and entered into this 22 day of December 19 , 2023 , by and between Independent School District #709, a public corporation, hereinafter called District, and Jesse Switters 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: Schedule 8 classroom lessons between the dates of January 22-May 24. Schedule 1 family event per building as the showcase/goodbye.

1. **Dates of Service.** This Agreement shall be deemed to be effective as of January 2, 2024 and shall remain in effect until May 31, 2024 , 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. **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 in performing said obligations up to a sum not to exceed up to ten hours or \$1000 in artist fees.

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: Duluth Preschool , 709 Portia Johnson Drive, Room 209, 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 Jesse Switters 1101 N 7th Ave E Duluth, MN 55805.

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:

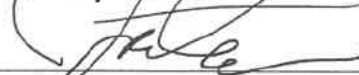

Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota 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 1/22/24

 Program Director _____ Date 1.23.24

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).

04	E	005	579	285	305	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


 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair _____ Date 1/23/24

AGREEMENT

THIS AGREEMENT, made and entered into this 16 day of December, 2024 , by and between Independent School District #709, a public corporation, hereinafter called District, and Tiffany Fenner 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: Schedule 8 classroom lessons between the dates of January 22-May 24. Schedule 1 family event per building as the showcase/goodbye.

1. **Dates of Service.** This Agreement shall be deemed to be effective as of January 2, 2024 and shall remain in effect until May 31, 2024 , 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. **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 in performing said obligations up to a sum not to exceed up to ten hours or \$1000 in artist fees.

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: Duluth Preschool , 709 Portia Johnson Drive, Room 209, 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 Tiffany Fenner PO Box 17370 Lot #1718 Saint Paul, MN 55117.

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:

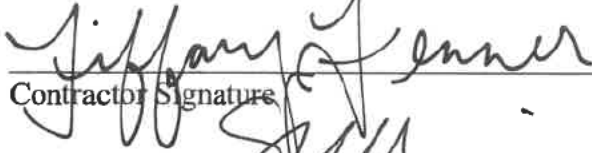

Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota 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 1/16/24

 Program Director _____ Date 1.23.24

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).

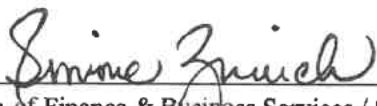
Please check the appropriate line below:

_____ 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).

04	E	005	579	285	305	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


 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair _____ Date 1/23/24

AGREEMENT

THIS AGREEMENT, made and entered into this 22 day of December 19 , 2023 , by and between Independent School District #709, a public corporation, hereinafter called District, and Moira Villiard 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: Schedule 8 classroom lessons between the dates of January 22-May 24. Schedule 1 family event per building as the showcase/goodbye.

1. Dates of Service. This Agreement shall be deemed to be effective as of January 2, 2024 and shall remain in effect until May 31, 2024 , 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. 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 in performing said obligations up to a sum not to exceed up to ten hours or \$1000 in artist fees.

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: Duluth Preschool , 709 Portia Johnson Drive, Room 209, 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 Moira Villiard 315 N Lake Ave #403 Duluth, MN 55806.

Page 2 of 5 Last Updated: 8/18/2022

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.

Page 3 of 5 Last Updated: 8/18/2022

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.

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).

04	E	005 579 285 305	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

Samine Zunic *1/23/24* Exec.
 Dir. of Finance & Business Services / Superintendent of Schools / Board Chair Date

Updated: 8/18/2022

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.

 _____ 1/11/2024 _____
Contractor Signature SSN/Tax ID Number Date

 _____ 1-23-24 _____
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).

AGREEMENT

THIS AGREEMENT, made and entered into this 22 day of December 19 , 2023 , by and between Independent School District #709, a public corporation, hereinafter called District, and Michelle Defoe 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: Schedule 8 classroom lessons between the dates of January 22-May 24. Schedule 1 family event per building as the showcase/goodbye.

1. **Dates of Service.** This Agreement shall be deemed to be effective as of January 2, 2024 and shall remain in effect until May 31, 2024 , 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. **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 in performing said obligations up to a sum not to exceed up to ten hours or \$1000 in artist fees.

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: Duluth Preschool , 709 Portia Johnson Drive, Room 209, 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 Michelle Defoe 8935 Edward St 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:

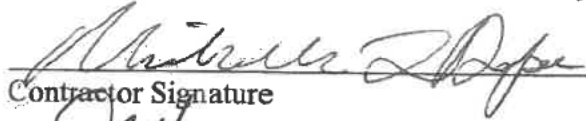
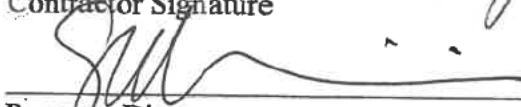
Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota 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.


[REDACTED]
1-31-2024
 Contractor Signature SSN/Tax ID Number Date

 Program Director 2-5-24
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).

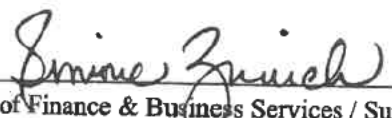
Please check the appropriate line below:

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).

04	E	005	579	285	305	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


 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair 2/8/24
Date

AGREEMENT

THIS AGREEMENT, made and entered into this 22 day of January 30 , 2024, by and between Independent School District #709, a public corporation, hereinafter called District, and Becky VanRiper 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: The contractor will provide a painting class for the Duluth Head Start staff. The fee will include all supplies needed.

1. **Dates of Service.** This Agreement shall be deemed to be effective as of January 30, 2024 and shall remain in effect until January 31, 2024 , 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.** *painting supplies/painting class Duluth Preschool*

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 \$400 in artist fees.

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: Duluth Preschool , 709 Portia Johnson Drive, Room 209, 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 Becky VanRiper 964 85th Ave West 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.

Becky VanLiper _____ 1/31/24
 Contractor Signature SSN/Tax ID Number Date
[Signature] _____ 2-5-24
 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).

04	E	005	579	285	305	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] _____ 2/8/24
 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair Date

CONTRACT ADDENDUM

THIS CONTRACT ADDENDUM dated this 23rd day of January, 2023

BETWEEN:

Independent School District No. 709
OF THE FIRST PART
 - AND -

Lincoln Park Children and Families Collaborative
OF THE SECOND PART

Background:

- A. Independent School District No. 709 and Lincoln Park Children and Families Collaborative (the "Parties") entered into the contract (the "Contract") dated October 2, 2023, for the purpose of Preschool planning as required by a student IEP.
- B. The Parties desire to amend the Contract on the terms and conditions set forth in this Contract Addendum (the "Agreement").
- C. This Agreement is the first amendment to the Contract.

IN CONSIDERATION OF the Parties agreeing to amend their obligations in the existing Contract, and other valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree to keep, perform, and fulfill the promises, conditions and agreements below:

Amendments

1. The Contract is amended as follows:
 - a. Reimbursement. Original reimbursement was not to exceed \$320.00 per month at 2 days per week and \$2880.00 in total. This amendment would increase reimbursement not to exceed \$400.00 per month and \$3,000.00 in total.
 - b. Performance. Original performance was not to exceed a total of 64 days (attending 2 days per week): Tuesday and Thursday. This amendment would increase the total number of days to not exceed 66 days (attending 2 days per week. Tuesday and Thursday).

No Other Change

2. Except as otherwise expressly provided in this Agreement, all of the terms and conditions of the Contract remain unchanged and in full force and effect.

Miscellaneous Terms

- Capitalized terms not otherwise defined in this Agreement will have the meanings ascribed to them in the Contract. Headings are inserted for the convenience of the parties only and are not to be considered when interpreting this Agreement. Words in the singular mean and include the plural and vice versa. Words in the masculine include the feminine and vice versa. No regard for gender is intended by the language in this Agreement.

Governing Law

- Subject to the terms of the Contract, it is the intention of the Parties that this Agreement, and all suits and special proceedings under this Agreement, be construed in accordance with and governed, to the exclusion of the law of any other forum, by the laws of the State of Minnesota, without regard to the jurisdiction in which any action or special proceeding may be instituted.

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 or EIN	Date
		1/25/24
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), (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.

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

Imine Zunic
CFO/Superintendent of Schools/Board Chair

1-25-24
Date

J Broadwell
Executive Director | LPCFC 1-31-24

AGREEMENT

THIS AGREEMENT, made and entered into this 2nd day of October, 2023, by and between Independent School District #709, a public corporation, hereinafter called District, and Lincoln Park Children and Family Collaborative, 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 September 18, 2023 and shall remain in effect until May 31, 2024, 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) Tuesday and Thursday following the Duluth Schools District calendar.

The AGENCY shall perform these services at: 2424 W 5th Street, Suite 10 and Suite 108, Duluth, MN 55806.

The approximate date the service will begin is September 18, 2023 and shall not extend beyond May 31, 2024; the contract not to exceed a total of 64 Days (attending 2 days per week. The District will pay 2 days per week @ \$320.00 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 709 Portia Johnson Dr., 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 \$320.00 monthly and \$2,880.00 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, 709 Portia Johnson Drive, 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 Lincoln Park Children and Families Collaborative at 2424 W 5th Street, Suite 10 and Suite 108, Duluth, MN 55806.

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.

J Broadwell 27-4996487 10-5-23
 Contractor Signature SSN/Tax ID Number Date
Jasmin LPCFC 10/3/23
 Program Director Date

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the Executive Director of Finance & Business Services 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

Ermine Zunic 10/4/23
 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair Date

**No Cost Contracts Signed
January 2024**

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
Mark Perna	CTE	Professional development presentation “Unleashing Passion, Purpose, and Performance in Younger Generations”

PRESENTATION AGREEMENT



PREPARED FOR:

DULUTH PUBLIC SCHOOLS ISD 709

**Regional Education & Employer Events
Duluth, MN**

Agreement Date: January 23, 2024

PREPARED BY:

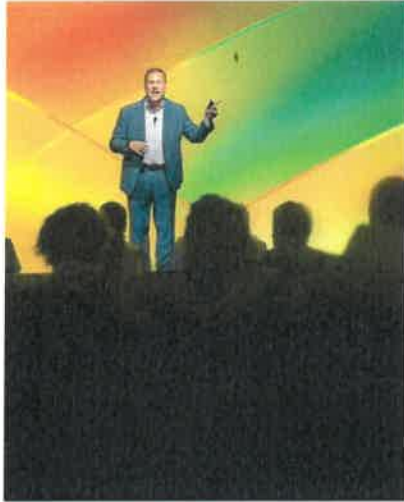
MARK C. PERNA

*Acclaimed Keynote Speaker
Generational Expert
Bestselling Author
National Thought Leader
CEO, TFS Results*

January 23, 2024

PRESENTATION

“Unleashing Passion, Purpose, and Performance in Younger Generations”



JOIN DYNAMIC PERFORMANCE EXPERT MARK C. PERNA as he unveils the groundbreaking innovations for working with today’s younger generations. Educators, employers, parents, and community leaders will benefit from these proven strategies to bridge the generational divide, engage and retain young people, and equip them with a powerful competitive advantage.

Purposeful education is the heartbeat of this inspiring call to action. Students who experience education with purpose can then pursue passion-driven employment at all levels of learning and experience. Though they’re often painted in a negative light, they have incredible potential to change the world. We just have to unleash it. As the skills gap widens, we must tap into the vast creativity, intelligence, and potential of the next generation.

A father to two successful young people, Mark delivers key insights on how they think, what makes them tick, and how they make decisions. Mark will show you how to connect, engage, and answer why to inspire their greatest effort. With clear action steps you can implement immediately both in your home and professional life, Mark’s message will help you move young people from static purpose to active purpose so they can achieve at a higher level. Countless parents, educators, and employers have used Mark’s strategies to maximize their interactions and outcomes with today’s younger generations.

Discover how you can hear the branch creak and implement the Light at the End of the Tunnel strategy to attract, engage, and empower the best young talent today. With highly practical generational insights, innovative best practices, and signature inspiration, Mark’s nationally acclaimed methods will open your eyes to the amazing promise of the younger generations. Recharge your passion for making a difference and start motivating young people like never before!

INCLUDED WITH THE KEYNOTE

It’s our pleasure to offer complimentary, customized electronic materials to support your efforts to promote Mark’s keynote address. We will provide:

- A PDF flyer with the event date, your logo, registration link (if applicable), keynote title, keynote description, testimonials, and short speaker biography
- Two images with the key event/date information for use on social media
- A short promotional video with the key event/date information

Our Manager of Operations and Client Services, Kristy Warrell, will coordinate these materials for you. If you have other promotional material needs, please contact her directly at kristy.warrell@TFSresults.com.

January 23, 2024

WHAT EVENT ORGANIZERS ARE SAYING

Sally Harrison, President & CEO at Mesa Chamber of Commerce and President of Mesa Industry & Defense Council: "For 2 fantastic hours, Mark Perna riveted our audience of business owners, corporations, community leaders, economic development, and educators. His message of truly connecting our pipelines was substantive, funny, and full of actionable strategies that people are still talking about. The keynote ended in an enthusiastic standing ovation, but the impact Mark made isn't over. What an incredible experience!"



Dr. Dawn Bridges, Executive Director, Suburban School Superintendents: "At our national conference of K-12 superintendents, Mark Perna shared a stirring keynote on not just why we urgently need to shift the K-12 school paradigm, but also how to effect that change. His message laid the groundwork for further productive dialogue around how education must adapt and move forward to connect the dots for our younger generations. Mark's passion for understanding Gen Z was a rallying call for all of us to learn, reflect, and build a stronger future—together!"

Cassandra M. Vanhooser, Director, Economic Development & Tourism at Talbot County, MD: "MARK PERNA IS DYNAMITE! His message was transformative and impactful for our wide range of attendees, including CEOs, educators, nonprofit leaders, HR directors, and more who raved about Mark's presentation. He has helped us reach across boundaries and engage the entire community to truly start shifting our paradigm. Mark's energy and progressive ideas are EXACTLY WHAT WE NEED to meet the challenges of modern economic development."



Jeffrey Elstad, Superintendent at Owatonna Public Schools: "Mark Perna is one of the best speakers our staff has ever heard. He inspired all of us to think about how to move away from what "has always been done" to transforming our teaching and learning for our current and future generations. Mark's powerful message around unleashing students' purpose, passion and performance will continue to drive our work in career pathways in the Owatonna Public Schools."

January 23, 2024

Carrie Amann, Executive Director at Pennsylvania Workforce Development Association

(PWDA): "Every year we work hard to bring in the best workforce thought leaders to keynote at the PWDA Annual Conference. This year, Mark Perna blew our expectations out of the water with his energetic style and timely message. Mark's passionate keynote was perfect to follow the Governor of PA's speech at the conference. He connected instantly with the audience as he delivered valuable strategies that they can implement in both their professional and personal lives. We recommend Mark as a dynamic, personable, and genuine speaker who keeps his audience riveted with truly actionable content."



Collin Callaway, Senior Policy Director at Arkansas Community Colleges:

"Mark Perna brought our audience to their feet with his energetic, engaging, and inspiring message! His insights will help us move forward effectively in a changing world. Mark knows how to bring the heat and challenge every participant to forge a genuine human connection with the young people we serve. Our audience left with valuable tools they can start using immediately to improve their day-to-day interactions and outcomes, and the feedback has been amazing. Thanks, Mark!"

Mindy Stalker, Executive Director at Union County Development Association:

"Our diverse audience was deeply moved by Mark's dynamic message! Superintendents, principals, counselors, employers, HR folks, economic development, state legislators, and community leaders were all inspired to rethink what we do with young people—and why. It was an extraordinary experience that has created the desire for an ongoing dialogue among all stakeholders. Mark brought our community together and ignited the spark we needed. We're ready to focus, plan, and most importantly, take action!"



Cathy LeCompte, Past President & Event Organizer at Alaska ACTE:

"Mark Perna's high-powered keynote was the capstone of our statewide conference! Afterward Mark led a frank and candid VIP discussion about where the world has changed and how we take action as communities—as well as how we move forward as a state. We had leaders and influencers in attendance who now feel the urgency to bring this message to the capital for legislators and the governor to take action. With the powerful momentum Mark has helped create, we will accomplish great things."

January 23, 2024

Dana Schon, Professional Learning Director at School Administrators of Iowa:

"In his opening keynote, Mark Perna engaged and provoked the thinking of our audience at our School Administrators of Iowa Annual Conference. His fast-paced delivery included research specific to the needs of this generation of students, relevant personal stories, and an introduction to pathways toward career readiness. Attendees have followed up with me to remark on the powerful impression he made and their plans to incorporate his ideas into their strategic planning moving forward. Mark's passion, energy, and enthusiasm coupled with the substance of his message set the stage for the conference experience we want for our members."



Monty Sabin, Superintendent at Moses Lake School District: "Mark Perna fired up our entire district, including classified staff, with a powerful message of human connection and generational insight. The feedback on his presentation has been 100% positive, with every staff member walking away inspired both personally and professionally. Mark delivers highly engaging professional development with actionable strategies that everyone can start implementing right away. We highly recommend Mark for any organization that needs to re-inspire all staff with a vision for real change!"

Kristie Young, Vice President Economic Development, Greater Beaumont Chamber:

"Mark is by far one of the best speakers we have had in Beaumont, TX! He is an event planner's dream—he comes very prepared, and setup is a breeze. Mark's message resonated with our educators, business professionals and community leaders. Thank you for motivating and inspiring our audience members. Our community is ready to connect the dots and put Mark's wisdom into action!"

**Tait Strand, Executive Director of Central Wisconsin Manufacturing Alliance:**

"When we brought Mark in to address our huge regional audience of business, industry, education and community leaders, we knew he would light up the room. But we didn't realize just how actionable and inspiring his message would be. Mark's message absolutely hit the sweet spot for our diverse audience. It was relevant, exciting, and empowering for everyone in attendance, and we've been flooded with positive feedback. Throughout the entire process, from planning through execution, Mark and his team were remarkably proactive and easy to work with. In short, Mark's dynamic vision couldn't have come at a better time and we're thrilled with the impact he has made here."

January 23, 2024

Tim Payne, Superintendent at Ephrata School District: "Words can't express the universal impact Mark Perna had on our entire community. He inspired literally everyone—from middle and high school students to our K-12 staff, community stakeholders, and state representative—to expand, and in some instances change, our thinking about education, careers, and what we can accomplish together. I've never witnessed such a collective mind shift. For the first time, every stakeholder is aligned on common ground and excited to move toward a stronger future!"



Dr. Ashlee Spannagel, Dean of CTE & Workforce Development at Southeastern Community College: "Mark Perna brought not just dynamic presence, but also real substance to the pressing questions we are facing as a community college. Many staff stated that this was the best professional development we have ever had. With his vision of human connection and competitive advantage, Mark lit a fire among our campus community. This was the inspiration we needed to move forward in a fast-changing landscape!"

Della Schmidt, Greater Burlington Partnership President and CEO: "We had the pleasure of welcoming Mark Perna as our keynote speaker at a county-wide, four-school district Professional Development workshop for teachers. The day prior Mark spoke at a parents' night event and also to the entire staff at the local community college. Mark lit a fire of inspiration that we are taking full advantage of to catapult local student career exploration efforts. I have often referred to Mark as the "evangelist of education"—he is a dynamic, passionate, compelling speaker and trainer. Do not hesitate to book him—do it now! He will make you look brilliant."



Rachel Kreikemeier, Executive Director at Gage Area Growth Enterprise (NGage): "Mark Perna's keynote was game changing for our community! In my work with businesses, employers, community leaders, and educators across Gage County, I constantly hear the same things: We need more skilled people, how can we educate and train the next generation, and what will keep our youth here? Mark's presentation hit all these nails on the head and gave the change-makers in our community the tools and motivation to take the next step toward achieving our goals. We are inspired!"

January 23, 2024

WHAT AUDIENCES ARE SAYING

(Testimonials for promotional use. Additional testimonials available upon request.)

"Your presentation is the **BEST I'VE EVER HEARD** and this is my 40th year in education!" - *Caroline Bloxom, High School Principal/County CTE Supervisor*

"Mark Perna doesn't just talk about changing the landscape of education. **HE PROVIDES A SPECIFIC ACTION PLAN** educators can use to harness student motivation and keep students moving toward their career goals." - *Rhonda Rhodes, Principal at Greenville County Schools*

"If you are looking for insight on connecting with Gen Z, **THIS IS A MUST-SEE EVENT!**" - *Craig Harthoorn, President at H&S Manufacturing Co., Inc.*

"Engaging and inspiring. Starting year 33 as an educator and I'm **MORE FIRED UP FOR THE START OF THIS YEAR** than I have been for the past several years." - *Sue Lasky, Principal at Morgan Elementary*

"The depth and breadth of this presentation can only be called heart. It is **BLOOD-PUMPING ADRENALINE.**" - *Grover Welch, Instructional Facilitator, Newport Special School District*

"You brought me to tears. These were the **MOST MOTIVATING WORDS I'VE EVER HEARD!** Life changing!" - *Laurence Beliel, Director of Business Retention & Expansion at Ponca City Development*

"**THIS INFORMATION APPLIES TO EVERYONE**, regardless of your role in students' lives. This presentation was motivating and energizing. This will benefit our entire school district." - *Trevor Hoss, Supervisor of CTE at Bedford County Public Schools*

"Mark was able to connect a lot of the thoughts and ideas that most people are trying to figure out. **NOT JUST MOTIVATIONAL, PROVIDES ACTUAL SOLUTIONS.**" - *Matt Huber, Business & Community Development Manager at Liberty (Utilities)*

"Outstanding presentation. 17 years of teaching and no one has ever delivered a more **MEANINGFUL AND VALUABLE SET OF STRATEGIES.**" - *Jody Kessinger, Biology Teacher*

"Energetic way to see the other side of the 'entitled and lazy' generation. New perspectives are gained in a **FUN AND HUMOROUS PACKAGE!**" - *Misty Hiltabidel, Workforce Development Specialist at Fay-Penn Economic Development Council*

"Inspiring, thought provoking and transformational! **I CANNOT WAIT TO TAKE THIS KNOWLEDGE** and implement with my teachers and students!" - *Annie Smith, PK-12 Principal, Paton Churdan Community Schools*

"Amazing, enlightening and **FULL OF VALUABLE INFORMATION** to help you become a better leader and teacher." - *Anthony Brooke, Activities Director at MSBSD*

January 23, 2024

"Not only was this useful to me as an educator, but it will serve as a tool to help me work with my 17 year old who is stuck and perplexed about her future. **I NOW HAVE A CLEAR PATH** to help her with goal setting and future planning." - *Wanda Coates, Principal at S. Christa McAuliffe Elementary*

"**THE REAL ANSWERS** to your workforce/manpower questions!" - *Pamela Wise, Program Analyst at Workforce Solutions Southeast Texas*

"Everything Mark shared today applies to my family and to my teaching. **MARK OPENED MY EYES.** I will be more considerate of what my children and students need." - *Elizabeth Orozco, Kindergarten Teacher, Mission View Elementary*

"**INSPIRING AND WORTH LISTENING** for teaching staff and kids! Prepare for a ride that makes you nod your head repeatedly as items resound with you, chuckle and laugh and through it...the intensity to **MAKE** the difference needed now." - *Jennifer Knight, Secondary Principal (6-12), Earlham Community School District*

"Practical solutions to perceived impenetrable problems...thanks for the **BREATH OF FRESH AIR!**" - *Tonya Ramey, High School Director*

"A must-see, the **ENERGY I HAVE AFTER TODAY TO CONNECT AND INTERACT WITH TEENS** is off the charts." - *Penny Mayo, School Nurse, Moses Lake School District*

"Very motivating and re-energizing! Gave **GREAT HOPE FOR THE FUTURE OF EDUCATION.**" - *Nicole Richardson, Counselor at Cadillac Innovation High School*

"This was by far the best experience and best motivational speaker I have ever seen. I would describe it as the **ONE AND ONLY PRESENTATION THAT IS ABSOLUTELY ESSENTIAL FOR ALL EDUCATORS** to see." - *Abigail Wright, Behavior Interventionist at Fort Madison Community School District*

"I really was **READY TO QUIT TEACHING.** I've been struggling with this for two years now. This entire presentation made me realize that I absolutely can't. That I must stay to connect with our young people." - *Taylor Kane, Teacher, Clarksville Montgomery County Schools*

"Fabulous message crafted to **ENGAGE COMMUNITY LEADERSHIP, EDUCATORS AND PARENTS** in a call to action to support career readiness for youth and adults!" - *Christy Hawkins, Dean of Workforce Services at Piedmont Virginia Community College*

"Life changing! I leave with a new paradigm for engaging students plus strategies for connecting with them on the first day. **MAHALO FOR MAKING A DIFFERENCE** in the lives of teachers and their students." - *Derek Otsuji, Assistant Professor at Honolulu Community College*

"If you are a human being, the content Mark provides will be **RELEVANT AND ENERGIZING TO YOUR LIFE.**" - *Emily Geray, Program Director at MENTOR Minnesota*

January 23, 2024

PRESENTER BIOGRAPHY



MARK C. PERNA is the founder and CEO of TFS Results, a full-service strategic consulting firm at the forefront of the national paradigm shift in education and workforce development. As an international generational expert, Mark has devoted his career to empowering educators and employers to unleash the tremendous potential of today's young people.

Mark founded the Education with Purpose & Employment with Passion movement to help communities connect the pipelines between education, business, and economic development. Mark serves on the Advisory Council for the Coalition for Career Development and is a member of the International Economic Development Council, both in Washington, DC. His

work has helped countless parents, educators, employers, and national organizations across North America to engage with the younger generations more effectively.

Mark today delivers over 70 in-person and virtual keynote speeches annually at national and statewide events, where he frequently brings audiences to their feet. He's also spoken at Harvard University by special invitation. At TFS Results, Mark's team of talented professionals share his vision of helping organizations of all sizes experience significant gains in recruitment, engagement, retention, and performance.

Mark is a weekly contributor at Forbes.com, where his work reaches an audience of over 4 million. He interviews frequently on radio shows, television, and podcasts, and his library of episodes on *The Perna Syndicate* podcast reaches listeners in more than 70 countries. His multi-award-winning bestseller, *Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations*, was written to help educators, employers, and parents understand and motivate the millennial and Z generations. Find out more at MarkCPerna.com.

WATCH MARK IN ACTION

[YouTube.com/@markpernaspeaker](https://www.youtube.com/@markpernaspeaker)



4059 Kinross Lakes Parkway, Suite B • Richfield, OH 44286 • (P) 330.840.2680

mark.perna@TFSresults.com • TFSresults.com • MarkCPerna.com

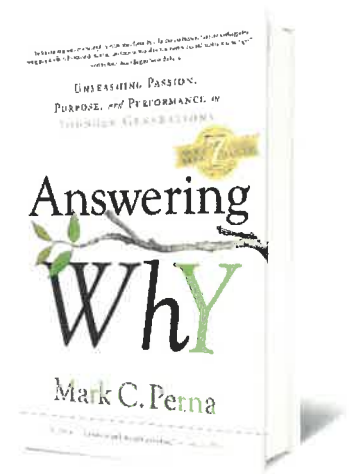
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January 23, 2024

CORRESPONDING MATERIALS

Mark C. Perna is the author of the award-winning bestseller *Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations*. This powerful resource can serve as an ongoing reference for audience members to revisit the concepts addressed in the presentation. The book also covers many topics that could not be covered in the presentation due to time constraints.

In *Answering Why*, Mark shares his wide experience and profound success as both a single dad and performance consultant for schools and business across North America. Mark's mission is to empower individuals, educators, employers, and parents to embrace the branch-creak crisis moments of life and make a meaningful connection with the young people they influence.



With strategies and principles from Mark's work with educational organizations and businesses, this book will help unlock the incredible potential of young people everywhere and spur them to increased performance on all fronts, so they can make a bigger difference—which is exactly what they want.

Answering Why was also written as a compelling argument for purposeful education, to be shared with stakeholder groups, sending/feeder organizations, legislators, and others.

In addition, Mark has created several free resources for *Answering Why* at markcperna.com/answering-why-book:

- **Book Discussion Guide:** This robust discussion guide includes content and application questions for each chapter. It's relevant to everyone: administrators, instructors, trainers, critical support staff members, and parents too!
- **Career Conversation Starter:** Share this resource with parents to help them spark productive dialogue with their child about career exploration.
- **30-Second Action Guide 1:** Use these three simple strategies to maximize your daily conversations with the younger generations. They're quick to read!
- **30-Second Action Guide 2:** Finding purpose is what motivates young people to higher performance. Use these three quick secrets to help ignite their search.

To maximize the impact and value of this presentation, TFS Results recommends that a copy of *Answering Why* be purchased for each audience member. For bulk pricing, contact kristy.warrell@TFSresults.com.

January 23, 2024

YOUR ORGANIZATION'S INVESTMENT

Presentation Date: Monday, April 29th, 2024

Session 1: 9:00am-12:00pm Educator Keynote with (1) 15-Minute Break

Session 2: 1:30pm-3:30pm Employer and Stakeholder Keynote (No Break)

Logistics 1:

7–10 days before the event(s), Mark will send a 1-page PDF handout to be printed in color (if possible) on white paper. These sheets will include the QR code for participants to complete the evaluation after the presentation to receive Mark's PowerPoint slides. These sheets will be placed on the tables or chairs (depending on the setup) for each participant. The person following Mark on the podium should remind participants to complete the evaluation after the presentation.

Logistics 2:

Duluth Public Schools ISD 709 will provide a book signing table for those who wish to have their books autographed after the presentation. Duluth Public Schools ISD 709 will also provide support in either passing out the books (if purchased by Duluth Public Schools ISD 709) or selling the books (if shipped in and sold by Mark). If any unsold books need to be returned to TFS Results, Duluth Public Schools ISD 709 will work closely with TFS Results to return the books undamaged.

Cost: \$18,000 Speaking Fee (\$5,000 Deposit invoiced prior to the event)

Travel Expenses: No travel expenses

TFS Results Federal Tax ID: 36-4053683

Additional Paperwork: Please coordinate directly with Kristy Warrell, our Manager of Operations and Client Services, for any additional paperwork or forms needed to expedite payment. Kristy can be reached at 330.840.2680 or kristy.warrell@TFSresults.com.

Tax Exempt Certificate Request: Please email today your Duluth Public Schools ISD 709 Tax Exempt Certificate to Kristy Warrell at kristy.warrell@TFSresults.com.

Invoicing: TFS Results will invoice immediately following the presentation, so we require the tax exempt certificate on file to avoid invoicing for sales tax.

Cancellation: The above fee includes travel time to and from the event. If the event is cancelled or changed there will be a \$5,000 cancellation or date change fee. The pricing above includes all the time

January 23, 2024

necessary to prepare for the presentation, travel expenses, delivery of the presentation, and time away for travel.

We are looking forward to moving ahead with this presentation and having the opportunity to thoroughly delight you as well as Duluth Public Schools ISD 709. We truly appreciate this opportunity to work closely with you!

Please scan and email the signed proposal to mark.perna@TFSresults.com and kristy.warrell@TFSresults.com.

Warmest Regards,

Mark C Perna

Mark C. Perna

Speaker, Author, and CEO at TFS Results

Duluth Public Schools ISD 709 Approval:

Simone Zunic

Print Name

Simone Zunic

Signature

January 24, 2024

Date

Grant Applications January 2024

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
Northeast Service Cooperative CTE	Danette Seboe	Career and Technical Education	\$18,000	Mark Perna, professional speaker, will be presenting to all regional schools, employers, and workforce partners. "Education with Purpose, Employment with Passion"

Policy Committee Meeting
 Duluth Public Schools, ISD 709
 Agenda
 Tuesday, February 6, 2024
 District Services Center
 709 Portia Johnson Dr.
 Duluth, MN 55811
 3:30 PM

- 1. AGENDA ITEMS**
- 2. POLICIES FOR FIRST READING**
 - A. 811 Playground Installation and Maintenance (Deletion of 3045 & 7115) 2
 - B. 604 Instructional Curriculum (Deletion of 6041, 6125 & 6130) 10
- 3. POLICIES FOR SECOND READING - None**
- 4. POLICIES FOR DELETION**
 - A. 5055 Reporting to Parents 18
- 5. REGULATIONS & FORMS - Informational**
 - A. Formal Request for Reconsideration Instructional Resource or Specific Library Material 20
- 6. OTHER**

811 PLAYGROUND INSTALLATION AND MAINTENANCE

I. PURPOSE

The purpose of this policy is to establish criteria and procedures for the installation and maintenance of playgrounds on District operated property. This includes when community groups fundraise or apply for grants for playgrounds to be located on District owned property, for playgrounds that are installed by the District, and for playgrounds that are currently in place.

II. GENERAL STATEMENT OF POLICY

Duluth Public Schools recognizes the intrinsic value of playgrounds as essential components of the educational environment through fostering physical outdoor activities and social development. In alignment with encouraging play with students, the District is also committed to maintaining playgrounds to industry standards to protect the well-being of our students and community.

This policy is to establish the installation and maintenance procedures for playgrounds on District operated property.

III. DEFINITIONS

- A. "Playground(s)" refers to equipment/structures that are created, purchased, and/or placed for use in children's physical play, regardless of the material (plastic, wood, logs, etc.).
1. It includes, but is not limited to: climbers, slides, swings, sliding poles, large composite play structures, play houses, sand boxes, kitchens, sand diggers, and open areas for children to run and play.
 2. Nature walking trails are not considered playgrounds, unless there are man-made elements or naturally occurring elements that have been installed to act as play structures (stepping stones, balance beams, etc.) on/in the trail area. Should these elements mimic playground equipment and be installed on the nature trails, the elements are then evaluated using the criteria outlined in this policy.
 3. The policy and definition of "playground(s)" does not include amusement park equipment, sports or fitness equipment intended for children over the age of 12, soft contained play equipment, constant air inflatable play devices for home use, art and museum sculptures, water play equipment, nature garden spaces, loose items such as sand toys, sports equipment such as balls, or outdoor classroom spaces.
 - a) Should play items be introduced onto the playground, the items must be maintained outside of the use zone.
 - b) Approval of items that do not meet the District definition of "playground(s)" are directed to Building Principals.

4. It may be referred to as playgrounds, play structures, play elements, or play equipment.
 5. It includes the equipment itself, as well as the play surface and surrounding area.
- B. "Installations" refer to the replacement of old equipment with new, and/or the addition of new equipment entirely.
- C. "CPSI" is a Certified Playground Safety Inspector, a certification program facilitated by the National Recreation and Parks Association.

IV. SAFETY STANDARDS

- A. Duluth Public Schools requires all playgrounds regardless of installation dates to follow the following safety standards:
1. United States Consumer Product Safety Commission, *Public Playground Safety Handbook*
 2. American Society for Testing and Materials (ASTM) F1487, F2373, F2075, F2223, F2479, F1951, F2049, and F1292.
- B. These standards include rules on surfacing materials, locations of playgrounds, equipment specific safety parameters, fall heights, and more.
- C. Play structures not complying with the above standards must have a certification from the International Play Equipment Manufacturers Association (IPEMA).
- D. All play structures on District operated property must be designated and properly designed for commercial use.

V. CURRENTLY INSTALLED PLAYGROUNDS

- A. Currently installed playgrounds are required to comply with this policy. No playgrounds are considered to be exempt due to the installation date.
- B. Initial inspections will be performed by a CPSI at each playground within 60 days of approval of the Playground Installation and Maintenance Policy unless a different timeline is approved by the Facility Manager or Assistant Facility Manager.
- C. Repairs and modifications are required to be made within 90 days from the date of notification of the written report unless a different timeline is approved by Facility Manager or Assistant Facility Manager. Should the CPSI identify any hazards that are deemed to be more immediate, a shorter timeline for repairs will be assigned.
- D. If repairs are not made within the 90 day allotment due to equipment delays, an order confirmation must be produced with an estimated arrival time.

- E. Once repairs are reported to have been completed, the CPSI will complete another inspection to verify repairs.
- F. If playgrounds are not compliant within 90 days of the initial inspection, the Facilities Department will remove the equipment or block from use unless a different decision or timeline is approved in writing by the Facility Manager or Assistant Facility Manager.

VI. ONGOING MAINTENANCE, REPAIRS, AND INSPECTIONS

- A. Once the initial playground inspections are completed and playgrounds on District operated property are determined to be compliant, a regular inspection process is necessary to support safety.
- B. A CPSI will inspect each playground on a biannual basis, producing a written report within 45 days of inspection.
 - 1. Written reports are available upon request to the District Safety Coordinator.
 - 2. Inspections will take place in the months of April or May and again in October or November, unless another timeframe has been approved by the Facility Manager or Assistant Facility Manager.
- C. Should any recommendations be noted, they will be submitted to the Facility Manager or Assistant Facility Manager for approval and coordination of repairs or modifications. It is expected that repairs are made within 90 days from the date of notification of the written report, unless the CPSI determined any hazards to be more immediate.
- D. Certain play elements may require varying types of maintenance. Maintenance plans are to be developed during the installation process.
 - 1. Maintenance on the playgrounds is facilitated by the Utilities Department.
 - 2. The Facility Director or Assistant Facility Director will determine if the repair or maintenance work is best suited for volunteers willing to assist, in house staff and/or contractors.
 - 3. If an external group has indicated interest in being involved in ongoing maintenance and repairs to the playground, the Facility Director or Assistant Facility Director will collaborate with the group's point of contact if the work needing to be completed is suitable for volunteers.
- E. When replacement equipment is necessary:
 - 1. For commercially made equipment, it must be ordered from the correct manufacturer to match the current play structure
 - 2. Records of purchase and installation must be maintained by the Facilities Department
 - 3. Replacement components must be approved by the District.

4. Repairs must not create additional hazards during the repair process.

VII. NEW INSTALLATION PROCESS

- A. New installations may stem from necessity through inspection, change in school composition or other reasons and may be requested by internal staff or through community groups.
- B. Requests are reviewed by the Facilities Department.
- C. A request for new installation must include the following documentation:
 1. Playground designs, specific equipment, and a site plan.
 - a) For IPEMA certified equipment, include certifications
 2. A quote from a manufacturer of the proposed designs, including the following details:
 - a) Length of time the quote is valid
 - b) Indication that installation is included
 - c) Inclusion of surfacing material
 - d) Anticipated length of life of the playground
 3. A maintenance plan from the manufacturer, including anticipated repair and/or maintenance costs for the next 10 years.
 - a) Include indication if the group is interested in assisting with future maintenance.
 4. A breakdown of where the funds plan to be generated
 5. A timeline of the installation process
 6. Should the request come from a community group, include the group's point of contact.
- D. Once the above documents are ready for submission, they are submitted to the Facilities Director to start an internal review of the request.
- E. A District-contracted CPSI will review the submitted documents and provide written feedback from a regulatory standpoint.
- F. The Facility Manager will provide written feedback to ensure the playground can be properly maintained, and that the structure is in a location that does not impede future building plans, utilities, or maintenance activities, such as snow removal, drainage, etc.

- G. Written responses will be reviewed with the interested party. The Facility Manager will make a final determination within 90 days of submission through consideration of the CPSI review, impact on District facilities, cost to the District for ongoing maintenance, and liabilities of such installation. The final determination will also include a revised cost estimate to include an estimated 10% of the project cost in change orders.
- H. Should approval be denied, interested parties may appeal to the School Board through a written request.
- I. If the installation is approved:
 - 1. Internally funded projects will be coordinated entirely through the Facilities Department.
 - 2. Externally funded projects may start fundraising efforts. Once 100% of the goal set during the approval is met and found to be secured through a District audit, installation can begin.
 - a) Installation of externally funded projects must be coordinated and approved through the Facilities Department to ensure representation is on site during site visits, preparations, etc.
- J. Once installation has been completed, a District-contracted CPSI will conduct an audit of the playground.
- K. Once the playground has passed the audit, it can then be commissioned for use.
- L. For projects that were externally funded, once the playground is audited and commissioned for use, the playground will become district property and all future maintenance will be the responsibility of the District.

Legal References: United States Consumer Product Safety Commission, *Public Playground Safety Handbook* American Society for Testing and Materials F1487, F2373, F2075, F2223, F2479, F1951, F2049, and F1292.

Cross References:

First Reading:

Second Reading:

~~3045 — PLAYGROUND SITE AND EQUIPMENT IMPROVEMENT~~

~~The School District shall annually allocate in the capital expenditure fund budget a sum of money to provide matching funds to be used for purposes of site improvement or equipment additions at elementary school playground sites. A request shall be submitted to the administration by the school principal/parent faculty organization/community for such improvement or addition, together with a pledge to provide a stipulated sum of money for one half (1/2) of the total cost of said improvement/addition. The sum of money so stipulated above may be from any source except School District provided funds, unless this restriction is specifically waived due to an unusual or peculiar circumstance acceptable to the School Board. Upon receipt of said request, the administration shall consider the appropriateness and feasibility of the request and make a recommendation to the School Board for approval/disapproval of the project for funding of a fifty/fifty (50/50) basis with the requesting organization.~~

~~Adopted: — 08-12-1980 ISD 709~~

~~Revised: — 06-20-1995 ISD 709~~

~~7115 — ELEMENTARY SCHOOL PLAYGROUND DESIGN AND EQUIPMENT~~

~~The School District recognizes the needs of elementary schools to have playgrounds that are designed to be physically suitable and safe for the age and use of the students. Use of playgrounds is allowed during the school day and during non-school periods. The use of the playgrounds are intended for both recreation, physical education, and motor skill development. The School District recognizes the fact that no laws presently exist that control or legally determine the exact requirement of playgrounds. The Business Services Committee will approve the material and application specifications of all surfacing and equipment for playgrounds.~~

~~1. Layout and Design~~

~~—a. Separate and physically remote areas shall be provided for:~~

- ~~(1) running, dodging, throwing, and walking activities~~
- ~~(2) climbing, swinging, sliding or in-place play activities~~

~~—b. Playground apparatus shall be located remote of other playground activities and separated by markings, space, or physical barriers when possible.~~

~~—c. Special considerations shall be made regarding the ability to supervise or observe both activities from a single location. Equipment shall be arranged to accommodate the traffic of children using the equipment and those using adjacent apparatus. When possible, single multiple use apparatus will be used.~~

~~—d. Barriers such as surface separating/containment beams shall not be positioned to represent a bump, fall, or trip hazard.~~

~~2. Apparatus and Equipment~~

~~All playground equipment shall be selected to provide the safest environment possible.~~

~~a. Height~~

~~(1) Apparatus shall not place a student's feet more than six (6) feet above the surface the apparatus is mounted on. This generally limits all equipment to a maximum height from the ground to the top usable platform to six (6) feet. No exceptions will be made to allow for intermediate platforms or multi-level climbers with six (6) foot increments.~~

~~(2) Swings shall not exceed eight (8) feet when measured from the top rail (anchoring the chains) to the surface.~~

~~b. Construction~~

~~(1) Climbing Apparatus~~

~~Rungs of horizontal ladders, climbing bars, handrails, and other components shall be cylindrical and approximately 1 5/8 inches in diameter to allow for secure gripping of all students.~~

~~(2) The use of large wooden structures shall not be allowed.~~

~~Wooden apparatus now in use will be replaced when worn out. Maintenance, size of hand holds, and surface connection points are not as acceptable as metal and vinyl covered apparatus.~~

~~(3) All equipment shall meet U.S. Consumer Products Safety Commission Guidelines.~~

~~(4) Special equipment not allowed:~~

~~(a) Merry Go Rounds.~~

~~(b) Fixed/ground mounted animal rockers, single student use apparatus, etc.~~

~~(c) Tricking bars remote of or not part of a multiple use piece of apparatus.~~

- ~~(d) Equipment with steps, ladders, or stairways having a slope of greater than 35 degrees.~~
- ~~(e) Basketball hoops having metal chain vs. cloth fabric attached.~~
- ~~(f) Swing seats of wood or metal construction that present impact injuries when unoccupied.~~
- ~~(g) Platform apparatus that encourages jumping from heights of more than three (3) feet.~~
- ~~(h) All equipment that would be rendered unusable or become a trip/fall hazard when buried in one (1) foot of snow/ice.~~
- ~~(i) Open S hooks that would release chains or equipment held by them if stressed or twisted.~~
- ~~(j) Any above-ground protrusions resulting from anchoring devices/concrete rising due to frost.~~
- ~~(k) Any other equipment not approved by the Business Services Committee.~~

~~3. Surfacing~~

~~a. Running, throwing, ball playing and areas unoccupied by apparatus:~~

- ~~(1) Asphalt shall be appropriate for running and painted surface games areas.~~
- ~~(2) Grass shall be allowed for ball fields, soccer, running, and contact game areas.~~
- ~~(3) Surfacing other than under or around apparatus shall be considered generally appropriate if safety conditions or existing school conditions do not present unusual falling/tripping potential or special hazards (i.e., rocks protruding from ground, fence posts, building hazards, etc., that cannot be eliminated).~~

~~b. Under climbing apparatus and swings~~

~~(1) Unacceptable surfaces:~~

- ~~(a) Asphalt~~
- ~~(b) Concrete~~
- ~~(c) Dirt~~
- ~~(d) Grass~~
- ~~(e) Gravel~~
- ~~(f) Any material not meeting U.S. Consumer Products Safety Commission guidelines for adequate fall protection.~~

~~(2) Preferred surfaces:~~

- ~~(a) Rubber like/resilient surfacing that by manufacturing specifications provides adequate U.S. Consumer Products Safety Commission fall protection from ten (10) feet.~~
- ~~(b) Pea gravel/pea rock to a minimum depth of eight (8) inches.~~
- ~~(c) Sand to a minimum depth of ten (10) inches.~~
- ~~(d) Loose fill materials that meet U.S. Consumer Products Safety Commission guidelines to provide fall protection from ten (10) feet.~~

~~c. Containment Structures for Under Apparatus Surfacing~~

~~Loose fill materials when used shall be installed with drainage and containment structures that do not present fall/trip or bump hazards. When possible, solid barriers shall be erected or space provided to prevent spillage of materials into adjacent play areas of a different surface.~~

~~Reference: United States Consumer Products Safety Commission,~~

~~Volume I: General Guidelines for New and Existing Playgrounds, 1981~~

~~Adopted: 11-10-1987 ISD 709~~

Adopted: _____

MSBA/MASA Model Policy 604

Orig. 1995

Revised: _____

Rev. 2023

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. basic communication skills including reading and writing, literature, and fine arts;
2. mathematics and science;
3. social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;
6. Career and technical education; and
7. World languages.

[Note: The school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates consistent with Minnesota Statutes section 120B.022.]

- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Public elementary and middle schools must offer at least three and require at least two, of the following four art areas: dance, media arts, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five arts areas: dance, media arts, music, theater, and visual arts.
- D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks

developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

- E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided

by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

VI. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
 - 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 - 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary

- education and employment choices;
4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. § 120B.101 (Curriculum)
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 Minn. Stat. § 120B.20 (Parental Curriculum Review)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.022 (Elective Standards)
 Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)
 Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
 Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
 MSBA/MASA Model Policy 605 (Alternative Programs)

First Reading:

~~6041 PARENT OR GUARDIAN REQUEST FOR ALTERNATIVE INSTRUCTIONAL RESOURCES~~

~~Duluth Public Schools respects the rights of parents or guardians to request alternative instructional resources for their child or ward. It is important to remember that materials may be challenged at any time, any place, for any reason by anyone. It is impossible, therefore, to foresee what title (s) will not meet with the approval of any given individual. For that reason, Duluth Public Schools has Policy 6041 Parent or Guardian Request for Alternative Instructional Resources.~~

~~Parents or guardians may request an alternative instructional resource if they feel the instructional material assigned by the teacher is not appropriate for their child or ward. The process for requesting an alternative instructional resource includes the following:-~~

- ~~1. The parent/guardian requests meeting with the teacher to discuss concerns about a specific instructional resources for their child/ward. Part of the conversation will include the overall content of the resource, the intent of the resource or author, age/maturity level of the readers, or possibly the age of the characters and their relationship, and how the teacher deals with the topic in the classroom.~~
- ~~2. If the parent/guardian continues to have a concern about the specific instructional resource after this discussion, the teacher will arrange for an alternative instructional resource that addresses the concerns of the parent/guardian and meets the academic standards/outcomes and level of rigor required in the course curriculum. More than one solution will be considered in cooperation with the parent/guardian and the teacher to resolve sensitive issues.~~
- ~~3. The teacher informs the principal about the meeting and alternative instructional resource.~~
- ~~4. The principal/teacher arranges a follow up meeting (s) with the parent/guardian during a time that the alternative resource is being used to ensure communication. The meeting may include the teacher, department head, principal, and/or district representative.~~
- ~~5. If a viable solution is not reached at the building level, an appeal may be made to the Director of Curriculum. The Director will convene a committee in an attempt to develop a solution acceptable to the parents/guardian and educators.~~
- ~~6. If this committee's recommendation is not acceptable to the parents/guardians and educators, an appeal may be made to the Superintendent.~~
- ~~7. If the Superintendent's recommendation is not acceptable to parents/guardians and educators an appeal may be made to the Board of Education.~~

~~Adopted: 12-20-2005-[ISD-709](#)~~

~~6125 — CURRICULUM GUIDES~~

~~Curriculum guides and monographs shall be prepared in harmony with the legal requirements of the state and the purposes of the program of instruction adopted by the School Board.~~

~~The Superintendent or designee shall have general coordinating authority and direction over the formation of all courses of study, curriculum guides, and monographs.~~

~~The Director of Curriculum, Curriculum Specialists, Principals and teachers shall assist with the development and revision of the curriculum guides and monographs.~~

~~Curriculum development is based on the assumption that such study is most productive when conducted as a cooperative enterprise in which teachers and administrators participate.~~

~~A charge will be made for materials distributed outside the School District commensurate with the cost of printing and distribution.~~

~~Adopted: — 06-09-1970 ISD 709~~

~~Revised: — 06-20-1995~~

~~————— 10-19-2004 ISD 709~~

~~6130 HEALTH EDUCATION~~

~~The health education curriculum shall be consistent with the goals of education and shall include knowledge and skills for promotion of good health. It will be designed to strengthen the individual's self-awareness. It will provide students with information to enable them to make healthy decisions as they participate in their family and community.~~

~~Included in instruction will be health literacy. Health literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways, which are health enhancing. Educational experiences to produce health literate students with the ability to be critical thinkers and problem solvers, responsible and productive citizens, self-directed learners, and effective communicators will be the emphasis of the Health Education curriculum.~~

~~All faculty members will be informed of relevant facts pertaining to all facets of health education. Inservice programs will be established to help faculty be alert and informed of current information in relation to this area of study.~~

~~The School District recognizes that the first responsibility for the total health education of the child belongs to the parents. Yet, our society must be ready to accept its share of the responsibility. Steps shall be taken to ensure that the special knowledges, skills, interests, and responsibilities of the School District and related community agencies are recognized and utilized in the school's program of health education.~~

~~A Health Curriculum will include instruction in the six priority health risk behaviors identified by the Centers of Disease Control: Tobacco Use, unhealthy dietary behaviors, inadequate physical activity, alcohol and other drug use, sexual behaviors that may result in HIV infection, other sexually transmitted diseases, and unintended pregnancies, behaviors that may result in violence and unintentional injuries.~~

~~References: MS 122A.66~~

~~Adopted: 12-12-72 ISD 709~~

~~Revised: 06-20-95~~

~~10-19-04 ISD 709~~

~~5055 REPORTING TO PARENTS~~

~~The School Board expects that the reporting contacts between parent or guardian and teacher are frequent and vary in format—utilizing report cards, parent teacher conferences, postcards and letters, telephone calls, electronic means, and classroom visitations by parents and guardians. The School District will periodically advise students, their parents or guardians, or both, of the student's progress and achievement. Parents and guardians, as well as teachers, are encouraged to initiate conferences. Progress reports reflect the educational growth of the student in relationship to his/her ability and achievement.~~

~~Elementary School Progress Reports~~

~~Progress reports will be distributed quarterly in the elementary schools utilizing descriptive notations as follows:~~

~~Kindergarten S—Satisfactory~~

~~N—Needs Improvement
I—Improving~~

~~Grades 1-3 E—Excellent~~

~~S—Satisfactory
N—Needs Improvement
I—Improving
X—Not Evaluated~~

~~Grades 4-5 Traditional letter grades of ABCDF and a check for improvement needed in a skill area.~~

~~A teacher's electronic grade book shall constitute the official record of students' grades as of the 2009-2010 school year.~~

~~Secondary School Report Cards~~

~~Report cards will be distributed periodically utilizing the traditional letter grades of ABCDF and the final report card for the year will be mailed home. Senior high students have the option of receiving a traditional grade or a pass/no pass evaluation.~~

~~A teacher's electronic grade book shall constitute the official record of students' grades.~~

~~Adopted: 06-09-1970 ISD-709~~

~~Revised: 08-04-1983~~

~~06-20-1995~~

~~07-21-1998~~

~~06-21-2005~~

~~5055—1 of 1~~

~~-06-19-2007 ISD 709~~

Formal Request for Reconsideration Instructional Resource or Specific Library Material

The school board of Duluth Public Schools, Duluth, MN has delegated the responsibility for selection and evaluation of library/educational resources to the school library media specialist and/or curriculum committee, and has established reconsideration procedures to address concerns about those resources. Completion of this formal request follows the established unresolved formal requests. If you wish to request reconsideration of school or library resources, please return the completed form to the coordinator of library media resources or principal.

Date:			
Name (First, Last):			
Address:			
City:		State/Zip:	
Phone:		Email:	

Do you represent yourself? _____ Or an organization? _____ Name of Organization _____

1. Resource on which you are commenting:

- _____ Book _____ Database _____ Textbook _____ Game
- _____ Movie _____ Audio Recording _____ App _____ Streaming Media
- _____ Magazine _____ Digital Resource _____ Newspaper _____ Other

Title: _____

Author/Producer: _____

Is this resource part of the curriculum, library collection, or other? _____

2. What brought this to your attention? _____

3. Have you examined the entire resource? _____

4. What concerns/content in this resource does not align with Duluth Public Schools policy? _____

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

6. What action are you requesting the committee consider?

Signature

Date

Please return this form to the building library media specialist or principal. The district will respond to Formal Request for Reconsideration within 60 school contract days.

Completion of this form is at the request of the Board of Education of Independent School District #709.

For District Use Only

Date Form Received:	
Date of Appeal Meeting:	
Result from Appeal:	

Consent Agenda - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Thursday, February 29, 2024

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

1. Consent Agenda

A. Approval of Minutes from Past School Board Meetings

- | | |
|---|---|
| 1) Regular School Board Meeting - January 23, 2024 | 3 |
| 2) Special School Board Meeting Re: Negotiations - January 23, 2024 | 6 |
| 3) Special School Board Meeting Re: Negotiations - January 30, 2024 | 7 |

B. Approval of Action Items

- | | |
|---|----|
| 1) <u>Human Resources</u> | |
| a. <u>Staffing Report</u> | 8 |
| b. Job Description - Systems Administrator/Database Programming Specialist | 10 |
| c. <u>Other Action Items</u> | |
| 2) <u>Finance</u> | |
| a. <u>Financial Report</u> | 13 |
| b. Fundraisers | 14 |
| c. <u>Bids, RFPs and Quotes</u> | |
| (1) RFP #319 Electrical Engineering Services | 15 |
| d. <u>Contracts, Change Orders, Leases</u> | |
| (1) Lowell Elementary School Building Envelope and Cafeteria Expansion Project | 16 |
| 3) <u>Items Brought Forward From the Monthly Committee of the Whole Meeting</u> | |
| a. <u>2024-2025 Courses Changes</u> | 30 |
| 4) <u>Other</u> | |
| a. <u>Diploma Requests</u> | 41 |
| b. <u>Field Trip Requests</u> | 50 |
| c. <u>Data Sharing Agreements</u> | |

C. Approval of Policy Readings

- | | |
|--|----|
| 1) <u>First Readings</u> | |
| a. 811 Playground Installation and Maintenance (Deletion of 3045 & 7115) | 53 |
| b. 604 Instructional Curriculum (Deletion of 6041, 6125 & 6130) | 66 |
| 2) <u>Second Readings - None</u> | |
| 3) <u>Policies for Deletion</u> | |
| a. 5055 Reporting to Parents | 74 |

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) <u>Monthly Committee of the Whole - February 6, 2024</u> | <u>76</u> |
| 2) <u>Policy Committee - February 6, 2024</u> | <u>139</u> |
| 3) <u>Human Resources/Business Services Committee - February 13, 2024</u> | <u>160</u> |

Regular School Board Meeting
 Tuesday, January 23, 2024 6:30 PM Central

District Services Center
 709 Portia Johnson Dr.
 Duluth, MN 55811

Henry Banks: Present
 Kelly Durick Eder: Present
 Rosie Loeffler-Kemp: Present
 Jill Lofald: Present
 Sarah Mikesell: Present
 Amber Sadowski: Present
 Stephanie Williams: Present
 Present: 7.

1. Call to Order
 at 6:35 p.m.

2. Roll Call

3. Pledge of Allegiance

4. Approval of the Agenda

Move to approve the agenda. This motion, made by Rosie Loeffler-Kemp and seconded by Sarah Mikesell, Passed.

Henry Banks: Yea, Kelly Durick Eder: Yea, Rosie Loeffler-Kemp: Yea, Jill Lofald: Yea, Sarah Mikesell: Yea, Amber Sadowski: Yea, Stephanie Williams: Yea
 Yea: 7, Nay: 0

5. School and Community Recognition

Superintendent Bonds presented the School and Community Recognition.

6. Reading Communications, Petitions, Etc.

7. Report of the Superintendent

7.A. Reports from Student School Board Representatives

Denfeld Student Representative Larisa Miller introduced herself.

East Student Representative Mia Patronas introduced herself.

7.B. Superintendent's Report

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

Student Reports

Negotiations Update

Referendum Update

Legislative Advocacy Update

Additional Updates

7.C. Schedule of Meetings and Events

8. Report of Standing Committees

8.A. Committee of the Whole

8.A.1) Monthly Committee of the Whole (*January 9, 2024*)

Superintendent Bonds presented the Monthly Committee of the Whole Report.

Discussion was had.

8.B. Human Resources/Business Services Committee (*January 16, 2024*)

Member Durick Eder presented the Human Resources/Business Services Committee Report.

Discussion was had.

8.C. Policy Committee (*January 9, 2024*)

Member Loeffler-Kemp presented the Policy Committee Report.

9. General Board Committee Updates

10. Consent Agenda

Move to approve the Consent Agenda. This motion, made by Amber Sadowski and seconded by Kelly Durick Eder, Passed.

Henry Banks: Yea, Kelly Durick Eder: Yea, Rosie Loeffler-Kemp: Yea, Jill Lofald: Yea, Sarah Mikesell: Yea, Amber Sadowski: Yea, Stephanie Williams: Yea
Yea: 7, Nay: 0

11. Resolutions from Committee Reports

11.A. B-1-24-4005 - Acceptance of Donations to Duluth Public Schools

Move to approve B-1-24-4005 Acceptance of Donations to Duluth Public Schools. This motion, made by Henry Banks and seconded by Kelly Durick Eder, Passed.

Henry Banks: Yea, Kelly Durick Eder: Yea, Rosie Loeffler-Kemp: Yea, Jill Lofald: Yea, Sarah Mikesell: Yea, Amber Sadowski: Yea, Stephanie Williams: Yea
Yea: 7, Nay: 0

11.B. B-1-24-4006 - Acceptance of Grant Awards to Duluth Public Schools

Move to approve B-1-24-4006 Acceptance of Grant Awards to Duluth Public Schools. This motion, made by Sarah Mikesell and seconded by Henry Banks, Passed.

Henry Banks: Yea, Kelly Durick Eder: Yea, Rosie Loeffler-Kemp: Yea, Jill Lofald: Yea, Sarah Mikesell: Yea, Amber Sadowski: Yea, Stephanie Williams: Yea
Yea: 7, Nay: 0

11.C. B-1-24-4007 - Resolution Providing for the Issuance Sale and Delivery of \$21,708,231 Taxable General Obligation Capital Appreciation Refunding Bonds Series 2024A

Move to approve B-1-24-4007 Resolution Providing for the Issuance Sale and Delivery of \$21,708,231 Taxable General Obligation Capital Appreciation Refunding Bonds Series 2024A. This motion, made by Rosie Loeffler-Kemp and seconded by Amber Sadowski, Passed.

Henry Banks: Yea, Kelly Durick Eder: Yea, Rosie Loeffler-Kemp: Yea, Jill Lofald: Yea, Sarah Mikesell: Yea, Amber Sadowski: Yea, Stephanie Williams: Yea
Yea: 7, Nay: 0

12. Special Resolutions and Action Items

12.A. B-1-24-4008 Authorizing a Capital Project Levy of the School District and Calling an Election

Move B-1-24-4008 Authorizing a Capital Project Levy of the School District and Calling and Election. This motion, made by Rosie Loeffler-Kemp and seconded by Henry Banks, Passed. Henry Banks: Yea, Kelly Durick Eder: Yea, Rosie Loeffler-Kemp: Yea, Jill Lofald: Yea, Sarah Mikesell: Yea, Amber Sadowski: Yea, Stephanie Williams: Yea
Yea: 7, Nay: 0

12.B. HR-1-24-4013 Employment of a School Board Member by the District.

Move to approve HR-1-24-4013 Employment of a School Board Member by the District. This motion, made by Amber Sadowski and seconded by Kelly Durick Eder, Passed. Jill Lofald: Abstain (With Conflict), Henry Banks: Yea, Kelly Durick Eder: Yea, Rosie Loeffler-Kemp: Yea, Sarah Mikesell: Yea, Amber Sadowski: Yea, Stephanie Williams: Yea
Yea: 6, Nay: 0, Abstain (With Conflict): 1

13. Questions / Other

14. Adjournment

Move to adjourn at 8:20 p.m. This motion, made by Stephanie Williams and seconded by Sarah Mikesell, Passed. Henry Banks: Yea, Kelly Durick Eder: Yea, Rosie Loeffler-Kemp: Yea, Jill Lofald: Yea, Sarah Mikesell: Yea, Amber Sadowski: Yea, Stephanie Williams: Yea
Yea: 7, Nay: 0

Special [Closed] School Board Meeting -
Negotiations
Tuesday, January 23, 2024 4:00 PM Central

District Services Center
709 Portia Johnson Dr.
Duluth, MN 55811

Henry Banks: Present
Kelly Durick Eder: Present
Rosie Loeffler-Kemp: Present
Jill Lofald: Present
Sarah Mikesell: Present
Amber Sadowski: Present
Stephanie Williams: Present
Present: 7.

1. Call to Order
at 4:10 p.m.

2. Roll Call

3. The Open Meeting Law, Minnesota Statute section 13D.03, sub. (1) states that a public body shall close a meeting for the purpose of considering strategy for labor negotiations.

Move to convene to a closed session at 4:11 p.m. This motion, made by Rosie Loeffler-Kemp and seconded by Kelly Durick Eder, Passed.

Henry Banks: Yea, Kelly Durick Eder: Yea, Rosie Loeffler-Kemp: Yea, Jill Lofald: Yea, Sarah Mikesell: Yea, Amber Sadowski: Yea, Stephanie Williams: Yea

Yea: 7, Nay: 0

Reconvened to open session at 5:29 p.m.

4. Official Action Related to Closed Session, If Necessary

5. Adjournment

Move to adjourn at 5:30 p.m. This motion, made by Henry Banks and seconded by Rosie Loeffler-Kemp, Passed.

Henry Banks: Yea, Kelly Durick Eder: Yea, Rosie Loeffler-Kemp: Yea, Jill Lofald: Yea, Sarah Mikesell: Yea, Amber Sadowski: Yea, Stephanie Williams: Yea

Yea: 7, Nay: 0

Special [Closed] School Board Meeting -
Negotiations
Tuesday, January 30, 2024 4:30 PM Central

District Services Center
709 Portia Johnson Dr.
Duluth, MN 55811

Henry Banks: Present
Kelly Durick Eder: Present
Rosie Loeffler-Kemp: Present
Jill Lofald: Present
Sarah Mikesell: Present
Amber Sadowski: Present
Stephanie Williams: Present
Present: 7.

1. Call to Order
at 4:36 p.m.

2. Roll Call

3. The Open Meeting Law, Minnesota Statute section 13D.03, sub. (1) states that a public body shall close a meeting for the purpose of considering strategy for labor negotiations.

Move to convene to a closed session at 4:37 p.m. This motion, made by Kelly Durick Eder and seconded by Sarah Mikesell, Passed.

Henry Banks: Yea, Kelly Durick Eder: Yea, Rosie Loeffler-Kemp: Yea, Jill Lofald: Yea, Sarah Mikesell: Yea, Amber Sadowski: Yea, Stephanie Williams: Yea

Yea: 7, Nay: 0

Reconvened to an open session at 6:12 p.m.

4. Official Action Related to Closed Session, If Necessary

5. Adjournment

Move to adjourn at 6:12 p.m. This motion, made by Kelly Durick Eder and seconded by Henry Banks, Passed.

Henry Banks: Yea, Kelly Durick Eder: Yea, Rosie Loeffler-Kemp: Yea, Jill Lofald: Yea, Sarah Mikesell: Yea, Amber Sadowski: Yea, Stephanie Williams: Yea

Yea: 7, Nay: 0

HUMAN RESOURCES ACTION ITEMS FOR: February 29, 2024

<u>CERTIFIED APPOINTMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
BARTIKOSKI, KAYLA J	LTS KINDERGARTEN/LAURA MACARTHUR, (MA) IV 5, 1.0, SISLO T. CHILDCARE LEAVE	02/07/2024
BOGENHOLM, BETHANY E I	SPED SMI/DCD SETTING III/MYERS WILKINS, (BA) III 1 1.0, RASMUSSEN C. TRANSFER	01/08/2024
CHMELIK, ROSALYN A	SPED STEPS SETTING IV TOSA/ROCKRIDGE, (BA) III 1, 1.0, MACDOWELL N. TRANSFER	01/17/2024
KOCHEVAR, ANNA M	LTS GRADE 3 TEACHER/HOMECROFT, (BA) III 1, 1.0, WILSON R. CHILD CARE LEAVE, TEMP POSITION	01/24/2024
LOHN, BREANNA J	LTS SPED PHYSICAL THERAPIST/DISTRICT WIDE, (PHD) V 9, 1.0, YANKOWIAK K. MATERNITY LEAVE	02/01/2024
LUEDTKE, JACK R	LTS ENGLISH TEACHER/DENFELD, (BA) III 1,1.0, HANSON D. PARENTAL LEAVE, TEMP POSITION	01/22/2024
SAVRE, JAMES A	MATH TEACHER/ORDEAN, LINCOLN PARK, (MA) IV 9, 1.0, KONIETZKO L. TRANSFER	02/05/2024
SMITH, MARK R	SPED DCD SETTING III TEACHER/EAST, (BA) III 1, 1.0, JONES J. TRANSFER	01/15/2024
ZSCHUNKE, AARON M	MATH TEACHER/ORDEAN, LINCOLN PARK, (MA) IV 9 1.0, KONIETZKO. L TRANSFER	01/08/2024
<u>CERTIFIED LEAVES</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
BACHINSKI, SUSAN D	PRE-K / STOWE MID CAREER LEAVE BEG 24-25 YR TO 12/20/24	12/20/2024
ELIASON, KAITLYN J	UNABLE TO WORK DUE TO MEDICAL CONDITION	04/01/2024 06/07/2024
PETERSMEYER, ANNETTE K	SPED RESIDENTIAL EBD - ROCKRIDGE ACADEMY (START DATE TBD- BEGINNING OF 24-25 YR)	10/18/2024
PIERRE, MARGARET L	PREKINDERGARTEN/MYERS WILKINS	08/26/2024 06/06/2025
RIDGEWELL, CHRISTINE E	EARTH SCIENCE TEACHER/ORDEAN EAST	01/23/2024 02/09/2024
SERRANO RIVERA, ALBERTO R	ELA/DW	01/12/2024 01/26/2024
SOLARZ, KARI E	3RD GRADE TEACHER/PIEDMONT	02/01/2024 02/01/2027
<u>CERTIFIED RESIGNATION</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
PLESHA, STEVEN J	SPED RESOUC/ASST BASEBALL COACH - LINCOLN PARK MS/EAST HS	06/07/2024
<u>CERTIFIED RETIREMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
BACHINSKI, SUSAN D	PRE K / STOWE	12/20/2024
BOYNTON, SANDRA J	MUSIC/BAND - ORDEAN EAST MS	06/07/2024
DUPRE, KATHLEEN B	MTSS COORD - LAKEWOOD ES	06/07/2024
FARNHAM, DEBBIE J	PRE K TEACHER / PIEDMONT ES	06/07/2024
FORBORT, KEITH A	GRADE 3 TEACHER - HOMECROFT ES	06/07/2024
GROHN, SUSAN L	SPED SCHOOL NURSE - DW	06/07/2024
MEHLING, MARIBEL L	GRADE 3 TEACHER/MYERS-WILKINS ES	06/07/2024
NYGAARD, WILLIAM D	SOCIAL STUDIES TEACHER - EAST HS	06/07/2024
PETERSMEYER, ANNETTE K	SPED RESIDENTIAL EBD - ROCKRIDGE	10/18/2024
POKRZYWINSKI, JOHN M	GRADE 6 TEACHER/ORDEAN EAST MS	06/07/2024
<u>NON-CERT APPOINTMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
BICK, ANNIE M	BUS HELPER/TRANSPORTATION, 25/38WKS, \$16.40/HR	01/16/2024
BLAZEJAK, BRYAN P	SPED PROGRAM PARA/LINCOLN PARK, 32.5/38WKS, \$19.47/HR, COLLARD J. RESIGNED	01/08/2024
BORGH, KEITH G	SCHOOL CUSTODIAN I/STOWE, 40/52 WKS, \$17.52/HR, VACANT	01/11/2024
CHRISTENSEN, PAMELA N	NUTRITIONAL SERVICE ASSISTANT/LOWELL, 17.5/38WKS, \$15.22/HR, HORN J. RESIGNED	01/08/2024
CHRISTINA, KENKNIGHT M	HEADSTART BUS HELPER/TRANSPORTATION, 20/38WKS, \$16.40/HR, TEMP POSITION	01/22/2024
DECARO, ZACHARY A	EXECUTIVE ASST. POSITION FINANCE/DSC, 40/52WKS, \$22.03/HR	01/29/2024
GJERDAHL, JESSIE R	CUSTODIAN/DENFELD, LAURA MACARTHUR, 40/52WKS, \$17.52/HR, RICHARDSON T. RESIGNED	01/10/2024
GOLMEN, KELSIE K	SPED PROGRAM PARA/MYERS-WILKINS, 15.75 MWF/38WKS, \$20.31/HR	01/22/2024
HARVICK, SAMUEL B	FLOATING CUSTODIAN/DISTRICT WIDE, 40/52WKS, \$18.24/HR	01/02/2024
HINCHCLIFF, IRIS M	HOURLY MONITOR/LAKEWOOD, 23/38WKS, \$15.00/HR	01/31/2024
HOFFMAN, JANE D	SPED STUDENT SPECIFIC/MERRITT CREEK ACADEMY, 31.25/38WKS, \$19.89, MCCRACKEN C. TRANSFER	01/30/2024
JOHNSON, DENISE M	HOURLY CLERICAL/LAURA MACARTHUR, 23/38WKS, \$15.00/HR	01/19/2024
JOHNSON, GRACE A	SPED PROGRAM PARA/MYERS-WILKINS, 31.25/38WKS, \$19.47/HR	01/10/2024
KREAGER, DELANEY M	SPED STUDENT SPECIFIC SETTING III PARA/LOWELL, 31.25/38WKS, \$20.46/HR	01/31/2024 01/31/2024
KREKELBERG, TRIANN C	HOURLY MONITOR/MYERS WILKINS, 12.5/38WKS, \$15.00/HR	01/16/2024
LARSON, GRACIE M	SPED BW PARA/MYERS-WILKINS, 31.25/38WKS, \$18.30/HR, DUPREE K. MED LEAVE, TEMP POSITION	01/22/2024
MENZ, LEEANNE C	SPED PROGRAM PARA/LESTER PARK, 31.25/38WKS, \$21.50/HR, SCHMIDT C. TRANSFER	01/25/2024
NETT, STEVEN D	CUSTODIAN I/LESTER PARK, 40/52WKS, \$17.52/HR	01/16/2024
POLDOSKI, JACKIE J	HOURLY MONITOR/LESTER PARK, 15/38WKS, \$15.00/HR	01/12/2024
SAMEK, CHLOE J	SPED PROGRAM PARA SETTING III/IV/LESTER PARK, 31.25/38WKS, \$20.46 HR, SCHMIDT, C TRANSFER	01/31/2024
TURNMIRE, KELLEY L	HOURLY MONITOR/LESTER PARK, 12.5/38WKS, \$15.00/HR	01/31/2024
WALSBURG, AMANDA L	SPED KEYZONE PARA/PIEDMONT, 17.5/38WKS, \$19.30/HR	01/22/2024
WESTBERG, CRYSTAL M	OSS INTERMEDIATE/ORDEAN, 40/46WKS, \$18.16/HR, BARONE-ERSPAMER A. TRANSFER	01/16/2024
WILLIAMS, CYNTHIA JOAN	HOURLY MONITOR/LESTER PARK, 15/38WKS, \$15.00/HR	01/09/2024
WILLIAMS, SOPHIE H	PRESCHOOL PARA/MYERS-WILKINS, 23/38WKS, \$19.30/HR, GIULIANI C. RESIGNED	01/24/2024
WILTON, PHYLLIS E	PRESCHOOL PARA/STOWE, 23/38WKS, \$19.30/HR, OZMUN N. LEAVE OF ABSENCE	01/22/2024
ZINMER, MARY P	HOSPITALITY CAREERS TECH TUTOR/DENFELD, 32/38WKS, \$21.84/HR, MARPLE B. MEDICAL LEAVE, TEMP POSITION	02/05/2024
<u>NON-CERT LEAVES</u>	<u>POSITIONS</u>	<u>EFFECTIVE DATES</u>

GRADINE, JEFF S
MARPLE, BROOKE K

CUSTODIAN I/DENFELD
CULINARY TECH TUTOR/DENFELD

02/08/2024 02/21/2024
02/06/2024 03/05/2024

NON-CERT RESIGNATION

POSITION

BLAZEJAK, BRYAN P
CHRISTINA, KENKNIGHT M
CUSEY, DARREL W
GREENBERG, JOSHUA D
STEVERMER, NICKOLAS G
WHITLOCK, NICOLE E
WIGHT, KATELYN A

SPED PROG PARA/LINCOLN PARK MS
BUS HELPER - TRANSPORTATION
LIC ASL INTERPRETER / EAST HS
BUS DRIVER II/TRANSPORTATION
NETWORK ENGINEER II / DSC
SPED BW PARA / ORDEAN EAST MS
SPED PROG PARA SETTING III/IV / ROCKRIDGE ACADEMY

EFFECTIVE DATES
01/22/2024
01/23/2024
01/30/2024
01/16/2024
02/09/2024
02/16/2024
01/16/2024

NON-CERT RETIREMENT

POSITION

SOMROCK, SHERRY E
ZWAK, ELIZABETH J

LIC ASL INTERPRETER/DENFELD HS
CHECK & CONNECT PARA - EAST HS

EFFECTIVE DATES
06/07/2024
06/07/2024

NON-CERT PRESUMED RESIGNED

POSITION

PETERSON, BRUCE A

BUS DRIVER II

EFFECTIVE DATES
01/04/2024

CLASSIFICATION DESCRIPTION

TITLE: Systems Administrator/Database Programming Specialist

Title of Immediate Supervisor: Executive Director of Finance and Business Services	Department: Business Services	FLSA Status: Exempt
Accountable For (Job Titles): Indirectly; all levels of clerical staff.		Pay Grade Assignment: Executive Employees Association (EEA)

General Summary or Purpose of Job: Systems Administrator/Database Programming Specialist
Serve as the systems administrator and a technical resource to District personnel in supporting assigned student information and business technology. Provide programming support, technical assistance, technical information, problem solving, user support and advice regarding the use of assigned software applications including but not limited to the Student Information System, Learning Management Systems, Enterprise Resource Planning (ERP) Business Systems for Human Resources/Financial Systems and other various department-specific systems. Assist administrative users in the process of achieving mastery over their functional areas of systems. Research, evaluate, analyze, design, recommend and implement technologies and business processes related to assigned District systems. Act as liaison between District personnel, Technology Services, and outside agencies regarding the status of service requests; monitor, maintain, troubleshoot, and administer the District's multi-platform applications and database systems; ensure the coordination and application of established standards and procedures related to information systems applications.

DUTY NO.	ESSENTIAL DUTIES (These duties are a representative sample; position assignments may vary)
1.	Provides technical assistance to site staff and administrators to resolve day-to-day systems issues, including specific project support or applications. Resolves daily operating problems. Manage and maintain user accounts and rights to maintain security and data integrity.
2.	Plans, coordinates and implements the development, maintenance and upgrading for the Information Systems and ancillary subsystems as determined by district needs. Maintain accurate documentation regarding system functions, operating procedures, and the dissemination of updates to users.
3.	Provides programming support, maintenance, data integrity, security, monitoring and ensures system performance and ongoing development of mission critical district-wide application components serving back office operations as they pertain to the District's database systems.
4.	Responsible for integrating and implementing system connectivity, working in collaboration with District departments to ensure compliance. Work closely with IT professionals to ensure efficient functioning of the District's technology infrastructure.
5.	Maintain system and staff readiness for day-to-day and emergency electronic messaging system.
6.	Participate in review and recommendation of assigned systems and related subsystems for the purposes of optimizing performance and cost effectiveness for the district, and applying enhancements to the systems currently in use. Lead processes for visioning, goal-setting, design and implementation for future system and data initiatives, along with project management.
7.	Assist in diagnosing and resolving system problems and outages with the District's systems as assigned. Provide ongoing support of operations through historical analysis, troubleshooting and system/database administration to ensure system performance.
8.	Develops and/or uses custom Structured Query Language (SQL) programming to analyze, extract, load, automate, and/or manipulate data for District wide purposes. Create custom forms, scripts, and reports as required.
9.	Participate in ongoing self-training and attend administrator group meetings.

10.	Assists with day-to-day tasks of departmental functions.	
11.	Others duties as assigned	11

Minimum Qualifications:

- Bachelor's degree (B.S. or B.A.) from a four-year College or University in Computer Science, MIS or Technology Area plus two years of related work experience in a Technology position in a company or school comparable in size with this District OR two year Trade/Vocational School certification/degree in Computer Science, MIS, Business Technology or Technology Area plus four years of related work experience in a Technology position in a company or school comparable in size with this District OR high School diploma or GED and eight plus years of related work experience in a Technology position in a company or district comparable in size with this District.
- Two years work experience in Structured Query Language (SQL)
- Must be able to travel between District sites in a timely manner

Knowledge Skill and Abilities Requirements:

- Managing and/or supporting Information/Business Systems in a K12 School District or a large/company-wide database application system.
- Programming and support of a business system or student information System or large/company-wide database application system.
- Operational and functional aspects of business and/or student information systems.
- Structured Query Language (SQL)
- Data file specifications and movement of data between systems.
- Data extraction, adhoc/custom reporting, query of system data and creation of custom forms
- Various programming and scripting languages
- Excellent problem solving and data analysis skills
- Ability to prepare project plans and manage multiple projects simultaneously.
- Technical writing and documentation
- Strong communication and interpersonal skills to collaborate effectively.

Physical Requirements: Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		√		
Walk		√		
Sit			√	
Use hands dexterously (use fingers to handle, feel)			√	
Reach with hands and arms		√		
Climb or balance	√			
Stoop/kneel/crouch or crawl		√		
Talk and hear			√	
Taste and smell	√			
Lift & Carry:				
Up to 10 lbs.		√		
Up to 25 lbs.		√		
Up to 50 lbs.				
Up to 100 lbs.				
More than 100 lbs.				

General Environmental Conditions:

Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work.

General Physical Conditions:

Work can be generally characterized as:

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

Vision Requirements: Check box if relevant	Yes	No	12
No special vision requirements		<input checked="" type="checkbox"/>	
Close Vision (20 in. of less)	<input checked="" type="checkbox"/>		
Distance Vision (20 ft. of more)	<input checked="" type="checkbox"/>		
Color Vision			
Depth Perception			
Peripheral Vision			

Job Classification History:

Duluth Public Schools

HR/BS Services Committee Monthly Fund Balance Report Feb. 13, 2024 Committee Meeting

REVENUES	23-24		23-24		23-24		23-24		2/9/2024	Percent spent
	CURRENT YEAR ADOPTED BUDGET		CURRENT YEAR REVISED BUDGET adpdt 4.11.23		RECEIVED TO YEAR TO DATE		RECEIVED ENCUMBERED		Feb 1 2024	
	FUND	Jul-23	JULY 23 -24	July -June	July -June	BUDGET BALANCE		July -June		
General	1	\$126,200,922.80	\$127,324,477.11	\$46,327,126.38	\$ -	\$80,997,350.73			36%	
Food Service	2	\$4,039,200.00	\$4,039,200.00	\$2,088,739.13	\$ -	\$1,950,460.87			52%	
Transportation	3	\$7,020,941.12	\$7,020,941.12	\$1,774,318.56	\$ -	\$5,246,622.56			25%	
Community Ed	4	\$8,495,545.00	\$8,516,152.95	\$2,894,908.40	\$ -	\$5,621,244.55			34%	
Operating Captial	5	\$2,742,547.00	\$2,742,547.00	\$1,247,333.99	\$ -	\$1,495,213.01			45%	
Building Construction	6	\$ -	\$ -	\$ -	\$ -	\$ -				
Debt Service Fund	7	\$23,647,223.00	\$23,647,223.00	\$2,371,438.76	\$ -	\$21,275,784.24			10%	
Trust Fund	8	\$276,100.00	\$276,100.00	\$ -	\$ -	\$276,100.00			0%	
Dental Insurance Fund	20	\$950,000.00	\$950,000.00	\$512,835.90	\$ -	\$437,164.10			54%	
Student Acitivity	79	\$58,406.00	\$585,259.43	\$211,913.66	\$ -	\$373,345.77			36%	
REVENUE	TOTALS:	\$173,430,884.92	\$175,101,900.61	\$57,428,614.78	\$ -	\$ -	\$117,673,285.83		33%	

EXPENSES	23-24		23-24		23-24		23-24			
	CURRENT YEAR ADOPTED BUDGET		CURRENT YEAR REVISED BUDGET adpdt 4.11.23		EXPENSES TO YEAR TO DATE		EXPENSES ENCUMBERED		BUDGET BALANCE	
	FUND	Jul-23	JULY 23-24	July - June	July -June	July - June				
General	1	\$120,283,293.86	\$123,487,673.85	\$62,770,021.72	\$3,588,418.13	\$57,129,234.00			54%	
Food Service	2	\$4,012,876.00	\$4,012,876.00	\$2,433,844.85	\$1,626,145.52	-\$47,114.37			101%	
Transportation	3	\$6,268,632.76	\$6,749,632.76	\$5,363,438.97	\$111,540.12	\$1,274,653.67			81%	
Community Ed	4	\$7,630,865.00	\$9,084,185.95	\$4,334,617.51	\$22,922.41	\$4,726,646.03			48%	
Operating Captial	5	\$7,999,619.25	\$7,999,619.25	\$5,073,971.60	\$1,058,949.46	\$1,866,698.19			77%	
Building Construction	6	\$ -	\$ -	\$2,894,703.91	\$198,928.00	-\$3,093,631.91				
Debt Service Fund	7	\$23,640,000.00	\$23,640,000.00	\$26,931,588.45	\$ -	-\$3,291,588.45			114%	
Trust Fund	8	\$253,750.00	\$253,750.00	\$ -	\$ -	\$253,750.00			0%	
Dental Insurance Fund	20	\$915,000.00	\$915,000.00	\$507,257.12	\$ -	\$407,742.88			55%	
Student Acitivity	79	\$306,948.00	\$276,264.96	\$124,679.76	\$2,170.15	\$149,415.05			46%	
EXPENSE	TOTALS	\$171,310,984.87	\$176,419,002.77	\$110,434,123.89	\$6,609,073.79	\$ -	\$59,375,805.09		66%	

<u>Fin 160 ESSER III</u>	<u>Expenses</u>	<u>Ex Curricular</u>	<u>Fund 01</u>
Program 030 Asst Supt	\$41,401.00	Program 298	Revenue \$341,091.00
Program 110 Admin	\$ -	Program 298	Expense \$341,952.59
Program 108 Tech	\$1,748,089.91		
Program 203 Elem	\$880,199.92		
Program 211 Secondary	\$717,717.77		
Program 640 Staff Dev	\$ -		
Program 805 Operations	\$ -		
Program 760 Transportation	\$ -		
Program 740 Pupil Engage	\$5,583.67		
	<u>\$3,392,992.27</u>		

**Fundraisers Reported
January 2023**

The following fundraisers were reported in the above timeframe and per Policy 511–Fundraising, require School Board approval:

School	Organization Fundraising	Estimated Profit	Description of Fundraiser
East HS	Girls Basketball	\$150.00	50/50 Raffle at home basketball games
East HS	Fashion club	\$150.00	Bake Sale
Ordean-East MS	Ordean East Student Council	\$20.00	Coin Drive
Stowe ES	Wolf Ridge students	\$300.00	Beef stick sales

INDEPENDENT SCHOOL DISTRICT NO. 709

Duluth Public Schools
709 Portia Johnson Drive
Duluth, Minnesota 55811
218-336-8700

MEMORANDUM

To: Simone Zunich, Executive Director of Business Services

From: Cathy Holman, Purchasing Coordinator

Subject: **RFP #319 ELECTRICAL ENGINEERING SERVICES**

Date: January 25, 2024

After extensive investigation into the two companies that submitted proposals a decision has been made in regards to the Electrical Engineering Services lighting project.

Two (2) vendors responded with the following results:

<u>VENDOR</u>	<u>TOTAL</u>
DESIGN TREE	\$ 72,000.00
NOBLE ELECTRIC (BRIGHT SCHOOLS)	\$ 1,500.00

It is recommended by Bryan Brown, Facilities Manger to choose Design Tree Engineering over Noble Electric for the following reasons:

1. Design Tree bid \$72,000.00 and provided a very detailed scope of work. While Noble Electric bid \$ 1,500.00, which is not realistic. Their bid did not provide a scope of work.
2. Design Tree will provide the district with a choice of best value lighting controls and replacement lights to purchase. Noble Electric uses only one brand of controllers that our district engineer is not familiar with and offer light fixtures that are less expensive but come with a very limited warranty. Research through a company in the Twin Cities confirms this.
3. Noble (Bright Schools) normally only does Performance Contract meaning the district would make payments with interest for a set amount of years through a funding source. Using LTFM funding is not an option.
4. Finally, one of our trusted vendors, ICS, works with school districts all over the state of MN and has never heard of Noble Electric (Bright Schools).

Program: Facilities

Fund Custodian: Bryan Brown, Facilities Manager



**Duluth Public Schools, ISD #709
Lowell Elementary Building Envelope and Cafeteria
Expansion Project**

**Comprehensive Project Design & Management
Services**

January 26, 2024

Introduction..... 1

I. Development, Design, and Pre-Construction Phase..... 3

II. Construction and Post-Construction Phase 4

III. Additional Services 4

IV. Basis of Compensation..... 4

Appendices

- A General Conditions
- B Services Scope Summary
- C Preliminary Overall Budget Summary

Introduction

ICS is pleased to present this proposal to provide Comprehensive Project Management and design services on behalf of the District for the upcoming project as defined below.

Over the course of the past several months the District has been working in conjunction with ICS and their team to evaluate appropriate solutions to address building envelope issues and the need to expand the existing cafeteria capacity at Lowell Elementary School. The team has arrived at a solution that aims to address the current issues and improve reliability for years to come. The anticipated budget for these improvements will be finalized in the near future, and is currently estimated to be in the range of \$2.5 to \$3.0 million. ICS proposes to provide integrated project design and oversight services to assist the District with implementation of these projects.

It is anticipated that all phases of design for the improvements will be completed in early 2024. Due to market conditions and extended lead times on windows and other materials, procurement activities would take place immediately following design completion in spring of 2024 if possible to allow for materials to be received prior to construction commencing. It is anticipated that all work associated with the improvements will be completed no later than fall of 2024 if lead times allow. The services to be provided by ICS are stated in the summary below:

I. Development, Design, and Pre-Construction Phase

- On-going interaction and coordination with District staff.
- Develop the overall Project schedules and phasing.
- Cost estimating and overall budget development for all Project phases including updates at each phase of the design processes.
- Design services associated with the improvements including mechanical, electrical, structural, and any necessary architectural design work to accomplish the work.
- Development of comprehensive Division 00 and 01 front-end specifications for specifications as applicable.
- Review of schematic design and design development documents for coordination and scope issues.
- Review the 95% Construction Documents for coordination and constructability issues.
- Facilitation of pre-bid walk-throughs as applicable for the project.
- Coordination of public bid and award processes and necessary procurement for all scopes of work including post-bid analysis and contract award process.

II. Construction & Post-Construction Phase

- Assist in development and administration of Owner-contractor contract(s) for the Project.
- Coordination and oversight of Project contractor work and related Project matters and coordination.
- Processing, logging, and tracking of Project communications including but not limited to SI's, RFI's, Submittals, CO's etc.
- Interface with Project contractors and Consultants for resolution of construction-related issues as they arise.
- Assist Owner with conflict resolution and review of on-going Project issues and associated change order review.
- On-going Project budget tracking and accounting on behalf of the District including on-going reconciliation of all Project expenditures.
- Coordination of final punch-lists and final closeouts completion by contractors for the Project.
- Coordination and delivery to Owner of all close-out documentation including but not limited to As-Builts, manufacturer warranties and O&M Manuals.
- Facilitation of an 11-month walk-through after substantial completion for applicable contractors.

III. Basis of Compensation

Basic Services: ICS's Compensation for all Project Design and Representation services as described and summarized above are proposed as outlined below, and will be finalized based on the final overall project budget:

Project Design Services (architectural, structural, mechanical, and electrical):	8.0%
Pre-Construction & Construction Phase Services:	3.0%

The actual amount billed for ICS's services on a monthly basis will be based on ICS's estimate of the proportion of total services actually completed during the billing period. Payment for services provided prior to the referendum vote will be billed on a monthly basis and factored into our final fee for the project. Upon execution of this agreement, an initial invoice equal to 10% of our proposed fee will be submitted.

Reimbursable expenses will be billed on a direct cost x 1.1 and include such items as travel, reproduction of reports, drawings, specifications, bidding documents and similar Project-related items, technology usage/specialized equipment. Any general conditions items that are coordinated and/or provided by ICS at the direction of Owner such as temporary enclosures, etc. will also be billed as a reimbursable expense. Construction phase site services and personnel will be treated as a reimbursable expense.

For Project work beyond services outlined in this Proposal and/or any changes to the agreed upon scope of services the base fee will be adjusted

accordingly, or if the project duration extends beyond fall of 2025, services²⁰ will be billed on a time-and-materials basis in addition to the above noted fees. However, additional work will not be conducted without prior approval by the District.

Appendix A

General Conditions

1. **Agreement.** This is an agreement (“Agreement”) between ISD 709 (“Client”), and ICS, collectively, the “Parties.” This Agreement includes (1) these General Terms and Conditions, Exhibit A; (2) the Project Proposal (“Proposal”) attached; (3) Signature Page attached as Exhibit B; (4) Overall Budget Summary, Exhibit C; and (5) Fee Schedule attached as Exhibit D. This Agreement represents the entire and integrated agreement between the Parties and is exclusive of and supersedes all other agreements between the Parties, either oral or in writing. If any term or provision of this Agreement is found to be invalid under applicable law, that provision shall be deemed omitted from the Agreement and the remainder of the Agreement shall remain in full force and effect.
2. **Professional Services.** The Client engages ICS to provide professional project services (“Professional Services”) in connection with the project at the Client’s location (“Project”) described in the Proposal’s Scope of Services. Other services mutually agreed upon by the Parties (“Other Services”) not specifically described in the Proposal shall be (1) governed by this Agreement, (2) identified in an amended Scope of Services, and (3) the Client agrees to pay ICS for such Other Services as additional compensation in accordance with ICS ’s Fee Schedule attached as Exhibit D.
3. **Work Product.** Professional Services under this Agreement, including, but not limited to, all drawings, reports, information, recommendations, opinions or other work product prepared or issued by ICS, are for the exclusive use and benefit of the Client in connection with the Project. The work product is not intended to inform, guide, or otherwise influence any other entities or persons, and should not be relied upon by any entities or persons other than the Client and its agents for any purpose other than for the Project. The Client will not distribute, convey or disclose ICS ’s work product to any other persons or entities without ICS ’s prior written consent. Written consent shall include an express release of ICS from all liability to the third party receiving the work product from Client, and the Client’s indemnification of ICS for any claims or demands asserted against ICS by such third party. All documents produced by ICS under this Agreement shall remain the property of ICS and may not be used by the Client for any other project or purpose without the prior written consent of ICS.
4. **Payment.** The Client shall pay ICS ’s invoices within thirty (30) days of the date of the invoice. Invoices shall be considered past due if not paid within 30 days after the invoice date. If the Client does not tender payment within 30 days of the invoice date, ICS may, without waiving any claim or right against the Client, and without liability to the Client, terminate this Agreement in accordance with Section 10(a) of this Agreement. Retainers shall be credited on the final invoice. ICS, at its sole discretion, may charge interest at 1.5% (or the applicable legal rate) per month on the unpaid balance. In the event any portion of an account remains unpaid 90 days after billing, the Client shall pay all costs of collection, including reasonable attorney’s fees.
5. **Standard of Care.** ICS will strive to perform the Professional Services in a manner consistent with that level of care and skill ordinarily exercised by members of ICS ’s profession practicing in the same locality under similar circumstances at the time the Professional Services are performed. This Agreement creates no other representation, warranty, or guarantee, expressed or implied. ICS hereby excludes and disclaims any and all implied warranties including, but not limited to, any implied warranty of fitness for a particular purpose and any implied warranty of merchantability.
6. **Limitation of Liability.** To the fullest extent permitted by law, the total liability of ICS for any damages, costs, fees, expenses, or other losses or demands for payment or performance

with regard to any claim or cause of action related in any way to this Agreement, the Project or the Professional Services, shall be limited to fifty-thousand dollars (\$50,000). The Client hereby releases ICS for any and all liability above such amount. This Limitation of Liability applies to any and all claims, no matter how stated, asserted, alleged or pleaded, including but not limited to, claims for errors and omissions, breach of contract, tort/negligence, quantum merit/unjust enrichment, or breach of fiduciary duty, and applies to all phases of Professional Services performed under this Agreement. The Client agrees ICS 's services will not involve the design of any equipment or the implementation of equipment. The Client agrees ICS will not be liable for any claims, damages, demands, costs, or expenses for personal injury or any other injuries or damages alleged by the Client or any third party relating to the design or implementation of equipment, and the Client agrees to indemnify and hold ICS harmless for any liability for such claims.

7. **Insurance.** Insurance Provided by Consultant. Before the start of its work, the Consultant shall procure and maintain in force coverage and limits of insurance for its own negligence as follows:
 - (a) Employers' Liability: \$1,000,000.00.
 - (b) General Liability: \$2,000,000.00 Occurrence, \$4,000,000.00 Aggregate
 - (c) Automobile Insurance: \$1,000,000.00 Liability.
 - (d) Umbrella Liability: \$1,000,000.00 Occurrence, \$1,000,000.00 Aggregate
 - (e) Professional Liability: \$2,000,000.00 Each Claim, \$2,000,000.00 Annual Aggregate

8. **Client Responsibilities.** The Client shall bear sole responsibility for (a) notifying third parties, including any governmental agency or prospective purchaser, of the existence of any hazardous materials located in or around the Project site; and (b) cooperation with all requests by ICS, including obtaining permission for access to the Project site. The Client releases and discharges ICS from all liability for any incorrect advice, judgment, or decision based on inaccurate information furnished by the Client or others. If reasonable precautions will be inadequate to prevent foreseeable bodily injury or death to persons resulting from a material or substance, including hazardous materials, encountered on the Project site, ICS shall immediately stop work in the affected area and promptly report the condition to the Client.

9. **Hazardous Materials.** It is acknowledged by both parties that ICS scope of services does not include any services related to asbestos, hazardous, or toxic materials that may be encountered or found to be present at or in areas adjacent to the site. Any such materials that are encountered shall be immediately brought to the attention of the owner, who will be solely responsible for any required abatement and/or removal of the materials in full compliance with applicable laws and regulations.

10. **Construction Observation.** If included in the Professional Services, ICS 's construction observation service shall be limited to general observation of construction operations. ICS shall not be responsible for inspection of the work, the means and methods of construction, or the safety procedures employed by any contractor. Performance of construction observation services does not constitute a warranty or guarantee of any type, since even with diligent observation, some construction defects, deficiencies or omissions in the contractor's work may occur. The Client shall hold its contractor and/or any sub-contractor solely responsible for the methods and means of construction, the quality of the Work, and performance of the Work. The Client, or its designees, shall notify ICS at least twenty-four (24) hours in advance of any observations required by the construction documents.

11. **Dispute Resolution.** Any claim or dispute between them arising out of or related to this Agreement shall first be informally negotiated in good faith between the Parties. If the claim or dispute cannot be amicably resolved within thirty (30) days by good faith negotiation, the Parties shall jointly submit the claim or dispute to mediation. Mediation shall be through a

mediator agreed upon by the Parties, or if ICS cannot be agreed upon within 15 days after the party seeking mediation provides written notice upon the other party to the Agreement demanding mediation, a mediator shall be appointed by the district court in the jurisdiction in which the Project is located. Demand for mediation shall be provided in writing to the other party to the Agreement within a reasonable time after the claim or dispute has arisen. In no event shall the demand for mediation be made after the date when institution of legal or equitable proceedings based on such claim, dispute or other matter in question would be barred by the applicable statutes of limitation or repose. If the claim or dispute cannot be amicably resolved by good faith negotiation or mediation, then either party may exercise its rights under law. In no event shall a claim or dispute be made or sustained if it would be barred by the applicable statute of limitations or repose.

12. Termination.

- a. This Agreement may be terminated upon than seven (7) business days' prior written notice should the other party fail substantially to perform in accordance with the terms of this Agreement through no fault of the party initiating the termination. Upon termination, ICS will deliver to the Client or its designee all records, documents or materials in its possession or control of ICS which relate to the Project and for which payment has been received. If ICS has prepared for or performed Professional Services for which payment has not been received as of the date of termination, the Client shall be entitled to purchase the products of those Professional Services, such as records, materials and documents, from ICS provided the Client and ICS agree to a purchase price and terms of sale. If the Client does not purchase the products of these Professional Services, the Client remains liable to ICS for any amounts incurred by unpaid charges for Professional Services performed. If this Agreement is terminated through no fault of ICS, the Client shall compensate ICS for all Professional Services performed prior to termination, all expenses incurred, all costs attributable to termination, including the costs attributable to ICS 's termination of consultant agreements, plus a termination expense of 25% of all unbilled fees.
- b. If after Design Development is accepted by the Client, redesign or analysis of alternates is required to accommodate value engineering items due to lack of funding, or if there are contractor requests requiring a re-negotiated engineering services contract, this Agreement shall be deemed terminated, and within 14 days of the date of termination, Client shall pay ICS for all Professional Services completed through the date of termination.
- c. If the Project is suspended, placed on hold or temporarily terminated for more than 15 calendar days, this Agreement will be deemed to be terminated on the 16th calendar day and the Parties shall negotiate a new agreement prior to restart of the Project to re-establish a new schedule and adjusted compensation and any other necessary revisions. Within 14 days of the date of termination, the Client agrees to pay ICS for all Professional Services completed through the date of termination plus all expenses incurred, all costs attributable to the termination, including the costs attributable to ICS 's termination of consultant agreements.

13. Other Provisions.

- a. The Parties each acknowledge that they will act in good faith in carrying out their duties and obligations under this Agreement.
- b. The Parties each acknowledge that they have reviewed and familiarized themselves with this Agreement, including its attachments, and agree to be bound by the terms and conditions contained therein.

- c. The Client shall designate a responsible employee as its contact for administration and coordination of the Work. The Client's contact shall have the authority to approve changes in the scope of the Project and shall be available during working hours as necessary to examine information submitted by ICS, to render or convey decisions, and to furnish information in a timely manner.
- d. It is specifically understood and agreed that at all times pertinent to this Agreement that ICS shall be an independent contractor and shall not be considered an employee of the Client.
- e. The Client shall provide prompt written notice to ICS if the Client becomes aware of any errors, omissions or inconsistencies in ICS 's Professional Services or information furnished by Client or Client's agents.
- f. The Client shall ensure that Project team leaders directly contracted to the Client have budgeted and thoroughly discussed and accepted all Project costs and values with the Client.
- g. The Parties understand and agree this Agreement may be changed or modified only through written agreement signed and dated by the Client and ICS. No act, omission or course of dealing by the Parties shall alter the requirement that modifications or changes to this Agreement can be accomplished only by mutual written agreement signed and dated by the Parties.
- h. This Agreement shall not be assigned by the Client or ICS without prior written consent of the other party to this Agreement.
- i. This Agreement shall be governed by and construed under the laws of the state where the Project is located.
- j. Unless otherwise provided, all notices and notifications shall be in writing and considered duly given if sent by U.S. Mail, postage prepaid, or by facsimiles to the business address of the parties set forth in this Agreement. Such notice(s) shall be deemed given as of the second business day following the date of posting by U.S. Mail or the next business day following the date of sending in the case of a facsimile or telecopy.

Appendix B

Signature Page

Signature Page

ISD 709 Lowell Elementary Building Envelope and Cafeteria Expansion Project
Comprehensive Project Design and Management Services
1-26-24

Proposal Terms

Terms on payment of services are delineated in the proposal dated 1-26-24.

Signature includes acceptance of attached proposal, fee schedule, and general conditions.

Authorization to Proceed

We appreciate the opportunity to present this proposal for Comprehensive Project Design and Representation Services. Please sign and return both copies of this document to our office. Upon receipt of both signed copies, a fully executed original copy will be forwarded back to you for your records. We will begin the project at the time of signature acceptance of this proposal.

Acceptance of only one portion of the proposed scope of services at this time assumes that the ICS team will be utilized for the remaining portion of the proposed scope of services as the project progresses.

Approved by ISD 709:

Date

Printed Name

Authorized Signature

Approved by ICS:

Date

Printed Name

Authorized Signature

Appendix C

Preliminary Budget Summary

OWNER: Duluth Public Schools
 PROJECT: Lowell Envelop Improvements & Cafeteria Expansion
 LOCATION: Duluth, MN
 PREP BY: ICS
 DATE: 1/24/2024



ITEM / ITEM DESCRIPTION	Base Scope - Courtyard Elevations & Cafeteria Expansion	Alternate #1: Remaining Horseshoe Elevations	Alternate #2: Music and Gym Elevations	Alternate #3: Create Playground Vestibule	Quantity /		Unit Cost / SF Cost	Notes:
					Program SF	Unit		
ENVELOPE IMPROVEMENTS & CAFETERIA EXPANSION								
Cafeteria Expansion								
expand into existing art room	\$440,000				2,000	SF	\$220	
allowance to relocate art somewhere - TBD	\$75,000				1	Allow	\$75,000	Location to be determined by district
Courtyard Elevations								
courtyard east	\$206,800				1	LS	\$206,800	
courtyard northeast	\$136,400				1	LS	\$136,400	
courtyard northeast	\$183,700				1	LS	\$183,700	
Remaining Building Elevations								
west facing elevation		\$279,400			1	LS	\$279,400	
front south facing elevation		\$283,250			1	LS	\$283,250	
Music and Gym Building Elevations								
gym elevations - replace calwall only			\$57,600		1	LS	\$57,600	
music wing elevations			\$417,010		1	LS	\$417,010	
Additional Improvements								
landscape restoration	\$15,000				1	LS	\$15,000	
create playground vestibule				\$72,500	1	LS	\$72,500	
CONSTRUCTION SUBTOTAL	\$1,056,900	\$562,650	\$474,610	\$72,500				
SOFT COSTS								
Fees/Permitting/Testing								
Project Management / CM	\$36,992	\$19,693	\$16,611	\$2,538				ICS
Design - Arch, Struct, Mech, Elec	\$89,837	\$47,825	\$40,342	\$6,163				DSGW Team
Reimbursables / Construction Phase Site Services	\$26,423	\$14,066	\$11,865	\$1,813				allowance
General Conditions	\$26,423	\$14,066	\$11,865	\$1,813				
Builder's Risk Policy	\$15,854	\$8,440	\$7,119	\$1,088				
Plan Review Fees	\$26,423	\$14,066	\$11,865	\$1,813				
Building Permit Fees	\$15,854	\$8,440	\$7,119	\$1,088				
Geotechnical / Special Testing / survey								
Property Acquisition	\$0	\$0	\$0	\$0				
Bond Costs	\$0	\$0	\$0	\$0				TBD - By District if Required
SUBTOTAL	\$237,803	\$126,596	\$106,787	\$16,313				
	0.225	0.225	0.225	0.225				
CONTINGENCY	\$84,552	\$45,012	\$37,969	\$5,800				8% of Construction Cost
SUBTOTAL	\$84,552	\$45,012	\$37,969	\$5,800				
TOTAL	\$1,379,255	\$734,258	\$619,366	\$94,613				

24-25 High School and Middle School Course Changes

High School Course Changes - Department Name Change

<i>Department Name Changes and Additions</i>	<i>Type of Change to Department Name</i>
Business, Management, and Administration	*Changed from Business/Marketing Computers
Agriculture, Food, and Natural Resources	*Added Category
Arts, Communication, and Information Systems	*Changed from Graphic Arts
Human Services	*Changed from Hospitality and Tourism
Health Science Technology	*Added Category
Engineering, Manufacturing, and Technology	*Changed from Engineering and Industrial Technology
<i>*These changes are made to align to MN Career Fields, Clusters, & Pathways</i>	

High School Course Changes - Added Courses

<i>Course Name</i>	<i>Course Change</i>
Introduction to Aviation, Aerospace History, and Aerospace Engineering Design	Aerospace Careers Credit: .5 per semester Grade(s): 10-12
Parenting: Pregnant and Parenting Teens	General Elective Credit: .5 per semester Grade(s): 9-12
Unified Music	Music Credit: .5 per semester Grade(s): 9-12
Robotics 2	Engineering Credit: .5 per semester Grade(s): 10-12
Forensic Science	Emergency Response Credit: .5 per semester Grade(s): 11-12
Introduction to Law Enforcement and Community Relations	Emergency Response Credit: .5 per semester Grade(s): 10-12
Fire Science	Emergency Response Credit: .5 per semester Grade(s): 10-12
Introduction to Construction	Engineering, Manufacturing and Technology Credit: 1 per semester block course Grade(s): 9-12
Woodworking	Engineering, Manufacturing and Technology Credit: 1 per semester block course

	Grade(s): 9-12	
Introduction to Baking	Human Services Credit: 1 per semester block course Grade(s): 10-12	32
Advanced Culinary	Human Services Credit: 1 per semester block course Grade(s): 10-12	
Meal Prep and Packaging	Human Services Credit: 1 per semester block course Grade(s): 10-12	
Earth and Space Science (This will replace Physical Science9/Earth Science 9)	Science Credit: .5 per semester Grade 9	

High School Course Changes - Course Changes

<i>Course Name</i>	<i>Course Change</i>
Biology	Course description changed to align to state standards
Art Across Mediums	Course description updated
Ceramics and Sculpture 1	Course description updated
CITS Ceramics	Course description updated
Stained Glass, Metals & Fibers 1	Course description updated
Advanced Stained Glass, Metals & Fibers	Course description updated
Sports and Entertainment Marketing	Course description updated
Bus Management Leadership Coaching	Course description updated
Starting Your Own Business	Course description updated
Emergency Medical Response	Course description updated
(CITS) Intro to Nursing	Course description update and College in the Schools (CITS) Credit adjusted to match college credit and description
Construction Technology 1 Changed to Construction Trades 1	Course name change to reflect MN Career Fields, Clusters and Pathways
Construction Technology 2 Changed to Construction Trades 2	Course name change to reflect MN Career Fields, Clusters and Pathways
Robotics Changed to Robotics 1	Course name change
(CITS) Pathway2Teaching; Introduction to Socially Just Education changed to Pathway2Teaching: Introduction to Socially Just Education	Course changed - CITS only offered one semester
PAES Lab	Course description updated

High School Course Changes - Dropped Courses

<i>Course Name</i>	<i>Course Change</i>
Physical Science 9/Earth Science 9	Course changed to Earth Science
Level 1 Restaurant	Course Dropped to align to MN Career Fields, Clusters & Pathways
Level 2 Restaurant	Course Dropped to align to MN Career Fields, Clusters & Pathways
International Cuisine	Course Dropped to align to MN Career Fields, Clusters & Pathways

Middle School Course Changes

Middle School - Added Courses

<i>Course Name</i>	<i>Grade</i>	<i>Description</i>
Flex Time	6th Grade 7th Grade 8th Grade 6 Week	This class is a flexible time period during the school week that is used to support student needs. Students will be assigned by teachers to a 6-week intervention or enrichment opportunity.
Advisory	6th Grade 7th Grade 8th Grade 6 Week	Advisory is a class that focuses on social emotional learning, building community and supporting academic goals.
Skills for Success	6th Grade Semester	This course sets students up for future success by learning study skills, literacy skills, personal interests, and career exploration.
Media Arts 6	6th Grade Semester	Students will explore the worlds of animation, cartooning, and stop-motion animation using drawing, sculpture, object manipulation, and photography. Character development and storyline will pair with background and sound as students explore visual culture through a variety of Media Arts techniques.
Exploring Robotics and Coding	6th Grade 7th Grade Semester	This course provides an opportunity for students to explore Lego robotics, coding, and other engineering activities.
Exploring Outdoor Education	6th Grade 7th Grade Semester	Students will have the opportunity to participate in several outdoor activities. This course is designed for any student wanting to learn skills or better their skills needed to enjoy these activities. Outdoor education will also make you contemplate the balance of human interaction and the environment. Students must be prepared to enjoy the outdoors and dress appropriately.
Visual Arts 7	7th Grade Semester	Students will build on skills gained in Visual Arts 6 through the exploration of a variety of materials and techniques, such as drawing, painting, sculpture, graphic arts, fibers, and ceramics. Visual Arts 7 further builds upon visual literacy skills by engaging students in the meaning and use of images across cultures and times. Students will have the opportunity to demonstrate their developing skills with various materials, methods,

		and approaches in creating works of art and design.
Media Arts 7	7th Grade Semester	Students will build on skills learned in Media Arts 6 by further exploring the worlds of animation, cartooning, and stop-motion animation using drawing, sculpture, object manipulation, and photography. Character development and storyline will pair with background and sound as students explore visual culture through a variety of Media Arts techniques.
Communication Arts	7th Grade 8th Grade Semester	Students will engage in collaborative activities that allow for creative and individual expression of ideas through debate, speaking, storytelling, and dramatic dialogue. The course will also include opportunities for students to evaluate mass media, mediate, and problem solve with discussion while presenting ideas in diverse media and formats. This elective course provides students with a deeper exploration of the Listening, Speaking, Viewing and Exchanging Ideas standard within English-Language Arts.
Media Arts 8	8th Grade Semester	Students will generate and conceptualize artistic ideas and media arts through their own imagination, creative processes, and experimentation through stop motion animation, the moving image, cartooning, object manipulation and photography. Students will experiment with movie genres and use computer science applications to design.
Environmental Science 8	8th Grade Semester	This course is designed to introduce you to topics and concepts within environmental science. Topics will range from plant sciences, forestry, studying our lakes and streams, and creating urban gardens. This course will provide you the opportunity to study the aquatic environment within our many lakes and streams and explore how the changing climate has impacted the environment. Students must be prepared to enjoy the outdoors and dress appropriately.

Middle School - Courses Changed

<i>Course Name</i>	<i>Grade</i>	<i>Course Description</i>
M0011000 Art Grade 6 to Visual Art 6	6th Grade	Students will build skills in Visual Arts 6 through the exploration of a variety of materials and techniques, such as drawing, painting, sculpture, graphic arts, fibers, and ceramics. Visual Arts 6 builds visual literacy by engaging students in the meaning and use of art images across cultures and times. Students have the opportunity to analyze why and how people make art and its connections to other areas of learning and human experiences.
M021000 Computer to Computer Literacy	6th Grade	This course provides an in-depth and dynamic program that develops broad-based internet and computing skills. The purpose of the course is to provide students with the educational foundation to succeed in their middle and high school courses requiring the use of technology. This course will introduce students to computational thinking and problem solving, digital citizenship, coding, AI, animations, web design, and data analytics.
M062010 Pre-Engineering 7 to Industrial Technology 7	7th Grade	This course is designed to be an exploratory learning experience. Students will gain a wide variety of skills and knowledge dealing with industrial technology, manufacturing sciences, engineering/design process, technical drawing, 3D modeling, CAD design, 3D printing, wood production (design and fabrication), as well as technical science, math and reading). Students will design, plan and fabricate multiple projects while being introduced to many different aspects of industrial technology. Students will have the opportunity to work in groups as well as individually, to complete class required projects.
M011300 Cartooning & Animation to Visual Arts 8	8th Grade	Students will use Visual Arts concepts and tools while applying critical and creative thinking skills, develop a sense of personal style, explore their ideas, and create and complete artworks through practice and new methods. Students will explore techniques and develop skills in a variety of mediums, such as drawing, painting, graphic design, printmaking, fibers, sculpture, and ceramics.
M021301 Computer Topics Technology & Future to Computer Science 8	8th Grade	This course will expand on skills developed in 6th grade Computer Science, including a deeper exploration of AI, app development, animations, and gaming.
Family and Consumer Science to Family and Consumer Science 7	7th Grade (Required)	This course gives students the opportunity to develop individual skills as well as discover personal strengths when collaborating in groups. Lessons will explore healthy food choices, nutrition, basic food preparation, etiquette, introduction to financial literacy and budgeting. This course will further prepare students for the future and

		foster lasting life skills.
M034001 Family, Food, Diversity and Tolerance to Family Consumer Science 8	8th Grade Elective	This course will further develop skills and knowledge involving food preparation, culinary careers in food production and services, healthy meal planning, global food influences and skills needed for the workforce. This course will encourage students to explore how they can make a positive impact on themselves, their families and the community through individual growth, relationships and connections to the community outside of school.
M063011 Pre-Engineering-Design & Modeling to Industrial Technology 8	8th Grade	This course is designed to build on and advance what skills and knowledge students have learned in the 7th grade Industrial Technology course. Students will gain a more advanced understanding of skills and processes dealing with industrial technology, manufacturing sciences, engineering/design process, technical drawing, 3D modeling, CAD design, 3D printing, wood production (design and fabrication), as well as technical science, math and reading). Students will have an opportunity to design and fabricate more advanced projects than the previous 7th grade course.
M240001 German Level 1 to German Level 1A	7th Grade 8th Grade	German 1A is an introduction to the German language. Explore the language and start getting familiar with the German-speaking world! Upon completion of German 1A the student is eligible to take German 1B in middle school or German 1 in high school. (No High School Credit is available for this course.)
M240002 German Level 1 to German Level 1B	8th Grade	German 1B is a deeper introduction to the German language. Continue expanding your language skills and cultural awareness. Upon completion of German 1B the student is eligible to test into German 2 in the high school. (No High School Credit is available for this course.)
M241301 Spanish Level 1 to Spanish Level 1A	7th Grade 8th Grade	Spanish 1A is an introduction to the Spanish language. Explore the language and start getting familiar with the Spanish-speaking world! Upon completion of Spanish 1A the student is eligible to take Spanish 1B in middle school or Spanish 1 in high school. (No High School Credit is available for this course.)
M241302 Spanish Level 1 to Spanish Level 1B	8th Grade	Spanish Level 1B is a deeper introduction to the Spanish language. Continue expanding your language skills and cultural awareness. Upon completion of Spanish 1B the student is eligible to test into Spanish 2 in the high school. (No High School Credit is available for this course.)
M211501 Ojibwemowin Level 1 to Ojibwemowin Level 1A	7th Grade 8th Grade	Ojibwemowin Level 1A is an introduction to the Ojibwe language. Explore the language and start getting familiar with the Ojibwe-speaking world! Upon completion of Ojibwemowin 1A the student is eligible to take Ojibwemowin 1B in middle school or Ojibwemowin 1 in the high school. (No High School Credit is available for this course.)

M241502 Ojibwemowin Level 1 to Ojibwemowin Level 1B	8th Grade	Ojibwemowin 1B is a deeper introduction to the Ojibwe language. Continue expanding your language skills and cultural awareness. Upon completion of Ojibwemowin 1B the student is eligible to test into Ojibwemowin 2 in the high school. (No High School Credit is available for this course.)	39
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Middle School - Dropped Courses

<i>Name of Course</i>	<i>Grade</i>
M011400 Art Options	8th
M021402 Computer Applications	8th
M035001 Food, Science and Nutrition	8th
M064012 Pre-Engineering - Prototype Fabrication	8th
WIN	All Grades

January 9, 2024

Anthony Bonds, Assistant Superintendent
Independent School District 709
4316 Rice Lake Rd, Suite 108
Duluth MN 55811

Dear Mr. Bonds:

This is to certify that the person(s) listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Reilly Eric Stone	Academic Excellence Online	1/18/2024

Please send diploma to Valarie Wagenbach at the Area Learning Center, Suite 450.

Nathan Glöckle
Principal

Valarie Wagenbach
Administrative Assistant
Area Learning Center

January 11, 2024

Anthony Bonds, Assistant Superintendent
Independent School District 709
4316 Rice Lake Rd, Suite 108
Duluth MN 55811

Dear Mr. Bonds:

This is to certify that the person(s) listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Fayth May Stokes	Duluth Public Schools	1/18/2024

Please send diploma to Valarie Wagenbach at the Area Learning Center, Suite 450.

Nathan Glöckle
Principal

Valarie Wagenbach
Administrative Assistant
Area Learning Center

January 11, 2024

Anthony Bonds, Assistant Superintendent
Independent School District 709
4316 Rice Lake Rd, Suite 108
Duluth MN 55811

Dear Mr. Bonds:

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<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Donna Anna Evelyn Hoffbauer	Academic Excellence Online	1/18/2024

Please send diploma to Valarie Wagenbach at the Area Learning Center, Suite 450.

Nathan Glöckle
Principal

Valarie Wagenbach
Administrative Assistant
Area Learning Center

January 11, 2024

Anthony Bonds, Assistant Superintendent
Independent School District 709
4316 Rice Lake Rd, Suite 108
Duluth MN 55811

Dear Mr. Bonds:

This is to certify that the person(s) listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Kaylee Paige Velzke	Academic Excellence Online	1/18/2024

Please send diploma to Valarie Wagenbach at the Area Learning Center, Suite 450.

Nathan Glöckle
Principal

Valarie Wagenbach
Administrative Assistant
Area Learning Center

February 6, 2024

Anthony Bonds, Assistant Superintendent
Independent School District 709
4316 Rice Lake Rd, Suite 108
Duluth MN 55811

Dear Mr. Bonds:

This is to certify that the person(s) listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Mackenzie Patricia Kuehn	Academic Excellence Online	1/18/2024

Please send diploma to Valarie Wagenbach at the Area Learning Center, Suite 450.

Nathan Glöckle
Principal

Valarie Wagenbach
Administrative Assistant
Area Learning Center

February 6, 2024

Anthony Bonds, Assistant Superintendent
Independent School District 709
4316 Rice Lake Rd, Suite 108
Duluth MN 55811

Dear Mr. Bonds:

This is to certify that the person(s) listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Destiny Amani Forever Clingerman	Duluth Public Schools	1/18/2024

Please send diploma to Valarie Wagenbach at the Area Learning Center, Suite 450.

Nathan Glöckle
Principal

Valarie Wagenbach
Administrative Assistant
Area Learning Center

ARROWHEAD ACADEMY

4849 Ivanhoe Street
Phone: (218) 336-8955 ~ Fax: (218) 336-8959

January 18th, 2024

John Magas
Ind. School District 709
4316 Rice Lake Road, Suite 108
Duluth, MN 55811

Dear Mr. Magas,

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive his diploma from the school listed.

<u>Name of Graduate</u>	<u>School</u>	<u>Graduation Date</u>
Zayla M. Thygeson-Johnson	Arrowhead Academy	February 16th,2024

Thank you

Jacob Hintsala
Principal

MEMORANDUM

TO: Curriculum Dept.

FROM: Angie Frank, Adult Diploma Program

SUBJECT: High School Diploma

DATE: 1/23/2024

The following student completed all requirements for graduation from I.S.D. 709 via the Adult Diploma Program and requests their Duluth Public Schools diploma, dated:

Darrian Moose

1/23/2024

January 30, 2024

Anthony Bonds, Assistant Superintendent
Independent School District 709
4316 Rice Lake Rd, Suite 108
Duluth MN 55811

Dear Mr. Bonds:

This is to certify that the person(s) listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Zoe Nicole Worgren	Duluth Public Schools	1/22/2024

Please send diploma to Valarie Wagenbach at the Area Learning Center, Suite 450.

Nathan Glöckle
Principal

Valarie Wagenbach
Administrative Assistant
Area Learning Center

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: *[Signature]*
Date: 2/13/24

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 Cook*
Date: 2/13/24

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:

Type of Trip: Instructional Supplementary Extended

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

2. Contact Person (Responsible for Checklist Completion): Amanda Horton

3. Field Trip Date(s): 04/12 - 04/13 Destination: Twin Cities

4. Field Trip Overview (Include events, establishments and locations):
Friday - travel, lunch, The Science Museum of mn Hotel
Saturday - Hennepin Hospital travel home.

5. Field Trip Departure from School (Date and Time): 04/12 @ 8:45 am

Field Trip Return to School (Date and Time): 04/13 @ 6:30 pm

6. Objectives of Field Trip: Hands on Learning experience
related to health & dental fields (Career Exploration)

7. Relationship to Curriculum or Student Learning: _____

8. Planned Follow-up Field Trip Activities: N/A

9. Field Trip Budget Request

Estimated Expenses	
Total Admission/Fees	\$ 2500
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	\$ 2500

Revenues	
District Budget Code:	\$
Booster Group	\$
Donations	\$
Student Fees	\$
Total Additional Stipends:	\$
Total	\$ 2500

Approved for ESSCK
Funds OEE.
Hands on Learning.
01 E 005 211 160
401 013

11. Reviewed/Completed Request Checklist: Yes No

In process.

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

I will submit checklist closer to trip.

20



24

YOUTH SUMMIT

Connecting American Indian youth to careers in medicine

JOIN US! Saturday, April 13 from 9 am to 3 pm

STUDENTS AGES 12-18!

Do you want to go into medicine? Do you want to be a doctor, dentist, physician assistant or advanced practice nurse?

- Meet and hear from American Indian healthcare professionals
- Hands-on activities using real medical equipment
- Light breakfast and lunch provided

Register
today!

Scan QR code
to register for
April 13



Questions?

hennepinhealthcare.org/aiyws
talentgarden@hcmcd.org



HennepinHealthcare



Talent
Garden
Program

811 PLAYGROUND INSTALLATION AND MAINTENANCE

I. PURPOSE

The purpose of this policy is to establish criteria and procedures for the installation and maintenance of playgrounds on District operated property. This includes when community groups fundraise or apply for grants for playgrounds to be located on District owned property, for playgrounds that are installed by the District, and for playgrounds that are currently in place.

II. GENERAL STATEMENT OF POLICY

Duluth Public Schools recognizes the intrinsic value of playgrounds as essential components of the educational environment through fostering physical outdoor activities and social development. In alignment with encouraging play with students, the District is also committed to maintaining playgrounds to industry standards to protect the well-being of our students and community.

This policy is to establish the installation and maintenance procedures for playgrounds on District operated property.

III. DEFINITIONS

- A. "Playground(s)" refers to equipment/structures that are created, purchased, and/or placed for use in children's physical play, regardless of the material (plastic, wood, logs, etc.).
- ~~1.~~ ~~3.~~ It includes, but is not limited to: climbers, slides, swings, sliding poles, large composite play structures, play houses, sand boxes, kitchens, sand diggers, and open areas for children to run and play.
 - ~~2.~~ ~~4.~~ Nature walking trails are not considered playgrounds, unless there are man-made elements or naturally occurring elements that have been installed to act as play structures (stepping stones, balance beams, etc.) on/in the trail area. Should these elements mimic playground equipment and be installed on the nature trails, the elements are then evaluated using the criteria outlined in this policy.
 - ~~3.~~ ~~5.~~ The policy and definition of "playground(s)" does not include amusement park equipment, sports or fitness equipment intended for children over the age of 12, soft contained play equipment, constant air inflatable play devices for home use, art and museum sculptures, water play equipment, nature garden spaces, loose items such as sand toys, sports equipment such as balls, or outdoor classroom spaces.
 - a) Should play items be introduced onto the playground, the items must be maintained outside of the use zone.
 - b) Approval of items that do not meet the District definition of "playground(s)" are directed to Building Principals.

- 4.—1. It may be referred to as playgrounds, play structures, play elements, or play equipment.
 - 5.—2. It includes the equipment itself, as well as the play surface and surrounding area.
- B. "Installations" refer to the replacement of old equipment with new, and/or the addition of new equipment entirely.
 - C. "CPSI" is a Certified Playground Safety Inspector, a certification program facilitated by the National Recreation and Parks Association.

IV. SAFETY STANDARDS

- A. Duluth Public Schools requires all playgrounds regardless of installation dates to follow the following safety standards:
 - 1. United States Consumer Product Safety Commission, *Public Playground Safety Handbook*
 - 2. American Society for Testing and Materials (ASTM) F1487, F2373, F2075, F2223, F2479, F1951, F2049, and F1292.
- B. These standards include rules on surfacing materials, locations of playgrounds, equipment specific safety parameters, fall heights, and more.
- C. Play structures not complying with the above standards must have a certification from the International Play Equipment Manufacturers Association (IPEMA).
- D. All play structures on District operated property must be designated and properly designed for commercial use.

V. CURRENTLY INSTALLED PLAYGROUNDS

- A. Currently installed playgrounds are required to comply with this policy. No playgrounds are considered to be exempt due to the installation date.
- B. Initial inspections will be performed by a CPSI at each playground within 60 days of approval of the Playground Installation and Maintenance Policy unless a different timeline is approved by the Facility Manager or Assistant Facility Manager.
- C. Repairs and modifications are required to be made within 90 days from the date of notification of the written report unless a different timeline is approved by Facility Manager or Assistant Facility Manager. Should the CPSI identify any hazards that are deemed to be more immediate, a shorter timeline for repairs will be assigned.
- D. If repairs are not made within the 90 day allotment due to equipment delays, an order confirmation must be produced with an estimated arrival time.

- E. Once repairs are reported to have been completed, the CPSI will complete another inspection to verify repairs.
- F. If playgrounds are not compliant within 90 days of the initial inspection, the Facilities Department will remove the equipment or block from use unless a different decision or timeline is approved in writing by the Facility Manager or Assistant Facility Manager.

VI. ONGOING MAINTENANCE, REPAIRS, AND INSPECTIONS

- A. Once the initial playground inspections are completed and playgrounds on District operated property are determined to be compliant, a regular inspection process is necessary to support safety.
- B. A CPSI will inspect each playground on a biannual basis, producing a written report within 45 days of inspection.
 - 1. Written reports are available upon request to the District Safety Coordinator.
 - 2. Inspections will take place in the months of April or May and again in October or November, unless another timeframe has been approved by the Facility Manager or Assistant Facility Manager.
- C. Should any recommendations be noted, they will be submitted to the Facility Manager or Assistant Facility Manager for approval and coordination of repairs or modifications. It is expected that repairs are made within 90 days from the date of notification of the written report, unless the CPSI determined any hazards to be more immediate.
- D. Certain play elements may require varying types of maintenance. Maintenance plans are to be developed during the installation process.
 - 1. Maintenance on the playgrounds is facilitated by the Utilities Department.
 - 2. The Facility Director or Assistant Facility Director will determine if the repair or maintenance work is best suited for volunteers willing to assist, in house staff and/or contractors.
 - 3. If an external group has indicated interest in being involved in ongoing maintenance and repairs to the playground, the Facility Director or Assistant Facility Director will collaborate with the group's point of contact if the work needing to be completed is suitable for volunteers.
- E. When replacement equipment is necessary:
 - 1. For commercially made equipment, it must be ordered from the correct manufacturer to match the current play structure
 - 2. Records of purchase and installation must be maintained by the Facilities Department

3. Replacement components must be approved by the **District Facilities Department**.
4. Repairs must not create additional hazards during the repair process.

VII. NEW INSTALLATION PROCESS

- A. New installations may stem from necessity through inspection, change in school composition or other reasons and may be requested by internal staff or through community groups.
- B. Requests are reviewed by the Facilities Department.
- C. A request for new installation must include the following documentation:
 1. Playground designs, specific equipment, and a site plan.
 - a) For IPEMA certified equipment, include certifications
 2. A quote from a manufacturer of the proposed designs, including the following details:
 - a) Length of time the quote is valid
 - b) Indication that installation is included
 - c) Inclusion of surfacing material
 - d) Anticipated length of life of the playground
 3. A maintenance plan from the manufacturer, including anticipated repair and/or maintenance costs for the next 10 years.
 - a) Include indication if the group is interested in assisting with future maintenance.
 4. A breakdown of where the funds plan to be generated
 5. A timeline of the installation process
 6. Should the request come from a community group, include the group's point of contact.
- D. Once the above documents are ready for submission, they are submitted to the Facilities Director to start an internal review of the request.
- E. A District-contracted CPSI will review the submitted documents and provide written feedback from a regulatory standpoint.
- F. The Facility Manager will provide written feedback to ensure the playground can be properly maintained, and that the structure is in a location that does not impede future building plans, utilities, or maintenance activities, such as snow removal, drainage, etc.

- G. Written responses will be reviewed with the interested party. The Facility Manager will make a final determination within 90 days of submission through consideration of the CPSI review, impact on District facilities, cost to the District for ongoing maintenance, and liabilities of such installation. The final determination will also include a revised cost estimate to include an estimated 10% of the project cost in change orders.
- H. Should approval be denied, interested parties may appeal to the School Board through a written request.
- I. If the installation is approved:
 - 1. Internally funded projects will be coordinated entirely through the Facilities Department.
 - 2. Externally funded projects may start fundraising efforts. Once 100% of the goal set during the approval is met and found to be secured through a District audit, installation can begin.
 - a) Installation of externally funded projects must be coordinated and approved through the Facilities Department to ensure representation is on site during site visits, preparations, etc.
- J. Once installation has been completed, a District-contracted CPSI will conduct an audit of the playground.
- K. Once the playground has passed the audit, it can then be commissioned for use.
- L. For projects that were externally funded, once the playground is audited and commissioned for use, the playground will become district property and all future maintenance will be the responsibility of the District.

Legal References: United States Consumer Product Safety Commission, *Public Playground Safety Handbook*
 American Society for Testing and Materials F1487, F2373, F2075, F2223, F2479, F1951, F2049, and F1292.

~~Cross-References:~~

First Reading:
 Second Reading:

811 PLAYGROUND INSTALLATION AND MAINTENANCE

I. PURPOSE

The purpose of this policy is to establish criteria and procedures for the installation and maintenance of playgrounds on District operated property. This includes when community groups fundraise or apply for grants for playgrounds to be located on District owned property, for playgrounds that are installed by the District, and for playgrounds that are currently in place.

II. GENERAL STATEMENT OF POLICY

Duluth Public Schools recognizes the intrinsic value of playgrounds as essential components of the educational environment through fostering physical outdoor activities and social development. In alignment with encouraging play with students, the District is also committed to maintaining playgrounds to industry standards to protect the well-being of our students and community.

This policy is to establish the installation and maintenance procedures for playgrounds on District operated property.

III. DEFINITIONS

- A. "Playground(s)" refers to equipment/structures that are created, purchased, and/or placed for use in children's physical play, regardless of the material (plastic, wood, logs, etc.).
1. It includes, but is not limited to: climbers, slides, swings, sliding poles, large composite play structures, play houses, sand boxes, kitchens, sand diggers, and open areas for children to run and play.
 2. Nature walking trails are not considered playgrounds, unless there are man-made elements or naturally occurring elements that have been installed to act as play structures (stepping stones, balance beams, etc.) on/in the trail area. Should these elements mimic playground equipment and be installed on the nature trails, the elements are then evaluated using the criteria outlined in this policy.
 3. The policy and definition of "playground(s)" does not include amusement park equipment, sports or fitness equipment intended for children over the age of 12, soft contained play equipment, constant air inflatable play devices for home use, art and museum sculptures, water play equipment, nature garden spaces, loose items such as sand toys, sports equipment such as balls, or outdoor classroom spaces.
 - a) Should play items be introduced onto the playground, the items must be maintained outside of the use zone.
 - b) Approval of items that do not meet the District definition of "playground(s)" are directed to Building Principals.

4. It may be referred to as playgrounds, play structures, play elements, or play equipment.
 5. It includes the equipment itself, as well as the play surface and surrounding area.
- B. "Installations" refer to the replacement of old equipment with new, and/or the addition of new equipment entirely.
- C. "CPSI" is a Certified Playground Safety Inspector, a certification program facilitated by the National Recreation and Parks Association.

IV. SAFETY STANDARDS

- A. Duluth Public Schools requires all playgrounds regardless of installation dates to follow the following safety standards:
1. United States Consumer Product Safety Commission, *Public Playground Safety Handbook*
 2. American Society for Testing and Materials (ASTM) F1487, F2373, F2075, F2223, F2479, F1951, F2049, and F1292.
- B. These standards include rules on surfacing materials, locations of playgrounds, equipment specific safety parameters, fall heights, and more.
- C. Play structures not complying with the above standards must have a certification from the International Play Equipment Manufacturers Association (IPEMA).
- D. All play structures on District operated property must be designated and properly designed for commercial use.

V. CURRENTLY INSTALLED PLAYGROUNDS

- A. Currently installed playgrounds are required to comply with this policy. No playgrounds are considered to be exempt due to the installation date.
- B. Initial inspections will be performed by a CPSI at each playground within 60 days of approval of the Playground Installation and Maintenance Policy unless a different timeline is approved by the Facility Manager or Assistant Facility Manager.
- C. Repairs and modifications are required to be made within 90 days from the date of notification of the written report unless a different timeline is approved by Facility Manager or Assistant Facility Manager. Should the CPSI identify any hazards that are deemed to be more immediate, a shorter timeline for repairs will be assigned.
- D. If repairs are not made within the 90 day allotment due to equipment delays, an order confirmation must be produced with an estimated arrival time.

- E. Once repairs are reported to have been completed, the CPSI will complete another inspection to verify repairs.
- F. If playgrounds are not compliant within 90 days of the initial inspection, the Facilities Department will remove the equipment or block from use unless a different decision or timeline is approved in writing by the Facility Manager or Assistant Facility Manager.

VI. ONGOING MAINTENANCE, REPAIRS, AND INSPECTIONS

- A. Once the initial playground inspections are completed and playgrounds on District operated property are determined to be compliant, a regular inspection process is necessary to support safety.
- B. A CPSI will inspect each playground on a biannual basis, producing a written report within 45 days of inspection.
 - 1. Written reports are available upon request to the District Safety Coordinator.
 - 2. Inspections will take place in the months of April or May and again in October or November, unless another timeframe has been approved by the Facility Manager or Assistant Facility Manager.
- C. Should any recommendations be noted, they will be submitted to the Facility Manager or Assistant Facility Manager for approval and coordination of repairs or modifications. It is expected that repairs are made within 90 days from the date of notification of the written report, unless the CPSI determined any hazards to be more immediate.
- D. Certain play elements may require varying types of maintenance. Maintenance plans are to be developed during the installation process.
 - 1. Maintenance on the playgrounds is facilitated by the Utilities Department.
 - 2. The Facility Director or Assistant Facility Director will determine if the repair or maintenance work is best suited for volunteers willing to assist, in house staff and/or contractors.
 - 3. If an external group has indicated interest in being involved in ongoing maintenance and repairs to the playground, the Facility Director or Assistant Facility Director will collaborate with the group's point of contact if the work needing to be completed is suitable for volunteers.
- E. When replacement equipment is necessary:
 - 1. For commercially made equipment, it must be ordered from the correct manufacturer to match the current play structure
 - 2. Records of purchase and installation must be maintained by the Facilities Department
 - 3. Replacement components must be approved by the District.

4. Repairs must not create additional hazards during the repair process.

VII. NEW INSTALLATION PROCESS

- A. New installations may stem from necessity through inspection, change in school composition or other reasons and may be requested by internal staff or through community groups.
- B. Requests are reviewed by the Facilities Department.
- C. A request for new installation must include the following documentation:
 1. Playground designs, specific equipment, and a site plan.
 - a) For IPEMA certified equipment, include certifications
 2. A quote from a manufacturer of the proposed designs, including the following details:
 - a) Length of time the quote is valid
 - b) Indication that installation is included
 - c) Inclusion of surfacing material
 - d) Anticipated length of life of the playground
 3. A maintenance plan from the manufacturer, including anticipated repair and/or maintenance costs for the next 10 years.
 - a) Include indication if the group is interested in assisting with future maintenance.
 4. A breakdown of where the funds plan to be generated
 5. A timeline of the installation process
 6. Should the request come from a community group, include the group's point of contact.
- D. Once the above documents are ready for submission, they are submitted to the Facilities Director to start an internal review of the request.
- E. A District-contracted CPSI will review the submitted documents and provide written feedback from a regulatory standpoint.
- F. The Facility Manager will provide written feedback to ensure the playground can be properly maintained, and that the structure is in a location that does not impede future building plans, utilities, or maintenance activities, such as snow removal, drainage, etc.

- G. Written responses will be reviewed with the interested party. The Facility Manager will make a final determination within 90 days of submission through consideration of the CPSI review, impact on District facilities, cost to the District for ongoing maintenance, and liabilities of such installation. The final determination will also include a revised cost estimate to include an estimated 10% of the project cost in change orders.
- H. Should approval be denied, interested parties may appeal to the School Board through a written request.
- I. If the installation is approved:
 - 1. Internally funded projects will be coordinated entirely through the Facilities Department.
 - 2. Externally funded projects may start fundraising efforts. Once 100% of the goal set during the approval is met and found to be secured through a District audit, installation can begin.
 - a) Installation of externally funded projects must be coordinated and approved through the Facilities Department to ensure representation is on site during site visits, preparations, etc.
- J. Once installation has been completed, a District-contracted CPSI will conduct an audit of the playground.
- K. Once the playground has passed the audit, it can then be commissioned for use.
- L. For projects that were externally funded, once the playground is audited and commissioned for use, the playground will become district property and all future maintenance will be the responsibility of the District.

Legal References: United States Consumer Product Safety Commission, *Public Playground Safety Handbook* American Society for Testing and Materials F1487, F2373, F2075, F2223, F2479, F1951, F2049, and F1292.

Cross References:

First Reading:

Second Reading:

~~3045 — PLAYGROUND SITE AND EQUIPMENT IMPROVEMENT~~

~~The School District shall annually allocate in the capital expenditure fund budget a sum of money to provide matching funds to be used for purposes of site improvement or equipment additions at elementary school playground sites. A request shall be submitted to the administration by the school principal/parent faculty organization/community for such improvement or addition, together with a pledge to provide a stipulated sum of money for one half (1/2) of the total cost of said improvement/addition. The sum of money so stipulated above may be from any source except School District provided funds, unless this restriction is specifically waived due to an unusual or peculiar circumstance acceptable to the School Board. Upon receipt of said request, the administration shall consider the appropriateness and feasibility of the request and make a recommendation to the School Board for approval/disapproval of the project for funding of a fifty/fifty (50/50) basis with the requesting organization.~~

~~Adopted: — 08-12-1980 ISD 709~~

~~Revised: — 06-20-1995 ISD 709~~

~~7115 — ELEMENTARY SCHOOL PLAYGROUND DESIGN AND EQUIPMENT~~

~~The School District recognizes the needs of elementary schools to have playgrounds that are designed to be physically suitable and safe for the age and use of the students. Use of playgrounds is allowed during the school day and during non-school periods. The use of the playgrounds are intended for both recreation, physical education, and motor skill development. The School District recognizes the fact that no laws presently exist that control or legally determine the exact requirement of playgrounds. The Business Services Committee will approve the material and application specifications of all surfacing and equipment for playgrounds.~~

~~1. Layout and Design~~

~~a. Separate and physically remote areas shall be provided for:~~

- ~~(1) running, dodging, throwing, and walking activities~~
- ~~(2) climbing, swinging, sliding or in-place play activities~~

~~b. Playground apparatus shall be located remote of other playground activities and separated by markings, space, or physical barriers when possible.~~

~~c. Special considerations shall be made regarding the ability to supervise or observe both activities from a single location. Equipment shall be arranged to accommodate the traffic of children using the equipment and those using adjacent apparatus. When possible, single multiple use apparatus will be used.~~

~~d. Barriers such as surface separating/containment beams shall not be positioned to represent a bump, fall, or trip hazard.~~

~~2. Apparatus and Equipment~~

~~All playground equipment shall be selected to provide the safest environment possible.~~

~~a. Height~~

~~(1) Apparatus shall not place a student's feet more than six (6) feet above the surface the apparatus is mounted on. This generally limits all equipment to a maximum height from the ground to the top usable platform to six (6) feet. No exceptions will be made to allow for intermediate platforms or multi-level climbers with six (6) foot increments.~~

~~(2) Swings shall not exceed eight (8) feet when measured from the top rail (anchoring the chains) to the surface.~~

~~b. Construction~~

~~(1) Climbing Apparatus~~

~~Rungs of horizontal ladders, climbing bars, handrails, and other components shall be cylindrical and approximately 1 5/8 inches in diameter to allow for secure gripping of all students.~~

~~(2) The use of large wooden structures shall not be allowed.~~

~~Wooden apparatus now in use will be replaced when worn out. Maintenance, size of hand holds, and surface connection points are not as acceptable as metal and vinyl covered apparatus.~~

~~(3) All equipment shall meet U.S. Consumer Products Safety Commission Guidelines.~~

~~(4) Special equipment not allowed:~~

~~(a) Merry Go Rounds.~~

~~(b) Fixed/ground mounted animal rockers, single student use apparatus, etc.~~

~~(c) Tricking bars remote of or not part of a multiple use piece of apparatus.~~

- ~~(d) Equipment with steps, ladders, or stairways having a slope of greater than 35 degrees.~~
- ~~(e) Basketball hoops having metal chain vs. cloth fabric attached.~~
- ~~(f) Swing seats of wood or metal construction that present impact injuries when unoccupied.~~
- ~~(g) Platform apparatus that encourages jumping from heights of more than three (3) feet.~~
- ~~(h) All equipment that would be rendered unusable or become a trip/fall hazard when buried in one (1) foot of snow/ice.~~
- ~~(i) Open S hooks that would release chains or equipment held by them if stressed or twisted.~~
- ~~(j) Any above-ground protrusions resulting from anchoring devices/concrete rising due to frost.~~
- ~~(k) Any other equipment not approved by the Business Services Committee.~~

~~3. Surfacing~~

~~a. Running, throwing, ball playing and areas unoccupied by apparatus:~~

- ~~(1) Asphalt shall be appropriate for running and painted surface games areas.~~
- ~~(2) Grass shall be allowed for ball fields, soccer, running, and contact game areas.~~
- ~~(3) Surfacing other than under or around apparatus shall be considered generally appropriate if safety conditions or existing school conditions do not present unusual falling/tripping potential or special hazards (i.e., rocks protruding from ground, fence posts, building hazards, etc., that cannot be eliminated).~~

~~b. Under climbing apparatus and swings~~

~~(1) Unacceptable surfaces:~~

- ~~(a) Asphalt~~
- ~~(b) Concrete~~
- ~~(c) Dirt~~
- ~~(d) Grass~~
- ~~(e) Gravel~~
- ~~(f) Any material not meeting U.S. Consumer Products Safety Commission guidelines for adequate fall protection.~~

~~(2) Preferred surfaces:~~

- ~~(a) Rubber like/resilient surfacing that by manufacturing specifications provides adequate U.S. Consumer Products Safety Commission fall protection from ten (10) feet.~~
- ~~(b) Pea gravel/pea rock to a minimum depth of eight (8) inches.~~
- ~~(c) Sand to a minimum depth of ten (10) inches.~~
- ~~(d) Loose fill materials that meet U.S. Consumer Products Safety Commission guidelines to provide fall protection from ten (10) feet.~~

~~c. Containment Structures for Under Apparatus Surfacing~~

~~Loose fill materials when used shall be installed with drainage and containment structures that do not present fall/trip or bump hazards. When possible, solid barriers shall be erected or space provided to prevent spillage of materials into adjacent play areas of a different surface.~~

~~Reference: United States Consumer Products Safety Commission,~~

~~Volume I: General Guidelines for New and Existing Playgrounds, 1981~~

~~Adopted: 11-10-1987 ISD 709~~

Adopted: _____

MSBA/MASA Model Policy 604

Orig. 1995

Revised: _____

Rev. 2023

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. basic communication skills including reading and writing, literature, and fine arts;
2. mathematics and science;
3. social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;
6. Career and technical education; and
7. World languages.

[Note: The school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates consistent with Minnesota Statutes section 120B.022.]

- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Public elementary and middle schools must offer at least three and require at least two, of the following four art areas: dance, media arts, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five arts areas: dance, media arts, music, theater, and visual arts.
- D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks

developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

- E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided

by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

VI. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
 - 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 - 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary

- education and employment choices;
4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. § 120B.101 (Curriculum)
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 Minn. Stat. § 120B.20 (Parental Curriculum Review)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.022 (Elective Standards)
 Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)
 Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
 Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
 MSBA/MASA Model Policy 605 (Alternative Programs)

First Reading:

~~6041 PARENT OR GUARDIAN REQUEST FOR ALTERNATIVE INSTRUCTIONAL RESOURCES~~

~~Duluth Public Schools respects the rights of parents or guardians to request alternative instructional resources for their child or ward. It is important to remember that materials may be challenged at any time, any place, for any reason by anyone. It is impossible, therefore, to foresee what title (s) will not meet with the approval of any given individual. For that reason, Duluth Public Schools has Policy 6041 Parent or Guardian Request for Alternative Instructional Resources.~~

~~Parents or guardians may request an alternative instructional resource if they feel the instructional material assigned by the teacher is not appropriate for their child or ward. The process for requesting an alternative instructional resource includes the following:-~~

- ~~1. The parent/guardian requests meeting with the teacher to discuss concerns about a specific instructional resources for their child/ward. Part of the conversation will include the overall content of the resource, the intent of the resource or author, age/maturity level of the readers, or possibly the age of the characters and their relationship, and how the teacher deals with the topic in the classroom.~~
- ~~2. If the parent/guardian continues to have a concern about the specific instructional resource after this discussion, the teacher will arrange for an alternative instructional resource that addresses the concerns of the parent/guardian and meets the academic standards/outcomes and level of rigor required in the course curriculum. More than one solution will be considered in cooperation with the parent/guardian and the teacher to resolve sensitive issues.~~
- ~~3. The teacher informs the principal about the meeting and alternative instructional resource.~~
- ~~4. The principal/teacher arranges a follow up meeting (s) with the parent/guardian during a time that the alternative resource is being used to ensure communication. The meeting may include the teacher, department head, principal, and/or district representative.~~
- ~~5. If a viable solution is not reached at the building level, an appeal may be made to the Director of Curriculum. The Director will convene a committee in an attempt to develop a solution acceptable to the parents/guardian and educators.~~
- ~~6. If this committee's recommendation is not acceptable to the parents/guardians and educators, an appeal may be made to the Superintendent.~~
- ~~7. If the Superintendent's recommendation is not acceptable to parents/guardians and educators an appeal may be made to the Board of Education.~~

~~Adopted: 12-20-2005-[ISD-709](#)~~

~~6125 — CURRICULUM GUIDES~~

~~Curriculum guides and monographs shall be prepared in harmony with the legal requirements of the state and the purposes of the program of instruction adopted by the School Board.~~

~~The Superintendent or designee shall have general coordinating authority and direction over the formation of all courses of study, curriculum guides, and monographs.~~

~~The Director of Curriculum, Curriculum Specialists, Principals and teachers shall assist with the development and revision of the curriculum guides and monographs.~~

~~Curriculum development is based on the assumption that such study is most productive when conducted as a cooperative enterprise in which teachers and administrators participate.~~

~~A charge will be made for materials distributed outside the School District commensurate with the cost of printing and distribution.~~

~~Adopted: — 06-09-1970 ISD 709~~

~~Revised: — 06-20-1995~~

~~————— 10-19-2004 ISD 709~~

~~6130 HEALTH EDUCATION~~

~~The health education curriculum shall be consistent with the goals of education and shall include knowledge and skills for promotion of good health. It will be designed to strengthen the individual's self-awareness. It will provide students with information to enable them to make healthy decisions as they participate in their family and community.~~

~~Included in instruction will be health literacy. Health literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways, which are health enhancing. Educational experiences to produce health literate students with the ability to be critical thinkers and problem solvers, responsible and productive citizens, self-directed learners, and effective communicators will be the emphasis of the Health Education curriculum.~~

~~All faculty members will be informed of relevant facts pertaining to all facets of health education. Inservice programs will be established to help faculty be alert and informed of current information in relation to this area of study.~~

~~The School District recognizes that the first responsibility for the total health education of the child belongs to the parents. Yet, our society must be ready to accept its share of the responsibility. Steps shall be taken to ensure that the special knowledges, skills, interests, and responsibilities of the School District and related community agencies are recognized and utilized in the school's program of health education.~~

~~A Health Curriculum will include instruction in the six priority health risk behaviors identified by the Centers of Disease Control: Tobacco Use, unhealthy dietary behaviors, inadequate physical activity, alcohol and other drug use, sexual behaviors that may result in HIV infection, other sexually transmitted diseases, and unintended pregnancies, behaviors that may result in violence and unintentional injuries.~~

~~References: MS 122A.66~~

~~Adopted: 12-12-72 ISD 709~~

~~Revised: 06-20-95~~

~~10-19-04 ISD 709~~

~~5055 REPORTING TO PARENTS~~

~~The School Board expects that the reporting contacts between parent or guardian and teacher are frequent and vary in format utilizing report cards, parent teacher conferences, postcards and letters, telephone calls, electronic means, and classroom visitations by parents and guardians. The School District will periodically advise students, their parents or guardians, or both, of the student's progress and achievement. Parents and guardians, as well as teachers, are encouraged to initiate conferences. Progress reports reflect the educational growth of the student in relationship to his/her ability and achievement.~~

~~Elementary School Progress Reports~~

~~Progress reports will be distributed quarterly in the elementary schools utilizing descriptive notations as follows:~~

~~Kindergarten S—Satisfactory~~

~~N—Needs Improvement
I—Improving~~

~~Grades 1-3 E—Excellent~~

~~S—Satisfactory
N—Needs Improvement
I—Improving
X—Not Evaluated~~

~~Grades 4-5 Traditional letter grades of ABCDF and a check for improvement needed in a skill area.~~

~~A teacher's electronic grade book shall constitute the official record of students' grades as of the 2009-2010 school year.~~

~~Secondary School Report Cards~~

~~Report cards will be distributed periodically utilizing the traditional letter grades of ABCDF and the final report card for the year will be mailed home. Senior high students have the option of receiving a traditional grade or a pass/no pass evaluation.~~

~~A teacher's electronic grade book shall constitute the official record of students' grades.~~

~~Adopted: 06-09-1970 ISD-709~~

~~Revised: 08-04-1983~~

~~06-20-1995~~

~~07-21-1998~~

~~06-21-2005~~

~~5055—1 of 1~~

~~-06-19-2007 ISD 709~~

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, February 6, 2024

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

4:30 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Action Items - Consent Agenda

1) Presentation Items Requiring Approval 2

2) Resolutions

3) Other Action Items

B. Informational Items

1) State of the District-Mid Year Review 14

2) Presentations

a. Education Equity Advisory Committee 28

b. Family Engagement Framework 39

C. Other

4. ADJOURN

COW Agenda Cover Sheet

Meeting Date: Feb 6, 2024

Topic: Course Catalog Changes

Presenter(s): Jen Larva and Dale Uselman

Attachment (yes or no): Yes - [Course Changes 24-25](#)

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

This is an annual update to the board regarding changes to the course catalog for the upcoming school year.

24-25 High School and Middle School Course Changes

High School Course Changes - Department Name Change

<i>Department Name Changes and Additions</i>	<i>Type of Change to Department Name</i>
Business, Management, and Administration	*Changed from Business/Marketing Computers
Agriculture, Food, and Natural Resources	*Added Category
Arts, Communication, and Information Systems	*Changed from Graphic Arts
Human Services	*Changed from Hospitality and Tourism
Health Science Technology	*Added Category
Engineering, Manufacturing, and Technology	*Changed from Engineering and Industrial Technology
<i>*These changes are made to align to MN Career Fields, Clusters, & Pathways</i>	

High School Course Changes - Added Courses

<i>Course Name</i>	<i>Course Change</i>
Introduction to Aviation, Aerospace History, and Aerospace Engineering Design	Aerospace Careers Credit: .5 per semester Grade(s): 10-12
Parenting: Pregnant and Parenting Teens	General Elective Credit: .5 per semester Grade(s): 9-12
Unified Music	Music Credit: .5 per semester Grade(s): 9-12
Robotics 2	Engineering Credit: .5 per semester Grade(s): 10-12
Forensic Science	Emergency Response Credit: .5 per semester Grade(s): 11-12
Introduction to Law Enforcement and Community Relations	Emergency Response Credit: .5 per semester Grade(s): 10-12
Fire Science	Emergency Response Credit: .5 per semester Grade(s): 10-12
Introduction to Construction	Engineering, Manufacturing and Technology Credit: 1 per semester block course Grade(s): 9-12
Woodworking	Engineering, Manufacturing and Technology Credit: 1 per semester block course

	Grade(s): 9-12	
Introduction to Baking	Human Services Credit: 1 per semester block course Grade(s): 10-12	86
Advanced Culinary	Human Services Credit: 1 per semester block course Grade(s): 10-12	
Meal Prep and Packaging	Human Services Credit: 1 per semester block course Grade(s): 10-12	
Earth and Space Science (This will replace Physical Science9/Earth Science 9)	Science Credit: .5 per semester Grade 9	

High School Course Changes - Course Changes

<i>Course Name</i>	<i>Course Change</i>
Biology	Course description changed to align to state standards
Art Across Mediums	Course description updated
Ceramics and Sculpture 1	Course description updated
CITS Ceramics	Course description updated
Stained Glass, Metals & Fibers 1	Course description updated
Advanced Stained Glass, Metals & Fibers	Course description updated
Sports and Entertainment Marketing	Course description updated
Bus Management Leadership Coaching	Course description updated
Starting Your Own Business	Course description updated
Emergency Medical Response	Course description updated
(CITS) Intro to Nursing	Course description update and College in the Schools (CITS) Credit adjusted to match college credit and description
Construction Technology 1 Changed to Construction Trades 1	Course name change to reflect MN Career Fields, Clusters and Pathways
Construction Technology 2 Changed to Construction Trades 2	Course name change to reflect MN Career Fields, Clusters and Pathways
Robotics Changed to Robotics 1	Course name change
(CITS) Pathway2Teaching; Introduction to Socially Just Education changed to Pathway2Teaching: Introduction to Socially Just Education	Course changed - CITS only offered one semester
PAES Lab	Course description updated

High School Course Changes - Dropped Courses

<i>Course Name</i>	<i>Course Change</i>
Physical Science 9/Earth Science 9	Course changed to Earth Science
Level 1 Restaurant	Course Dropped to align to MN Career Fields, Clusters & Pathways
Level 2 Restaurant	Course Dropped to align to MN Career Fields, Clusters & Pathways
International Cuisine	Course Dropped to align to MN Career Fields, Clusters & Pathways

Middle School Course Changes

Middle School - Added Courses

<i>Course Name</i>	<i>Grade</i>	<i>Description</i>
Flex Time	6th Grade 7th Grade 8th Grade 6 Week	This class is a flexible time period during the school week that is used to support student needs. Students will be assigned by teachers to a 6-week intervention or enrichment opportunity.
Advisory	6th Grade 7th Grade 8th Grade 6 Week	Advisory is a class that focuses on social emotional learning, building community and supporting academic goals.
Skills for Success	6th Grade Semester	This course sets students up for future success by learning study skills, literacy skills, personal interests, and career exploration.
Media Arts 6	6th Grade Semester	Students will explore the worlds of animation, cartooning, and stop-motion animation using drawing, sculpture, object manipulation, and photography. Character development and storyline will pair with background and sound as students explore visual culture through a variety of Media Arts techniques.
Exploring Robotics and Coding	6th Grade 7th Grade Semester	This course provides an opportunity for students to explore Lego robotics, coding, and other engineering activities.
Exploring Outdoor Education	6th Grade 7th Grade Semester	Students will have the opportunity to participate in several outdoor activities. This course is designed for any student wanting to learn skills or better their skills needed to enjoy these activities. Outdoor education will also make you contemplate the balance of human interaction and the environment. Students must be prepared to enjoy the outdoors and dress appropriately.
Visual Arts 7	7th Grade Semester	Students will build on skills gained in Visual Arts 6 through the exploration of a variety of materials and techniques, such as drawing, painting, sculpture, graphic arts, fibers, and ceramics. Visual Arts 7 further builds upon visual literacy skills by engaging students in the meaning and use of images across cultures and times. Students will have the opportunity to demonstrate their developing skills with various materials, methods,

		and approaches in creating works of art and design.
Media Arts 7	7th Grade Semester	Students will build on skills learned in Media Arts 6 by further exploring the worlds of animation, cartooning, and stop-motion animation using drawing, sculpture, object manipulation, and photography. Character development and storyline will pair with background and sound as students explore visual culture through a variety of Media Arts techniques.
Communication Arts	7th Grade 8th Grade Semester	Students will engage in collaborative activities that allow for creative and individual expression of ideas through debate, speaking, storytelling, and dramatic dialogue. The course will also include opportunities for students to evaluate mass media, mediate, and problem solve with discussion while presenting ideas in diverse media and formats. This elective course provides students with a deeper exploration of the Listening, Speaking, Viewing and Exchanging Ideas standard within English-Language Arts.
Media Arts 8	8th Grade Semester	Students will generate and conceptualize artistic ideas and media arts through their own imagination, creative processes, and experimentation through stop motion animation, the moving image, cartooning, object manipulation and photography. Students will experiment with movie genres and use computer science applications to design.
Environmental Science 8	8th Grade Semester	This course is designed to introduce you to topics and concepts within environmental science. Topics will range from plant sciences, forestry, studying our lakes and streams, and creating urban gardens. This course will provide you the opportunity to study the aquatic environment within our many lakes and streams and explore how the changing climate has impacted the environment. Students must be prepared to enjoy the outdoors and dress appropriately.

Middle School - Courses Changed

<i>Course Name</i>	<i>Grade</i>	<i>Course Description</i>
M0011000 Art Grade 6 to Visual Art 6	6th Grade	Students will build skills in Visual Arts 6 through the exploration of a variety of materials and techniques, such as drawing, painting, sculpture, graphic arts, fibers, and ceramics. Visual Arts 6 builds visual literacy by engaging students in the meaning and use of art images across cultures and times. Students have the opportunity to analyze why and how people make art and its connections to other areas of learning and human experiences.
M021000 Computer to Computer Literacy	6th Grade	This course provides an in-depth and dynamic program that develops broad-based internet and computing skills. The purpose of the course is to provide students with the educational foundation to succeed in their middle and high school courses requiring the use of technology. This course will introduce students to computational thinking and problem solving, digital citizenship, coding, AI, animations, web design, and data analytics.
M062010 Pre-Engineering 7 to Industrial Technology 7	7th Grade	This course is designed to be an exploratory learning experience. Students will gain a wide variety of skills and knowledge dealing with industrial technology, manufacturing sciences, engineering/design process, technical drawing, 3D modeling, CAD design, 3D printing, wood production (design and fabrication), as well as technical science, math and reading). Students will design, plan and fabricate multiple projects while being introduced to many different aspects of industrial technology. Students will have the opportunity to work in groups as well as individually, to complete class required projects.
M011300 Cartooning & Animation to Visual Arts 8	8th Grade	Students will use Visual Arts concepts and tools while applying critical and creative thinking skills, develop a sense of personal style, explore their ideas, and create and complete artworks through practice and new methods. Students will explore techniques and develop skills in a variety of mediums, such as drawing, painting, graphic design, printmaking, fibers, sculpture, and ceramics.
M021301 Computer Topics Technology & Future to Computer Science 8	8th Grade	This course will expand on skills developed in 6th grade Computer Science, including a deeper exploration of AI, app development, animations, and gaming.
Family and Consumer Science to Family and Consumer Science 7	7th Grade (Required)	This course gives students the opportunity to develop individual skills as well as discover personal strengths when collaborating in groups. Lessons will explore healthy food choices, nutrition, basic food preparation, etiquette, introduction to financial literacy and budgeting. This course will further prepare students for the future and

		foster lasting life skills.
M034001 Family, Food, Diversity and Tolerance to Family Consumer Science 8	8th Grade Elective	This course will further develop skills and knowledge involving food preparation, culinary careers in food production and services, healthy meal planning, global food influences and skills needed for the workforce. This course will encourage students to explore how they can make a positive impact on themselves, their families and the community through individual growth, relationships and connections to the community outside of school.
M063011 Pre-Engineering-Design & Modeling to Industrial Technology 8	8th Grade	This course is designed to build on and advance what skills and knowledge students have learned in the 7th grade Industrial Technology course. Students will gain a more advanced understanding of skills and processes dealing with industrial technology, manufacturing sciences, engineering/design process, technical drawing, 3D modeling, CAD design, 3D printing, wood production (design and fabrication), as well as technical science, math and reading). Students will have an opportunity to design and fabricate more advanced projects than the previous 7th grade course.
M240001 German Level 1 to German Level 1A	7th Grade 8th Grade	German 1A is an introduction to the German language. Explore the language and start getting familiar with the German-speaking world! Upon completion of German 1A the student is eligible to take German 1B in middle school or German 1 in high school. (No High School Credit is available for this course.)
M240002 German Level 1 to German Level 1B	8th Grade	German 1B is a deeper introduction to the German language. Continue expanding your language skills and cultural awareness. Upon completion of German 1B the student is eligible to test into German 2 in the high school. (No High School Credit is available for this course.)
M241301 Spanish Level 1 to Spanish Level 1A	7th Grade 8th Grade	Spanish 1A is an introduction to the Spanish language. Explore the language and start getting familiar with the Spanish-speaking world! Upon completion of Spanish 1A the student is eligible to take Spanish 1B in middle school or Spanish 1 in high school. (No High School Credit is available for this course.)
M241302 Spanish Level 1 to Spanish Level 1B	8th Grade	Spanish Level 1B is a deeper introduction to the Spanish language. Continue expanding your language skills and cultural awareness. Upon completion of Spanish 1B the student is eligible to test into Spanish 2 in the high school. (No High School Credit is available for this course.)
M211501 Ojibwemowin Level 1 to Ojibwemowin Level 1A	7th Grade 8th Grade	Ojibwemowin Level 1A is an introduction to the Ojibwe language. Explore the language and start getting familiar with the Ojibwe-speaking world! Upon completion of Ojibwemowin 1A the student is eligible to take Ojibwemowin 1B in middle school or Ojibwemowin 1 in the high school. (No High School Credit is available for this course.)

M241502 Ojibwemowin Level 1 to Ojibwemowin Level 1B	8th Grade	Ojibwemowin 1B is a deeper introduction to the Ojibwe language. Continue expanding your language skills and cultural awareness. Upon completion of Ojibwemowin 1B the student is eligible to test into Ojibwemowin 2 in the high school. (No High School Credit is available for this course.)	872
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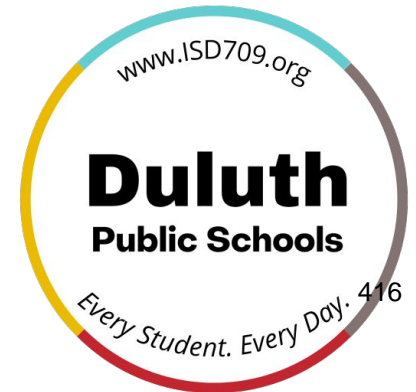
Middle School - Dropped Courses

<i>Name of Course</i>	<i>Grade</i>
M011400 Art Options	8th
M021402 Computer Applications	8th
M035001 Food, Science and Nutrition	8th
M064012 Pre-Engineering - Prototype Fabrication	8th
WIN	All Grades



Mid-Year State of the District Progress Check

February 6, 2024



Topics

916

1. Mission, Vision and Values
2. Strategic Roadmap Efforts
3. School Board Action Plan
4. High-Level Action Card Overview
5. Overview of Progress Monitoring Plan
6. Progress Monitoring of Strategic Directions
7. Superintendent Goals
8. Questions

417

Mission, Vision and Values⁹²⁷

OUR MISSION

Every student, every day will be empowered with learning opportunities for growth, creativity and curiosity, in preparation for their future in a global community.

OUR VISION

Duluth Public Schools provides an academically engaging, safe and inclusive environment with high expectations and responsible use of resources.

OUR CORE VALUES

Learning



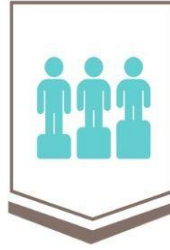
Developing a love of learning through life-long inquiry.

Excellence



Having high standards for all through accountability, integrity and authenticity.

Equity



Creating conditions of justice, fairness and inclusion so all students have access to the opportunities to learn and develop to their fullest potential.

Collaboration



Working in partnership with staff, families, students and community.

Belonging



Providing a welcoming and accessible environment where everyone feels safe, seen and heard.

Strategic Roadmap Efforts⁹⁴⁹

On August 3rd, the board provided provide input and recommendations regarding our [Progress Monitoring Calendar](#), which will measure our progress on our [3-Year Operational Plan](#) to implement our [Strategic Roadmap](#). To ensure strong leadership and focus on our efforts, the board has adopted a 3-Year Work Plan and has begun the development of a School Board Handbook.

Review and Refreshed School Board Action Plan

920

[School Board Action Plan](#)

421

Action Card Overview

981

Supporting Every Student

Supporting Every Student - MTSS Academics

Teacher Clarity

Supporting Every Student - MTSS Social Emotional Behavioral

Advancing Equity

Advancing Equity - Educational Equity Framework Implementation

Improving Systems

Improving Systems - Capacity and Programming

Improving Systems - Business Services

Improving Systems - Recruitment and Onboarding

422

2023-24 Progress Monitoring Calendar

922

- Supporting Every Student
- Advancing Equity
- Improving Systems

Supporting Every Student

- Kindergarten Task Force Update and Summary of Test Results
- Middle School Model and Student Achievement Update (School Improvement Planning Process)
- MTSS SEB Updates
- World's Best Workforce
- Special Education Update
- CTE Career Pathways

Advancing Equity

924

- Tribal Consultation and Concurrence/Non-Concurrence Update
- Plan for 2023-24 Educational Equity Framework
- Instructional Leadership Academy
- World's Best Workforce
- Equity Committees Updates

425

Improving Systems

126

- Recruiting and Retaining - Recruitment Videos/New Hire Orientation
- Staffing/Budget Meetings
- Facilities Capacity
- World's Best Workforce
- Retention - Employee Wellness
- Family Engagement

426

2023-24 Superintendent Goals⁶

Standard 2. School District Finances

- Element 2.d. Bond and Levy Campaigns

Standard 3. Communication and Community Relationships

- Element 3.f. Visibility and Approachability

Standard 6. Teaching and Learning

- Element 6.b. School Improvement

Mid-Year Review Scheduled for March 11th

Questions

COW Agenda Cover Sheet

Meeting Date: Feb 6, 2024

Topic: Education Equity Advisory Committee & Subcommittees

Presenter(s): Nate Smith, Office of Education Equity Coordinator

Attachment (yes or no): Yes Education Equity Advisory Committee

Brief Summary of Presentation or Topic (no more than a few sentences): This presentation will provide a description of what the Education Equity Advisory Committee is and the subcommittees that exist within. There will also be information shared about what each subcommittee is working on this year.

Educational Equity Advisory Committee (EEAC)

February 6, 2024

Committee of the Whole



What is the Education Equity Advisory Committee?

- The Education Equity Advisory Committee (EEAC) is dedicated to fostering diversity among its participants, including various perspectives, communities and organizations. It's designed for active members who are committed to removing structural and institutional obstacles to educational opportunities for all students. The Education Equity Advisory Committee (EEAC) acknowledges historical barriers that have hindered learning and success based on factors like race, culture, income, and social conditions.



Background

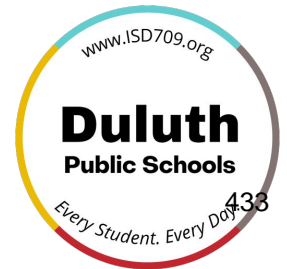
- The revitalization of the Education Equity Advisory Committee (EEAC) began in December 2021 when around 30 passionate education equity partners collaborated to develop new bylaws for the School Board. These partners included the ISD 709 Superintendent, Assistant Superintendent, Coordinator of the Office of Education Equity, Duluth Community School Collaborative, educators, support staff, School Board members, parents, representatives from ISD 709 American Indian Parent Advisory Committee, the Department of American Indian Education, and the Gifted and Talented and Families in Transition programs, as well as local NAACP leaders, representatives from the Education Equity Alliance, UMD, LSC, and many others. Because of the connection, community alliance and passion several subcommittees were formed over the summer of 2022.



EEAC Subcommittees Mission & Vision

- The purpose of subcommittees shall be for the Duluth Public Schools to establish and use a Citizens Advisory Committee to provide recommendations and advice on matters of Education Equity to the ISD#709 School Board and district administrative personnel regarding planning, implementation, and/or evaluation of various district initiatives or plans in compliance with MN Statutes and Rules such as the Achievement and Integration Plan, the ESSA Northstar Plan and related policies, procedures, and goals.

These committees act on behalf of the Education Equity Advisory Committee, authorized under school board resolution 1070 and is responsible to ensure that the operations under the scope of the committee are aligned with the Mission, Vision, and Values of Educational Equity.



EEAC Meeting structure

The full EEAC group meets once a month, September-May

4:30-5:00 pm - Dinner & Networking/Relationship Building

5:00-6:00 pm - Subcommittee Work

6:00 pm - Virtual meeting room opens & full group meets

6:00-6:30 pm - Subcommittee updates

6:30-7:00 pm - District and Community updates

7:00 pm - Meeting adjourn



Current Subcommittees

- **Gender & Equity Taskforce**

- This committee met several times during the 2022-23 school year to work on development of the [Gender Inclusion Policy](#) that was passed and went into effect last year. Duluth Public Schools is the only district in the Northern part of Minnesota with such a policy.

- **Preschool & Early Childhood**

- This committee is currently working on how to increase parent and family engagement as pre-covid there was a higher level of involvement. Hoping to develop some focus groups, coffee & conversation and go to schools to create open forums to share. They would also like to get more information out to American Indian families coming in and how to support them - making sure they are aware of JOM funding and more.

- **Indigenous Education, History, Culture and Language Revitalization**

- Shared a presentation with the school board last spring
- A second Ojibwemowin Language teacher coordinator was added to the language program that is funded by ISD709. They are also looking to offer seminars to history and government classes focusing on the facts of Native American history and tribal governments and what they dealt with in the past and present.

- **Community Engagement**

- In transition. Was meeting monthly with district leadership to discuss district equity updates and gives a chance for subcommittee members to ask questions, seek clarity and give recommendations. They are actively seeking more diverse perspectives and representation.

- **Discipline Disparities**

- This group is hoping to give input for a regulation addendum to district policy 506 around discipline and adding specific language around restorative practices, advocacy representation within disciplinary processes and inclusive communication. They are also exploring the possibility of approaching bargaining units to craft language on equity within each contract.



Current Subcommittees

- **Recruitment & Retention**
 - This committee attends events such as Juneteenth and MLK in hopes of recruiting a more diverse staff to our district. They are also exploring other community events to table at. OEE is creating a district Affinity group for diverse identifying staff to network, build relationships and discuss district climate dynamics. Affinity groups will be under the umbrella of the EEAC Recruitment and Retention SC
- **Families in Transition**
 - The new FIT Coordinator will be working on redeveloping this committee with the intent to include all of the FIT Staff.
- **Hispanic Organization of Latin America (HOLA)**
 - In the 2022-23 school year, this committee hosted a multicultural night at Lowell to celebrate diversity of our community with over 800 people in attendance and plans to continue this tradition.
- **Elementary Education / Read Well by Grade 3**
 - This committee is working hard on engaging the district and groups in the community that are doing similar work. They look at data and see the decline in literacy at Duluth Public Schools within the African American and Native American students and would like to see more funding go towards literacy plans.
- **Denfeld Black Student Association**
 - This is a student ran committee that meets at Denfeld and attends EEAC meetings to share student voices and perspectives. They host many events at Denfeld that focus on the African American history and culture.



Developing Subcommittee

- Education Equity Taskforce and Monitoring Team
 - Convened first meeting in January
 - Working on the continued development of an Education Equity Framework
- Framework to include:
 - The districts definition of Education Equity
 - Implementation, use and monitoring of the TEA Tool
 - District alignment to MN 10 Commitments to Equity
 - Recruitment and Retention plan
 - Affinity Group structure and guidelines
 - Professional Development recommendations
 - Family and Community Engagement Framework
 - District support of EEAC, AIPAC and other district advisory teams
 - Consideration of existing policies, practices, and organizational culture to identify areas for improvement.
 - Develop and identify measurable goals, objectives and accountability measures to progress monitor implementation
 - Determine key milestones and timelines for implementing initiatives, and regularly review and adapt the plan as needed.



Charter Development

Many subcommittees have experienced large transitions with leaders and members. This is due to various reasons such as leaving positions, retirement, etc. Because of this a document will be created and used by each subcommittee to define and refine their mission, vision, purpose and goals even more clearly. This will also allow subcommittees to retain focus during leadership or membership turnover and serve as a high level guide for the work they will be doing.

Education Equity Advisory Committee Charter

2023-2024

Title	
Purpose	<p>The purpose of this committee shall be for the Duluth Public Schools to establish and use a Citizens Advisory Committee to provide recommendations and advice on matters of Education Equity to the ISD#709 School Board and district administrative personnel regarding planning, implementation, and/or evaluation of various district initiatives or plans in compliance with MN Statutes and Rules such as the Achievement and Integration Plan, the ESSA Northstar Plan and related policies, procedures, and goals.</p> <p>This committee acts on behalf of the Education Equity Advisory Committee, authorized under school board resolution 1070 and is responsible to ensure that the operations under the scope of the committee are aligned with the Mission, Vision, and Values of Educational Equity.</p>
Mission Statement	
Objectives	
Scope	
Membership	Facilitator: Members:

Roles & Responsibilities of Membership	Term of Committee Membership: TBD
	Member Expectations <ul style="list-style-type: none">• Consistent attendance• Solution-focused participation

	<ul style="list-style-type: none">• Commitment to follow through on assigned tasks
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Meeting Dates & Times	
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Record Keeping	Facilitator: Members:
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Authority	<p>This committee acts on behalf of the Education Equity Advisory Committee, authorized under school board resolution 1070 and is responsible to ensure that the operations under the scope of the committee are aligned with the Mission, Vision, and Values of Educational Equity.</p> <p>This committee has authority to gather information, network, make recommendations to School board and district leadership and act as an ambassador for the Education Equity Advisory Committee.</p>
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Questions and reflections?

nathan.smith@isd709.org

218-336-8714



COW Agenda Cover Sheet

Meeting Date: Feb. 6, 2024

Topic: Communications and Family Engagement

Presenter(s): Adelle Wellens and Shalon Monroe

Attachment (yes or no): Yes - Presentation & Draft Framework

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

An overview of communications and family engagement efforts at the district level. We will also be sharing our draft Family Engagement Framework with the board.

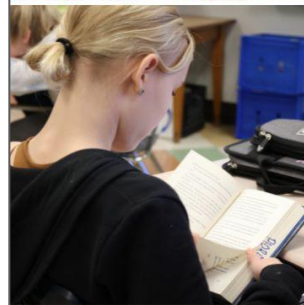
Family Engagement

Adelle Wellens, Communications Officer

Shalon Monroe, Community and Family Engagement Specialist

Communications Officer

- **Manages**
 - Websites
 - Social Media
 - Family Communication from District
 - Crisis Communication
 - Weekly Newsletter
 - ParentSquare
 - Advertising
 - Unity In Our Community
- **Graphic Design**
 - Handbook
 - Flyers
 - WBWF
 - Strategic Plan
- **Photography**



Family Engagement Specialist

- Met with all principals
- Spent time in all buildings
- Attended Family Freedom Center Thanksgiving Dinner
- Build deep connections with community members and students/families
- Once a week, all day visit to school
- Outside organizations visits
- Working on Reading Event for March 1
- Attending Family Nights
- Attended School Events



142



443

Steve O'Neil Apartment Community Resource Night

148

- Resources were brought to the families
- DAE, ECFE, Community Schools
- Lincoln Park, Denfeld, Myers-Wilkins staff members and principals attended
- Food provided
- Great Conversations
- “Best attended event by families at this building,” Chum Staff.
- “I met a parent of a student I’ve never met before,” Myers-Wilkins Staff member



444

Methods of Family Engagement

149

- Social Media
- Newsletters
- ParentSquare
- Printed Material
- Community Meetings
- Face to Face Conversations
- Unity In Our Community
- Engaging and spending time at community outreaches like the Washington Center, Lincoln Park Boys and Girls Club, etc.

445

Social Media January Report

126



Total Followers:

12,202

Growth:

966 (Jan. 2022)

Monthly Reach:

13,991

Duluth Public Schools
Published by Adelle Wellens • January 18 at 8:31 AM

EVENT TODAY! 🎉
Taught by legendary coach, Dr. Dan Ninham (Oneida Nation). Warm refreshments provided. All ages and cultures welcome. No experience necessary. Dress in layers for very cold temperatures. Bring an outdoor chair and blankets if you wish to be seated. This is an alcohol, drug and non-ceremonial tobacco-free event.
Contact: jeanpaul.rennquist@isd709.org with any questions.

FINAL EXAM STUDY BREAK
Ojibwe Snow Snake

Date	Denfeld Snow Snake	2,477 REACHED
1/18/23		

Duluth Public Schools
Published by Adelle Wellens • January 16 at 10:43 AM

Congratulations to **Duluth East High School** senior Juniper Kelly-Swing for receiving the Tamar Kaplan Award at the 2024 State Debate Tournament Awards Ceremony! It is awarded annually to a student of the Minnesota Debate community for their outstanding achievements in scholarship, service, and leadership. She will receive a \$1,500 scholarship.

Date	East Debate Student	3,572 REACHED
1/16/23		



Total Followers:

1,576

Growth:

170 (Jan. 2022)

Monthly Reach:

194

446

Newsletter January Report

126

Family Newsletter

Total Views:
15,608

Average Views:
3,902

ParentSquare Average Views:
6,985

Employee Newsletter

Total Views:
11,295

Average Views:
2,823



447

ParentSquare Early Stats

122

46.7%

of Staff Registered

19%

of Parents on App

Lowell

Top School User with
41% of Parents on App

ALC/AEO

First Adopter of the App



ParentSquare

448

Family Engagement Framework Draft

Family Engagement Definition

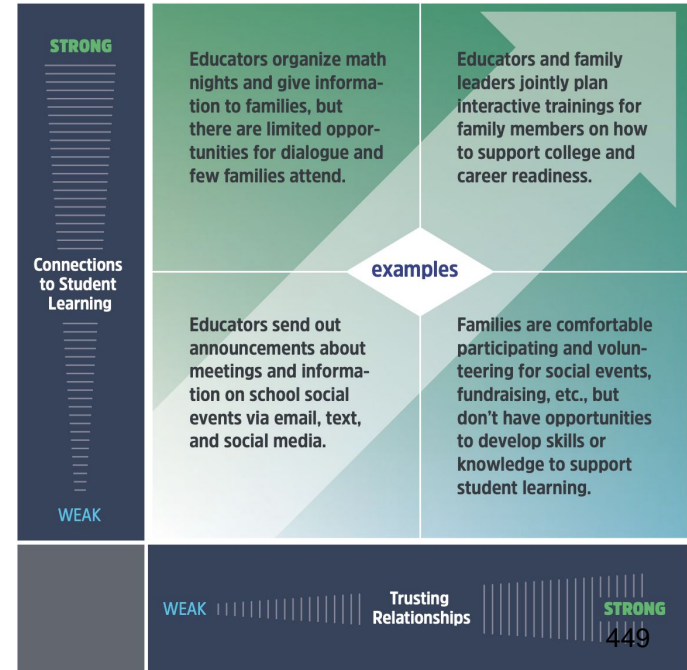
- A full, equal, and equitable partnership among families, educators, and community partners to promote children’s learning and development, from birth through college and career.

Vision

- Families are engaged in their child’s education and feel empowered to support learning at home through strong partnerships with schools. Our relationships with families are at the center of success for every child at school.

The Purpose

- The Family Engagement Framework is our commitment to working in partnership with families. It is the foundation for how we can develop quality family engagement strategies. Our commitment applies to the whole district and includes district, school-based, and support staff. It gives us a shared understanding of what effective family engagement practices look like. Through this understanding, we can build on our existing work and develop strategies that will allow us to achieve our vision.



Questions?

Duluth Public Schools Family Engagement Framework

Family Engagement Definition

- *A full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development, from birth through college and career.*

Vision

- *Families are engaged in their child's education and feel empowered to support learning at home through strong partnerships with schools. Our relationships with families are at the center of success for every child at school.*

Introduction

When schools engage with families in a meaningful way, research has shown that students do better. Family and Community Engagement is a process and a practice rooted in relational-trust which creates opportunities for equitable partnerships between families and school and district staff. These partnerships, from birth to graduation, nurture shared responsibility for students' academic and social success and honor the lived experiences, expertise and cultural knowledge of all stakeholders — students, teachers, staff, families and communities.

A long-term study of the Chicago Parent Centers found programs that provide child education and intensive resources for parent engagement at a younger age yielded greater and longer-lasting benefits. The longer parents took part in extensive family engagement, the more parents were involved at school, the more likely their children were to complete high school and were less likely to repeat a grade, be arrested or require special education. ([Everybody Wins! The Evidence for Family-School Partnerships and Implications for Practice Karen L. Mapp, Anne T. Henderson, Stephany Cuevas, Martha C. Franco, and Suzanna Ewert, 2022, Pg. 148](#))

At the secondary level, research has shown that parents are more likely to engage in education when they feel they are welcomed and desired to do so. It can be hard for parents of middle and high school students to know the best way to be engaged with their student's school and learning. A literature review found that higher rates of family engagement in high school benefit students by increasing academic achievement and graduation rates, and decreasing rates of anxiety, depression, and aggression. ([Engaging Families at the Secondary Level: An Underused Resource for Student Success Krista L. Jensen and Kathleen M. Minke, 2017](#))

At the secondary level it is best for parents to shift from helping students with homework to an advisor and coaching role, emphasizing the importance of education and goal-settings. The more educators keep parents informed about what their children are studying, how well they are doing, what is required for them to graduate and how to play for post-secondary education or career

readiness, the more effectively parents can guide their children. ([Beating the Odds, How Thirteen NYC Schools Bring Low-Performing Ninth-Graders to Timely Graduation and College Enrollment, Carol Ascher and Cindy Maguire, 2007](#)) Research shows that engaging families through high school is critical to students' staying in school, taking more challenging classes, graduating on time and being successful after graduation. It is crucial that family engagement doesn't end when students leave elementary school.

The Purpose

The Family Engagement Framework is our commitment to working in partnership with families. It is the foundation for how we can develop quality family engagement strategies. Our commitment applies to the whole district and includes district, school-based, and support staff. It gives us a shared understanding of what effective family engagement practices look like. Through this understanding, we can build on our existing work and develop strategies that will allow us to achieve our vision.

We all have a role to play

Role or Group	Responsibilities
District Leadership Teams	Provide evidence-based partnership planning to improve family engagement.
Principals	Lead whole-of-school approaches to quality family engagement. Ensure family involvement is a core part of governance and decision-making processes.
Educators	Create and maintain authentic and respectful relationships with families about their child's learning and wellbeing. Share ideas with families about how they can support their child's learning at home.
Families	Work with educators to help their child succeed at school. Find ways to bring school learning into the home. Encourage and support their child's learning.
Students	Talk with their parents/guardians about what they're learning at school. Explore how their learning connects to their family, community and life.

The Challenges

Educators and families within our district have noted challenges with engaging each other. According to the Duluth Leadership Team Self-Evaluation of MnMTSS Implementation (SEMI), we feel internally that we are failing at family engagement as a whole system. The SEMI has shown that educators have not been exposed to strong examples of family engagement and have received minimal training on strong family engagement. It is clear professional learning opportunities are needed to enhance the capacity of educators to build relational trust and engage with all families.

Educators gave feedback during our strategic planning process that they want the buildings to feel safe and welcoming to all families and to find a way to get their families more involved at the building level and at home with your student's education. Educators need professional development to help them break down barriers to serve families better. With better training, staff can reverse their deficit mindset and see a partnership with families as an essential practice to high achievement for all students.

During the strategic planning process we created family desired daily experiences based on feedback from families at all levels of the district. The process showed that families did not feel invited to contribute to their children's education and their voices were either disrespected, unheard or undervalued. Families want their children to feel safe at school, but the family climate survey shows parents feel their students don't feel safe at the secondary level. This contributes to having negative experiences with schools and educators. Our hope is that 100% of students feel safe at school from threats and bullying.

In Duluth, we have a large alumni population, who are now sending their students to the same school district as they attended. If a parent feels they were unfairly treated as a student, they may be more likely to come into the district with a deficit mindset about what to expect from school staff. As a district we need to work on building back relational trust with these families to help their students succeed.

Early Childhood and Elementary Family Engagement				
Core Values	Goal	Purpose	Measurable Outcome	Examples of Practices
Belonging	Provide a welcoming and accessible environment where everyone feels safe, seen and heard.	Every student has at least one adult in the school he, she or they can go to or count on.	The student response in the climate survey for “I like school” increases 3% each survey in each school.	
Collaboration	Welcome, involve and inform parents through clear and respectful communication. Families can expect a regular, two-way flow of information to help build respectful and trusting relationships with families.	No student will fall through the cracks	As of Feb. 1, 2024, 46.8% percent of staff members are registered on ParentSquare. By June 2025, we would like that number to increase to 80%.	<ul style="list-style-type: none"> • Sending Direct messages to parents in ParentSquare. • Posting class updates to parents in ParentSquare at least once a week • Creating Newsletters, either using Smore or ParentSquare templates
Equity	Students enjoy school and receive positive reinforcement.	To challenge biases that negatively impact family engagement.	The student responses on the climate survey for “I feel like I do well in school” and “Good behavior is noticed at my school” are both 90% at each school.	
Excellence	Staff and schools honor every family by acknowledging them as equal partners.	Families have a sense of belonging with the school community where they feel welcomed by school staff.	District Leadership Team scores “Family engagement is connected to learning and development, engages families as co-creators and honors families’ funds of knowledge” as a 2 on the DLT-SEMI.	
Learning	Parents/Guardians are given resources that help engage with their students at home with activities that support their children’s literacy.	Read at grade level.	Increase children literacy by 8 percent each year.	

Secondary Family Engagement				
Core Values	Goal	Purpose	Measurable Outcome	Examples of Practices
Belonging	Providing a welcoming and accessible environment where everyone feels safe, seen and heard.	Every student has at least one adult in the school he, she or they can go or count on.	The student response in the climate survey for “All students are treated fairly but adults at school” is 80% for each school.	
Collaboration	Families can expect a regular, two-way flow of information to help build respectful and trusting relationships with families.	No student will fall through the cracks	As of Feb. 1, 2024, 46.8% percent of staff members are registered on ParentSquare. By June 2025, we would like that number to increase to 80%.	<ul style="list-style-type: none"> • Sending Direct messages to parents in ParentSquare. • Posting class updates to parents in ParentSquare at least once a week • Creating Newsletters, either using Smore or ParentSquare templates
Equity	Every student is provided the opportunity to be successful and graduate on time.	To challenge biases that negatively impact student success.	The student response in the climate survey for “Teachers treat all students fairly” is 80% at each school.	
Excellence	Staff and schools honor every family by acknowledging them as equal partners.	Families are informed so they can more effectively guide their children successfully through middle and high school to graduation.	The four-year graduation rate of all student groups will increase to 90%. No student group will have a four-year graduation rate below 85%.	
Learning	Students and families know all available options post graduation.	Students are provided relevant and engaging academic learning experiences that support multiple pathways.	All students take more than 2 courses in one career field.	

Measure your family engagement plans

Use the rubric below to determine the strength of your stakeholder engagement and communications plan listing in your school improvement plan.

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Researching and Understanding Parent/Family Needs, Expectations, opinions, Attitude, Knowledge Levels		
<ul style="list-style-type: none"> <input type="checkbox"/> Limited opportunities for parents/families to provide input; largely passive, leaving responsibility on parents to initiate, e.g.: online comment opportunities or suggestion boxes; complaint guidelines; calls or emails. <input type="checkbox"/> Understanding and assessing parent/family needs, expectations, opinions, attitudes and knowledge levels limited to anecdotal input. <input type="checkbox"/> Sporadic and random parent/family surveys assessing parent/family needs, expectations, opinions, attitudes and knowledge levels; largely reactive when issues surface. 	<ul style="list-style-type: none"> <input type="checkbox"/> Series of formal and informal assessments to listen and gain insights into parent/family needs, expectations, opinions, attitudes and knowledge levels, e.g.: <ul style="list-style-type: none"> • Written and electronic surveys • Focus groups • Representation on key district and school committees, advisory councils, task forces • Forums, town hall meetings, parent conferences, etc. • Opportunities for small-group interaction with parents/families such as coffee with the superintendent, grade-level parent meetings with the principal, etc. • Designated times at school board and faculty/staff meetings • Access to communications director, principal, supervisor(s) and senior leaders • One-to-one interactions, open door policy • Written and online avenues including forums, social media, etc. • Feedback through PTA/PTO and other organized parent/family groups • Exit interviews with parents/families transferring students out of district • Exit polls following bond/finance referenda <input type="checkbox"/> Parents/families informed of opportunities to provide input during new family orientation and/or registration process <input type="checkbox"/> Annual parent/family survey assessing communication effectiveness 	<ul style="list-style-type: none"> <input type="checkbox"/> Integration of research and assessments of parent/family needs, expectations, opinions, attitudes and knowledge levels into parent/ family communications plan; findings systematically analyzed to improve parent/family communications <input type="checkbox"/> Comprehensive system of formal and informal listening posts and assessments for parents/families at all locations throughout district <input type="checkbox"/> Listening mechanisms and assessments differentiated for parent/family segments as needed, e.g.: language, access to technology, schedules, etc. <input type="checkbox"/> Assessments span life of relationship with parent/families from entry-level of students in preschool/kindergarten through graduation/alumnus status <input type="checkbox"/> School board members, administrators, principals, department chairs, managers and teachers trained in critical listening <input type="checkbox"/> Systematic approach for responding to and integrating parent/family input <input type="checkbox"/> Assessment findings systematically shared and analyzed by district and building-level leaders to inform and improve services to students and families <input type="checkbox"/> Resources are made available to parents as a result of research and assessments. (For example: parent training, access to computers; web-based resources, etc.)

Some tracking on effectiveness of assessments

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity		
<ul style="list-style-type: none"> <input type="checkbox"/> Communication strategies largely one-size-fits-all with little or no differentiation for varied segments of parents/families. <input type="checkbox"/> Communications limited to more traditional media, e.g., memos, print/electronic newsletters, announcements at meetings, news releases, websites, emails, etc. <input type="checkbox"/> Communications are random and inconsistent across schools and classrooms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Series of communication strategies to address varied parent/family segments, e.g.: <ul style="list-style-type: none"> • Written correspondence including memos, printed newsletters, letters, fliers, brochures, etc. • Electronic correspondence including email, e-newsletters, websites, etc. • Automated messaging including voice and text messaging • Face-to-face and interpersonal correspondence including meetings, presentations, forums, office hours, etc. • Social media including Facebook, Twitter, blogs, forums, chats, etc. • Articulated policy on minimal reply timelines for electronic and voice messaging <input type="checkbox"/> Some accommodations for parent/family segments, e.g.: school/grade levels, geographic location. <input type="checkbox"/> Some accommodations for language and cultural diversity; Programs to build cultural Awareness. <input type="checkbox"/> Some accommodations for varied family structures. <input type="checkbox"/> Some tracking of effectiveness of communications for diverse audiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communications tailored for key parent/family segments based on assessments of parent/family needs, expectations, opinions, attitudes and knowledge levels. <input type="checkbox"/> Communications tailored for key parent/family segments based on assessed preferences for media, messaging and scheduling. <input type="checkbox"/> Accommodations for language and cultural diversity for all parent/family segments represented in district; e.g. translators. <input type="checkbox"/> Sharing of best practices for diverse parent/family communications internally and benchmarking the same externally to drive improvement. <input type="checkbox"/> Ongoing feedback and evaluation of effectiveness of communication with diverse audiences.

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Communicating with Parents/Families on Student Progress/Success		
<ul style="list-style-type: none"> <input type="checkbox"/> Report cards and progress reports that meet minimum state requirements <input type="checkbox"/> Little or no proactive outreach from teachers to parents/families <input type="checkbox"/> Parental/familial access to teachers limited, e.g.: bi-annual or annual parent-teacher conferences; teacher email addresses and voicemail extensions not easily available; delayed teacher response time to parent/family email and voicemail <input type="checkbox"/> Little or no involvement from parents/families on preferred teacher communications 	<ul style="list-style-type: none"> <input type="checkbox"/> In addition to meeting minimum state requirements for report cards and progress reports, series of approaches to further inform parents/families, e.g.: <ul style="list-style-type: none"> • Online grade book portal • Online parent/teacher log • Parent/family visitation days to classrooms • Ongoing access or regularly scheduled opportunities for parents/families to meet with teachers • Focused parent/family involvement program for students at risk • Homework hotlines available online or by phone <input type="checkbox"/> Teacher response time to email and voicemail varies with individual teacher practice <input type="checkbox"/> Expectations of updating online grade book with assignments and grades left to individual teachers and building <input type="checkbox"/> Some involvement from parents/families on preferred teacher communications <input type="checkbox"/> Some professional development in parent/family communications strategies for teachers and building-level staff <input type="checkbox"/> Some parent/family communications resources provided to teachers and building-level staff <input type="checkbox"/> Some tracking of effectiveness of communications student progress 	<ul style="list-style-type: none"> <input type="checkbox"/> Systematic approach to keeping parents/families informed of student progress in school based on researched parent/family preferences <input type="checkbox"/> Ongoing involvement from parents/families on preferred teacher communications, e.g.: calendar of regular inputs and evaluations of teacher communications <input type="checkbox"/> District/school policy re: minimum response time for teacher email and voicemail supported by adequate technology and resources <input type="checkbox"/> District/school policy for updating online grade book with assignments and grades across all schools/teachers <input type="checkbox"/> Comprehensive, integrated and aligned plan for communication with all parents/families on student progress/success <input type="checkbox"/> Comprehensive and ongoing professional development in parent/family communications strategies for teachers and building-level staff <input type="checkbox"/> Comprehensive and ongoing development and provision of parent/family communications resources to teachers and building-level staff <input type="checkbox"/> Sharing of best practices of parent/family communications of student progress internally and benchmarking the same externally to drive improvement <input type="checkbox"/> Ongoing feedback and evaluation of parent/family communications of student progress to improve parent/family engagement and foster student success

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Communicating Academic Programs and Expectations with Parents/Families		
<ul style="list-style-type: none"> <input type="checkbox"/> Minimal proactive outreach on academic programs and expectations largely limited to annual listings with little or unclear detail <input type="checkbox"/> Specifics regarding academic programs and expectations largely articulated on reactive basis only with onus on parents/families for inquiry <input type="checkbox"/> Inconsistent and random communications regarding academic programs and expectations with parents/families 	<ul style="list-style-type: none"> <input type="checkbox"/> Series of approaches to outline academic programs and expectations with parents/families, e.g.: <ul style="list-style-type: none"> • Details by class/teacher outlined at the beginning of each school year during Back-to-School/Meet-the-Teacher events • Printed and online access to class requirements (classroom/teacher web pages), grading structures, homework assignments, project schedules, etc., by class/teacher • Ongoing opportunity for clarification and information from teacher via email/voicemail/face-to-face • Presentations/meetings with principals, teachers and curricular staff to educate and inform parents/families on academic expectations, new curricula, etc. • Announcements and coverage of new programs or program changes through local news media • Reinforcement of academic expectations through coverage of student success in local news media <input type="checkbox"/> Communications vary by building based on principal practice <input type="checkbox"/> Some professional development in parent/family communications strategies for teachers and building level staff <input type="checkbox"/> Some parent/family communications resources provided to teachers and building-level staff <input type="checkbox"/> Some tracking of effectiveness of communications on academic programs and expectations 	<ul style="list-style-type: none"> <input type="checkbox"/> Systematic approach to keeping parents/families informed of academic programs and expectations based on researched parent/family preferences <input type="checkbox"/> Ongoing involvement from parents/families on preferred communications about academic programs and expectations <input type="checkbox"/> District/school policy re: minimum academic program and expectations communications including schedule and media supported by adequate technology and resources <input type="checkbox"/> Comprehensive, integrated and aligned plan for communication with all parents/families on academic programs and expectations <input type="checkbox"/> Comprehensive and ongoing professional development in parent/family communications strategies for teachers and building-level staff <input type="checkbox"/> Comprehensive and ongoing development and provision of parent/family communications resources to teachers and building-level staff <input type="checkbox"/> Sharing of best practices of communications about academic programs and expectations internally and benchmarking the same externally to drive improvement <input type="checkbox"/> Ongoing feedback and evaluation of communications about academic programs and expectations to improve parent/family engagement and foster student success

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Supporting Parent-Teacher and Parent-Building Communications		
<ul style="list-style-type: none"> <input type="checkbox"/> Minimal proactive support to building-level administrators and teachers on effective communications with parents/families largely limited to responding to requests for assistance and materials <input type="checkbox"/> Inconsistent and random support for parent-teacher and parent-building communications 	<ul style="list-style-type: none"> <input type="checkbox"/> Series of approaches to support effective parent/family-teacher and parent/family-building communications, e.g.: <ul style="list-style-type: none"> • Prepared memo, letter, newsletter and other printed correspondence templates for principals and teachers to support effective parent communications and facilitate consistency in messaging • Prepared electronic text and templates for principals and teachers to support effective parent communications and facilitate consistency in messaging • Prepared talking points and presentations for principals and teachers to use in parent presentations and meetings • Prepared talking points for principals and teachers to use regarding building/classroom issues and incidents <input type="checkbox"/> Some professional development for principals and teachers on effective parent/family communication strategies <input type="checkbox"/> Some tracking of parent-teacher and parent-building communications effectiveness 	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive parent/family communication plans for each building based on researched preferences of parents/families <input type="checkbox"/> Ongoing involvement from parents/families on preferred communications from the school building and the classroom teacher <input type="checkbox"/> District/school policy about parent-teacher and parent-building communications that is supported by adequate technology and resources <input type="checkbox"/> Comprehensive and ongoing professional development for principals and teachers on effective parent/family communication strategies <input type="checkbox"/> Comprehensive and ongoing development and provision of resources to support effective parent-teacher and parent-building communications <input type="checkbox"/> Sharing of best practices in parent-teacher and parent-building communications internally and benchmarking the same externally to drive improvement <input type="checkbox"/> Ongoing feedback and evaluation of parent-teacher and parent-building communications to improve parent/family engagement and foster student success

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Fostering Parent/Family Involvement and Engagement to Support Student Learning		
<ul style="list-style-type: none"> <input type="checkbox"/> Minimal proactive support for parent/family involvement and engagement to support student's learning with onus left largely to parents/families to initiate and navigate <input type="checkbox"/> Limited opportunities for parent/family engagement to support student learning with most at early stages of involvement and less opportunity for engagement <input type="checkbox"/> Random approaches to fostering parent/family involvement and engagement 	<ul style="list-style-type: none"> <input type="checkbox"/> Series of approaches to cultivate an inviting environment that fosters parent/family engagement to support student learning, e.g.: <ul style="list-style-type: none"> • Printed and online articulation of parent/ family and school expectations and how parents/families can become involved and collaborate with district and school personnel to consistently support student learning • Printed and online resources about curriculum, instructional strategies, student expectations, etc. to strengthen parent/family understanding and capacity to support student success • Online access to current and future homework and classroom assignments to engage parent/family support in on-time and satisfactory completion by students • Communications between school personnel and parents/families on student's progress and how parents/families can advocate for and support learning at home and in the classroom to ensure achievement • Programs to increase parent/family understanding and skills in support of student learning, e.g. family resource center, workshops and seminars on parenting skills, student learning styles, time management, etc. • Scheduled events and opportunities for parents/families to visit school and classroom and gain insight into teaching and learning processes, e.g., Open Houses, Back-to-School/Meet-the-Teacher Nights, Visitation Days, Family Reading/Math/Science Nights at school • Opportunities for parents/families to provide input into and collaborate with teachers and school staff about student's progress • Opportunities for parents/families to advocate on behalf of district/school to better support delivery of programs and services • Teacher/home visit program to improve trust and relationships between teachers and parents/families • Programs for heightened parent/family involvement for at-risk students 	<ul style="list-style-type: none"> <input type="checkbox"/> Regular and ongoing input from parents/families on preferred opportunities to be engaged with the district and school in support of student learning <input type="checkbox"/> District/school policy and plans about parent/family engagement in student learning that are supported by adequate technology and resources <input type="checkbox"/> Comprehensive, integrated and aligned plan for engaging all parents/families to support student learning <input type="checkbox"/> Professional development programs for faculty and staff on effective parent/family engagement strategies in support of student learning <input type="checkbox"/> Comprehensive and ongoing development and provision of resources to support parent/family engagement in student learning <input type="checkbox"/> Sharing of best practices in parent/family engagement internally and benchmarking the same externally to drive improvement <input type="checkbox"/> Ongoing feedback and evaluation of parent/family engagement in student learning to foster student success

	<ul style="list-style-type: none"> ● Parent liaison program to facilitate parent/family communication and involvement <input type="checkbox"/> Some tracking of parent/family engagement effectiveness	186
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Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Fostering Problem Solving and Resolving Complaints		
<input type="checkbox"/> Minimal proactive communication with parents/families regarding how and where to direct complaints with onus left largely to parents/families to navigate <input type="checkbox"/> Problem-solving and complaint-resolution inconsistent across district and buildings, and varies with individual handling issue <input type="checkbox"/> Little or no support provided to faculty and staff on effective customer service strategies	<input type="checkbox"/> Series of approaches to foster problem solving and resolve complaints, e.g.: <ul style="list-style-type: none"> ● Articulation of where and how parents/families should direct concerns and complaints ● Articulation of successive channels for problems and complaints not resolved ● Some involvement of parents/families in development of problem solving and complaint resolution approaches ● Some tracking of complaints to determine key causes and support corrective actions to improve service ● Some follow-up with parents/families following complaint resolution to track and ensure satisfaction <input type="checkbox"/> Some professional development for faculty and staff on effective customer service strategies, problem solving and complaint resolution <input type="checkbox"/> Some evaluation of problem solving and complaint resolution effectiveness	<input type="checkbox"/> Comprehensive complaint resolution and problem-solving processes standardized across district and each building based on researched preferences of parents/families <input type="checkbox"/> Ongoing involvement from parents/families on preferred problem solving and complaint resolution processes <input type="checkbox"/> District/school policy about problem solving and complaint resolution supported by adequate technology and resources <input type="checkbox"/> Comprehensive and ongoing professional development for faculty and staff on effective customer service strategies, problem solving and complaint resolution <input type="checkbox"/> Comprehensive and ongoing development and provision of resources to support effective customer service strategies, problem solving and complaint resolution <input type="checkbox"/> Ongoing feedback and evaluation of customer service strategies, problem solving and complaint resolution to improve parent/family engagement and foster student success

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Evaluating Communication Effectiveness to Inform Strategy		
<ul style="list-style-type: none"> <input type="checkbox"/> Minimal approaches for evaluating communication effectiveness largely reactive in response to problems/issues <input type="checkbox"/> Reliance on anecdotal examples or limited sampling, e.g., talking only to friends or those you know, specific constituent group 	<ul style="list-style-type: none"> <input type="checkbox"/> Series of approaches to evaluate communication effectiveness to inform strategy, e.g.: <ul style="list-style-type: none"> • Annual or periodic surveys of parents/families on communication effectiveness • Focus groups with parents/families on communication effectiveness and opportunities for improvement • Online forums and suggestion boxes for parents/families to provide input regarding communication effectiveness • Involvement of parents/families on task forces and advisory committees where focus is on communication • Monitoring and tracking of parent/family complaints and concerns regarding communication • Exit interviews with parents/families departing from district on communication effectiveness • Exit polls on finance and bond referenda on communication sources and effectiveness • Periodic communications audits performed by external evaluators 	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive plan for regular and ongoing evaluation of communication effectiveness <input type="checkbox"/> Regular review and analysis of communication evaluation results to inform changes and improvements in communication plan and strategies <input type="checkbox"/> Tracking of communication effectiveness results with improvement targets and timelines <input type="checkbox"/> Regular communication audits performed by external evaluators <input type="checkbox"/> Benchmarking with best-in-class performers on parent/family communication effectiveness to improve results

**RATE YOUR...
PARENT/FAMILY COMMUNICATIONS**

1. Enter your “my points” score for each program component in the chart at right. As a reminder, each individual component should get either 1 point (emerging), 2 points (established) or 3 points (exemplary) based on where the majority of your checked boxes fell in the previous charts.
2. Total your points for all program components.
3. Compare your total points to the “overall rating” score range below to assess the current status of your school district’s communication program in this critical function area.

Overall Rating in Critical Function Area

Emerging = 0 - 10 total points
 Established = 11 - 19 total points
 Exemplary = 20 - 24 total points

Rubric Component

**Points
(1, 2 or 3)**

Researching and Understanding Parent/Family Needs, Expectations, Opinions, Attitudes, Knowledge Levels	
Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity	
Communicating with Parents/Families on Student Progress/Success	
Communicating Academic Programs and Expectations with Parents/Families	
Supporting Parent-Teacher and Parent-Building Communications	
Fostering Parent/Family Involvement and Engagement to Support Student Learning	
Fostering Problem-Solving and Resolving Complaints	
Evaluating Communication Effectiveness to Inform Strategy	
MAX POINTS OF 24	

Policy Committee Meeting
 Duluth Public Schools, ISD 709
 Agenda
 Tuesday, February 6, 2024
 District Services Center
 709 Portia Johnson Dr.
 Duluth, MN 55811
 3:30 PM

- 1. AGENDA ITEMS**
- 2. POLICIES FOR FIRST READING**
 - A. 811 Playground Installation and Maintenance (Deletion of 3045 & 7115) 2
 - B. 604 Instructional Curriculum (Deletion of 6041, 6125 & 6130) 10
- 3. POLICIES FOR SECOND READING - None**
- 4. POLICIES FOR DELETION**
 - A. 5055 Reporting to Parents 18
- 5. REGULATIONS & FORMS - Informational**
 - A. Formal Request for Reconsideration Instructional Resource or Specific Library Material 20
- 6. OTHER**

811 PLAYGROUND INSTALLATION AND MAINTENANCE

I. PURPOSE

The purpose of this policy is to establish criteria and procedures for the installation and maintenance of playgrounds on District operated property. This includes when community groups fundraise or apply for grants for playgrounds to be located on District owned property, for playgrounds that are installed by the District, and for playgrounds that are currently in place.

II. GENERAL STATEMENT OF POLICY

Duluth Public Schools recognizes the intrinsic value of playgrounds as essential components of the educational environment through fostering physical outdoor activities and social development. In alignment with encouraging play with students, the District is also committed to maintaining playgrounds to industry standards to protect the well-being of our students and community.

This policy is to establish the installation and maintenance procedures for playgrounds on District operated property.

III. DEFINITIONS

- A. "Playground(s)" refers to equipment/structures that are created, purchased, and/or placed for use in children's physical play, regardless of the material (plastic, wood, logs, etc.).
1. It includes, but is not limited to: climbers, slides, swings, sliding poles, large composite play structures, play houses, sand boxes, kitchens, sand diggers, and open areas for children to run and play.
 2. Nature walking trails are not considered playgrounds, unless there are man-made elements or naturally occurring elements that have been installed to act as play structures (stepping stones, balance beams, etc.) on/in the trail area. Should these elements mimic playground equipment and be installed on the nature trails, the elements are then evaluated using the criteria outlined in this policy.
 3. The policy and definition of "playground(s)" does not include amusement park equipment, sports or fitness equipment intended for children over the age of 12, soft contained play equipment, constant air inflatable play devices for home use, art and museum sculptures, water play equipment, nature garden spaces, loose items such as sand toys, sports equipment such as balls, or outdoor classroom spaces.
 - a) Should play items be introduced onto the playground, the items must be maintained outside of the use zone.
 - b) Approval of items that do not meet the District definition of "playground(s)" are directed to Building Principals.

4. It may be referred to as playgrounds, play structures, play elements, or play equipment.
 5. It includes the equipment itself, as well as the play surface and surrounding area.
- B. "Installations" refer to the replacement of old equipment with new, and/or the addition of new equipment entirely.
- C. "CPSI" is a Certified Playground Safety Inspector, a certification program facilitated by the National Recreation and Parks Association.

IV. SAFETY STANDARDS

- A. Duluth Public Schools requires all playgrounds regardless of installation dates to follow the following safety standards:
1. United States Consumer Product Safety Commission, *Public Playground Safety Handbook*
 2. American Society for Testing and Materials (ASTM) F1487, F2373, F2075, F2223, F2479, F1951, F2049, and F1292.
- B. These standards include rules on surfacing materials, locations of playgrounds, equipment specific safety parameters, fall heights, and more.
- C. Play structures not complying with the above standards must have a certification from the International Play Equipment Manufacturers Association (IPEMA).
- D. All play structures on District operated property must be designated and properly designed for commercial use.

V. CURRENTLY INSTALLED PLAYGROUNDS

- A. Currently installed playgrounds are required to comply with this policy. No playgrounds are considered to be exempt due to the installation date.
- B. Initial inspections will be performed by a CPSI at each playground within 60 days of approval of the Playground Installation and Maintenance Policy unless a different timeline is approved by the Facility Manager or Assistant Facility Manager.
- C. Repairs and modifications are required to be made within 90 days from the date of notification of the written report unless a different timeline is approved by Facility Manager or Assistant Facility Manager. Should the CPSI identify any hazards that are deemed to be more immediate, a shorter timeline for repairs will be assigned.
- D. If repairs are not made within the 90 day allotment due to equipment delays, an order confirmation must be produced with an estimated arrival time.

- E. Once repairs are reported to have been completed, the CPSI will complete another inspection to verify repairs.
- F. If playgrounds are not compliant within 90 days of the initial inspection, the Facilities Department will remove the equipment or block from use unless a different decision or timeline is approved in writing by the Facility Manager or Assistant Facility Manager.

VI. ONGOING MAINTENANCE, REPAIRS, AND INSPECTIONS

- A. Once the initial playground inspections are completed and playgrounds on District operated property are determined to be compliant, a regular inspection process is necessary to support safety.
- B. A CPSI will inspect each playground on a biannual basis, producing a written report within 45 days of inspection.
 - 1. Written reports are available upon request to the District Safety Coordinator.
 - 2. Inspections will take place in the months of April or May and again in October or November, unless another timeframe has been approved by the Facility Manager or Assistant Facility Manager.
- C. Should any recommendations be noted, they will be submitted to the Facility Manager or Assistant Facility Manager for approval and coordination of repairs or modifications. It is expected that repairs are made within 90 days from the date of notification of the written report, unless the CPSI determined any hazards to be more immediate.
- D. Certain play elements may require varying types of maintenance. Maintenance plans are to be developed during the installation process.
 - 1. Maintenance on the playgrounds is facilitated by the Utilities Department.
 - 2. The Facility Director or Assistant Facility Director will determine if the repair or maintenance work is best suited for volunteers willing to assist, in house staff and/or contractors.
 - 3. If an external group has indicated interest in being involved in ongoing maintenance and repairs to the playground, the Facility Director or Assistant Facility Director will collaborate with the group's point of contact if the work needing to be completed is suitable for volunteers.
- E. When replacement equipment is necessary:
 - 1. For commercially made equipment, it must be ordered from the correct manufacturer to match the current play structure
 - 2. Records of purchase and installation must be maintained by the Facilities Department
 - 3. Replacement components must be approved by the District.

4. Repairs must not create additional hazards during the repair process.

VII. NEW INSTALLATION PROCESS

- A. New installations may stem from necessity through inspection, change in school composition or other reasons and may be requested by internal staff or through community groups.
- B. Requests are reviewed by the Facilities Department.
- C. A request for new installation must include the following documentation:
 1. Playground designs, specific equipment, and a site plan.
 - a) For IPEMA certified equipment, include certifications
 2. A quote from a manufacturer of the proposed designs, including the following details:
 - a) Length of time the quote is valid
 - b) Indication that installation is included
 - c) Inclusion of surfacing material
 - d) Anticipated length of life of the playground
 3. A maintenance plan from the manufacturer, including anticipated repair and/or maintenance costs for the next 10 years.
 - a) Include indication if the group is interested in assisting with future maintenance.
 4. A breakdown of where the funds plan to be generated
 5. A timeline of the installation process
 6. Should the request come from a community group, include the group's point of contact.
- D. Once the above documents are ready for submission, they are submitted to the Facilities Director to start an internal review of the request.
- E. A District-contracted CPSI will review the submitted documents and provide written feedback from a regulatory standpoint.
- F. The Facility Manager will provide written feedback to ensure the playground can be properly maintained, and that the structure is in a location that does not impede future building plans, utilities, or maintenance activities, such as snow removal, drainage, etc.

- G. Written responses will be reviewed with the interested party. The Facility Manager will make a final determination within 90 days of submission through consideration of the CPSI review, impact on District facilities, cost to the District for ongoing maintenance, and liabilities of such installation. The final determination will also include a revised cost estimate to include an estimated 10% of the project cost in change orders.
- H. Should approval be denied, interested parties may appeal to the School Board through a written request.
- I. If the installation is approved:
 - 1. Internally funded projects will be coordinated entirely through the Facilities Department.
 - 2. Externally funded projects may start fundraising efforts. Once 100% of the goal set during the approval is met and found to be secured through a District audit, installation can begin.
 - a) Installation of externally funded projects must be coordinated and approved through the Facilities Department to ensure representation is on site during site visits, preparations, etc.
- J. Once installation has been completed, a District-contracted CPSI will conduct an audit of the playground.
- K. Once the playground has passed the audit, it can then be commissioned for use.
- L. For projects that were externally funded, once the playground is audited and commissioned for use, the playground will become district property and all future maintenance will be the responsibility of the District.

Legal References: United States Consumer Product Safety Commission, *Public Playground Safety Handbook* American Society for Testing and Materials F1487, F2373, F2075, F2223, F2479, F1951, F2049, and F1292.

Cross References:

First Reading:
Second Reading:

~~3045 — PLAYGROUND SITE AND EQUIPMENT IMPROVEMENT~~

~~The School District shall annually allocate in the capital expenditure fund budget a sum of money to provide matching funds to be used for purposes of site improvement or equipment additions at elementary school playground sites. A request shall be submitted to the administration by the school principal/parent faculty organization/community for such improvement or addition, together with a pledge to provide a stipulated sum of money for one half (1/2) of the total cost of said improvement/addition. The sum of money so stipulated above may be from any source except School District provided funds, unless this restriction is specifically waived due to an unusual or peculiar circumstance acceptable to the School Board. Upon receipt of said request, the administration shall consider the appropriateness and feasibility of the request and make a recommendation to the School Board for approval/disapproval of the project for funding of a fifty/fifty (50/50) basis with the requesting organization.~~

~~Adopted: — 08-12-1980 ISD 709~~

~~Revised: — 06-20-1995 ISD 709~~

~~7115 — ELEMENTARY SCHOOL PLAYGROUND DESIGN AND EQUIPMENT~~

~~The School District recognizes the needs of elementary schools to have playgrounds that are designed to be physically suitable and safe for the age and use of the students. Use of playgrounds is allowed during the school day and during non-school periods. The use of the playgrounds are intended for both recreation, physical education, and motor skill development. The School District recognizes the fact that no laws presently exist that control or legally determine the exact requirement of playgrounds. The Business Services Committee will approve the material and application specifications of all surfacing and equipment for playgrounds.~~

~~1. Layout and Design~~

~~a. Separate and physically remote areas shall be provided for:~~

- ~~(1) running, dodging, throwing, and walking activities~~
- ~~(2) climbing, swinging, sliding or in-place play activities~~

~~b. Playground apparatus shall be located remote of other playground activities and separated by markings, space, or physical barriers when possible.~~

~~c. Special considerations shall be made regarding the ability to supervise or observe both activities from a single location. Equipment shall be arranged to accommodate the traffic of children using the equipment and those using adjacent apparatus. When possible, single multiple use apparatus will be used.~~

~~d. Barriers such as surface separating/containment beams shall not be positioned to represent a bump, fall, or trip hazard.~~

~~2. Apparatus and Equipment~~

~~All playground equipment shall be selected to provide the safest environment possible.~~

~~a. Height~~

~~(1) Apparatus shall not place a student's feet more than six (6) feet above the surface the apparatus is mounted on. This generally limits all equipment to a maximum height from the ground to the top usable platform to six (6) feet. No exceptions will be made to allow for intermediate platforms or multi-level climbers with six (6) foot increments.~~

~~(2) Swings shall not exceed eight (8) feet when measured from the top rail (anchoring the chains) to the surface.~~

~~b. Construction~~

~~(1) Climbing Apparatus~~

~~Rungs of horizontal ladders, climbing bars, handrails, and other components shall be cylindrical and approximately 1 5/8 inches in diameter to allow for secure gripping of all students.~~

~~(2) The use of large wooden structures shall not be allowed.~~

~~Wooden apparatus now in use will be replaced when worn out. Maintenance, size of hand holds, and surface connection points are not as acceptable as metal and vinyl covered apparatus.~~

~~(3) All equipment shall meet U.S. Consumer Products Safety Commission Guidelines.~~

~~(4) Special equipment not allowed:~~

~~(a) Merry Go Rounds.~~

~~(b) Fixed/ground mounted animal rockers, single student use apparatus, etc.~~

~~(c) Tricking bars remote of or not part of a multiple use piece of apparatus.~~

- ~~(d) Equipment with steps, ladders, or stairways having a slope of greater than 35 degrees.~~
- ~~(e) Basketball hoops having metal chain vs. cloth fabric attached.~~
- ~~(f) Swing seats of wood or metal construction that present impact injuries when unoccupied.~~
- ~~(g) Platform apparatus that encourages jumping from heights of more than three (3) feet.~~
- ~~(h) All equipment that would be rendered unusable or become a trip/fall hazard when buried in one (1) foot of snow/ice.~~
- ~~(i) Open S hooks that would release chains or equipment held by them if stressed or twisted.~~
- ~~(j) Any above-ground protrusions resulting from anchoring devices/concrete rising due to frost.~~
- ~~(k) Any other equipment not approved by the Business Services Committee.~~

~~3. Surfacing~~

~~a. Running, throwing, ball playing and areas unoccupied by apparatus:~~

- ~~(1) Asphalt shall be appropriate for running and painted surface games areas.~~
- ~~(2) Grass shall be allowed for ball fields, soccer, running, and contact game areas.~~
- ~~(3) Surfacing other than under or around apparatus shall be considered generally appropriate if safety conditions or existing school conditions do not present unusual falling/tripping potential or special hazards (i.e., rocks protruding from ground, fence posts, building hazards, etc., that cannot be eliminated).~~

~~b. Under climbing apparatus and swings~~

~~(1) Unacceptable surfaces:~~

- ~~(a) Asphalt~~
- ~~(b) Concrete~~
- ~~(c) Dirt~~
- ~~(d) Grass~~
- ~~(e) Gravel~~
- ~~(f) Any material not meeting U.S. Consumer Products Safety Commission guidelines for adequate fall protection.~~

~~(2) Preferred surfaces:~~

- ~~(a) Rubber like/resilient surfacing that by manufacturing specifications provides adequate U.S. Consumer Products Safety Commission fall protection from ten (10) feet.~~
- ~~(b) Pea gravel/pea rock to a minimum depth of eight (8) inches.~~
- ~~(c) Sand to a minimum depth of ten (10) inches.~~
- ~~(d) Loose fill materials that meet U.S. Consumer Products Safety Commission guidelines to provide fall protection from ten (10) feet.~~

~~c. Containment Structures for Under Apparatus Surfacing~~

~~Loose fill materials when used shall be installed with drainage and containment structures that do not present fall/trip or bump hazards. When possible, solid barriers shall be erected or space provided to prevent spillage of materials into adjacent play areas of a different surface.~~

~~Reference: United States Consumer Products Safety Commission,~~

~~Volume I: General Guidelines for New and Existing Playgrounds, 1981~~

~~Adopted: 11-10-1987 ISD 709~~

Adopted: _____

MSBA/MASA Model Policy 604

Orig. 1995

Revised: _____

Rev. 2023

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. basic communication skills including reading and writing, literature, and fine arts;
2. mathematics and science;
3. social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;
6. Career and technical education; and
7. World languages.

[Note: The school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates consistent with Minnesota Statutes section 120B.022.]

- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Public elementary and middle schools must offer at least three and require at least two, of the following four art areas: dance, media arts, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five arts areas: dance, media arts, music, theater, and visual arts.
- D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks

developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

- E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided

by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

VI. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary

- education and employment choices;
4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. § 120B.101 (Curriculum)
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 Minn. Stat. § 120B.20 (Parental Curriculum Review)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.022 (Elective Standards)
 Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)
 Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
 Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
 MSBA/MASA Model Policy 605 (Alternative Programs)

First Reading:

~~6041 PARENT OR GUARDIAN REQUEST FOR ALTERNATIVE INSTRUCTIONAL RESOURCES~~

~~Duluth Public Schools respects the rights of parents or guardians to request alternative instructional resources for their child or ward. It is important to remember that materials may be challenged at any time, any place, for any reason by anyone. It is impossible, therefore, to foresee what title (s) will not meet with the approval of any given individual. For that reason, Duluth Public Schools has Policy 6041 Parent or Guardian Request for Alternative Instructional Resources.~~

~~Parents or guardians may request an alternative instructional resource if they feel the instructional material assigned by the teacher is not appropriate for their child or ward. The process for requesting an alternative instructional resource includes the following:-~~

- ~~1. The parent/guardian requests meeting with the teacher to discuss concerns about a specific instructional resources for their child/ward. Part of the conversation will include the overall content of the resource, the intent of the resource or author, age/maturity level of the readers, or possibly the age of the characters and their relationship, and how the teacher deals with the topic in the classroom.~~
- ~~2. If the parent/guardian continues to have a concern about the specific instructional resource after this discussion, the teacher will arrange for an alternative instructional resource that addresses the concerns of the parent/guardian and meets the academic standards/outcomes and level of rigor required in the course curriculum. More than one solution will be considered in cooperation with the parent/guardian and the teacher to resolve sensitive issues.~~
- ~~3. The teacher informs the principal about the meeting and alternative instructional resource.~~
- ~~4. The principal/teacher arranges a follow up meeting (s) with the parent/guardian during a time that the alternative resource is being used to ensure communication. The meeting may include the teacher, department head, principal, and/or district representative.~~
- ~~5. If a viable solution is not reached at the building level, an appeal may be made to the Director of Curriculum. The Director will convene a committee in an attempt to develop a solution acceptable to the parents/guardian and educators.~~
- ~~6. If this committee's recommendation is not acceptable to the parents/guardians and educators, an appeal may be made to the Superintendent.~~
- ~~7. If the Superintendent's recommendation is not acceptable to parents/guardians and educators an appeal may be made to the Board of Education.~~

~~Adopted: 12-20-2005-[ISD 709](#)~~

~~6125 — CURRICULUM GUIDES~~

~~Curriculum guides and monographs shall be prepared in harmony with the legal requirements of the state and the purposes of the program of instruction adopted by the School Board.~~

~~The Superintendent or designee shall have general coordinating authority and direction over the formation of all courses of study, curriculum guides, and monographs.~~

~~The Director of Curriculum, Curriculum Specialists, Principals and teachers shall assist with the development and revision of the curriculum guides and monographs.~~

~~Curriculum development is based on the assumption that such study is most productive when conducted as a cooperative enterprise in which teachers and administrators participate.~~

~~A charge will be made for materials distributed outside the School District commensurate with the cost of printing and distribution.~~

~~Adopted: — 06-09-1970 ISD 709~~

~~Revised: — 06-20-1995~~

~~————— 10-19-2004 ISD 709~~

~~6130 HEALTH EDUCATION~~

~~The health education curriculum shall be consistent with the goals of education and shall include knowledge and skills for promotion of good health. It will be designed to strengthen the individual's self-awareness. It will provide students with information to enable them to make healthy decisions as they participate in their family and community.~~

~~Included in instruction will be health literacy. Health literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways, which are health enhancing. Educational experiences to produce health literate students with the ability to be critical thinkers and problem solvers, responsible and productive citizens, self-directed learners, and effective communicators will be the emphasis of the Health Education curriculum.~~

~~All faculty members will be informed of relevant facts pertaining to all facets of health education. Inservice programs will be established to help faculty be alert and informed of current information in relation to this area of study.~~

~~The School District recognizes that the first responsibility for the total health education of the child belongs to the parents. Yet, our society must be ready to accept its share of the responsibility. Steps shall be taken to ensure that the special knowledges, skills, interests, and responsibilities of the School District and related community agencies are recognized and utilized in the school's program of health education.~~

~~A Health Curriculum will include instruction in the six priority health risk behaviors identified by the Centers of Disease Control: Tobacco Use, unhealthy dietary behaviors, inadequate physical activity, alcohol and other drug use, sexual behaviors that may result in HIV infection, other sexually transmitted diseases, and unintended pregnancies, behaviors that may result in violence and unintentional injuries.~~

~~References: MS 122A.66~~

~~Adopted: 12-12-72 ISD 709~~

~~Revised: 06-20-95~~

~~10-19-04 ISD 709~~

~~5055 REPORTING TO PARENTS~~

~~The School Board expects that the reporting contacts between parent or guardian and teacher are frequent and vary in format—utilizing report cards, parent teacher conferences, postcards and letters, telephone calls, electronic means, and classroom visitations by parents and guardians. The School District will periodically advise students, their parents or guardians, or both, of the student's progress and achievement. Parents and guardians, as well as teachers, are encouraged to initiate conferences. Progress reports reflect the educational growth of the student in relationship to his/her ability and achievement.~~

~~Elementary School Progress Reports~~

~~Progress reports will be distributed quarterly in the elementary schools utilizing descriptive notations as follows:~~

~~Kindergarten—S—Satisfactory~~

~~N—Needs Improvement~~

~~I—Improving~~

~~Grades 1-3—E—Excellent~~

~~S—Satisfactory~~

~~N—Needs Improvement~~

~~I—Improving~~

~~X—Not Evaluated~~

~~Grades 4-5—Traditional letter grades of ABCDF and a check for improvement needed in a skill area.~~

~~A teacher's electronic grade book shall constitute the official record of students' grades as of the 2009-2010 school year.~~

~~Secondary School Report Cards~~

~~Report cards will be distributed periodically utilizing the traditional letter grades of ABCDF and the final report card for the year will be mailed home. Senior high students have the option of receiving a traditional grade or a pass/no pass evaluation.~~

~~A teacher's electronic grade book shall constitute the official record of students' grades.~~

~~Adopted: 06-09-1970 ISD-709~~

~~Revised: 08-04-1983~~

~~06-20-1995~~

~~07-21-1998~~

~~06-21-2005~~

~~5055—1 of 1~~

~~-06-19-2007 ISD 709~~

Formal Request for Reconsideration Instructional Resource or Specific Library Material

The school board of Duluth Public Schools, Duluth, MN has delegated the responsibility for selection and evaluation of library/educational resources to the school library media specialist and/or curriculum committee, and has established reconsideration procedures to address concerns about those resources. Completion of this formal request follows the established unresolved formal requests. If you wish to request reconsideration of school or library resources, please return the completed form to the coordinator of library media resources or principal.

Date:			
Name (First, Last):			
Address:			
City:		State/Zip:	
Phone:		Email:	

Do you represent yourself? _____ Or an organization? _____ Name of Organization _____

1. Resource on which you are commenting:

- _____ Book _____ Database _____ Textbook _____ Game
- _____ Movie _____ Audio Recording _____ App _____ Streaming Media
- _____ Magazine _____ Digital Resource _____ Newspaper _____ Other

Title: _____

Author/Producer: _____

Is this resource part of the curriculum, library collection, or other? _____

2. What brought this to your attention? _____

3. Have you examined the entire resource? _____

4. What concerns/content in this resource does not align with Duluth Public Schools policy? _____

Formal Request for Reconsideration Instructional Resource or Specific Library Material

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

6. What action are you requesting the committee consider?

Signature

Date

Please return this form to the building library media specialist or principal. The district will respond to Formal Request for Reconsideration within 60 school contract days.

Completion of this form is at the request of the Board of Education of Independent School District #709.

For District Use Only

Date Form Received:	
Date of Appeal Meeting:	
Result from Appeal:	

HR / Business Services Committee

Duluth Public Schools, ISD 709

Agenda

Tuesday, February 13, 2024

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

4:30 PM

1. <u>Guest Presentations for this Meeting</u>	
2. <u>Department Reports</u>	
A. Human Resources	
1) HR Monthly Department Summary Report	2
B. Business Services	
1) Enrollment Report	4
2) Child Nutrition Department Report	7
3) Facilities Department Report	8
4) Technology Department Report	10
5) Transportation Department Report	12
3. <u>Recommended Resolutions</u>	
A. B-2-24-4015 - Acceptance of Donations to Duluth Public Schools	13
4. <u>Consent Agenda</u>	
A. HR Staffing Report	16
1) Job Description - Systems Administrator/Database Programming Specialist	18
B. Finances	
1) Financial Report	21
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C. Bids, RFPs, and Quotes	
1) RFP #319 Electrical Engineering Services	23
D. Contracts, Change Orders and Leases	
1) Lowell Elementary School Building Envelope and Cafeteria Expansion Project	24
5. <u>Miscellaneous Informational Items (no action required)</u>	
A. Pay Equity Report	38
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D. Revenue Contracts - None	
E. Grant Applications	167

Human Resources Report Summary February 2024 Activities

Staffing Updates:

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

	Certified	Non-Certified
# New Hires	9	27
# Retirements	10	2
# Resignations	1	7
# Leave of Absences	7	2

HR Department Updates:

The Human Resources team has collectively started a HR Newsletter, with the first addition being sent to all employees on January 31, 2024. Topics included were Making Your New Year's Resolutions Work for You, Employee Assistance Program information, Employee Referral Program, Worksite Injury Reporting, Information on W-2's and 1095-C forms, and a Reminder from Payroll on submitting Time Off.

Human Resources attended the Hermantown Chamber of Commerce Job Fair on February 8, 2024. This fair was well attended and allowed us to focus primarily on hiring non-teaching positions. On April 1, our team will attend a teacher focused job fair being held at the Shakopee School District. This event replaces the Job Fair usually held by the Universities and College of Minnesota. We are also signed up to attend Career and Job Fairs being held by the Denfeld and East Career Centers. The Denfeld Fair is being held on April 3, and the East Fair is scheduled for April 10. This will be a great opportunity for us to share with students all the careers available at Duluth Public Schools and also recruit students who could be employees this summer.

The team has been busy working on statutory processes and gathering data for required reporting such as preparing W-2s, 1095s, Pay Equity, Civil Rights Data Collection, and Affordable Care Act.

Benefits Updates:

The Benefits Department hosted a Retirement Session for our future retirees on January 17th. In addition, TRA came to the DSC on January 30th for local TRA members to learn about their pensions and retirement benefits. The Calm Challenge that ran throughout January came to an end and a winner was randomly selected from eligible participants that completed the requirements. That employee won a Gravity weighted blanket, a personal Ninja Blender, and a desk sun lamp. The department is working on the annual ACA report, which will have all benefit eligible employees 1095-C documents available to them by February 29th.

Hiring Updates:**Certified:**

Teachers, Elementary (1)
 Teachers, High School (1)
 Teachers, Special Education (1)

Non-Certified:

Child Nutrition (3)
 Clerical (2)
 Playground/Cafeteria Monitor (6)

Transportation
Bus Helper (6)
Bus Driver (3)
Van Driver (1)

Paraprofessionals

Duluth Preschool Paraprofessional (1)
Early Childhood Sp. Ed. Paraprofessional (3)
Licensed Sign Language Interpreter (3)
Sign Language Facilitator (1)
Sp. Ed. Building Wide Paraprofessional (4)
Sp. Ed. Program Paraprofessional (1)
Sp. Ed Student Specific Setting III Paraprofessional (3)
Sp. Ed RN or LPN Paraprofessional (1)
Tech Tutor (1)

Maintenance

Custodian I (3)
Floating Custodian (3)
Master Electrician (1)
Second Shift Engineer II(4)
Second Shift Engineer II (1)

Contract Negotiations:

After additional negotiations, we have a tentative agreement again with our Integration Specialists (ISpec). We are hopeful that the final contract will be sent for Board approval later this month. We have a potential tentative agreement with the Duluth Federation of Teachers with final language specifics being worked on. We believe that the contract will go for vote in mid-March. We are still active in negotiations with the Education Directors Association. The Clerical Unit is still waiting for Teachers to settle before negotiating and we are hopeful to get this group started in early April. The District-Wide Instructional Administrators Association has not yet requested to negotiate and we have talked briefly with the National Conference of Firemen and Oilers about starting negotiations late spring (for a July 1, 2024 contract expiration).

2023-2024	Total	Total	K	1	2	3	4	5	6	7	8	9	10	11	12
School	Enroll	Gr 1-5													
Congdon Park 435	479.00	399.00	80.00	67.00	66.00	86.00	92.00	88.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Homecroft 475	434.00	368.00	66.00	74.00	74.00	73.00	78.00	69.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lakewood 500	246.00	211.00	35.00	42.00	46.00	48.00	38.00	37.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lester Park 510	525.00	442.00	83.00	103.00	76.00	81.00	86.00	96.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lowell 520	299.50	247.50	52.00	51.50	54.00	45.00	53.00	44.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lowell Sp Immersion	332.00	275.00	57.00	63.00	60.00	52.00	47.00	53.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MacArthur 525	288.00	240.00	48.00	45.00	55.00	45.00	44.00	51.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Myers Wilkins 540	323.00	269.00	54.00	51.00	55.00	57.00	51.00	55.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Piedmont 550	390.00	314.00	76.00	73.00	61.00	65.00	53.00	62.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stowe 565	219.00	180.00	39.00	42.00	33.00	39.00	35.00	31.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lincoln Middle 225	625.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	240.00	184.00	201.15	0.00	0.00	0.00	0.00
Ordean East Middle 335	1101.63	0.00	0.00	0.00	0.00	0.00	0.00	0.00	371.60	344.60	385.43	0.00	0.00	0.00	0.00
AE Online 650	192.35	0.00	681 students 47 Open Enrolled, 62 FT Residents, 572 PT Residents average enrollment 0.28 or less than 2 classes						1.20	0.60	0.75	28.98	48.95	60.25	51.62
Denfeld 215	916.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	248.30	270.55	191.95	205.45
East 220	1410.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	378.00	359.70	340.30	332.15
Merritt Creek Academy 81	84.45	33.00	8.00	3.00	4.00	9.00	7.00	10.00	10.00	4.00	10.60	7.00	8.85	2.00	1.00
ALC 611	72.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	14.00	35.00	23.70
Chester Creek Academy 575	31.00	20.00	0.00	2.00	3.00	6.00	7.00	2.00	2.00	3.00	2.00	2.00	1.00	0.00	1.00
Rock Ridge Academy 580	44.70	13.00	2.00	6.00	1.00	2.00	1.00	3.00	3.80	3.40	7.00	5.80	8.00	1.70	0.00
Arrowhead Academy 605	19.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00	0.00	4.00	4.00	4.00	5.00
Bethany Crisis Shelter 615	2.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00
Hospitals 630	19.00	4.00	0.00	0.00	0.00	2.00	0.00	2.00	1.00	6.00	1.00	2.00	3.00	1.00	1.00
The Bridge 950	14.85	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	14.85
Total:	8068.73	3017.50	600.00	622.50	588.00	610.00	592.00	605.00	629.60	546.60	607.93	676.08	718.05	637.20	635.77

2023-2024
Month to Month Enrollment Changes by School

Month to Month	EOY	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Current	MtoM	YTD	FROM
2023-2024	22-23	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Month Dif	Net		Current Month-EOY
Congdon Park 435	458.00	473.00	471.00	477.00	480.00	474.00	479.00	0.00	0.00	0.00	0.00	5.00		6.00	21.00
Homecroft 475	404.00	435.00	435.00	435.00	434.00	434.00	434.00	0.00	0.00	0.00	0.00	0.00		-1.00	30.00
Lakewood 500	253.00	247.00	246.00	246.00	248.00	248.00	246.00	0.00	0.00	0.00	0.00	-2.00		-1.00	-7.00
Lester Park 510	577.00	529.00	527.33	524.00	522.00	523.00	525.00	0.00	0.00	0.00	0.00	2.00		-4.00	-52.00
Lowell 520	274.00	304.00	305.00	303.00	300.00	300.50	299.50	0.00	0.00	0.00	0.00	-1.00		-4.50	25.50
Lowell Immersion 521	322.00	343.00	342.00	340.00	336.00	334.00	332.00	0.00	0.00	0.00	0.00	-2.00		-11.00	10.00
MacArthur 525	291.00	290.00	290.00	290.00	286.00	288.00	288.00	0.00	0.00	0.00	0.00	0.00		-2.00	-3.00
Myers Wilkins 540	315.83	319.00	320.66	322.00	326.33	327.00	323.00	0.00	0.00	0.00	0.00	-4.00		4.00	7.17
Piedmont 550	409.00	396.00	397.00	396.00	394.00	393.00	390.00	0.00	0.00	0.00	0.00	-3.00		-6.00	-19.00
Stowe 565	232.00	226.00	225.00	222.00	223.00	222.00	219.00	0.00	0.00	0.00	0.00	-3.00	-8.00	-7.00	-13.00
Lincoln Middle 225	592.55	630.00	627.40	633.00	626.73	630.15	625.15	0.00	0.00	0.00	0.00	-5.00		-4.85	32.60
Ordean East Middle 335	1058.83	1101.60	1094.65	1110.40	1110.85	1107.85	1101.63	0.00	0.00	0.00	0.00	-6.22	-11.22	0.03	42.80
AE Online 650	164.51	94.25	124.68	125.78	139.04	136.49	192.35	0.00	0.00	0.00	0.00	55.86		98.10	27.84
Denfeld 215	888.35	968.20	951.20	972.80	952.15	944.45	916.25	0.00	0.00	0.00	0.00	-28.20		-51.95	27.90
East 220	1389.25	1567.00	1484.18	1469.00	1456.30	1453.90	1410.15	0.00	0.00	0.00	0.00	-43.75	-16.09	-156.85	20.90
Merritt Creek Academy 81	83.78	85.00	82.62	86.75	80.78	77.60	84.45	0.00	0.00	0.00	0.00	6.85		-0.55	0.67
ALC Seat Based 611	86.70	96.00	82.55	78.55	73.55	67.15	72.70	0.00	0.00	0.00	0.00	5.55		-23.30	-14.00
Chester Creek Academy 575	47.33	32.00	32.00	30.00	29.00	29.00	31.00	0.00	0.00	0.00	0.00	2.00		-1.00	-16.33
WHA RRA 580	27.45	49.00	51.00	48.70	45.00	43.75	44.70	0.00	0.00	0.00	0.00	0.95		-4.30	17.25
Arrowhead Academy 605	21.00	14.00	15.00	15.00	15.00	17.00	19.00	0.00	0.00	0.00	0.00	2.00		5.00	-2.00
Bethany Crisis Shelter 615	0.25	0.25	0.25	0.25	0.00	0.00	2.00	0.00	0.00	0.00	0.00	2.00		1.75	1.75
Hospitals 630	23.00	10.00	14.00	16.00	22.00	9.00	19.00	0.00	0.00	0.00	0.00	10.00		9.00	-4.00
The Bridge 950	10.00	18.00	17.85	17.85	18.00	18.00	14.85	0.00	0.00	0.00	0.00	-3.15	26.20	-3.15	4.85
Total:	7928.83	8227.30	8136.37	8159.08	8117.73	8077.84	8068.73	0.00	0.00	0.00	0.00	-9.11	-9.11	-158.57	139.90
Change		298.47	-90.93	22.71	-41.35	-39.89	-9.11	-8068.73	0.00	0.00	0.00				

2023-2024
Month to Month Enrollment Changes by Grade

Month to Month	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Current	MtoM	YTD	Current
2023-2024	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Month Dif	Net		Avg
EC	170.00	173.00	213.00	328.00	335.00	353.00	0.00	0.00	0.00	0.00	18.00		183.00	262.00
PK	0.00	32.00	66.00	52.00	52.00	51.00	0.00	0.00	0.00	0.00	-1.00	17.00	51.00	42.17
KA	145.00	148.00	152.00	162.00	161.00	162.00	0.00	0.00	0.00	0.00	1.00		17.00	155.00
KG	455.00	450.00	445.00	435.00	437.00	438.00	0.00	0.00	0.00	0.00	1.00		-17.00	443.33
1	627.20	618.00	620.00	619.00	617.50	622.50	0.00	0.00	0.00	0.00	5.00		-4.70	620.70
2	597.00	595.00	592.00	588.00	586.00	588.00	0.00	0.00	0.00	0.00	2.00		-9.00	591.00
3	615.00	613.00	618.00	619.00	609.00	610.00	0.00	0.00	0.00	0.00	1.00		-5.00	614.00
4	610.33	602.33	603.00	601.00	603.00	592.00	0.00	0.00	0.00	0.00	-11.00		-18.33	601.94
5	610.99	605.99	603.00	598.66	602.00	605.00	0.00	0.00	0.00	0.00	3.00		-5.99	604.27
6	640.00	634.10	637.30	633.30	631.00	629.60	0.00	0.00	0.00	0.00	-1.40	0.60	-10.40	634.22
7	555.00	542.45	551.75	549.30	545.75	546.60	0.00	0.00	0.00	0.00	0.85		-8.40	548.48
8	610.23	600.10	606.25	608.63	608.45	607.93	0.00	0.00	0.00	0.00	-0.52	0.33	-2.30	606.93
9	670.00	656.18	677.65	676.21	674.81	676.08	0.00	0.00	0.00	0.00	1.27		6.08	671.82
10	711.05	710.05	725.20	722.10	714.35	718.05	0.00	0.00	0.00	0.00	3.70		7.00	716.80
11	655.20	655.39	654.85	647.93	638.23	637.20	0.00	0.00	0.00	0.00	-1.03		-18.00	648.13
12	725.30	705.78	673.08	657.60	649.75	635.77	0.00	0.00	0.00	0.00	-13.98	-10.04	-89.53	674.55
K 12 Total:	8227.30	8136.37	8159.08	8117.73	8077.84	8068.73	0.00	0.00	0.00	0.00	-9.11	-9.11	-158.57	8131.18
Change		-90.93	22.71	-41.35	-39.89	-9.11	-8068.73	0.00	0.00	0.00				

Child Nutrition Report

December 2023 Meal Counts

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Week of:	Breakfast 1/2/2024	Lunch 1/2/2024	Breakfast 1/8/2024	Lunch 1/8/2024	Breakfast 1/16/2024	Lunch 1/16/2024	Breakfast 1/22/2024	Lunch 1/22/2024	Breakfast 1/29/2024	Lunch 29-Jan	Monthly B	Monthly L	Average Daily Breakfast	Average Daily Lunch
Congdon	436	1460	466	1521	350	1328	411	1333	306	1069	1969	6711	98	336
Denfeld	861	2140	1112	2595	904	1578	847	2117	664	1622	4388	10052	219	503
Harbor City											0	1590	0	80
East High	1071	2161	1447	2691	1167	2234	1023	2089	870	1664	5578	10839	279	542
Homecroft	545	1441	697	1749	558	1371	546	1387	461	1073	2807	7021	140	351
Lakewood	347	744	416	937	419	734	405	740	286	555	1873	3710	94	186
Lester Park	547	1473	697	1809	561	1397	557	1420	433	1138	2795	7237	140	362
Lincoln park	604	1728	872	2159	692	1747	714	1726	590	1279	3472	8639	174	432
Lowell	1095	1990	1442	2436	1124	1918	1108	1854	893	1475	5662	9673	283	484
Laura Macart	740	974	960	1241	773	970	766	944	602	692	3841	4821	192	241
Myers-Wilkin:	586	1016	739	1252	576	990	572	976	474	783	2947	5017	147	251
Ordean/East	457	2710	623	3374	523	2717	536	2702	402	2049	2541	13552	127	678
Piedmont	1071	1545	1349	1927	1088	1528	1069	1559	826	1182	5403	7741	270	387
Rockridge	87	135	159	226	97	150	91	146	65	100	499	757	25	38
Stowe	726	737	891	963	723	779	703	764	518	601	3561	3844	178	192
ALC	59	64	61	79	42	54	41	46	28	39	231	282	14	18
	4 days	ALC 3 days	5 days	ALC 4 days	4 days	ALC 3 day	4 days	3 ALC	3 days	days ALC				
	9232	20318	11931	24959	9597	19495	9389	19803	7418	15321	47567	101486	2381	5078
Denfeld Supp	Mon-thurs	466		630		417		521		508		2542	TOTAL	
Days of service		3		4 days		3 days		3 days		3 days			159	Daily

New Child Nutrition Computer System

Child Nutrition will begin preparations for a new point of service and back of the house software that will be implemented in July 2024. The system is a part of the Infinite Campus Student enrollment system the school district uses. This will enable real time updates to the student data base and their meal accounts. It will also allow parents easier access to their accounts through the parent portal of Infinite Campus.

The hardware will also be updated and include a card reading system as well as the keypads for students to punch in on. Card readers will speed up the check out lines a great deal and allow students to use the short lunch times to be used for eating and not waiting in line.

The current food service system was implemented in 2004 and hasn't had many software updates in the last 3 to 5 years. This is a very anticipated and welcome change to the Child Nutrition Program.

Farm to School activity

Carrots were purchased from the Food Farm in Esko for the Fresh Fruit and Vegetable Grant that is in place at Myers Wilkins. Student learned about local providers of produce and enjoyed the afternoon tasting.

Wild Rice was purchased from Masters Maples in Cohasset MN. Students will be enjoying the wild rice in a brown rice blend and in some schools a wild rice soup.

After the wild rice purchase, our funds for the 23-24 school year will be used up. Child Nutrition tries to buy locally when it is available and fiscally responsible to do so.

Wellness Assessment

The triannual Wellness Assessment will be completed this school year. Working on committee formation and paperwork required for the assessment. During the pandemic, parts of the wellness requirements were waived.

Facilities Management & Capital Project Status Report February 2024

867

Facilities Management – Maintenance and Operations - General

- In the past month, the Facilities maintenance crews have completed 326 work orders and are currently working on 291 open work orders.
- Facilities are working on constructing the new Computer Maintenance Management System (CMMS) operational framework, and are beginning the fixed asset data entry.
- Auction of surplus items will be held on the 24th of Feb. at the Garfield building.

Capital / Construction

- Smith Bell and Clock has begun the repairs of the Denfeld clock mechanism.
- Duluth News Tribune building Schematic Design is complete. Will begin Mechanical, Electrical and Structural Engineering.
- Request for Bid posted in the Duluth News Tribune for Homecroft parking lot renovation.
- Lowell sitework and building exterior inspection completed. ICS was onsite for the inspection.
- Horizon Pools has been awarded the bid for the Lincoln Park pool renovation.
- Requests for quotes have gone out for the Lincoln Park pool sand filtration system replacement.

Discussion with Legal Representation

- Claim number has finally been issued by Sedgwick Ins. for the damage to the Lowell loading dock wall. Facilities will need to resubmit new quotes from Stretar Masonry and St. Germain's. Once the quotes are accepted Facilities can schedule the repair work to begin.

Building Operations

- Operations still have their hands full filling licensed positions. Most of the Custodian positions have been filled. Operations continue looking to fill Engineer II positions at Lowell and Myers-Wilkins, a Second shift Engineer II position at Denfeld and Lincoln Park Middle School, Second Shift Engineer I at Lakewood, Lester Park, Rockridge and the new DSC building, and Custodian I positions at East High School, Ordean East Middle, and Congdon.
- The Building Operations staff has done an outstanding job pulling off default tasks over the summer. The buildings are looking great for the start of the year. Thanks, Building Operations staff.

Health, Safety, and Environmental Management

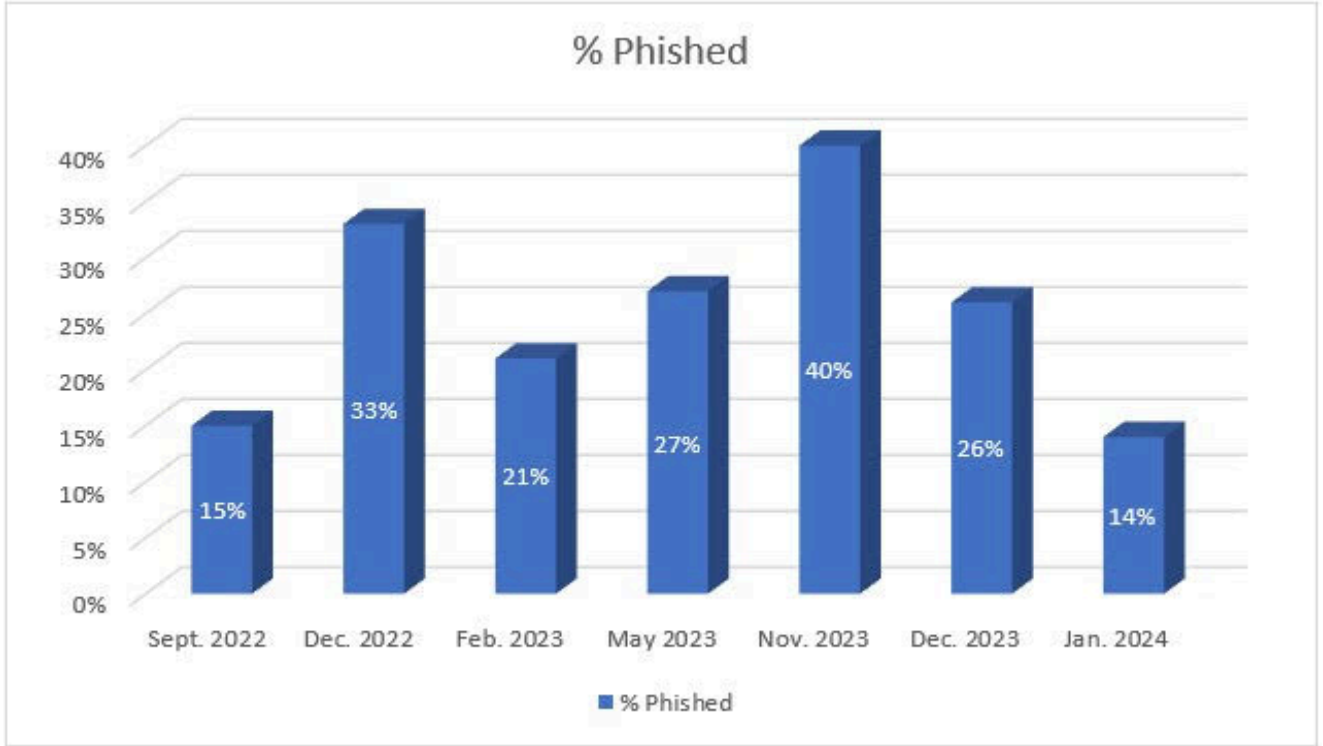
- Lexie Neff hired 12/16/23 as new EHS Coordinator
- Lexie Neff named as new AHERA designated person
- Lexie toured most of the schools (Ordean East tour 2/16, still need to schedule with Denfeld, ALC, and "Academies"). Safety related "Wish-List" items were documented.
- First fire walk through completed at Congdon Elementary - action items in progress. All minor fixes.
- Fire walk throughs completed at Piedmont and Laura MacArthur - Operational permits received
- Fire code corrections at East HS still under way
- New OSHA hours report created for Skyward - previous report was off by 1.5 million hours
- 2023 OSHA logs completed and sent to building principals/primary contacts to post
- AED purchased for Chester Creek Academy

- New AED management system rolled out - data entry in progress
- IEA hired to complete walk-throughs of all buildings and report on risks
- IEA completed an internal program walkthrough, including inventorying equipment, boiler information, and confined spaces. This information will be used to update the safety procedural documents. Goal to complete updates before July.
- IEA did Radon testing. Testing completed Feb 2, still waiting for the report with results
- Electronics hauled to recycler from Garfield building and DNT building
- Old chemicals at Garfield building disposed of properly
- Old chemicals at DNT are inventoried. Oil drums to be picked up and unlabeled containers to be sampled on 2/14.
- Playground policy drafted with IEA and finalized, with the first reading at the 2/6 policy committee

- **Injury and Incident Reporting**
 - January 2024 (as of 2/9/2024)
 - OSHA Recordable Rate (TRIR):
 - OSHA Recordable Injuries:
 - Days Away from Work:
 - Days on Restricted Duty:
 - Non-recordable Injuries:
 - Near Misses/Hazards Reported: 0
 - 2023 Year End
 - OSHA Recordable Injuries:
 - Days Away from Work:
 - Days on Restricted Duty:
 - Non-recordable Injuries:
 - Near Misses/Hazards Reported: 2

Technology Department - January 2024 Report











- **Cybersecurity**
 - Infosec IQ PhishSim/Training



- Our January 2024, Infosec IQ PhishSim/Training Campaign phish rate was ~14% which is the lowest we have seen in the last 17 months. This is great but 14% is roughly three (3) times higher than it should be. We also had 35 staff that entered/provided passwords during this PhishSim/Training Campaign.
- Google Security
 - Gmail
 - 1.5M Emails Messages Accepted/Delivered.
 - 122K Rejected.
 - 52K Spam folders.
 - 6.5K were identified as Phishing.
 - 93 were identified having suspicious attachments.
 - 8K were identified as Spoofing.
 - 0 emails were identified as Malware

Technology Department - January 2024 Report

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- Account Information
 - 11,093 Active Accounts. 
 - 25.16TB of storage. 
 - 373K Files shared externally. 
 - 616 Suspicious login attempts. 
 - 2.1K Failed user login attempts. 
 - 69 Data Loss Prevention (DLP) policy High Severity Incidents that were blocked. 
- **E-Rate RFP/Bid**
 - None
- **Technology Help Desk Tickets**
 - 551 New Technology Support Tickets Created.  86.15%
 - 562 Tickets were resolved.  102.16%
 - 233 Tickets remain unresolved. 
- **Remaining 2023 Summer Project Updates**
 - DSC BoardRoom AV. CDW-G/Advanced Systems Integration, LLC Team will be onsite on Friday, January 12.
- **Google Carbon Footprint for our Google Workspace for Education Domain (@isd709.org)**
 - [How Google creates Carbon Footprint reports for Google Cloud and Google Workspace customers](#)
 - 391.267 kg is our December 2023 Carbon Footprint. 
 - 2.95898 t is our May 2023 - December 2023 Carbon Footprint.

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Transportation Report January 2024 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.

Our department continues to navigate daily changes in routing for general ed and Sped busing. We are working in the new system fully and are working towards the full automatic capability in it.

Staffing (comments and concerns)

- Staffing has continued to be a challenge as we are still a short two helpers. We are also short on drivers and have one retiring in the near future.
- Assistant Transportation Manager, Joe Killian, has been dealing with staff, their concerns and occasionally has to sub a route.
- We had a driver that went through the hiring process at the end of December but then never came back.

Bus Maintenance

- Buses are still having issues due to age and rust, but we are getting them back into usable condition.
- We are waiting on 2 used buses to arrive at the dealer that we have selected to help fill the gap in working buses.
- Transportation just put in an order for two vans as we are in desperate need of more

Our oldest bus is a model year 2010 and the next oldest are three 2011's. Current average mileage 108,335 and this is with our two new buses bringing it down a bit (goal is 50,000 – 60,000).

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
Area Learning Center	Paula Williams	In-kind	Student Holiday Auction	Prisma 4-piece dinner bowl set x2
Area Learning Center	Bitsy Zwak	In-kind	Student Holiday Auction	Sweater, mittens x 3
Area Learning Center	Paula Williams	In-kind	Student Holiday Auction	
Area Learning Center	Paula Williams	In-kind	Student Holiday Auction	Cuddle Duds
Area Learning Center	Valarie Wagenbach	In-kind	Student Holiday Auction	Lukka-lux Ladies’ Tech Quarter Zip top x 3
Area Learning Center	Paula Williams	In-kind	Student Holiday Auction	Hallmark Holiday Plaid Throw Blanket, Freedom Foundry Men's Plaid Fleece Shirt, 32 degree Ladies' Down Jacket x 2, Hang Ten Utility Jacket x 2
Area Learning Center	A&L Properties	In-kind	Student Holiday Auction	Markart Pencils, plushies (2), Belt bag, Hair Claws, Smart Watch, LED Lights, Galaxy Tablet, Smart Watch (2), battery jump charger, Air Fryer, Hydro Flask (2), Lighted Vanity, Shaving Kit, Gaming Headset, Silver Pillowcase, heated throw blanket, Moth Tapestry, Artisto 9 x12 - 100 Sheet Sketch Books Set of 2, 8 Piece Non Stick Cookware Set, Amazon Basics, Body Markers, Mini Lotion Set, TeeTurtle, Scented Razors, Snow Wolf Stuffed Animals, Caliaart Art Set 153 PCS
Area Learning Center	Fitger's Bookstore	In-kind	Student Holiday Auction	James the Black Bear, Globe Ice Lantern Kit, Nexus 16.9 oz. Stainless Steel Tumbler, Espresso Roast Coffee Ground, Espresso Roast Coffee Ground, Book: I Have Some Questions For You ⁴⁹⁸ (by Rebecca Makkai), Yours Truly

				(by Abby Jimenez), The Longest Race (by Kara Goucher), The ¹⁷³ Longest Race (by Kara Goucher)
Area Learning Center	Anonymous	In-kind	Student Holiday Auction	100 gift cards from Subway (\$800), 5 -- \$10 Target gift cards (\$50), Ice Fishing Tip-up and Tackle box, Star Wars Mini Waffle Maker, Star Wars Crepe Maker, R2D2 Deluxe Popcorn Maker, Marvel Action Heros Set, water bottles and large bowls, 12 screen printed t-shirts, Vintage Spiderman phone, leather briefcase, headphones, fishing poles, microwave, tv, board & card games, basketball, winter car kit, bed in a bag, folding chair, misc., 6 visa GC \$25 (150), gc Xbox 2 \$50 (100), 4 PlayStation gc \$25 (100), 20 Starbucks gc \$5 (100), subway gc \$25
Area Learning Center	Sarah Seidelmann	In-kind	Student Holiday Auction	2 Magic Bullets, Black puffer jacket, 3 silk pillow cases
Area Learning Center	US Department of Education	\$600.00		Visa gift cards for completing surveys for the department on behalf of ALC/AEO
Area Learning Center	ALC Esser Funds	In-kind	Student Holiday Auction	Snacks, treats, drinks, attendance prizes
Area Learning Center	Boat Club Restaurant	In-kind	Student Holiday Auction	\$50 GC to boat club restaurant
Area Learning Center	A Place for Fido	In-kind	Student Holiday Auction	\$25 GC to 'A Place for Fido'
Congdon ES	Keller Williams/Big Life Team/Classic Realty	In-kind		21 hats 17mittens/gloves
Denfeld HS	Carla & Robert Naum	\$500.00	Supporting PAWS students at Denfeld	
Denfeld HS	Waggin' Tails Boarding	\$500.00	Robotic use	
Headstart	Patterson Foundation	\$2,000.00	Head Start family needs	
Laura MacArthur ES	United Piping Inc - Rebba Olson	In-kind	Snacks	A large donation of snacks - they did a snack drive over the holidays and donated them all to our school.
Laura MacArthur ES	Jordan & Nathan Bentley	In-kind	Snacks	Very Generous donation of leftover sweatshirts from Bentleyville for Laura Mac Students 499

Laura MacArthur ES	Lynn Conito	In-kind	Winter Jackets, boots boys & girls	Winter drive within neighborhood collection called and asked if 174 school was in need
Laura MacArthur ES	Bethany Community Church	In-kind	Hats, mittens, gloves, socks	Winter Clothing drive at church - made donations to all West Duluth schools
Laura MacArthur ES	Asbury United Methodist Church	In-kind	Knitted mittens, hats & socks	Winter clothing drive at church - handmade items donated to our school - community partner
Laura MacArthur ES	Keller Williams Classic Realty - Big Life Team	In-kind	Winter donation	Annual hat and glove donation
Lester Park ES	North Shore Bank	\$332.34	Unpaid lunch balances from 22/23 school year	
Lincoln Park MS	Christine Good	In-kind		Several youth gloves and mittens donated. This donation is in memory of her husband, Sam.
Piedmont ES	House of Hearts - Project Joy	\$500.00	School Social Workers - Snacks for Students	
Piedmont ES	Irving Community Association	\$500.00	Youth Crossing Guard Program	
Piedmont ES	Christ Lutheran Church	In-kind		32- Hats, 10 - Pair mitts/gloves, 10 -Pair thin gloves, 3 - Scarves, 2 - Pair socks
Stowe ES	Asbury United Methodist Church	In-kind		
Stowe ES	Kris Downs	In-kind		

HUMAN RESOURCES ACTION ITEMS FOR: February 29, 2024

<u>CERTIFIED APPOINTMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
BARTIKOSKI, KAYLA J	LTS KINDERGARTEN/LAURA MACARTHUR, (MA) IV 5, 1.0, SISLO T. CHILDCARE LEAVE	02/07/2024
BOGENHOLM, BETHANY E I	SPED SMI/DCD SETTING III/MYERS WILKINS, (BA) III 1 1.0, RASMUSSEN C. TRANSFER	01/08/2024
CHMELIK, ROSALYN A	SPED STEPS SETTING IV TOSA/ROCKRIDGE, (BA) III 1, 1.0, MACDOWELL N. TRANSFER	01/17/2024
KOCHEVAR, ANNA M	LTS GRADE 3 TEACHER/HOMECROFT, (BA) III 1, 1.0, WILSON R. CHILD CARE LEAVE, TEMP POSITION	01/24/2024
LOHN, BREANNA J	LTS SPED PHYSICAL THERAPIST/DISTRICT WIDE, (PHD) V 9, 1.0, YANKOWIAK K. MATERNITY LEAVE	02/01/2024
LUEDTKE, JACK R	LTS ENGLISH TEACHER/DENFELD, (BA) III 1,1.0, HANSON D. PARENTAL LEAVE, TEMP POSITION	01/22/2024
SAVRE, JAMES A	MATH TEACHER/ORDEAN, LINCOLN PARK, (MA) IV 9, 1.0, KONIETZKO L. TRANSFER	02/05/2024
SMITH, MARK R	SPED DCD SETTING III TEACHER/EAST, (BA) III 1, 1.0, JONES J. TRANSFER	01/15/2024
ZSCHUNKE, AARON M	MATH TEACHER/ORDEAN, LINCOLN PARK, (MA) IV 9 1.0, KONIETZKO. L TRANSFER	01/08/2024
<u>CERTIFIED LEAVES</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
BACHINSKI, SUSAN D	PRE-K / STOWE MID CAREER LEAVE BEG 24-25 YR TO 12/20/24	12/20/2024
ELIASON, KAITLYN J	UNABLE TO WORK DUE TO MEDICAL CONDITION	04/01/2024 06/07/2024
PETERSMEYER, ANNETTE K	SPED RESIDENTIAL EBD - ROCKRIDGE ACADEMY (START DATE TBD- BEGINNING OF 24-25 YR)	10/18/2024
PIERRE, MARGARET L	PREKINDERGARTEN/MYERS WILKINS	08/26/2024 06/06/2025
RIDGEWELL, CHRISTINE E	EARTH SCIENCE TEACHER/ORDEAN EAST	01/23/2024 02/09/2024
SERRANO RIVERA, ALBERTO R	ELA/DW	01/12/2024 01/26/2024
SOLARZ, KARI E	3RD GRADE TEACHER/PIEDMONT	02/01/2024 02/01/2027
<u>CERTIFIED RESIGNATION</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
PLESHA, STEVEN J	SPED RESOUCE/ASST BASEBALL COACH - LINCOLN PARK MS/EAST HS	06/07/2024
<u>CERTIFIED RETIREMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
BACHINSKI, SUSAN D	PRE K / STOWE	12/20/2024
BOYNTON, SANDRA J	MUSIC/BAND - ORDEAN EAST MS	06/07/2024
DUPRE, KATHLEEN B	MTSS COORD - LAKEWOOD ES	06/07/2024
FARNHAM, DEBBIE J	PRE K TEACHER / PIEDMONT ES	06/07/2024
FORBORT, KEITH A	GRADE 3 TEACHER - HOMECROFT ES	06/07/2024
GROHN, SUSAN L	SPED SCHOOL NURSE - DW	06/07/2024
MEHLING, MARIABEL L	GRADE 3 TEACHER/MYERS-WILKINS ES	06/07/2024
NYGAARD, WILLIAM D	SOCIAL STUDIES TEACHER - EAST HS	06/07/2024
PETERSMEYER, ANNETTE K	SPED RESIDENTIAL EBD - ROCKRIDGE	10/18/2024
POKRZYWINSKI, JOHN M	GRADE 6 TEACHER/ORDEAN EAST MS	06/07/2024
<u>NON-CERT APPOINTMENT</u>	<u>POSITION</u>	<u>EFFECTIVE DATES</u>
BICK, ANNIE M	BUS HELPER/TRANSPORTATION, 25/38WKS, \$16.40/HR	01/16/2024
BLAZEJAK, BRYAN P	SPED PROGRAM PARA/LINCOLN PARK, 32.5/38WKS, \$19.47/HR, COLLARD J. RESIGNED	01/08/2024
BORGH, KEITH G	SCHOOL CUSTODIAN I/STOWE, 40/52 WKS, \$17.52/HR, VACANT	01/11/2024
CHRISTENSEN, PAMELA N	NUTRITIONAL SERVICE ASSISTANT/LOWELL, 17.5/38WKS, \$15.22/HR, HORN J. RESIGNED	01/08/2024
CHRISTINA, KENKNIGHT M	HEADSTART BUS HELPER/TRANSPORTATION, 20/38WKS, \$16.40/HR, TEMP POSITION	01/22/2024
DECARO, ZACHARY A	EXECUTIVE ASST. POSITION FINANCE/DSC, 40/52WKS, \$22.03/HR	01/29/2024
GJERDAHL, JESSIE R	CUSTODIAN/DENFELD, LAURA MACARTHUR, 40/52WKS, \$17.52/HR, RICHARDSON T. RESIGNED	01/10/2024
GOLMEN, KELSIE K	SPED PROGRAM PARA/MYERS-WILKINS, 15.75 MWF/38WKS, \$20.31/HR	01/22/2024
HARVICK, SAMUEL B	FLOATING CUSTODIAN/DISTRICT WIDE, 40/52WKS, \$18.24/HR	01/02/2024
HINCHCLIFF, IRIS M	HOURLY MONITOR/LAKEWOOD, 23/38WKS, \$15.00/HR	01/31/2024
HOFFMAN, JANE D	SPED STUDENT SPECIFIC/MERRITT CREEK ACADEMY, 31.25/38WKS, \$19.89, MCCRACKEN C. TRANSFER	01/30/2024
JOHNSON, DENISE M	HOURLY CLERICAL/LAURA MACARTHUR, 23/38WKS, \$15.00/HR	01/19/2024
JOHNSON, GRACE A	SPED PROGRAM PARA/MYERS-WILKINS, 31.25/38WKS, \$19.47/HR	01/10/2024
KREAGER, DELANEY M	SPED STUDENT SPECIFIC SETTING III PARA/LOWELL, 31.25/38WKS, \$20.46/HR	01/31/2024 01/31/2024
KREKELBERG, TRIANN C	HOURLY MONITOR/MYERS WILKINS, 12.5/38WKS, \$15.00/HR	01/16/2024
LARSON, GRACIE M	SPED BW PARA/MYERS-WILKINS, 31.25/38WKS, \$18.30/HR, DUPREE K. MED LEAVE, TEMP POSITION	01/22/2024
MENZ, LEEANNE C	SPED PROGRAM PARA/LESTER PARK, 31.25/38WKS, \$21.50/HR, SCHMIDT C. TRANSFER	01/25/2024
NETT, STEVEN D	CUSTODIAN I/LESTER PARK, 40/52WKS, \$17.52/HR	01/16/2024
POLDOSKI, JACKIE J	HOURLY MONITOR/LESTER PARK, 15/38WKS, \$15.00/HR	01/12/2024
SAMEK, CHLOE J	SPED PROGRAM PARA SETTING III/IV/LESTER PARK, 31.25/38WKS, \$20.46 HR, SCHMIDT, C TRANSFER	01/31/2024
TURNMIRE, KELLEY L	HOURLY MONITOR/LESTER PARK, 12.5/38WKS, \$15.00/HR	01/31/2024
WALSBURG, AMANDA L	SPED KEYZONE PARA/PIEDMONT, 17.5/38WKS, \$19.30/HR	01/22/2024
WESTBERG, CRYSTAL M	OSS INTERMEDIATE/ORDEAN, 40/46WKS, \$18.16/HR, BARONE-ERSPAMER A. TRANSFER	01/16/2024
WILLIAMS, CYNTHIA JOAN	HOURLY MONITOR/LESTER PARK, 15/38WKS, \$15.00/HR	01/09/2024
WILLIAMS, SOPHIE H	PRESCHOOL PARA/MYERS-WILKINS, 23/38WKS, \$19.30/HR, GIULIANI C. RESIGNED	01/24/2024
WILTON, PHYLLIS E	PRESCHOOL PARA/STOWE, 23/38WKS, \$19.30/HR, OZMUN N. LEAVE OF ABSENCE	01/22/2024
ZINMER, MARY P	HOSPITALITY CAREERS TECH TUTOR/DENFELD, 32/38WKS, \$21.84/HR, MARPLE B. MEDICAL LEAVE, TEMP POSITION	02/05/2024
<u>NON-CERT LEAVES</u>	<u>POSITIONS</u>	<u>EFFECTIVE DATES</u>

GRADINE, JEFF S
MARPLE, BROOKE K

CUSTODIAN I/DENFELD
CULINARY TECH TUTOR/DENFELD

02/08/2024 02/21/2024
02/06/2024 03/05/2024

NON-CERT RESIGNATION

POSITION

BLAZEJAK, BRYAN P
CHRISTINA, KENKNIGHT M
CUSEY, DARREL W
GREENBERG, JOSHUA D
STEVERMER, NICKOLAS G
WHITLOCK, NICHOLE E
WIGHT, KATELYN A

SPED PROG PARA/LINCOLN PARK MS
BUS HELPER - TRANSPORTATION
LIC ASL INTERPRETER / EAST HS
BUS DRIVER II/TRANSPORTATION
NETWORK ENGINEER II / DSC
SPED BW PARA / ORDEAN EAST MS
SPED PROG PARA SETTING III/IV / ROCKRIDGE ACADEMY

EFFECTIVE DATES
01/22/2024
01/23/2024
01/30/2024
01/16/2024
02/09/2024
02/16/2024
01/16/2024

NON-CERT RETIREMENT

POSITION

SOMROCK, SHERRY E
ZWAK, ELIZABETH J

LIC ASL INTERPRETER/DENFELD HS
CHECK & CONNECT PARA - EAST HS

EFFECTIVE DATES
06/07/2024
06/07/2024

NON-CERT PRESUMED RESIGNED

POSITION

PETERSON, BRUCE A

BUS DRIVER II

EFFECTIVE DATES
01/04/2024

CLASSIFICATION DESCRIPTION

TITLE: Systems Administrator/Database Programming Specialist

Title of Immediate Supervisor: Executive Director of Finance and Business Services	Department: Business Services	FLSA Status: Exempt
Accountable For (Job Titles): Indirectly; all levels of clerical staff.		Pay Grade Assignment: Executive Employees Association (EEA)

General Summary or Purpose of Job: Systems Administrator/Database Programming Specialist
Serve as the systems administrator and a technical resource to District personnel in supporting assigned student information and business technology. Provide programming support, technical assistance, technical information, problem solving, user support and advice regarding the use of assigned software applications including but not limited to the Student Information System, Learning Management Systems, Enterprise Resource Planning (ERP) Business Systems for Human Resources/Financial Systems and other various department-specific systems. Assist administrative users in the process of achieving mastery over their functional areas of systems. Research, evaluate, analyze, design, recommend and implement technologies and business processes related to assigned District systems. Act as liaison between District personnel, Technology Services, and outside agencies regarding the status of service requests; monitor, maintain, troubleshoot, and administer the District's multi-platform applications and database systems; ensure the coordination and application of established standards and procedures related to information systems applications.

DUTY NO.	ESSENTIAL DUTIES (These duties are a representative sample; position assignments may vary)
1.	Provides technical assistance to site staff and administrators to resolve day-to-day systems issues, including specific project support or applications. Resolves daily operating problems. Manage and maintain user accounts and rights to maintain security and data integrity.
2.	Plans, coordinates and implements the development, maintenance and upgrading for the Information Systems and ancillary subsystems as determined by district needs. Maintain accurate documentation regarding system functions, operating procedures, and the dissemination of updates to users.
3.	Provides programming support, maintenance, data integrity, security, monitoring and ensures system performance and ongoing development of mission critical district-wide application components serving back office operations as they pertain to the District's database systems.
4.	Responsible for integrating and implementing system connectivity, working in collaboration with District departments to ensure compliance. Work closely with IT professionals to ensure efficient functioning of the District's technology infrastructure.
5.	Maintain system and staff readiness for day-to-day and emergency electronic messaging system.
6.	Participate in review and recommendation of assigned systems and related subsystems for the purposes of optimizing performance and cost effectiveness for the district, and applying enhancements to the systems currently in use. Lead processes for visioning, goal-setting, design and implementation for future system and data initiatives, along with project management.
7.	Assist in diagnosing and resolving system problems and outages with the District's systems as assigned. Provide ongoing support of operations through historical analysis, troubleshooting and system/database administration to ensure system performance.
8.	Develops and/or uses custom Structured Query Language (SQL) programming to analyze, extract, load, automate, and/or manipulate data for District wide purposes. Create custom forms, scripts, and reports as required.
9.	Participate in ongoing self-training and attend administrator group meetings.

10.	Assists with day-to-day tasks of departmental functions.	
11.	Others duties as assigned	198

Minimum Qualifications:

- Bachelor's degree (B.S. or B.A.) from a four-year College or University in Computer Science, MIS or Technology Area plus two years of related work experience in a Technology position in a company or school comparable in size with this District OR two year Trade/Vocational School certification/degree in Computer Science, MIS, Business Technology or Technology Area plus four years of related work experience in a Technology position in a company or school comparable in size with this District OR high School diploma or GED and eight plus years of related work experience in a Technology position in a company or district comparable in size with this District.
- Two years work experience in Structured Query Language (SQL)
- Must be able to travel between District sites in a timely manner

Knowledge Skill and Abilities Requirements:

- Managing and/or supporting Information/Business Systems in a K12 School District or a large/company-wide database application system.
- Programming and support of a business system or student information System or large/company-wide database application system.
- Operational and functional aspects of business and/or student information systems.
- Structured Query Language (SQL)
- Data file specifications and movement of data between systems.
- Data extraction, adhoc/custom reporting, query of system data and creation of custom forms
- Various programming and scripting languages
- Excellent problem solving and data analysis skills
- Ability to prepare project plans and manage multiple projects simultaneously.
- Technical writing and documentation
- Strong communication and interpersonal skills to collaborate effectively.

Physical Requirements: Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		√		
Walk		√		
Sit			√	
Use hands dexterously (use fingers to handle, feel)			√	
Reach with hands and arms		√		
Climb or balance	√			
Stoop/kneel/crouch or crawl		√		
Talk and hear			√	
Taste and smell	√			
Lift & Carry:				
Up to 10 lbs.		√		
Up to 25 lbs.		√		
Up to 50 lbs.				
Up to 100 lbs.				
More than 100 lbs.				

General Environmental Conditions:

Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work.

General Physical Conditions:

Work can be generally characterized as:

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

Vision Requirements: Check box if relevant	Yes	No
No special vision requirements		√
Close Vision (20 in. of less)	√	
Distance Vision (20 ft. of more)	√	
Color Vision		
Depth Perception		
Peripheral Vision		

Job Classification History:

Duluth Public Schools

HR/BS Services Committee Monthly Fund Balance Report Feb. 13, 2024 Committee Meeting

REVENUES	23-24		23-24		23-24		23-24		2/9/2024	Percent spent
	CURRENT YEAR ADOPTED BUDGET		CURRENT YEAR REVISED BUDGET adpdt 4.11.23		RECEIVED TO YEAR TO DATE		RECEIVED ENCUMBERED		Feb 1 2024	
	FUND	Jul-23	JULY 23 -24	July -June	July -June	BUDGET BALANCE	July -June			
General	1	\$126,200,922.80	\$127,324,477.11	\$46,327,126.38	\$ -	\$80,997,350.73			36%	
Food Service	2	\$4,039,200.00	\$4,039,200.00	\$2,088,739.13	\$ -	\$1,950,460.87			52%	
Transportation	3	\$7,020,941.12	\$7,020,941.12	\$1,774,318.56	\$ -	\$5,246,622.56			25%	
Community Ed	4	\$8,495,545.00	\$8,516,152.95	\$2,894,908.40	\$ -	\$5,621,244.55			34%	
Operating Captial	5	\$2,742,547.00	\$2,742,547.00	\$1,247,333.99	\$ -	\$1,495,213.01			45%	
Building Construction	6	\$ -	\$ -	\$ -	\$ -	\$ -				
Debt Service Fund	7	\$23,647,223.00	\$23,647,223.00	\$2,371,438.76	\$ -	\$21,275,784.24			10%	
Trust Fund	8	\$276,100.00	\$276,100.00	\$ -	\$ -	\$276,100.00			0%	
Dental Insurance Fund	20	\$950,000.00	\$950,000.00	\$512,835.90	\$ -	\$437,164.10			54%	
Student Acitivity	79	\$58,406.00	\$585,259.43	\$211,913.66	\$ -	\$373,345.77			36%	
REVENUE	TOTALS:	\$173,430,884.92	\$175,101,900.61	\$57,428,614.78	\$ -	\$117,673,285.83	\$ -		33%	

EXPENSES	23-24		23-24		23-24		23-24			
	CURRENT YEAR ADOPTED BUDGET		CURRENT YEAR REVISED BUDGET adpdt 4.11.23		EXPENSES TO YEAR TO DATE		EXPENSES ENCUMBERED		BUDGET BALANCE	
	FUND	Jul-23	JULY 23-24	July - June	July -June	July - June				
General	1	\$120,283,293.86	\$123,487,673.85	\$62,770,021.72	\$3,588,418.13	\$57,129,234.00			54%	
Food Service	2	\$4,012,876.00	\$4,012,876.00	\$2,433,844.85	\$1,626,145.52	-\$47,114.37			101%	
Transportation	3	\$6,268,632.76	\$6,749,632.76	\$5,363,438.97	\$111,540.12	\$1,274,653.67			81%	
Community Ed	4	\$7,630,865.00	\$9,084,185.95	\$4,334,617.51	\$22,922.41	\$4,726,646.03			48%	
Operating Captial	5	\$7,999,619.25	\$7,999,619.25	\$5,073,971.60	\$1,058,949.46	\$1,866,698.19			77%	
Building Construction	6	\$ -	\$ -	\$2,894,703.91	\$198,928.00	-\$3,093,631.91				
Debt Service Fund	7	\$23,640,000.00	\$23,640,000.00	\$26,931,588.45	\$ -	-\$3,291,588.45			114%	
Trust Fund	8	\$253,750.00	\$253,750.00	\$ -	\$ -	\$253,750.00			0%	
Dental Insurance Fund	20	\$915,000.00	\$915,000.00	\$507,257.12	\$ -	\$407,742.88			55%	
Student Acitivity	79	\$306,948.00	\$276,264.96	\$124,679.76	\$2,170.15	\$149,415.05			46%	
EXPENSE	TOTALS	\$171,310,984.87	\$176,419,002.77	\$110,434,123.89	\$6,609,073.79	\$ -	\$59,375,805.09		66%	

<u>Fin 160 ESSER III</u>	<u>Expenses</u>	<u>Ex Curricular</u>	<u>Fund 01</u>
Program 030 Asst Supt	\$41,401.00	Program 298	Revenue \$341,091.00
Program 110 Admin	\$ -	Program 298	Expense \$341,952.59
Program 108 Tech	\$1,748,089.91		
Program 203 Elem	\$880,199.92		
Program 211 Secondary	\$717,717.77		
Program 640 Staff Dev	\$ -		
Program 805 Operations	\$ -		
Program 760 Transportation	\$ -		
Program 740 Pupil Engage	\$5,583.67		
	<u>\$3,392,992.27</u>		

**Fundraisers Reported
January 2023**

The following fundraisers were reported in the above timeframe and per Policy 511–Fundraising, require School Board approval:

School	Organization Fundraising	Estimated Profit	Description of Fundraiser
East HS	Girls Basketball	\$150.00	50/50 Raffle at home basketball games
East HS	Fashion club	\$150.00	Bake Sale
Ordean-East MS	Ordean East Student Council	\$20.00	Coin Drive
Stowe ES	Wolf Ridge students	\$300.00	Beef stick sales

INDEPENDENT SCHOOL DISTRICT NO. 709

Duluth Public Schools
 709 Portia Johnson Drive
 Duluth, Minnesota 55811
 218-336-8700

MEMORANDUM

To: Simone Zunich, Executive Director of Business Services
From: Cathy Holman, Purchasing Coordinator
Subject: **RFP #319 ELECTRICAL ENGINEERING SERVICES**
Date: January 25, 2024

After extensive investigation into the two companies that submitted proposals a decision has been made in regards to the Electrical Engineering Services lighting project.

Two (2) vendors responded with the following results:

<u>VENDOR</u>	<u>TOTAL</u>
DESIGN TREE	\$ 72,000.00
NOBLE ELECTRIC (BRIGHT SCHOOLS)	\$ 1,500.00

It is recommended by Bryan Brown, Facilities Manger to choose Design Tree Engineering over Noble Electric for the following reasons:

1. Design Tree bid \$72,000.00 and provided a very detailed scope of work. While Noble Electric bid \$ 1,500.00, which is not realistic. Their bid did not provide a scope of work.
2. Design Tree will provide the district with a choice of best value lighting controls and replacement lights to purchase. Noble Electric uses only one brand of controllers that our district engineer is not familiar with and offer light fixtures that are less expensive but come with a very limited warranty. Research through a company in the Twin Cities confirms this.
3. Noble (Bright Schools) normally only does Performance Contract meaning the district would make payments with interest for a set amount of years through a funding source. Using LTFM funding is not an option.
4. Finally, one of our trusted vendors, ICS, works with school districts all over the state of MN and has never heard of Noble Electric (Bright Schools).

Program: Facilities

Fund Custodian: Bryan Brown, Facilities Manager



**Duluth Public Schools, ISD #709
Lowell Elementary Building Envelope and Cafeteria
Expansion Project**

**Comprehensive Project Design & Management
Services**

January 26, 2024

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Appendices

- A General Conditions
- B Services Scope Summary
- C Preliminary Overall Budget Summary

Introduction

ICS is pleased to present this proposal to provide Comprehensive Project Management and design services on behalf of the District for the upcoming project as defined below.

Over the course of the past several months the District has been working in conjunction with ICS and their team to evaluate appropriate solutions to address building envelope issues and the need to expand the existing cafeteria capacity at Lowell Elementary School. The team has arrived at a solution that aims to address the current issues and improve reliability for years to come. The anticipated budget for these improvements will be finalized in the near future, and is currently estimated to be in the range of \$2.5 to \$3.0 million. ICS proposes to provide integrated project design and oversight services to assist the District with implementation of these projects.

It is anticipated that all phases of design for the improvements will be completed in early 2024. Due to market conditions and extended lead times on windows and other materials, procurement activities would take place immediately following design completion in spring of 2024 if possible to allow for materials to be received prior to construction commencing. It is anticipated that all work associated with the improvements will be completed no later than fall of 2024 if lead times allow. The services to be provided by ICS are stated in the summary below:

I. Development, Design, and Pre-Construction Phase

- On-going interaction and coordination with District staff.
- Develop the overall Project schedules and phasing.
- Cost estimating and overall budget development for all Project phases including updates at each phase of the design processes.
- Design services associated with the improvements including mechanical, electrical, structural, and any necessary architectural design work to accomplish the work.
- Development of comprehensive Division 00 and 01 front-end specifications for specifications as applicable.
- Review of schematic design and design development documents for coordination and scope issues.
- Review the 95% Construction Documents for coordination and constructability issues.
- Facilitation of pre-bid walk-throughs as applicable for the project.
- Coordination of public bid and award processes and necessary procurement for all scopes of work including post-bid analysis and contract award process.

II. Construction & Post-Construction Phase

- Assist in development and administration of Owner-contractor contract(s) for the Project.
- Coordination and oversight of Project contractor work and related Project matters and coordination.
- Processing, logging, and tracking of Project communications including but not limited to SI's, RFI's, Submittals, CO's etc.
- Interface with Project contractors and Consultants for resolution of construction-related issues as they arise.
- Assist Owner with conflict resolution and review of on-going Project issues and associated change order review.
- On-going Project budget tracking and accounting on behalf of the District including on-going reconciliation of all Project expenditures.
- Coordination of final punch-lists and final closeouts completion by contractors for the Project.
- Coordination and delivery to Owner of all close-out documentation including but not limited to As-Builts, manufacturer warranties and O&M Manuals.
- Facilitation of an 11-month walk-through after substantial completion for applicable contractors.

III. Basis of Compensation

Basic Services: ICS's Compensation for all Project Design and Representation services as described and summarized above are proposed as outlined below, and will be finalized based on the final overall project budget:

Project Design Services (architectural, structural, mechanical, and electrical):	8.0%
Pre-Construction & Construction Phase Services:	3.0%

The actual amount billed for ICS's services on a monthly basis will be based on ICS's estimate of the proportion of total services actually completed during the billing period. Payment for services provided prior to the referendum vote will be billed on a monthly basis and factored into our final fee for the project. Upon execution of this agreement, an initial invoice equal to 10% of our proposed fee will be submitted.

Reimbursable expenses will be billed on a direct cost x 1.1 and include such items as travel, reproduction of reports, drawings, specifications, bidding documents and similar Project-related items, technology usage/specialized equipment. Any general conditions items that are coordinated and/or provided by ICS at the direction of Owner such as temporary enclosures, etc. will also be billed as a reimbursable expense. Construction phase site services and personnel will be treated as a reimbursable expense.

For Project work beyond services outlined in this Proposal and/or any changes to the agreed upon scope of services the base fee will be adjusted

accordingly, or if the project duration extends beyond fall of 2025, services²⁸⁷ will be billed on a time-and-materials basis in addition to the above noted fees. However, additional work will not be conducted without prior approval by the District.

Appendix A

General Conditions

1. **Agreement.** This is an agreement (“Agreement”) between ISD 709 (“Client”), and ICS, collectively, the “Parties.” This Agreement includes (1) these General Terms and Conditions, Exhibit A; (2) the Project Proposal (“Proposal”) attached; (3) Signature Page attached as Exhibit B; (4) Overall Budget Summary, Exhibit C; and (5) Fee Schedule attached as Exhibit D. This Agreement represents the entire and integrated agreement between the Parties and is exclusive of and supersedes all other agreements between the Parties, either oral or in writing. If any term or provision of this Agreement is found to be invalid under applicable law, that provision shall be deemed omitted from the Agreement and the remainder of the Agreement shall remain in full force and effect.
2. **Professional Services.** The Client engages ICS to provide professional project services (“Professional Services”) in connection with the project at the Client’s location (“Project”) described in the Proposal’s Scope of Services. Other services mutually agreed upon by the Parties (“Other Services”) not specifically described in the Proposal shall be (1) governed by this Agreement, (2) identified in an amended Scope of Services, and (3) the Client agrees to pay ICS for such Other Services as additional compensation in accordance with ICS ’s Fee Schedule attached as Exhibit D.
3. **Work Product.** Professional Services under this Agreement, including, but not limited to, all drawings, reports, information, recommendations, opinions or other work product prepared or issued by ICS, are for the exclusive use and benefit of the Client in connection with the Project. The work product is not intended to inform, guide, or otherwise influence any other entities or persons, and should not be relied upon by any entities or persons other than the Client and its agents for any purpose other than for the Project. The Client will not distribute, convey or disclose ICS ’s work product to any other persons or entities without ICS ’s prior written consent. Written consent shall include an express release of ICS from all liability to the third party receiving the work product from Client, and the Client’s indemnification of ICS for any claims or demands asserted against ICS by such third party. All documents produced by ICS under this Agreement shall remain the property of ICS and may not be used by the Client for any other project or purpose without the prior written consent of ICS.
4. **Payment.** The Client shall pay ICS ’s invoices within thirty (30) days of the date of the invoice. Invoices shall be considered past due if not paid within 30 days after the invoice date. If the Client does not tender payment within 30 days of the invoice date, ICS may, without waiving any claim or right against the Client, and without liability to the Client, terminate this Agreement in accordance with Section 10(a) of this Agreement. Retainers shall be credited on the final invoice. ICS, at its sole discretion, may charge interest at 1.5% (or the applicable legal rate) per month on the unpaid balance. In the event any portion of an account remains unpaid 90 days after billing, the Client shall pay all costs of collection, including reasonable attorney’s fees.
5. **Standard of Care.** ICS will strive to perform the Professional Services in a manner consistent with that level of care and skill ordinarily exercised by members of ICS ’s profession practicing in the same locality under similar circumstances at the time the Professional Services are performed. This Agreement creates no other representation, warranty, or guarantee, expressed or implied. ICS hereby excludes and disclaims any and all implied warranties including, but not limited to, any implied warranty of fitness for a particular purpose and any implied warranty of merchantability.
6. **Limitation of Liability.** To the fullest extent permitted by law, the total liability of ICS for any damages, costs, fees, expenses, or other losses or demands for payment or performance

with regard to any claim or cause of action related in any way to this Agreement, the Project or the Professional Services, shall be limited to fifty-thousand dollars (\$50,000). The Client hereby releases ICS for any and all liability above such amount. This Limitation of Liability applies to any and all claims, no matter how stated, asserted, alleged or pleaded, including but not limited to, claims for errors and omissions, breach of contract, tort/negligence, quantum merit/unjust enrichment, or breach of fiduciary duty, and applies to all phases of Professional Services performed under this Agreement. The Client agrees ICS 's services will not involve the design of any equipment or the implementation of equipment. The Client agrees ICS will not be liable for any claims, damages, demands, costs, or expenses for personal injury or any other injuries or damages alleged by the Client or any third party relating to the design or implementation of equipment, and the Client agrees to indemnify and hold ICS harmless for any liability for such claims.

7. **Insurance.** Insurance Provided by Consultant. Before the start of its work, the Consultant shall procure and maintain in force coverage and limits of insurance for its own negligence as follows:
- (a) Employers' Liability: \$1,000,000.00.
 - (b) General Liability: \$2,000,000.00 Occurrence, \$4,000,000.00 Aggregate
 - (c) Automobile Insurance: \$1,000,000.00 Liability.
 - (d) Umbrella Liability: \$1,000,000.00 Occurrence, \$1,000,000.00 Aggregate
 - (e) Professional Liability: \$2,000,000.00 Each Claim, \$2,000,000.00 Annual Aggregate
8. **Client Responsibilities.** The Client shall bear sole responsibility for (a) notifying third parties, including any governmental agency or prospective purchaser, of the existence of any hazardous materials located in or around the Project site; and (b) cooperation with all requests by ICS, including obtaining permission for access to the Project site. The Client releases and discharges ICS from all liability for any incorrect advice, judgment, or decision based on inaccurate information furnished by the Client or others. If reasonable precautions will be inadequate to prevent foreseeable bodily injury or death to persons resulting from a material or substance, including hazardous materials, encountered on the Project site, ICS shall immediately stop work in the affected area and promptly report the condition to the Client.
9. **Hazardous Materials.** It is acknowledged by both parties that ICS scope of services does not include any services related to asbestos, hazardous, or toxic materials that may be encountered or found to be present at or in areas adjacent to the site. Any such materials that are encountered shall be immediately brought to the attention of the owner, who will be solely responsible for any required abatement and/or removal of the materials in full compliance with applicable laws and regulations.
10. **Construction Observation.** If included in the Professional Services, ICS 's construction observation service shall be limited to general observation of construction operations. ICS shall not be responsible for inspection of the work, the means and methods of construction, or the safety procedures employed by any contractor. Performance of construction observation services does not constitute a warranty or guarantee of any type, since even with diligent observation, some construction defects, deficiencies or omissions in the contractor's work may occur. The Client shall hold its contractor and/or any sub-contractor solely responsible for the methods and means of construction, the quality of the Work, and performance of the Work. The Client, or its designees, shall notify ICS at least twenty-four (24) hours in advance of any observations required by the construction documents.
11. **Dispute Resolution.** Any claim or dispute between them arising out of or related to this Agreement shall first be informally negotiated in good faith between the Parties. If the claim or dispute cannot be amicably resolved within thirty (30) days by good faith negotiation, the Parties shall jointly submit the claim or dispute to mediation. Mediation shall be through a

mediator agreed upon by the Parties, or if ICS cannot be agreed upon within 15 days after the party seeking mediation provides written notice upon the other party to the Agreement demanding mediation, a mediator shall be appointed by the district court in the jurisdiction in which the Project is located. Demand for mediation shall be provided in writing to the other party to the Agreement within a reasonable time after the claim or dispute has arisen. In no event shall the demand for mediation be made after the date when institution of legal or equitable proceedings based on such claim, dispute or other matter in question would be barred by the applicable statutes of limitation or repose. If the claim or dispute cannot be amicably resolved by good faith negotiation or mediation, then either party may exercise its rights under law. In no event shall a claim or dispute be made or sustained if it would be barred by the applicable statute of limitations or repose.

12. Termination.

- a. This Agreement may be terminated upon than seven (7) business days' prior written notice should the other party fail substantially to perform in accordance with the terms of this Agreement through no fault of the party initiating the termination. Upon termination, ICS will deliver to the Client or its designee all records, documents or materials in its possession or control of ICS which relate to the Project and for which payment has been received. If ICS has prepared for or performed Professional Services for which payment has not been received as of the date of termination, the Client shall be entitled to purchase the products of those Professional Services, such as records, materials and documents, from ICS provided the Client and ICS agree to a purchase price and terms of sale. If the Client does not purchase the products of these Professional Services, the Client remains liable to ICS for any amounts incurred by unpaid charges for Professional Services performed. If this Agreement is terminated through no fault of ICS, the Client shall compensate ICS for all Professional Services performed prior to termination, all expenses incurred, all costs attributable to termination, including the costs attributable to ICS 's termination of consultant agreements, plus a termination expense of 25% of all unbilled fees.
- b. If after Design Development is accepted by the Client, redesign or analysis of alternates is required to accommodate value engineering items due to lack of funding, or if there are contractor requests requiring a re-negotiated engineering services contract, this Agreement shall be deemed terminated, and within 14 days of the date of termination, Client shall pay ICS for all Professional Services completed through the date of termination.
- c. If the Project is suspended, placed on hold or temporarily terminated for more than 15 calendar days, this Agreement will be deemed to be terminated on the 16th calendar day and the Parties shall negotiate a new agreement prior to restart of the Project to re-establish a new schedule and adjusted compensation and any other necessary revisions. Within 14 days of the date of termination, the Client agrees to pay ICS for all Professional Services completed through the date of termination plus all expenses incurred, all costs attributable to the termination, including the costs attributable to ICS 's termination of consultant agreements.

13. Other Provisions.

- a. The Parties each acknowledge that they will act in good faith in carrying out their duties and obligations under this Agreement.
- b. The Parties each acknowledge that they have reviewed and familiarized themselves with this Agreement, including its attachments, and agree to be bound by the terms and conditions contained therein.

- c. The Client shall designate a responsible employee as its contact for administration and coordination of the Work. The Client's contact shall have the authority to approve changes in the scope of the Project and shall be available during working hours as necessary to examine information submitted by ICS, to render or convey decisions, and to furnish information in a timely manner.
- d. It is specifically understood and agreed that at all times pertinent to this Agreement that ICS shall be an independent contractor and shall not be considered an employee of the Client.
- e. The Client shall provide prompt written notice to ICS if the Client becomes aware of any errors, omissions or inconsistencies in ICS 's Professional Services or information furnished by Client or Client's agents.
- f. The Client shall ensure that Project team leaders directly contracted to the Client have budgeted and thoroughly discussed and accepted all Project costs and values with the Client.
- g. The Parties understand and agree this Agreement may be changed or modified only through written agreement signed and dated by the Client and ICS. No act, omission or course of dealing by the Parties shall alter the requirement that modifications or changes to this Agreement can be accomplished only by mutual written agreement signed and dated by the Parties.
- h. This Agreement shall not be assigned by the Client or ICS without prior written consent of the other party to this Agreement.
- i. This Agreement shall be governed by and construed under the laws of the state where the Project is located.
- j. Unless otherwise provided, all notices and notifications shall be in writing and considered duly given if sent by U.S. Mail, postage prepaid, or by facsimiles to the business address of the parties set forth in this Agreement. Such notice(s) shall be deemed given as of the second business day following the date of posting by U.S. Mail or the next business day following the date of sending in the case of a facsimile or telecopy.

Appendix B

Signature Page

Signature Page

ISD 709 Lowell Elementary Building Envelope and Cafeteria Expansion Project
Comprehensive Project Design and Management Services
1-26-24

Proposal Terms

Terms on payment of services are delineated in the proposal dated 1-26-24.

Signature includes acceptance of attached proposal, fee schedule, and general conditions.

Authorization to Proceed

We appreciate the opportunity to present this proposal for Comprehensive Project Design and Representation Services. Please sign and return both copies of this document to our office. Upon receipt of both signed copies, a fully executed original copy will be forwarded back to you for your records. We will begin the project at the time of signature acceptance of this proposal.

Acceptance of only one portion of the proposed scope of services at this time assumes that the ICS team will be utilized for the remaining portion of the proposed scope of services as the project progresses.

Approved by ISD 709:

Date

Printed Name

Authorized Signature

Approved by ICS:

Date

Printed Name

Authorized Signature

Appendix C

Preliminary Budget Summary

OWNER: Duluth Public Schools
 PROJECT: Lowell Envelop Improvements & Cafeteria Expansion
 LOCATION: Duluth, MN
 PREP BY: ICS
 DATE: 1/24/2024



ITEM / ITEM DESCRIPTION	Base Scope - Courtyard Elevations & Cafeteria Expansion	Alternate #1: Remaining Horseshoe Elevations	Alternate #2: Music and Gym Elevations	Alternate #3: Create Playground Vestibule	Quantity /		Unit Cost / SF Cost	Notes:
					Program SF	Unit		
ENVELOPE IMPROVEMENTS & CAFETERIA EXPANSION								
Cafeteria Expansion								
expand into existing art room	\$440,000				2,000	SF	\$220	
allowance to relocate art somewhere - TBD	\$75,000				1	Allow	\$75,000	Location to be determined by district
Courtyard Elevations								
courtyard east	\$206,800				1	LS	\$206,800	
courtyard northeast	\$136,400				1	LS	\$136,400	
courtyard northeast	\$183,700				1	LS	\$183,700	
Remaining Building Elevations								
west facing elevation		\$279,400			1	LS	\$279,400	
front south facing elevation		\$283,250			1	LS	\$283,250	
Music and Gym Building Elevations								
gym elevations - replace calwall only			\$57,600		1	LS	\$57,600	
music wing elevations			\$417,010		1	LS	\$417,010	
Additional Improvements								
landscape restoration	\$15,000				1	LS	\$15,000	
create playground vestibule				\$72,500	1	LS	\$72,500	
CONSTRUCTION SUBTOTAL	\$1,056,900	\$562,650	\$474,610	\$72,500				
SOFT COSTS								
Fees/Permitting/Testing								
Project Management / CM	\$36,992	\$19,693	\$16,611	\$2,538				ICS
Design - Arch, Struct, Mech, Elec	\$89,837	\$47,825	\$40,342	\$6,163				DSGW Team
Reimbursables / Construction Phase Site Services	\$26,423	\$14,066	\$11,865	\$1,813				allowance
General Conditions	\$26,423	\$14,066	\$11,865	\$1,813				
Builder's Risk Policy	\$15,854	\$8,440	\$7,119	\$1,088				
Plan Review Fees	\$26,423	\$14,066	\$11,865	\$1,813				
Building Permit Fees	\$15,854	\$8,440	\$7,119	\$1,088				
Geotechnical / Special Testing / survey								
Property Acquisition	\$0	\$0	\$0	\$0				
Bond Costs	\$0	\$0	\$0	\$0				TBD - By District if Required
SUBTOTAL	\$237,803	\$126,596	\$106,787	\$16,313				
	0.225	0.225	0.225	0.225				
CONTINGENCY	\$84,552	\$45,012	\$37,969	\$5,800				8% of Construction Cost
SUBTOTAL	\$84,552	\$45,012	\$37,969	\$5,800				
TOTAL	\$1,379,255	\$734,258	\$619,366	\$94,613				

Compliance Report

Jurisdiction: ISD No. 709 - Duluth
 4316 Rice lake Rd
 Suite 108
 Duluth, MN 55811

Report Year: 2024
 Case: 1 - 2023 Data (Private (Jur Only))

Contact: Theresa Severance

Phone: (218) 336-8700

E-Mail: theresa.severance@isd709.org

The statistical analysis, salary range and exceptional service pay test results are shown below. Part I is general information from your pay equity report data. Parts II, III and IV give you the test results.

For more detail on each test, refer to the Guide to Pay Equity Compliance and Computer Reports.

I. GENERAL JOB CLASS INFORMATION

	Male Classes	Female Classes	Balanced Classes	All Job Classes
# Job Classes	40	66	19	125
# Employees	64	1213	177	1454
Avg. Max Monthly Pay per employee	5841.59	7352.17		6986.16

II. STATISTICAL ANALYSIS TEST

A. Underpayment Ratio = 64.39024 *

	Male Classes	Female Classes
a. # At or above Predicted Pay	24	25
b. # Below Predicted Pay	16	41
c. TOTAL	40	66
d. % Below Predicted Pay (b divided by c = d)	40.00	62.12

*(Result is % of male classes below predicted pay divided by % of female classes below predicted pay.)

B. T-test Results

Degrees of Freedom (DF) = 1275	Value of T = -7.067
--------------------------------	---------------------

- a. Avg. diff. in pay from predicted pay for male jobs = 17
- b. Avg. diff. in pay from predicted pay for female jobs = 969

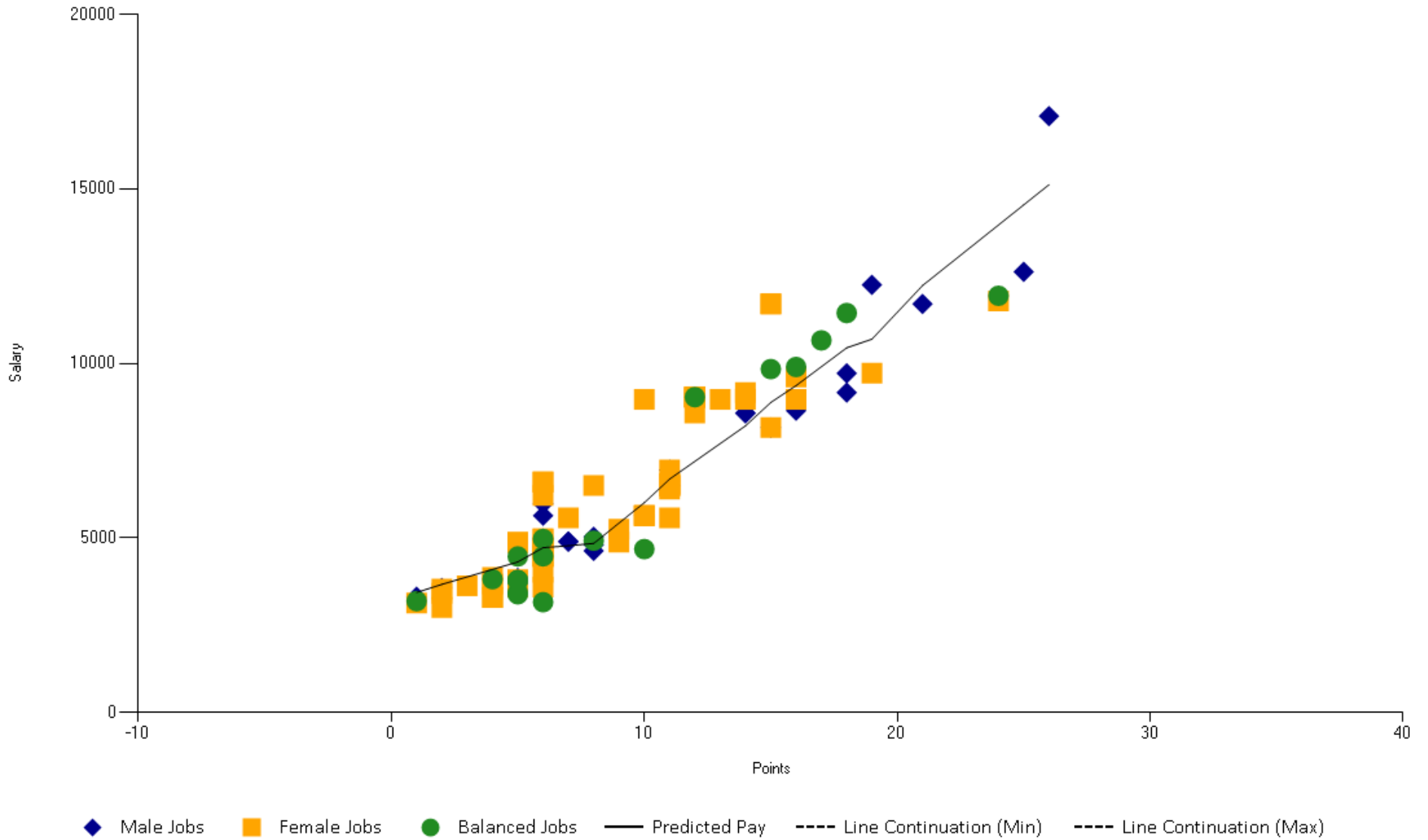
III. SALARY RANGE TEST = 82.40 (Result is A divided by B)

- A. Avg. # of years to max salary for male jobs = 6.46
- B. Avg. # of years to max salary for female jobs = 7.84

IV. EXCEPTIONAL SERVICE PAY TEST = 99.92 (Result is B divided by A)

- A. % of male classes receiving ESP = 92.50 *
 - B. % of female classes receiving ESP = 92.42
- *(If 20% or less, test result will be 0.00)

Predicted Pay Report for: ISD No. 709 - Duluth Case: 2023 Data



**Expenditure Contracts Signed
December 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
TeamWorks International	\$25,000.00*	Superintendent's Office (DU)	Strategic Planning Services for FY24
Lamar	\$5,250.00*	Superintendent's Office (DU)	Billboard communication for FutureForward709 May Referendum
Squires, Waldspurger & Mace	\$1,000.00*	TLE (DR)	Professional development for district paraprofessionals
Duluth Area Family YMCA	\$47,300.00*	TLE (DR)	ESSER funding for approved services
Family Freedom Center	\$75,000.00*	TLE (DR)	ESSER funding for approved services
Design Tree	\$31,500.00*	Facilities (DR)	Homecroft ES parking lot reconstruction
Design Tree	\$66,000.00*	Facilities (DU)	Transportation building addition (engineering services)
Goodguys Motor Co.	\$43,866.30*	Transportation (DR)	Purchase of 2014 Chevy Express Van
Goodguys Motor Co.	\$44,946.81*	Transportation (DR)	Purchase of 2014 Chevy Express Van
United Bus Sales	\$194,712.26*	Transportation (DR)	Purchase of two 2020 IC School Buses (\$90,820.00/bus)

United Bus Sales	\$64,397.25*	Transportation (DR)	Purchase of 2015 IC School Bus
Marshall School	\$6,896.80*	Special Services (DR)	Addendum to provide additional funding for nursing services in FY24
Johnanna Cummins	\$2,500.00*	Office of Education Equity (DR)	Facilitate SEED professional development training – June 24-28, 2024
Johnanna Cummins	\$2,500.00*	Office of Education Equity (DR)	Facilitate SEED professional development training – Jan 30 – May 21, 2024
Duluth Community School Collaborative	\$15,000.00*	Office of Education Equity (DR)	After school and summer programming to students at MWES
London Goode	\$1,600.00*	Office of Education Equity (DR)	Co-Facilitation of Affinity Group Events
Christopher Davila	\$1,000.00*	Office of Education Equity (DR)	Guest facilitator for Chinese New Year
Aya Nakajima	\$1,000.00*	Early Childhood (DR)	Eight classroom art lessons
Jesse Switters	\$1,000.00*	Early Childhood (DR)	Eight classroom art lessons
Tiffany Fenner	\$1,000.00*	Early Childhood (DR)	Eight classroom art lessons
Moira Villiard	\$1,000.00*	Early Childhood (DR)	Eight classroom art lessons
Michelle Defoe	\$1,000.00*	Early Childhood (DR)	Eight classroom art lessons
Becky VanRiper	\$400.00*	Early Childhood (DR)	Painting class for Duluth Head Start staff
Lincoln Park Children & Families Collaborative	\$120.00*	Early Childhood Special Services (DR)	Addendum for the purpose of preschool planning as required by a student IEP

AGREEMENT

THIS AGREEMENT, made and entered into this 25th day of January, 2024, by and between Independent School District #709, a public corporation, hereinafter called District, and TeamWorks International, 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 July 1, 2023 and shall remain in effect until June 30, 2024, 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. *Strategic Planning*

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 \$25,000 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: Superintendent's Office, 709 Portia Johnson Drive, 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) TeamWorks International, Inc. 7037 20th Avenue South, Suite A, Centerville, MN 55308.

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.

Raymond O'Quener
Contractor Signature

39-1829483
SSN/Tax ID Number

2/4/24
Date

John Maggs
Program Director

1/26/24
Date

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the Executive Director of Finance & Business Services 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	020	000	305	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

Erin Zunic
Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair

January 25, 2024
Date

Duluth
P.O. Box 16030
Duluth, MN 55816
Phone: 218-628-2301
Fax: 218-628-0364



CONTRACT # 4449848

Date: 1/24/2024
New/Renewal: NEW
Account Executive: Terry Olson
Phone: 218-628-2301

267

STANDARD CONDITIONS

- 1. Late Artwork:** The Advertiser must provide or approve art work, materials and installation instructions ten (10) days prior to the initial Service Date. In the case of default in furnishing or approval of art work by Advertiser, billing will occur on the initial Service Date.
- 2. Copyright/Trademark:** Advertiser warrants that all approved designs do not infringe upon any trademark or copyright, state or federal. Advertiser agrees to defend, indemnify and hold Lamar free and harmless from any and all loss, liability, claims and demands, including attorney's fees arising out of the character contents or subject matter of any copy displayed or produced pursuant to this contract.
- 3. Payment Terms:** Lamar will, from time to time at intervals following commencement of service, bill Advertiser at the address on the face hereof. Advertiser will pay Lamar within thirty (30) days after the date of invoice. If Advertiser fails to pay any invoice when it is due, in addition to amounts payable thereunder, Advertiser will promptly reimburse collection costs, including reasonable attorney's fees plus a monthly service charge at the rate of 1.5% of the outstanding balance of the invoice to the extent permitted by applicable law. Delinquent payment will be considered a breach of this contract. Payments will be applied as designated by the Advertiser; non designated payments will be applied to the oldest invoices outstanding.
- 4. Service Interruptions:** If Lamar is prevented from posting or maintaining any of the spaces by causes beyond its control of whatever nature, including but not limited to acts of God, strikes, work stoppages or picketing, or in the event of damage or destruction of any of the spaces, or in the event Lamar is unable to deliver any portion of the service required in this contract, including buses in repair, or maintenance, this contract shall not terminate. Credit shall be allowed to Advertiser at the standard rates of Lamar for such space or service for the period that such space or service shall not be furnished or shall be discontinued or suspended. In the case of illumination, should there be more than a 50% loss of illumination, a 20% pro-rata credit based on four week billing will be given. If this contract requires illumination, it will be provided from dusk until 11:00p.m. Lamar may discharge this credit, at its option, by furnishing advertising service on substitute space, to be reasonably approved by Advertiser, or by extending the term of the advertising service on the same space for a period beyond the expiration date. The substituted or extended service shall be of a value equal to the amount of such credit.
- 5. Entire Agreement:** This contract, all pages, constitutes the entire agreement between Lamar and Advertiser. Lamar shall not be bound by any stipulations, conditions, or agreements not set forth in this contract. Waiver by Lamar of any breach of any provision shall not constitute a waiver of any other breach of that provision or any other provision.
- 6. Copy Acceptance:** Lamar reserves the right to determine if copy and design are in good taste and within the moral standards of the individual communities in which it is to be displayed. Lamar reserves the right to reject or remove any copy either before or after installation, including immediate termination of this contract.
- 7. Termination:** All contracts are non-cancellable by Advertiser without the written consent of Lamar. Breach of any provisions contained in this contract may result in cancellation of this contract by Lamar.
- 8. Materials/Storage:** Production materials will be held at customer's written request. Storage fees may apply.
- 9. Installation Lead Time:** A leeway of five (5) working days from the initial Service Date is required to complete the installation of all non-digital displays.
- 10. Customer Provided Production:** The Advertiser is responsible for producing and shipping copy production. Advertiser is responsible for all space costs involved in the event production does not reach Lamar by the established Service Dates. These materials must be produced in compliance with Lamar production specifications and must come with a 60 day warranty against fading and tearing.
- 11. Bulletin Enhancements:** Cutouts/extensions, where allowed, are limited in size to 5 feet above, and 2 feet to the sides and 1 foot below normal display area. The basic fabrication charge is for a maximum 12 months.
- 12. Assignment:** Advertiser shall not sublet, resell, transfer, donate or assign any advertising space without the prior written consent of Lamar.
- 13. Digital Provisions:** Lamar will strive to provide Advertisers with 100% of the time they contract. However, due to problems with power interruptions, emergency governmental warnings (e.g. Amber Alerts) or other unforeseen interruptions, Lamar is guaranteeing copy will be displayed an average of 92.5% of the time contracted. If a location should be lost during the period of display for any reason, a digital location of equal advertising value will be substituted or credit issued for the loss of service. For purposes of determining whether a credit is due, the average number of guaranteed impressions per day will be measured over the duration of the contract, e.g., during a four week contract, the available impressions during the entire four week term of the contract will be calculated and 92.5% of that number will be used as the basis to determine whether a credit is due the Advertiser. If Lamar has provided 92.5% or greater of available impressions, then no credit will be due.



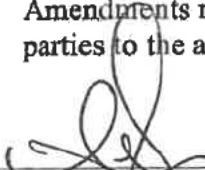
**AGREEMENT FOR PURCHASE OF SERVICES FOR
PARAPROFESSIONAL TRAINING ON JANUARY 22, 2024**

The following is an Agreement between Squires, Waldspurger & Mace, P.A. (hereinafter referred to as the "Consultant") and Independent School District No. 709, Duluth Public Schools (hereinafter referred to as the "District").

1. The Consultant agrees:
To provide services for the purpose of presenting at the District's training for paraprofessionals on January 22, 2024. Consultant will present on the following topics: legislative changes to student discipline, disciplinary dismissals, nonexclusionary discipline, minimum services during suspensions, implications of certain discipline practices, expulsions of special education students, and manifestation determinations. Consultant will present virtually, and the District may record the training and make it available for District staff to view until June 1, 2024.

2. The District agrees:
To pay the Consultant a flat fee of \$1,000.00 for presenting at the District's training for paraprofessionals from 9:00 a.m. to 10:00 a.m. on January 22, 2024, inclusive of presentation and question-and-answer time. Fee includes prep time and presentation time.

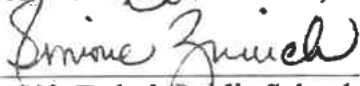
3. AMENDMENTS
Amendments must be in writing and indicate approval by both parties to the amended terms.



 Squires, Waldspurger & Mace, P.A.

1/16/24

 Date



 I.S.D. 709, Duluth Public Schools

1-16-24

 Date

01 005 640 161305 002



AGREEMENT

THIS AGREEMENT, made and entered into this 26th day of January, 2024, by and between Independent School District #709, a public corporation, hereinafter called District, and Duluth Area Family YMCA, 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 December 1, 2023 and shall remain in effect until June 30, 2024, 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.** *Duluth Area Family YMCA Proposal for ISD 709 ESSER Funds (see attached proposed services)*

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 \$47,300 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: Assistant Superintendent's Office, 709 Portia Johnson Drive, 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) Duluth Area Family YMCA, 302 W 1st 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.

<u><i>Sara Cole</i></u>	41-0693931	1/29/2024
Contractor Signature	SSN/Tax ID Number	Date
<u><i>Anthony Burt</i></u>		1/26/24
Program Director		Date

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the Executive Director of Finance & Business Services 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	203	161	303	013
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

<u><i>Erin Zwick</i></u>	1-26-24
Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair	Date



Duluth Area Family YMCA Proposal for ISD 709 ESSER Funds

December 2023

Overview

The Duluth Area Family YMCA (the Y) is one of the oldest and largest nonprofits in the Northland. The Y is committed to strengthening community by connecting all people to their potential, purpose, and each other. As an association, the Y's programs reach over 180 miles, from Moose Lake to Grand Portage. Locally, programs operate within all Duluth Public Elementary Schools, the Harbor Highlands Community Center, the Gary-New Duluth Recreation Center, the Woodland Community Center, and several non-profit youth serving agencies.

In partnership with ISD 709, the Y is proposing to provide the following services to increase youth development and healthy living opportunities for Duluth-area youth, specifically those from low-income households and BIPOC communities from January – July 2024.

The Y acts as a leader, collaborator, and catalyst for change. Services described in this proposal will have a widespread impact on youth and families, as they will be done in collaboration with the following entities: AICHO, Boys and Girls Clubs of the Northland, CHUM's Steve O'Neil Apartments, the Damiano Center, the Duluth Community School Collaborative, Family Freedom Center, Gary New Duluth Recreation Center, Harbor Highlands Community Center, Laura MacArthur KEY Zone, Lincoln Park Children and Families Collaborative, Myers-Wilkins KEY Zone, Stowe KEY Zone, and Valley Youth Center. These partnerships were carefully identified for this project as they all serve a high percentage of youth from low-income households (40-95% qualifying for free or reduced-price lunch) and families that identify as part of the BIPOC community (20-95%).

Proposed Services

- **Family Engagement:** Monthly enrichment opportunities for families from low income and BIPOC households to engage in free events at the Downtown Y and the Essentia Wellness Center from January 2024-June 2024. Families will have the opportunity to use the pool, rock wall, gym, and other youth activities.
 - Total of \$9,000 to cover 6 months of activities. The includes food, transportation, and supplies.
- **Student Memberships & Gym Space:** All ALC and Denfeld Setting 3 EBD students will receive Y memberships to access the facilities from January – July 2024.
 - Memberships for all ALC students, 18 Denfeld students, and exclusive gym space for ALC gym class = \$10,000
- **Community-Based Programming:** Increase enrichment opportunities for students from low income and BIPOC households to engage in free, high quality, year-round out-of-school time programming at the Harbor Highlands Community

Center and Gary New Duluth Recreation Center. Create new opportunities to engage in and with the community for program supplies and speakers. Also providing more teen focused programming that includes career exploration, skill development, and collage visits.

- 2 sites at \$3,000 each = of \$6,000

- **KEY Zone Access:** Increase opportunities for students to engage in high quality out-of-school time programming during the school year. Services will focus on KEY Zone Laura MacArthur, Myers Wilkins, and Stowe Elementary.

- Scholarships for 20 students x \$203 for 9 months September 2023 – May 2024 = \$20,300

- **Youth In Government Programming:** Increase enrichment opportunities for students from low income and BIPOC households to engage in free teen programming. Youth in Government (YIG) is an immersive that includes focused discussions on current issues, a wide variety of social events, engaging evening activities, time for small-group reflection, and hands-on leadership development.

- 10 youth in grades 8th – 12th to experience the Youth in Government program. \$200 x 10 = \$2,000

Proposed Budget

Service	Details	Amount
Community Program Enhancements	2 sites will provide enrichment activities and focus on teen programming.	\$6,000
KEY Zone Scholarships	20 more youth will receive free high-quality care afterschool.	\$20,300
Family Engagement	6 family nights at Y facilities	\$9,000
Youth Memberships	## of youth from ALC and Denfeld will be able to access the Y for free	\$10,000
Youth in Government	10 teen youth to participate in the program	\$2,000
	Total	\$47,300

Contact

Jeremy Katchuba

Senior Vice President of Operations
jkatchuba@duluthymca.org
 218-241-8008 ext. 505

Melissa Fanning

Community Services Executive Director
mfanning@duluthymca.org
 218-722-4745 ext. 107

Duluth Area Family YMCA

302 W 1st St
 Duluth, MN 55802

AGREEMENT

THIS AGREEMENT, made and entered into this 29th day of January, 2024, by and between Independent School District #709, a public corporation, hereinafter called District, and Family Freedom Center, 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 1, 2024 and shall remain in effect until June 30, 2024, 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.** See attachment for program description.

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 \$75,000 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: Assistant Superintendent's Office, 709 Portia Johnson Drive, 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) Family Freedom Center, 310 N 1st Ave W 55806 Suite 108, Duluth, MN 55806.

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.

 83-0943572 1/30/2024
Contractor Signature SSN/Tax ID Number Date

 1/29/24
Program Director Date

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the Executive Director of Finance & Business Services 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).

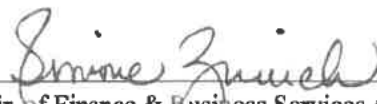
Please check the appropriate line below:

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	161	304	013
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

1-29-24
Date

Family Freedom Center
ISD709 ESSER FUNDS: MID-TERM REPORT
7/1/2023 - 12/31/2023

821

1. Mental and Physical Health (75 Total Students Served)

The Center currently provides the following Health & Wellness programs for students:
Jacob, here is the progress report for the "Freedom Farms" program under the "Health" category:

Freedom Farms Progress Report

Freedom Farms, a significant initiative by Family Freedom Center, focuses on promoting food access and creating a communal space through its Black urban farms. This project includes an outdoor farm in Central Hillside and an indoor farm at The Center, operational throughout the year. Freedom Farms is flourishing as an educational and nutritional resource for ISD709 students, aligning perfectly with the objectives set in the proposal. Each element of the program, from free produce distribution to educational workshops, is contributing to the overall health and wellbeing of the student.

Free Produce Pick Up:

Objective: To provide ISD709 students with fresh, locally-sourced produce at no cost.

Progress: Implemented, combating food insecurity and encouraging healthy eating habits

Students Benefited: 75

Gardening Classes:

Objective: Educate students in hands-on gardening, crop cultivation and maintenance.

Progress: Students gaining insights into self-sufficiency and sustainable food production.

Students Participated: 30

Food Preparation Classes:

Objective: Teaching students healthy cooking techniques and nutrition, using produce.

Progress: Providing students with cooking skills, teaching the importance of healthy eating.

Students Engaged: 25

Total Students Served: 75

Girlhood Progress Report

Weekly program for girls and feminine youth, focusing on personal development and mental health in a safe, supportive environment. Girlhood is effectively meeting its goal, positively impacting the participants and aligning with the proposed objectives.

Objective: To provide a nurturing space for discussions, activities, and skill development, fostering personal growth and resilience.

Progress: Successful in creating a safe space with a blend of discussions, soothing activities, and skill-building. Regular participants enjoy monthly recognition with local outings.

Total Students Served: 25

Circles for Young Fathers Progress Report

Six-week program in partnership with Community Resolution Center (CRC), designed for young fathers, fathers-to-be, and adolescent masculine youth. The program focuses on fatherhood, caretaking roles, personal character growth, and supporting families and communities. The most recent iteration saw 25 different youth attending, with an average of 10 attendees per week.

Objective: To mentor young men in fatherhood and personal development, enhancing their roles in families and communities.

Progress: Successful engagement with mentors from the community, facilitating discussions and learning on fatherhood and personal growth.

Total Students Served: 25

FFC Expanded Health Programs Report

Family Freedom Center has offered several expanded health programs to students, including:

- **Sexual Education and Reproductive Health:** Partnering with organizations like Planned Parenthood, Rainbow Health, and Lutheran Social Services to provide education and resources to adolescent youth.
- **Substance Use Education:** Conducting programs in collaboration with the Harm Reduction Sisters to address the community's substance use epidemic
- **Social-Emotional Learning:** A program in partnership with UMN Extension, helping students enhance their social and emotional skills, develop social awareness, and establish healthy relationships.
- **Therapy/Skills Groups:** Offering groups for youth to develop coping skills and strategies, discuss mental health, and combat mental health stigmas.

Total Students Served: 7

Mid-term Health Findings

The health programs conducted by Family Freedom Center have brought to light considerable needs in mental and physical health, especially within the BIPOC community of Central Hillside Duluth. A particular area of concern has been substance abuse among students, which these programs have addressed through targeted education and support. This specific challenge, along with the broader scope of services including sexual and reproductive health, emotional learning, and support groups, has underscored the ongoing and perhaps growing need for such resources in the community. The response to these initiatives reveals a persistent demand for support, especially in combating substance abuse, which is a significant factor in the overall health and wellbeing of the student population. The insights gained from these programs clearly indicate the necessity for continued and expanded efforts to address these critical health concerns.

2. Education and Learning Support (73 Total Students Served)

Academic Planning Program Report

The Academic Planning program has been involved in promoting academic success. Staff have assisted with enrollment, classwork planning, setting goals for attendance and completion, discussing alternative education options, and advocating for family needs.

Objective: To guide students in achieving academic goals and support their educational journey.

Progress: Provided personalized academic support, impacting student progress.

Total Students Served: 21

Supplementary Academic Skills Report

'Smarter Every Day' is a daily program at The Center, focusing on developing skills crucial for academic success. It emphasizes building confidence and resilience, empowering students to be successful learners. The program covers daily objects such as mathematics, sciences, arts, reading, and writing.

Objective: To enhance key academic skills, fostering confidence and resilience in students for success in various learning environments.

Progress: Focused on skill development in core academic areas, contributing to student empowerment and learning proficiency.

Total Students Served: 45

Student Parent Liaison Program Report

The Center acts as a communication hub, connecting ISD709 with students, families, and various resources. Active participation in SARB and regular correspondence with schools attended by the students enables the creation of comprehensive plans that are well-informed and tailored to address individual student needs.

Objective: To facilitate effective communication and planning between ISD709, students, and families for a comprehensive approach to student needs.

Progress: Maintained regular communication and collaboration, ensuring that student support plans are comprehensive and well-informed.

Total Students Served: 4

Tutoring Program Report

The Tutoring program at The Center involved FFC youth specialists assisting students with their classwork. This service was accessible daily for students on half-days, ALC students, Homebound students, and elementary students, with availability for middle and high school students upon request. Despite dedicated efforts by our specialists, the absence of an on-site teacher from ISD709, as initially anticipated, limited the program's potential impact.

Objective: To provide academic support to students, aiming to enhance their understanding and completion of classwork.

Progress: FFC youth specialists delivered consistent tutoring assistance. However, the need for additional academic support persists, highlighting the gap left by the unfulfilled provision of an on-site teacher.

Total Students Served: 14

Alternative Education Sites Program Report

The Center served as a vital resource for students with non-traditional educational arrangements. This included students from the Area Learning Center, both in seated classes and participating online, as well as students on half-day schedules and those meeting with homebound teachers. At

The Center, these students received tutoring and academic support from our staff as well as meals, and access to a safe space equipped with necessary technology and learning materials.

Objective: To support students in alternative education settings by providing academic assistance, nutritional support, and access to essential educational resources.

Progress: While staff provided comprehensive support to these students, the program highlighted an ongoing need for additional resources and structured educational guidance to fully meet the unique needs of this diverse student group.

Total Students Served: 14

BIPOC Parents' Association Report

This program focused on establishing the Black/BIPOC Parents' Association as a supporting entity within ISD709. The approach involved a biweekly cycle of individual meetings, capacity-building training, and advocacy experiences, aiming to create an organization of Black parents with chapters in multiple schools. The goal is to develop a group capable of mobilizing over 100 representatives for school boards or other public meetings.

Objective: To build a robust network of Black parents, empowering them through leadership and community organizing training at FFC. The process began with current participants and expanded to include new leaders from various schools.

Progress: Initiated the development of the core team and conducted biweekly leadership training sessions. The program is instrumental in fostering a strong community presence and advocacy for change.

Total Students Served: 15

Mid-term Education Findings

The Education programs at The Center have successfully addressed various academic needs of ISD709 students. Initiatives like Academic Planning, Tutoring, Supplementary Academic Skills, and Alternative Education Sites have provided crucial support services, ranging from academic assistance to skill enhancement in a supportive learning environment.

Our experience, particularly with the increasing attendance at The Center, approximately 75 students daily, has underscored the growing demand for these educational services. While we have made significant progress, the absence of a dedicated teacher from ISD709 has been a notable limitation. This role is critical for enhancing our program's effectiveness and directly addressing the diverse and complex needs of our students.

The findings from our programs point to the continued need for robust educational support. Sustainable funding and resources are essential for maintaining and expanding our services. The addition of a teacher, as initially planned, would greatly benefit our efforts, allowing us to provide more integrated and specialized support. Looking ahead, the ongoing support will be crucial in adapting to the evolving educational landscape and ensuring that we can meet the growing needs of our students, helping them thrive in their academic journeys.

3. Economic Stability (38 Total Students Served)

Adulting Basics Courses Program Report (Upcoming)

The Adulting Basics Courses, targeting youth aged 16-21, are planned to facilitate the transition from adolescence to adulthood. This upcoming program, secured for integration at Denfeld High School in partnership with the Community School Collaborative and Workforce Development, is set to commence in Spring 2024. It aims to empower participants by setting clear visions and goals for their future and working towards them. The curriculum will focus on developing work readiness skills, completing GEDs where needed, enhancing financial literacy, building or repairing credit, providing guidance on post-secondary education and financial aid, and establishing mentorship connections with local BIPOC business owners.

Objective: To prepare transitioning youth with crucial life skills and mentorship for a successful shift to adult responsibilities and career pathways.

Preparation Progress: Successfully secured the program's integration into Denfeld High School and established partnerships in anticipation of the first class in Spring 2024.

Total Students to be Served: 8

Freedom Start-Ups Program Report (Upcoming)

Freedom Start-Ups is an upcoming program designed to empower BIPOC entrepreneurs aged 16-21 by equipping them with the tools and knowledge needed to succeed in business. This program, scheduled to commence in Spring 2024, aims to prepare participants for the challenges they will face as minority business owners and encourage them to develop culturally specific enterprises rooted in their heritage.

Objective: Offer entrepreneurial skills training and guidance to ISD709 students. To build an entrepreneurial ecosystem supporting diverse business owners and provide a safe space for learning, free course materials, food, and childcare.

Progress: The program launch is planned for Spring 2024, and preparations are underway to secure the necessary resources and partnerships for a successful start.

Total Students to be Served: 8

Work Readiness Program (START) Report

The Work Readiness for students and young adults was offered through our Center's Skilled Trades, Arts, Robotics, and Technology (START) program. START served as an experimental workspace, providing students with exposure to cutting-edge technology and equipment in an educational and nurturing environment. This initiative aimed to bridge the gap between BIPOC students and professions that create generational wealth by introducing them to technology-driven career pathways through culturally responsive workshops.

StudioX and START Spaces

The artistic and skilled trades aspect of the START program has been a cornerstone of our success in 2023. START provided comprehensive workshops in various disciplines, each designed to foster creativity and technical proficiency:

- **Hairstyling and Barbering:** Youth delved into the world of beauty and hair care, learning various techniques suitable for different hair types and styles. This workshop served as a platform for those interested in pursuing careers in the beauty industry.
- **Clothing Design and Customization:** Practical skills in clothing design, including customizing clothes using patches, heat presses, and both hand and machine sewing techniques.
- **Visual Arts:** Workshops explored painting and drawing, encouraging youth to experiment with different styles, mediums, and techniques, nurturing their artistic talents.
- **Music Production:** The program embraced the creative aspects of music with activities in lyric writing, freestyle rapping, and beat creation using various music production software. Youth learned to compose, record, and produce their own music.
- **Photography:** Workshops blended technical skill development with creative expression, teaching youth the basics of photography, including composition and editing.
- **Hydroponics:** Techniques for growing plants indoors, emphasizing sustainability and self-sufficiency in urban settings, providing valuable agricultural skills.

Objective: To provide students and young adults with work readiness skills and exposure to technology-driven career pathways through culturally responsive workshops.

Progress: Successfully introduced students to a wide range of skills and career possibilities, fostering creativity and technical proficiency in an inclusive and supportive environment.

Total Students Served: 30

Mid-term Economic Stability Findings

In the pursuit of economic stability for ISD709 students, the Family Freedom Center has made substantial strides in empowering our youth. Our programs have not only equipped them with essential life skills but have also planted the seeds of entrepreneurship and financial literacy. As we reflect on our accomplishments, we envision a future where our students can break the cycles of poverty that have disproportionately affected BIPOC communities. Through initiatives like the Adulting Basics Courses, set to launch in Spring 2024, we are preparing our youth for the transition to adulthood by providing them with the tools to secure stable employment, pursue higher education, and manage their finances effectively. The upcoming Freedom Start-Ups program will further bolster our efforts by nurturing a new generation of BIPOC entrepreneurs who can create culturally specific enterprises and reshape the narrative of Black business ownership.

Our Skilled Trades, Arts, Robotics, and Technology (START) program has opened doors to technology-driven career pathways and artistic skills development, bridging the gap between our students and professions that build generational wealth. We are proud of the opportunities we have offered to our youth, and we see the potential for them to excel in fields that have traditionally been less accessible. As we assess the need for continued support, it is clear that economic stability is not an endpoint but an ongoing journey. Our findings highlight the importance of providing resources, mentorship, and education to students as they navigate the complexities of adulthood. We believe that by nurturing financial literacy, entrepreneurship, and work readiness skills, we can empower our students to generate alternative means of income and break free from the cycles of poverty.

Conclusion:

During the contract period from July 1, 2023, to December 31, 2023, Family Freedom Center served 209 ISD709 students, resulting in 2,743 visits to The Center. Each student received daily meals, mentor support from our Youth Specialists, and engaged in Arts & Crafts activities, as well as indoor and outdoor recreation. Please see the chart below for students served by school, as well as the attached document for the full roster of students served.

Furthermore, we organized special events for ISD709 families, including:

- Annual Big Tent Event (600 guests) providing cold weather kits and essentials.
- Unity in Our Community (1,500 backpacks) supporting back-to-school needs.
- Freedom Fridays (200+ attendees monthly) serving free meals and workshops/classes.
- Thanksgiving Dinner, Christmas Dinner, Trunk-or-Treat, and BIPOC Business Showcase.

ISD709 SCHOOLS	# Students
Denfeld High School	60
Myers-Wilkins Elementary School	66
Lincoln Park Middle School	47
Adult Learning Center	10
ISD709 Homeschool/Homebound	6
Ordean East High School	4
Piedmont Elementary School	4
Arrowhead Juvenile Center High School	2
Ordean High School	2
Lowell Elementary School	3
Laura McArthur Elementary School	1
Congdon Elementary School	1
Stowe Elementary School	1
Rock Ridge High School	2
TOTAL ISD709 STUDENTS	209

Note: Family Freedom Center served 19 non-ISD709 students during this contract period.

Students from other schools served	
The DECS North Star Academy	10
Harbor City International School	2
Twin Cities	2
Fond Du Lac Ojibwe School	1
Unknown	4
TOTAL NON-ISD709 STUDENTS	19

The findings throughout this contract underscore the paramount importance of the Family Freedom Center's presence in ISD709. As we reflect on the progress and impact achieved by the Family Freedom Center over the past six months, it is clear that our essential services, guidance, and transformative opportunities have resulted in tangible improvements in the growth and development of the students we serve.

In light of our accomplishments, we are seeking funding in the amount of \$150,000 in ESSER funds for the next year, from January 1, 2024, to December 31, 2024. This funding will enable the Center to sustain and expand its programs, reaching an additional 400 ISD709 students and totaling 6,000+ visits to the Center in 2024.

While the Center is proud of the progress made, it acknowledges that there are still unmet needs within the community. Challenges such as food insecurity, academic support gaps, and economic instability persist, emphasizing the continuous need for support and intervention.

The students served by the Center, the heart of its mission, possess immense potential and untapped talent. With the right resources and opportunities, they have demonstrated their ability to overcome obstacles and reach their full potential. It is a firm belief that continued investment in their growth and development is not only an investment in their future but also in the future of the community as a whole.

Understanding the importance of sustained financial backing and the continued engagement of the community in its endeavors, the Family Freedom Center seeks the requested funding of \$150,000 to carry forward its vital work in empowering students, addressing their unique needs, and creating a pathway to a brighter future.

For any further inquiries or questions regarding our work and funding request, please feel free to contact Jacob Bell, Executive Director of the Family Freedom Center via email at Jacob@familyfreedomcenter.org.

We appreciate your attention to our mission and look forward to the opportunity to discuss how your support can help us make a lasting impact on the lives of ISD709 students.

Thank you for considering our funding request.

November 27, 2023

Bryan Brown – Facilities Manager
Duluth Public Schools
Via email: bryan.brown@isd709.org

RE: Homecroft Elementary Parking Lot Reconstruction

Dear Mr. Brown

Thank you for the invitation to propose our Professional Engineering services for the Homecroft Elementary Parking Lot Reconstruction Project. It is our understanding of the project that it is to consist of reconstructing the existing parking lot at Homecroft Elementary in Duluth, MN. Construction will include bituminous pavement, concrete curb & gutter, installation of a stormwater management system, and wall-mounted lighting systems.

Fees for Proposed Services

Design Tree Engineering will provide engineering services as listed below for the lump sum fee:

Professional Engineering Services

Land Survey (Topo): \$7,500

Civil: \$18,000

Electrical: \$6,000

Total Lump Sum Fee: \$31,500

Proposed Scope of Engineering Services

Design Services:

1. Attendance at up to 3 virtual design meetings.
2. Site visit to review the existing building and document existing systems conditions and locations.
3. Provide progress submittals for Owner review and project team coordination as requested.
4. Provide signed Construction Documents (drawings and specs) for the use of permitting and construction.
5. Responding to the reviewing authorities' comments to receive the necessary approvals from governing agencies.

Land Surveying:

1. Topographic Survey
 - a) Collect existing conditions.
 - b) Locate utilities through Gopher One Call.
 - c) Obtain inverts of utilities.
 - d) Provide cad background for civil use.

Civil Design Services:

1. Existing conditions plan.
2. Site Plan which includes the design of:
 - a) Parking lot of approximately 40 stalls $\pm 10\%$
 - b) Bus drop-off/pick-up area.
 - c) Connections to City streets.
 - d) Grading plan.
3. Erosion control plan.
4. Utility Plan including:

DTE PROPOSAL

Homecroft Elementary Parking Lot Reconstruction

- a) Storm sewers, culverts, etc.
5. Storm water Calculations to comply with the project site's governing authorities.
6. Storm water Pollution Prevention Plan
7. Construction Details.
8. Preparation of documents for submittal to reviewing authorities.

Electrical Design Services:

1. Lighting design for the building exterior and parking lot.
2. Coordinate the electrical feed points for the project areas.
3. Photometric analysis of project areas to verify proposed lighting performance and compliance with IES recommendations and Owner's guidelines.
 - a) Emergency lighting design.
4. Drawings with lighting layouts using final luminaire selection, circuiting, controls and schedules.
5. Specifications identifying the requirements of the lighting control systems.

Bidding Administration:

1. Prepare bidding documents.
2. Advertise for bids.
3. Prepare an award recommendation letter.
4. Respond to Contractor questions via email or telephone.
5. Prepare and assist with Addenda, if required, during the bidding period.

Construction Administration Services

1. Review Contractor submittals and shop drawings.
2. Respond to Contractor questions via telephone or email during the construction period.
3. Provide spot inspections during critical phases.
4. A engineering representative will attend the following site visits:
 - a) Spot inspections during critical construction phases.
 - b) One visit at substantial completion to prepare a project punch list.

Project Schedule

1. The project is intended to be completed prior to school starting in the fall of 2024.

Assumptions

Land Surveying

1. Owner shall provide legal descriptions of the property to be surveyed.
2. If platting or an ALTA/NSPS Land Title Survey is required, owner is to provide a Title Commitment or Title Opinion.
3. Private utilities are not located.

Civil

1. Geotechnical investigations will be performed by Others under a separate contract with the Owner.

Supplemental Services

For the purposes of this proposal, Supplemental Services is defined as any service authorized by the Client and is to be performed by the Consultant which is not included in the above scope. The Client will be billed the additional design fee as agreed upon when the additional service is approved. Such supplemental services include, but not limited to:



DTE PROPOSAL

Homecroft Elementary Parking Lot Reconstruction

Civil

1. Services related to application for permits, plan preparation, meetings, delineation and mitigation due to wetland encroachments.
2. Services related to the extension of public infrastructure, i.e., sanitary sewer main extensions, watermain extensions or street extensions.
3. Design of septic systems.
4. Design of well water systems.
5. Landscaping and Irrigation Design.
6. Construction Staking.

Electrical

1. Technology systems.
2. Changes to the luminaire selections which require revisions to layouts and/or photometric model.
3. Equipment life cycle cost comparisons.
4. Arc Flash Hazard Study for the electrical distribution equipment.
5. Design of or incorporating emergency power systems such as a generator or UPS system.
6. Design services to feed the new buildings from an existing service.
7. Attendance at technology system discussion meetings.

Common for all Disciplines

1. Design of or incorporating renewable energy sources, such as wind or solar power systems.
2. Making revisions in Drawings, Specifications, or other documents when such revisions are:
 - a) Inconsistent with approvals or instructions previously given, including revisions made necessary by adjustments in the Client's program or Project budget.
 - b) Required by the enactment or revisions of codes, laws or regulations after the preparation of such documents.
 - c) Due to changes because of Client or Owner failure to render decisions or deliver information in a timely manner.
3. Significant revisions to the project after 50% design has been completed.
4. Restarting work on project after direction has been issued to pause or cease work.
5. Incorporation of alternates which require additional design or redesign.
6. Engineer's opinions of probable construction costs or construction cost estimates.
7. Attendance at meetings in excess to what is identified in the above scope.
8. Revisions to drawings due to value engineering after the signed documents have been issued.
9. Review of submittals which Contractor was required to resubmit more than once.
10. Payment of permits, City, County or other fees needed for governing authority reviews and/or the construction of the proposed project.
11. Modification to systems or other additional work required to identify and resolve conflicts due to incorrect installation or use of materials by others.
12. Commissioning and testing services.
13. Development of record or as-built documents.

Reimbursable Expenses

Expenses for reimbursable items will be invoiced in addition to the fees outlined in this proposal. Such expenses may include, but are not limited to, mileage (at current federal rate), traveling expenses, parking, digital file transfers, plots, and creating copies of files and documents.

Thank you for giving us the opportunity to work with you on this project. If you have any questions or see a need for modifying the above services, please feel free to contact our office. When you find this proposal



DTE PROPOSAL

Homecroft Elementary Parking Lot Reconstruction

is acceptable, please sign and date the space below and return to our office.

Sincerely,

DESIGN TREE ENGINEERING & LAND SURVEYING

Michael Gerber

Michael Gerber, PE
Civil Engineer
Phone: (320) 227-0203
Email: mjg@dte-ls.com

Acceptance of Proposal:

The total proposed fee amount of \$31,500 is accepted and I hereby authorize Design Tree Engineering to proceed with the proposed work contained in this proposal.

Ermine Zunic

Signature

Exec. Dir. Business, Finance

Title

January 10, 2024

Date



January 10, 2024 – Revision 1

Bryan Brown – Manager of Facilities
Duluth Public School District 709
713 Portia Johnson Drive
Duluth, MN 55811

RE: Transportation Building Addition
Engineering and Land Surveying Proposal

Dear Mr. Brown

Thank you for the invitation to propose our Professional Engineering and Land Surveying services for the Duluth Schools Transportation Building Addition project. Our understanding of the project is that it consists of adding two 25' by 100' bus bays to the existing bus garage at the Transportation Building.

Fees for Proposed Services

Design Tree Engineering will provide engineering services as listed below for the lump sum fee:

Professional Engineering Services

Architectural:	\$25,000 (Subcontracted with DSGW – See attached proposal)
Civil:	\$ 9,500
Structural:	\$ 6,500
Electrical:	\$ 7,500
Mechanical:	\$ 7,500
Total Building Services Lump Sum Fee:	\$56,000

Land Survey: \$10,000

Proposed Scope of Engineering Services

Design Services:

1. Attendance at up to 3 virtual design meetings.
2. Site visit to review the existing building and document existing systems conditions and locations.
3. Provide progress submittals for Owner review and project team coordination as requested.
4. Provide signed Construction Documents for the use of permitting and construction.
5. Responding to the reviewing authorities' comments to receive the necessary approvals from governing agencies.

Land Surveying:

1. Topographic Survey
 - a) Collect existing conditions.
 - b) Locate utilities through Gopher One Call.
 - c) Obtain inverts of utilities.
 - d) Provide CAD background for civil use.
2. Construction Staking
 - a) Set contractor control.
 - b) Stake building with offsets.
 - c) Stake underground utilities.
 - d) Stake curb and gutter.
 - e) Stakes for grading purposes.

- f) Stake subgrade.
- g) Stake sidewalks.

Civil Design Services:

1. Existing Conditions Plan.
2. Site Plan which includes the design of:
 - a) Two additional storage bays and a salt storage area.
3. Grading Plan
4. Erosion Control Plan.
5. Utility Plan including:
 - a) Storm sewers.
6. Construction Details.
7. Construction Specifications.
8. Preparation of documents for submittal to reviewing authorities.
9. Responding to the reviewing authorities' comments to receive the necessary approvals from governing agencies.

Structural Design Services:

1. Structural Design Services to include:
 - a) Preliminary structural calculations for typical elements.
 - b) Preliminary and Final Framing Design.
 - c) Review of secondary or non-structural elements attached to the preliminary structure.
 - d) Establishing criteria for pre-engineered design components.
 - e) Design of gravity and lateral systems.
 - f) Foundation Design.
2. Coordination of structural design with other disciplines.
3. Prepare and provide finalized structural calculations for the reviewing authorities approvals.

Electrical Design Services:

1. Power Distribution Design Services to include:
 - a) Coordinate the electrical feed points for the project areas.
2. Lighting Design Services to include:
 - a) Interior and exterior lighting.

Mechanical and Plumbing Design Services:

1. HVAC Design Services to include:
 - a) Equipment selection coordination with Owner and Architect.
 - b) Ventilation systems.
 - c) Coordination with utilities and other disciplines.
2. Plumbing Design to include:
 - a) Domestic sanitary sewer systems interior to the building.
 - b) Floor and roof drain systems.

Bidding Administration:

1. Respond to Contractor questions via email or telephone.
2. Advertise for bids.
3. Prepare and assist with Addenda, if required, during the bidding period.
4. Prepare an award recommendation letter.



Construction Administration Services

1. Review Contractor submittals and shop drawings.
2. Respond to Contractor questions via telephone or email during the construction period.
3. Provide spot inspections during critical phases.
4. Provide one site visit at substantial completion to prepare a project punch list.

Project Schedule

1. Proposal pricing is based upon project completion in the fall of 2024.

Assumptions

1. Geotechnical investigations will be performed by Others under a separate contract with the Owner.

Land Surveying

1. Owner shall provide legal descriptions of the property to be surveyed.
2. If platting or an ALTA/NSPS Land Title Survey is required, owner is to provide a Title Commitment or Title Opinion.
3. Private utilities are not located.

Mechanical

1. Bus garages will not be heated or air conditioned.
2. Fire suppression is not required.

Electrical

1. The design of Technology systems will be provided by Owner or other specialty system consultant. If this information is to be coordinated with the electrical documents, the design shall be provided in a timely manner to coincide with the agreed upon schedule. These design documents are to be provided in the form of marked up floor plans or digital floorplans which show device and equipment locations, ratings, and rough-in requirements.
2. Technology services to the building will be coordinated by Owner.
3. Site lighting, site signage and site pedestals are not part of this project.

Supplemental Services

For the purposes of this proposal, Supplemental Services is defined as any service authorized by the Client and is to be performed by the Consultant which is not included in the above scope. The Client will be billed the additional design fee as agreed upon when the additional service is approved. Such supplemental services include, but not limited to:

Civil

1. Services related to application for permits, plan preparation, meetings, delineation and mitigation due to wetland encroachments.
2. Landscaping and Irrigation Design.
3. Land Surveying.

Mechanical & Plumbing

1. Design of in-floor or in-grade heating and cooling systems.
2. Design of geo-thermal heating and cooling systems.
3. Energy Modeling

Electrical

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Transportation Building Addition

- 1. Design of or incorporating emergency power systems such as a generator or UPS system.
- 2. Design services to feed the new building from an existing service.

Common for all Disciplines

- 1. Design of or incorporating renewable energy sources, such as wind or solar power systems.
- 2. Making revisions in Drawings, Specifications, or other documents when such revisions are:
 - a) Required by the enactment or revisions of codes, laws or regulations after the preparation of such documents.
 - b) Due to changes because of Client or Owner failure to render decisions or deliver information in a timely manner.
- 3. Development of record or as-built documents.

Reimbursable Expenses

Expenses for reimbursable items will be invoiced in addition to the fees outlined in this proposal. Such expenses may include, but are not limited to, mileage (at current federal rate), traveling expenses, parking, digital file transfers, plots, and creating copies of files and documents.

Thank you for giving us the opportunity to work with you on this project. If you have any questions or see a need for modifying the above services, please feel free to contact our office. When you find this proposal is acceptable, please sign and date the space below and return to our office.

Sincerely,

DESIGN TREE ENGINEERING & LAND SURVEYING

Daniel Folsom

Dan Folsom, PE
President
320.808.3811
djf@dte-ls.com

Acceptance of Proposal:

The total proposed fee amount of \$56,000 for building services and \$10,000 for surveying is accepted and I hereby authorize Design Tree Engineering to proceed with the proposed work contained in this proposal.

Smione Znuich

Signature

Exec. Dir. Finance, Business Services

Title

January 29, 2024

Date

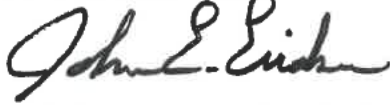


Upon your approval of this proposal, we understand you will provide for signature an AIA Owner/Architect Agreement to act as our Contract for this work. Additional services not detailed in this proposal may be negotiated for an additional fee. Reimbursable expenses will include printing and handling of documents, mileage, travel costs in support of the project in addition to what is indicated, and highly developed computer-generated renderings if requested or required. Services will be invoiced on a monthly basis equal to the level of completion of the scope of work. Invoices will be payable 15 days from receipt.

If you have any questions, please contact me at 218-727-2626 or email at jerickson@dsgw.com. We thank you for the opportunity to present this proposal.

Sincerely,

DSGW Architects, Inc



John E. Erickson, AIA, LEED AP
Architect , Principal

2023 Hourly Rate Schedule

	RATE
Managing Principal Architect	\$ 195.00
Principal Architect	\$ 165.00
Senior Architect	\$ 145.00
Architect	\$ 130.00
Design Professional	\$ 120.00
Intern Design Professional	\$ 100.00
Senior Project Manager	\$ 140.00
Project Manager	\$ 110.00
Specifications Manager	\$ 125.00
Design Technician	\$ 120.00
Principal Interior Designer	\$ 165.00
Senior Interior Designer	\$ 130.00
Interior Designer	\$ 110.00
Senior Project Coordinator/Technician	\$ 90.00
Project Coordinator	\$ 80.00
Administrative Support	\$ 70.00
REIMBURSABLES	
Mileage	IRS Rate + 15%
Travel Expenses	Cost + 15%
Outside Services	Cost + 15%
Shipping Charges	Cost + 15%
Reproductions (In-House):	
Black/White	\$.20 / per sheet
Color	\$ 1.20 / per sheet
Large Format Document Printing:	
Black/White	\$.40 / sq. ft.
Color	\$ 8.75 / sq. ft.
Archive Document Retrieval Fee	\$ 75.00
	As of October 2023

Section 1: Agreement

1.1 Our agreement with you consists of these General Conditions and the accompanying written proposal or authorization ("Agreement"). This Agreement is the entire agreement between you and us. It supersedes prior agreements. It may be modified only in a writing signed by us, making specific reference to the provision modified.

1.2 The words "you," "we," "us," and "our" include officers, employees, and subcontractors.

1.3 In the event you use a purchase order or other documentation to authorize our scope of work ("Services"), any conflicting or additional terms are not part of this Agreement. Directing us to start work prior to execution of this Agreement constitutes your acceptance. If, however, mutually acceptable terms cannot be established, we have the right to terminate this Agreement without liability to you or others, and you will compensate us for fees earned and expenses incurred up to the time of termination.

Section 2: Our Responsibilities

2.1 We will provide Services specifically described in this Agreement. You agree that we are not responsible for services that are not expressly included in this Agreement. Unless otherwise agreed in writing, our findings, opinions, and recommendations will be provided to you in writing. You agree not to rely on oral findings, opinions, or recommendations without our written approval.

2.2 In performing our professional services, we will use that degree of care and skill ordinarily exercised under similar circumstances by reputable members of our profession practicing in the same locality. If you direct us to deviate from our recommended procedures, you agree to hold us harmless from claims, damages, and expenses arising out of your direction. If during the one-year period following completion of Services it is determined that the above standards have not been met and you have promptly notified us in writing of such failure, we will perform, at our cost, such corrective services as may be necessary, within the original scope in this Agreement, to remedy such deficiency. Remedies set forth in this section constitute your sole and exclusive recourse with respect to the performance or quality of Services.

2.3 Our duties do not include supervising or directing your representatives or contractors or commenting on, overseeing, or providing the means and methods of their services unless expressly set forth in this Agreement. We will not be responsible for the failure of your contractors, and the providing of Services will not relieve others of their responsibilities to you or to others.

2.4 We will provide a health and safety program for our employees, but we will not be responsible for contractor, owner, project, or site health or safety.

2.5 You will provide, at no cost to us, appropriate site safety measures as to work areas to be observed or inspected by us. Our employees are authorized by you to refuse to work under conditions that may be unsafe.

Section 3: Your Responsibilities

3.1 You will provide us with prior environmental, geotechnical and other reports, specifications, plans, and information to which you have access about the site. You agree to provide us with all plans, changes in plans, and new information as to site conditions until we have completed Services.

3.2 You will provide access to the site. In the performance of Services some site damage is normal even when due care is exercised. We will use reasonable care to minimize damage to the site. We have not included the cost of restoration of damage in the estimated charges.

3.3 You will notify us of any knowledge or suspicion of the presence of hazardous or dangerous materials present on any work site. If we observe or suspect the presence of contaminants not anticipated in this Agreement, we may terminate Services without liability to you or to others, and you will compensate us for fees earned and expenses incurred up to the time of termination.

3.4 You agree to include us as an indemnified party in your contracts, if any, for work by others on the project, protecting us to the same degree as you are protected. You agree to list us as an Additional Insured under your liability insurance policies and to require subrogation be waived against us and that we will be added as an Additional Insured on all policies of insurance, including any policies required of your contractors or subcontractors, covering any construction or development activities to be performed on the

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project site.

Section 4: Reports and Records

4.1 Unless you request otherwise, we will provide our report(s) in an electronic format.

4.2 Our reports, notes, calculations, and other documents and our computer software and data are instruments of our service to you, and they remain our property. We hereby grant you a license to use the reports and related information we provide only for the related project and for the purposes disclosed to us. You may not transfer our reports to others or use them for a purpose for which they were not prepared without our written approval. *You agree to indemnify, defend, and hold us harmless from claims, damages, losses, and expenses, including attorney fees, arising out of such a transfer or use.*

4.3 If you do not pay for Services in full as agreed, we may retain work not yet delivered to you and you agree to return to us all of our work that is in your possession or under your control.

4.4 Electronic data, reports, photographs, samples, and other materials provided by you or others may be discarded or returned to you, at our discretion, unless within 15 days of the report date you give us written direction to store or transfer the materials at your expense.

Section 5: Compensation

5.1 You will pay for Services as stated in this Agreement. If such payment references our Schedule of Charges, the invoicing will be based upon the most current schedule. You agree to pay all sales taxes and other taxes based on your payment of our compensation. Our performance is subject to credit approval and payment of any specified retainer.

5.2 You will notify us of billing disputes within 15 days. You will pay undisputed portions of invoices upon receipt. You agree to pay interest on unpaid balances beginning 30 days after invoice dates at the rate of 1.5% per month, or at the maximum rate allowed by law.

5.3 If you direct us to invoice a third party, we may do so, but you agree to be responsible for our compensation unless the third party is creditworthy (in our sole opinion) and provides written acceptance of all terms of this Agreement.

5.4 Your obligation to pay for Services under this Agreement is not contingent on your ability to obtain financing, governmental or regulatory agency approval, permits, final adjudication of any lawsuit, your successful completion of any project, receipt of payment from a third party, or any other event. No retainage will be withheld.

5.5 If you do not pay us in accordance with this Agreement, you agree to reimburse all costs and expenses for collection of the moneys invoiced, including but not limited to attorney fees and staff time.

5.6 You agree to compensate us in accordance with our Schedule of Charges if we are asked or required to respond to legal process arising out of a proceeding related to the project and as to which we are not a party.

5.7 If we are delayed by factors beyond our control, or if project conditions or the scope or amount of work changes, or if changed labor conditions result in increased costs, decreased efficiency, or delays, or if the standards or methods change, we will give you timely notice, the schedule will be extended for each day of delay, and we will be compensated for costs and expenses incurred accordingly.

5.8 If you fail to pay us in accordance with this Agreement, we may consider the default a total breach of this Agreement and, at our option, terminate our duties without liability to you or to others, and you will compensate us for fees earned and expenses incurred up to the time of termination.

5.9 In consideration of our providing insurance to cover claims made by you, you hereby waive any right to offset fees otherwise due us.

Section 6: Disputes, Damage, and Risk Allocation

6.1 Each of us will exercise good faith efforts to resolve disputes without litigation. Such efforts will include, but not be limited to, a meeting(s) attended by each party's representative(s) empowered to resolve the dispute. Before either of us commences an action against the other, disputes (except collections) will be submitted to mediation.

6.2 *Notwithstanding anything to the contrary in this Agreement, neither party hereto shall be responsible or*

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held liable to the other for punitive, indirect, incidental, or consequential damages, or liability for loss of use, loss of business opportunity, loss of profit or revenue, loss of product or output, or business interruption.

6.3 The parties agree that any action in relation to an alleged breach of our standard of care or this Agreement shall be commenced within one year of the date of the breach or of the date of substantial completion of Services, whichever is earlier, without regard to the date the breach is discovered. Any action not brought within that one-year time period shall be barred, without regard to any other limitations period set forth by law or statute. We will not be liable unless you have notified us within 30 days of the date of such breach and unless you have given us an opportunity to investigate and to recommend ways of mitigating damages. You agree not to make a claim against us unless you have provided us at least 30 days prior to the institution of any legal proceeding against us with a written certificate executed by an appropriately licensed professional specifying and certifying each and every act or omission that you contend constitutes a violation of the standard of care governing our professional services. Should you fail to meet the conditions above, you agree to fully release us from any liability for such allegation.

6.4 *For you to obtain the benefit of a fee which includes a reasonable allowance for risks, you agree that our aggregate liability for all claims will not exceed the fee paid for Services or \$50,000, whichever is greater. If you are unwilling to accept this allocation of risk, we will increase our aggregate liability to \$100,000 provided that, within 10 days of the date of this Agreement, you provide payment in an amount that will increase our fees by 10%, but not less than \$500, to compensate us for the greater risk undertaken.* This increased fee is not the purchase of insurance.

6.5 *You agree to indemnify us from all liability to others in excess of the risk allocation stated herein and to insure this obligation. In addition, all indemnities and limitations of liability set forth in this Agreement apply however the same may arise, whether in contract, tort, statute, equity or other theory of law, including, but not limited to, the breach of any legal duty or the fault, negligence, or strict liability of either party.*

6.6 This Agreement shall be governed, construed, and enforced in accordance with the laws of the state in which our servicing office is located, without regard to its conflict of laws rules. The laws of the state of our servicing office will govern all disputes, and all claims shall be heard in the state or federal courts for that state. Each of us waives trial by jury.

6.7 No officer or employee acting within the scope of employment shall have individual liability for his or her acts or omissions, and you agree not to make a claim against individual officers or employees.

Section 7: General Indemnification

7.1 *We will indemnify and hold you harmless from and against demands, damages, and expenses of others to the comparative extent they are caused by our negligent acts or omissions or those negligent acts or omissions of persons for whom we are legally responsible. You will indemnify and hold us harmless from and against demands, damages, and expenses of others to the comparative extent they are caused by your negligent acts or omissions or those negligent acts or omissions of persons for whom you are legally responsible.*

7.2 To the extent it may be necessary to indemnify either of us under Section 7.1, you and we expressly waive, in favor of the other only, any immunity or exemption from liability that exists under any worker compensation law.

Section 8: Miscellaneous Provisions

8.1 The parties, for ourselves and our insurers, waive all claims and rights of subrogation for losses arising out of causes of loss covered by our respective insurance policies.

8.2 Neither of us will assign or transfer any interest, any claim, any cause of action, or any right against the other. Neither of us will assign or otherwise transfer or encumber any proceeds or expected proceeds or compensation from the project or project claims to any third person, whether directly or as collateral or otherwise.

8.3 This Agreement may only be terminated upon written notice to the nonterminating party. You will compensate us for fees earned for performance completed and expenses incurred up to the time of termination.



1104 Division St.
Waite Park, MN 56387
320-252-2323

Stock #: 5660X Date: 1-24-24 Salesperson: Brim
 Buyer Name: (Last) ISP 709 (First) _____ (Middle) _____
 Co-Buyer Name: (Last) _____ (First) _____ (Middle) _____
 Address: 709 Portia Johnson Dr City: Duluth State: mn County: St. Louis Zip: 5581
 Home Phone: 218-220-0306 (Jeremy) Buyer DOB: _____ Co-Buyer DOB: _____
 Buyer D.L. #: _____ Co-Buyer D.L. #: _____
 Buyers Insurance Co.: _____

PLEASE ENTER MY ORDER FOR: New Used Demo Lienholder NONE Address _____

YEAR	MAKE	MODEL	BODY	TRANSMISSION	COLOR	INTERIOR
<u>14</u>	<u>Chev</u>	<u>Express</u>	<u>8 PASS AWD</u>	<u>Auto</u>	<u>Blue</u>	<u>cloth</u>
VIN #	LIC. #		TAB EXP. DATE	STATE	MILEAGE	DELIVERED ON OR ABOUT
<u>1GN5HCF42E1184993</u>				<u>MN</u>	<u>29,023</u>	
Buyer Email:			CASH PRICE OF VEHICLE			<u>41899 00</u>
Co-Buyer Email:			FREIGHT			
<u>Fully Serviced</u>			DEALER INSTALLED OPTIONS			
			<u>w/ 30 day, 1,000 mile warranty</u>			
			<u>2024 + 2026</u>			
			<u>TAX Exempt Plates</u>			
			TOTAL			<u>41899 00</u>
			REGISTRATION TAX	<u>15 00</u>	LESS TRADE-IN ALLOWANCE (-)	
			PLATE FEE	<u>10 00</u>	TRADE DIFFERENCE	<u>41899 00</u>
			PUBLIC SAFETY VEHICLE FEE	<u>350</u>		
			TRANSFER TAX	<u>10 00</u>	MOTOR VEHICLE SALES TAX	<u>2880 56</u>
			TITLE/TRANSFER FEE	<u>8 25</u>		
			STATE/DEPUTY FILING FEE	<u>20 00</u>	SERVICE CONTRACT	<u>—</u>
			LIEN RECORDING FEE	<u>—</u>	MAINTENANCE CONTRACT	<u>—</u>
			WHEELAGE TAX		OTHER STATE & LOCAL SALES TAXES	<u>—</u>
			TRANSIT TAX	<u>—</u>		
			<u>Tech Fee x2</u>	<u>4 25</u>	DOCUMENT ADMINISTRATION FEE	<u>95 00</u>
			<u>V8 Surcharge</u>	<u>1 00</u>	OPTIONAL ELECTRONIC TRANSFER FEE	<u>—</u>
			TOTAL LICENSE & FEES			<u>72 25</u>
					SUBTOTAL	<u>44,946 81</u>
					LESS AMOUNT SUBMITTED WITH ORDER (-)	
					PLUS BALANCE OWING TO LEINHOLDER ON TRADE IN (+)	
			TOTAL AMOUNT DUE ON DELIVERY			

TRADE-IN DATA

YEAR	MAKE	MODEL	BODY STYLE
VIN #			
LIEN HOLDER'S NAME			
ADDRESS			
LICENSE PLATE #	LICENSE STATE	EXP. DATE	
MILEAGE NOW	TRANSMISSION		
DOES YOUR TRADE-IN HAVE A BRANDED TITLE OR INSURANCE SALVAGE HISTORY?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
IS THE POLLUTION CONTROL EQUIPMENT ON YOUR TRADE-IN INTACT AND IN OPERATING CONDITION?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	

Dealer's Disclaimer of Warranty

Unless the vehicle is sold with a separate written dealer warranty or the dealer enters into a service contract with the buyer, the vehicle is sold "AS IS". Dealer expressly disclaims all warranties, either express or implied, including the implied warranties of merchantability and fitness for a particular purpose. The entire risk of the quality and performance of the vehicle is with the buyer.

Important: A manufacturer warranty may apply.

The front and back of this CONTRACT comprise the entire CONTRACT affecting this purchase. The DEALER will not recognize any verbal agreement, or any other agreement or understanding of any nature. You certify that you are 18 years of age or older and acknowledge receiving a copy of this contract.

The terms of this CONTRACT were agreed upon and the CONTRACT signed in the dealership on the date noted at top of this form.

IMPORTANT: THIS MAY BE A BINDING CONTRACT AND YOU MAY LOSE ANY DEPOSITS IF YOU DO NOT PERFORM ACCORDING TO ITS TERMS.

NOTICE OF SALESPERSON'S LIMITED AUTHORITY. This contract is not valid unless signed and accepted by Sales Manager or Officer of Dealership.

Summe Zurch

UNITED BUS SALES

Phone: 612-868-7181
Fax: 763-263-0806

16676 197th Ave. NW Suite B
Big Lake, MN 55309

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STOCK NUMBER:		DATE:		SALESPERSON: Randy Johnson		
BUYER NAME: (Last)			(First)		(Middle)	
COMPANY NAME: Duluth Public Schools ISD #709				FEDERAL ID #: 41-6003776		
ADDRESS: 709 Portia Johnson Drive		CITY: Duluth	STATE: MN	COUNTY: St Louis	55811	
PHONE: 218-336-8700	FAX:	PRIVATE BUYER D.O.B		PRIVATE CO-BUYER D.O.B		
CELL:	OTHER:	E-MAIL ADDRESS: Jeremy Kasapidis <jeremy.kasapidis@isd709.org>				
LIEN HOLDER: None		ADDRESS:				
PLEASE ENTER MY ORDER: NEW		USEDXXX		BUYERS INSURANCE CO: Indiana Ins. Co.		
BUYERS POLICY NUMBER: AS2251293670013		INSURANCE EXPIRATION DATE: 1-Aug-24				
YEAR	MAKE	MODEL	BODY TYPE	COLOR	FUEL TYPE	REGISTERED WEIGHT
2020	IC	CE	CON	Y	D	29800
VIN: see below		LIC. #/PLATE TYPE	GVWR	CAPACITY	MILEAGE	DELIVERED ON/ABOUT
		TE	29,800	77		P/U OR DEI DEL
DOT#		CASH PRICE OF VEHICLE				
TRADES: NONE						
		3411U - 2020 IC CE 77 Pass				
		4DRBUC8P4LB043888				90,820.00
		3412U 2020 IC CE 77 Pass				90,820.00
		4DRBUC8P6LB043889				
TRADE-IN INFORMATION						
YEAR	MAKE	MODEL	BODY TYPE			
VIN#: NA						
		Registration Tax		30.00	less Trade-In/Allowance (-)	0.00
		Plate Fee		20.00	Trade Difference	181,640.00
LIC PLATE#:		Public Safety Fee		7.00	EXCISE TAX ST LOUIS COUNTY	40.00
MILEAGE:		Transfer Tax		20.00	DMV Surcharge	2.00
Does your trade-in have a brand title or Insurance Salvage History? <input type="checkbox"/> YES <input type="checkbox"/> NO		Title/Transfer Fee		16.50	Motor Vehicle Sales Tax	12,487.76
Is the pollution control equipment on your trade-in intact and operating condition? <input type="checkbox"/> YES <input type="checkbox"/> NO		State/Deputy Filing Fee		40.00	Service Contract	
		Lien Recording Fee			Document/Admin Fees	400.00
		Tech Surcharge		9.00	Handicap Options	
Dealer's Disclaimer of Warranty						
Unless the vehicle is sold with a separate written dealer warranty or the dealer enters into a service contract with the buyer, the vehicle is sold "AS-IS". Dealer expressly disclaims all warranties, either express or implied, including the implied warranties of merchantability and fitness for a particular purpose. The entire risk of the quality and performance of the vehicle is with the buyer. Important: A manufacturer warranty may apply						
TOTAL LICENSE AND FEES						142.50
SUBTOTAL						
Less Amount Submitted with Order(-)						
Plus Balance Owing to Lienholder on Trade in +						
TOTAL AMOUNT DUE ON DELIVERY						194,712.26

The front and back of this CONTRACT comprise the entire CONTRACT affecting this purchase. The DEALER will not recognize any verbal agreement, or any other agreement or understanding of any nature. You certify that you are 18 years of age, or older, and acknowledge receiving a copy of this contract.

The terms of this CONTRACT were agreed upon and the contract signed in the dealership on the dated noted at top of this form.

Notice of salesperson's limited authority. This contract is not valid unless signed and accepted by Sales Manager or Officer of the Dealership.

Accepted: _____
Dealer's Signature

IMPORTANT: THIS MAY BE A BINDING CONTRACT AND YOU MAY LOSE ANY DEPOSITS IF YOU DO NOT PERFORM ACCORDING TO ITS TERMS.

X

Smime Zunic
Buyer's Signature Accepting Terms of Contract

03E 013 760 733 548 000

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Please acknowledge, by initialing, you have read & agree to the "Additional Terms and Conditions"

ADDITIONAL TERMS AND CONDITIONS OF THIS VEHICLE PURCHASE CONTRACT

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- 1 **Definitions:** As used in this CONTRACT, "YOU" or "YOUR" means the buyer and co-buyer. "I", "ME", or "MY" means the seller or dealer. "VEHICLE" means the car, truck, or the other vehicle described on the front of this CONTRACT including all the options listed. "Manufacturer" means the company which makes the VEHICLE. "Trade-In" means the vehicle that YOU trade to ME in partial payment of the VEHICLE.
- 2 **Purpose:** By signing the CONTRACT, YOU agree to buy the VEHICLE from ME. By accepting this CONTRACT, I agree to deliver the VEHICLE to YOU if the VEHICLE is in my inventory. If the VEHICLE is not in my inventory, I agree to order if from the Manufacturer. After receiving the VEHICLE from the manufacturer, I agree to deliver the VEHICLE to YOU.
- 3 **Price Changes by the Manufacturer:** The VEHICLE price stated on the front of this CONTRACT is based on the current price the Manufacturer charges ME. At any time before I receive the VEHICLE, the Manufacturer has the right to raise the price it charges ME. If the Manufacturer does raise the price, I may raise the price to YOU by the same amount. If I do raise MY price, YOU may cancel the CONTRACT and get back any down payment YOU have made. If I have not already sold the Trade-In (see Paragraph 4), YOU may have the Trade-In back by paying ME the reasonable cost of storage and any repair work or reconditioning I may have done.
- 4 **Trade-In:** If YOU are using a Trade-In to partially pay for the VEHICLE, YOU may deliver the Trade-In to ME either when YOU sign this CONTRACT or when the VEHICLE is delivered to YOU. If YOU do not deliver the Trade-In to ME when YOU sign this CONTRACT, YOU agree that at the time YOU deliver the Trade-In, I may reinspect the Trade-In and lower the allowance stated on the front of this CONTRACT. If I do lower the allowance, YOU may cancel this CONTRACT and get back your cash down payment. If YOU deliver the Trade-In when YOU sign this CONTRACT, I may sell the Trade-In at any time and at any price I think proper. If this CONTRACT is cancelled and I have already sold the Trade-In, I will pay YOU the price I received for the Trade-In minus 15% commission, minus any money I spent repairing, storing, insuring, or advertising the Trade-In, unless otherwise require by law.
When YOU deliver the Trade-In to ME, YOU guarantee that YOU own the Trade-In free and clear and agree to furnish proper proof of ownership, including the Certificate of Title. If any outstanding security interests are attached to the Trade-In vehicle, YOU are obligated to satisfy the debt secured and to obtain a release of all liens. If I arrange payment of the debt, and the total amount is greater than the amount shown on this CONTRACT as the balance owing to lienholder, YOU agree to pay the difference to ME in cash immediately upon notice of the deficiency. If the debt is less than the amount shown, I will refund the surplus to YOU.
- 5 **YOUR Refusal to Take Delivery:** Unless YOU cancelled this CONTRACT under paragraphs 3 or 4, I will retain the cash down payment YOU gave ME as an offset to MY damages if YOU refuse to complete the purchase. YOU are also responsible for any other damages which I may incur as a result of YOUR failure to perform YOUR obligations under the terms of this CONTRACT. If YOU have delivered the Trade-In to ME and YOU signed this CONTRACT, I may retain the Trade-In and sell it to reimburse MYSELF for the expenses of repairing, storing, or reconditioning the Trade-In and for other expenses or losses I may incur as a result of YOU failed to perform YOUR obligations under this CONTRACT.
- 6 **Design Changes by the Manufacturer:** The Manufacturer has the right to change the design of the VEHICLE, its chassis, its parts or accessories at any time without notice to YOU or to ME. In the event of a change in design, I have no duty to YOU except to deliver the VEHICLE as made by the manufacturer.
- 7 **Delays In Delivery:** I am not responsible for delays in delivery caused by the Manufacturer, or by accidents, fires, or other causes beyond MY control. I do not control the Manufacturer and am not part of the Manufacturer and do not work for the Manufacturer.
- 8 **Taxes:** The price of the VEHICLE does not include Federal or State taxes or any other tax or government fee. YOU must pay ME the proper amount of any tax or government fee which applies to this sale.
- 9 **Pollution Control Certification:** I certify to the best of MY knowledge that the pollution control system on the VEHICLE including the restricted gasoline pipe has not been revised, altered or rendered inoperative.
- 10 **New VEHICLE Disclaimer of Warranties:** if YOU are buying a new VEHICLE, the VEHICLE will come with a Manufacturer's warranty which is a promise from the Manufacturer directly to YOU. Unless otherwise agreed in a separate document (see paragraph 12 below), I expressly disclaim all warranties, express or implied, including any implied warranty of merchantability or fitness for a particular purpose. I sell the VEHICLE "AS IS" and make no guarantees of any kind about the VEHICLE's quality or performance. YOU have complete responsibility and all the risk for any problems with the VEHICLE.
- 11 **Used VEHICLE Disclaimer of Warranties:** Except as may be provided in the Buyer's Guide Window Form and a separate warranty document (see paragraph 12 below), if YOU are purchasing a used VEHICLE, I expressly disclaim all warranties, express or implied, including any implied warranty of merchantability or fitness for a particular purpose. I see the VEHICLE "AS IS" and make no guarantees of any kind about the VEHICLE's quality of performance. YOU have complete responsibility and all the risk for any problems with the VEHICLE. I do not guarantee that the VEHICLE will pass an exhaust emissions inspection
- 12 **Dealer Warranty Service Contract:** If I give a warranty on a used VEHICLE or YOU purchase an extended service contract on a new or used VEHICLE, I may not disclaim implied warranties of merchantability or fitness for a particular purpose.
- 13 **Used VEHICLE Window Sticker Form:** If YOU are purchasing a used VEHICLE or a demonstrator, the information YOU see on the window form for this VEHICLE is part of this CONTRACT. Information on the window form overrides any contrary provisions in the CONTRACT of sale.

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CONTRACT ADDENDUM

THIS CONTRACT ADDENDUM dated this 31st day of January, 2024

BETWEEN:

Independent School District No. 709

OF THE FIRST PART

- AND -

Marshall School

OF THE SECOND PART

Background:

- A. Independent School District No. 709 and Marshall School (the "Parties") entered into the contract (the "Contract") dated May 24, 2023, for the purpose of Completion of Pupil Transportation reporting to MDE.
- B. The Parties desire to amend the Contract on the terms and conditions set forth in this Contract Addendum (the "Agreement").
- C. This Agreement is the first amendment to the Contract.

IN CONSIDERATION OF the Parties agreeing to amend their obligations in the existing Contract, and other valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree to keep, perform, and fulfill the promises, conditions and agreements below:

Amendments

- 1. The Contract is amended as follows:
 - a. Reimbursement. Original reimbursement was not to exceed \$26,000.00. This amendment would increase the not to exceed amount to \$32,896.80.

No Other Change

- 2. Except as otherwise expressly provided in this Agreement, all of the terms and conditions of the Contract remain unchanged and in full force and effect.

Miscellaneous Terms

- 3. Capitalized terms not otherwise defined in this Agreement will have the meanings ascribed to them in the Contract. Headings are inserted for the convenience of the parties only and are not to be considered when interpreting this Agreement. Words in the singular mean and include the plural and vice versa. Words in the masculine include the

AGREEMENT

THIS AGREEMENT, made and entered into this 10th day of October, 2023, by and between Independent School District #709, a public corporation, hereinafter called District, and Johanna Cummins, 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: *27 hours of professional development training*

1. **Dates of Service.** This Agreement shall be deemed to be effective as of ~~June 24th, 2024~~ and shall remain in effect until ~~June 28th, 2024~~, 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.

Facilitating SEED professional development training for 20-25 ISD709 staff members on the following:

- *indigeneity and two-spirit persons*
- *racism; race and culture studies*
- *ethnocentrism vs holism*
- *monolingualism; English-first language and how to meet various language needs in schools*
- *inequity and inequality in education*
- *classism; class and housing, socioeconomics*
- *sexuality and gender studies; sexism, phobias, transgenderism*
- *allyship and creating a safe, welcoming space*
- *ageism; students with physical disabilities and/or neurodivergence*
- *religious discrimination*
- *reflection on -isms and their systemic relevance within education/within ISD 709/within Denfeld*

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 \$2500 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, 709 Portia Johnson Drive, 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) 1809 N 17th St, Superior, WI 54880.

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.

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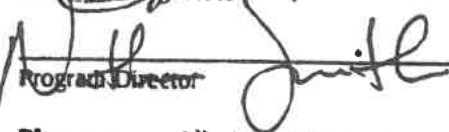
Scanned Documents

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

EMERGENCY ID #14051
 SSN/Tax ID Number

12/22/23
 Date


 Program Director

1-9-24
 Date

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the Executive Director of Finance & Business Services 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	640	313	305	315
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

1-9-24
 Date

AGREEMENT

THIS AGREEMENT, made and entered into this 10th day of October, 2023, by and between Independent School District #709, a public corporation, hereinafter called District, and Johanna Cummins, 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: *27 hours of professional development training*

1. **Dates of Service.** This Agreement shall be deemed to be effective as of ~~January 30th, 2024~~ and shall remain in effect until ~~May 21st, 2024~~, 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.**

27 hours of facilitating SEED professional development training for 20-25 ISD709 staff members on the following:

- *indigeneity and two-spirit persons*
- *racism; race and culture studies*
- *ethnocentrism vs holism*
- *monolingualism; English-first language and how to meet various language needs in schools*
- *inequity and inequality in education*
- *classism; class and housing, socioeconomics*
- *sexuality and gender studies; sexism, phobias, transgenderism*
- *allyship and creating a safe, welcoming space*
- *ageism; students with physical disabilities and/or neurodivergence*
- *religious discrimination*
- *reflection on -isms and their systemic relevance within education and within ISD 709*

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 \$2500 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, 709 Portia Johnson Drive, 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) 1809 N 17th St, Superior, WI 54880 .

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.

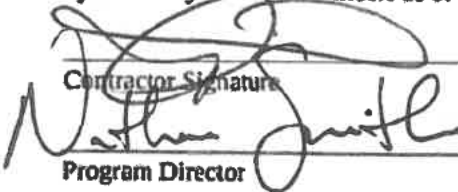
18. **Conflict of Interest and Fiduciary Duty:** All contractors doing business with the District agree to follow Policy 307 - Conflicts of Interest and Fiduciary Duty. This policy is located on the District's website.

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Scanned Documents



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 _____ EMPLOYEE ID #14051 _____ 12/22/23 _____
 SSN/Tax ID Number _____ Date
 Program Director _____ 1-9-24 _____
 Date

Please note: All signatures must be obtained AND the following must be completed by the Program Director before submission to the Executive Director of Finance & Business Services 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	640	313	305	315
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 _____ 1-9-24 _____
 Date

AGREEMENT

THIS AGREEMENT, made and entered into this 18 day of April, 2023, by and between Independent School District #709, a public corporation, hereinafter called District, and Duluth Community School Collaborative, 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 9/1/2023 and shall remain in effect until 6/30/2024, 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 Duluth Community School Collaborative will provide after school and summer programming to students at Myers-Wilkins Elementary. Programming will provide safe, nurturing, and enriching experiences designed to build students' academic, creative, and life skills. The Duluth Community School Collaborative will also support opportunities for Myers-Wilkins students and their families to connect to community resources.

3. **Background Check.** 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 \$15,000 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 Duluth Community School

Collaborative, 32 East 1st St. Suite 202, Duluth, MN 55802 ATTN: Kelsey Gantzer, Executive Director.

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.


 _____ 41-2002724 _____ 10/24/2023
 Contractor Signature SSN/Tax ID Number Date

 _____ 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:

X 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


 _____ 2/6/24 _____
 CFO / Superintendent of Schools / Board Chair Date

AGREEMENT

THIS AGREEMENT, made and entered into this 23 day of January, 2025, by and between Independent School District #709, a public corporation, hereinafter called District, and London Goode, 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 1/23/2024 and shall remain in effect until 6/30/2024, 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.

Planning and Coordination:

The contractor will strategize and plan events that align with the objectives of the district affinity groups. This includes coordination of logistics, securing venues, and ensuring the execution of planned activities.

Co-Facilitation of Affinity Group Events:

The contracted individual will actively participate in the facilitation of affinity group events. This involves engaging participants, fostering a collaborative environment, and ensuring that the objectives of each event are met effectively.

Communication:

Effective communication is paramount to the success of district affinity groups. The contractor will support clear and consistent communication channels, disseminating relevant information, and fostering an open dialogue among group members.

Reporting and Evaluation:

The contracted party will share feedback from affinity group events and any other pertinent information that contributes to the evaluation of program success.

Flexibility and Adaptability:

The contractor will demonstrate flexibility and adaptability to evolving needs. This may involve adjusting strategies based on feedback, exploring innovative approaches, and proactively addressing challenges that may arise during the course of the contract.

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 \$40 hourly and \$1600 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, 709 Portia Johnson Drive, 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 London Goode, 2234 Ensign St 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:


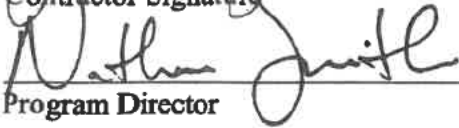
Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota 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 2/6/2024

 Program Director _____ Date 2-7-24

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the Executive Director of Finance & Business Services 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).

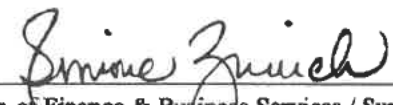
Please check the appropriate line below:

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	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


 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair _____ Date 2/8/24

AGREEMENT

THIS AGREEMENT, made and entered into this 1st day of February , 2024, by and between Independent School District #709, a public corporation, hereinafter called District, and Christopher Davila, 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 as appropriate)

1. **Dates of Service.** This Agreement shall be deemed to be effective as of February 1st , 2024, and shall remain in effect until June 1, 2024 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.** Liang-pi Yang. Guest-Facilitator for Chinese New Year The contractor will provide facilitated presentations to students at Laura MacArthur elementary school. Teaching the history and importance of Chinese culture.
3. **Background Check .** 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.

4. **Reimbursement.** In consideration of the performance of Contractor of its obligations pursuant to this Agreement, District hereby agrees to reimburse Contractor \$50 per hour-long session for its services and expenses in performing said obligations up to a sum not to exceed \$1000.00. 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 care of the Office of Education Equity, ISD 709, Duluth Public Schools, 709 Portia Johnson Drive 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: Liang-pi Yang , 2107 Ponderosa. Duluth Mn 55811

11. **Assignment.** The 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.

AGREEMENT

THIS AGREEMENT, made and entered into this 22 day of December 19 , 2023 , by and between Independent School District #709, a public corporation, hereinafter called District, and Aya Nakajima 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: Schedule 8 classroom lessons between the dates of January 22-May 24. Schedule 1 family event per building as the showcase/goodbye.

1. **Dates of Service.** This Agreement shall be deemed to be effective as of January 2, 2024 and shall remain in effect until May 31, 2024 , 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. **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 in performing said obligations up to a sum not to exceed up to ten hours or \$1000 in artist fees.

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: Duluth Preschool , 709 Portia Johnson Drive, Room 209, 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 Aya Nakajima 221 N 25th Ave E Duluth, MN 55812.

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:



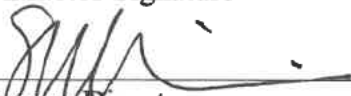
Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota 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 1/11/2024

 Program Director _____ Date 1.11.24

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).

04	E	005	579	285	305	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


 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair _____ Date 1/23/24

AGREEMENT

THIS AGREEMENT, made and entered into this 22 day of December 19 , 2023 , by and between Independent School District #709, a public corporation, hereinafter called District, and Jesse Switters 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: Schedule 8 classroom lessons between the dates of January 22-May 24. Schedule 1 family event per building as the showcase/goodbye.

1. **Dates of Service.** This Agreement shall be deemed to be effective as of January 2, 2024 and shall remain in effect until May 31, 2024 , 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. **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 in performing said obligations up to a sum not to exceed up to ten hours or \$1000 in artist fees.

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: Duluth Preschool , 709 Portia Johnson Drive, Room 209, 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 Jesse Switters 1101 N 7th Ave E Duluth, MN 55805.

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:

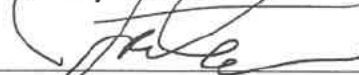

Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota 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 1/22/24

 Program Director _____ Date 1.23.24

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).

04	E	005	579	285	305	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


 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair _____ Date 1/23/24

AGREEMENT

THIS AGREEMENT, made and entered into this 16 day of December, 2024 , by and between Independent School District #709, a public corporation, hereinafter called District, and Tiffany Fenner 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: Schedule 8 classroom lessons between the dates of January 22-May 24. Schedule 1 family event per building as the showcase/goodbye.

1. **Dates of Service.** This Agreement shall be deemed to be effective as of January 2, 2024 and shall remain in effect until May 31, 2024 , 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. **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 in performing said obligations up to a sum not to exceed up to ten hours or \$1000 in artist fees.

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: Duluth Preschool , 709 Portia Johnson Drive, Room 209, 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 Tiffany Fenner PO Box 17370 Lot #1718 Saint Paul, MN 55117.

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:

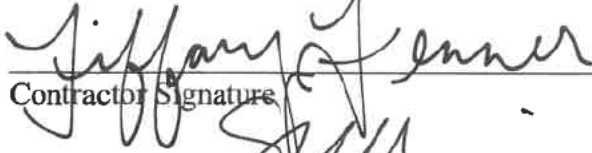

Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota 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 1/16/24

 Program Director _____ Date 1.23.24

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).

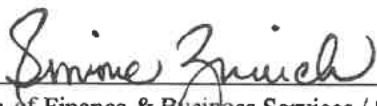
Please check the appropriate line below:

_____ 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).

04	E	005	579	285	305	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


 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair _____ Date 1/23/24

AGREEMENT

THIS AGREEMENT, made and entered into this 22 day of December 19 , 2023 , by and between Independent School District #709, a public corporation, hereinafter called District, and Moira Villiard 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: Schedule 8 classroom lessons between the dates of January 22-May 24. Schedule 1 family event per building as the showcase/goodbye.

1. Dates of Service. This Agreement shall be deemed to be effective as of January 2, 2024 and shall remain in effect until May 31, 2024 , 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. 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 in performing said obligations up to a sum not to exceed up to ten hours or \$1000 in artist fees.

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: Duluth Preschool , 709 Portia Johnson Drive, Room 209, 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 Moira Villiard 315 N Lake Ave #403 Duluth, MN 55806.

Page 2 of 5 Last Updated: 8/18/2022

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.

Page 3 of 5 Last Updated: 8/18/2022

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.

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).

04	E	005 579 285 305	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

Sonnie Zunic *1/23/24* Exec.
 Dir. of Finance & Business Services / Superintendent of Schools / Board Chair Date

Updated: 8/18/2022

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.

 _____ 1/11/2024 _____
Contractor Signature SSN/Tax ID Number Date

 _____ 1-23-24 _____
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).

AGREEMENT

THIS AGREEMENT, made and entered into this 22 day of December 19 , 2023 , by and between Independent School District #709, a public corporation, hereinafter called District, and Michelle Defoe 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: Schedule 8 classroom lessons between the dates of January 22-May 24. Schedule 1 family event per building as the showcase/goodbye.

1. **Dates of Service.** This Agreement shall be deemed to be effective as of January 2, 2024 and shall remain in effect until May 31, 2024 , 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. **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 in performing said obligations up to a sum not to exceed up to ten hours or \$1000 in artist fees.

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: Duluth Preschool , 709 Portia Johnson Drive, Room 209, 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 Michelle Defoe 8935 Edward St 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:

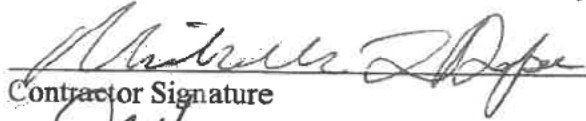
Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota 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.

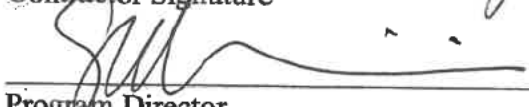
THE REMAINDER OF THIS PAGE IS LEFT INTENTIONALLY BLANK

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

1-31-2024
 Date


 Program Director

2-5-24
 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).

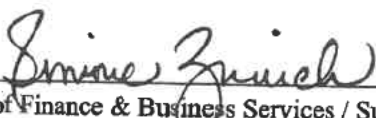
Please check the appropriate line below:

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).

04	E	005	579	285	305	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


 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair

2/8/24
 Date

AGREEMENT

THIS AGREEMENT, made and entered into this 22 day of January 30 , 2024, by and between Independent School District #709, a public corporation, hereinafter called District, and Becky VanRiper 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: The contractor will provide a painting class for the Duluth Head Start staff. The fee will include all supplies needed.

1. **Dates of Service.** This Agreement shall be deemed to be effective as of January 30, 2024 and shall remain in effect until January 31, 2024 , 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.** *painting supplies/painting class Duluth Preschool*

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 \$400 in artist fees.

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: Duluth Preschool , 709 Portia Johnson Drive, Room 209, 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 Becky VanRiper 964 85th Ave West 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:

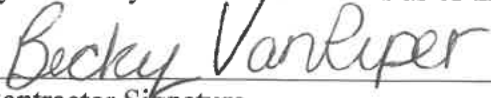
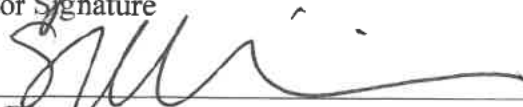
Workers' Compensation Insurance: Contractor must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, Contractor will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota 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 1/31/24

 Program Director _____ Date 2-5-24

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).

04	E	005	579	285	305	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


 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair _____ Date 2/8/24

CONTRACT ADDENDUM

THIS CONTRACT ADDENDUM dated this 23rd day of January, 2023

BETWEEN:

Independent School District No. 709

OF THE FIRST PART

- AND -

Lincoln Park Children and Families Collaborative

OF THE SECOND PART

Background:

- A. Independent School District No. 709 and Lincoln Park Children and Families Collaborative (the "Parties") entered into the contract (the "Contract") dated October 2, 2023, for the purpose of Preschool planning as required by a student IEP.
- B. The Parties desire to amend the Contract on the terms and conditions set forth in this Contract Addendum (the "Agreement").
- C. This Agreement is the first amendment to the Contract.

IN CONSIDERATION OF the Parties agreeing to amend their obligations in the existing Contract, and other valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree to keep, perform, and fulfill the promises, conditions and agreements below:

Amendments

1. The Contract is amended as follows:
 - a. Reimbursement. Original reimbursement was not to exceed \$320.00 per month at 2 days per week and \$2880.00 in total. This amendment would increase reimbursement not to exceed \$400.00 per month and \$3,000.00 in total.
 - b. Performance. Original performance was not to exceed a total of 64 days (attending 2 days per week): Tuesday and Thursday. This amendment would increase the total number of days to not exceed 66 days (attending 2 days per week: Tuesday and Thursday).

No Other Change

2. Except as otherwise expressly provided in this Agreement, all of the terms and conditions of the Contract remain unchanged and in full force and effect.

Miscellaneous Terms

- Capitalized terms not otherwise defined in this Agreement will have the meanings ascribed to them in the Contract. Headings are inserted for the convenience of the parties only and are not to be considered when interpreting this Agreement. Words in the singular mean and include the plural and vice versa. Words in the masculine include the feminine and vice versa. No regard for gender is intended by the language in this Agreement.

Governing Law

- Subject to the terms of the Contract, it is the intention of the Parties that this Agreement, and all suits and special proceedings under this Agreement, be construed in accordance with and governed, to the exclusion of the law of any other forum, by the laws of the State of Minnesota, without regard to the jurisdiction in which any action or special proceeding may be instituted.

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 or EIN	Date
		1/25/24
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), (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.

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

Imine Zunic
CFO/Superintendent of Schools/Board Chair

1-25-24
Date

J Broadwell
Executive Director | LPCFC 1-31-24

AGREEMENT

THIS AGREEMENT, made and entered into this 2nd day of October, 2023, by and between Independent School District #709, a public corporation, hereinafter called District, and Lincoln Park Children and Family Collaborative, 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 September 18, 2023 and shall remain in effect until May 31, 2024, 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) Tuesday and Thursday following the Duluth Schools District calendar.

The AGENCY shall perform these services at: 2424 W 5th Street, Suite 10 and Suite 108, Duluth, MN 55806.

The approximate date the service will begin is September 18, 2023 and shall not extend beyond May 31, 2024; the contract not to exceed a total of 64 Days (attending 2 days per week. The District will pay 2 days per week @ \$320.00 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 709 Portia Johnson Dr., 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 \$320.00 monthly and \$2,880.00 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, 709 Portia Johnson Drive, 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 Lincoln Park Children and Families Collaborative at 2424 W 5th Street, Suite 10 and Suite 108, Duluth, MN 55806.

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.

J Broadwell 27-4996487 10-5-23
 Contractor Signature SSN/Tax ID Number Date
Jasmin _____ 10/3/23
 Program Director _____ Date

Please note: All signatures *must* be obtained AND the following *must* be completed by the Program Director before submission to the Executive Director of Finance & Business Services 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

Ermine Zunic _____ 10/4/23
 Exec. Dir. of Finance & Business Services / Superintendent of Schools / Board Chair Date

**No Cost Contracts Signed
January 2024**

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
Mark Perna	CTE	Professional development presentation “Unleashing Passion, Purpose, and Performance in Younger Generations”

PRESENTATION AGREEMENT



PREPARED FOR:

DULUTH PUBLIC SCHOOLS ISD 709

**Regional Education & Employer Events
Duluth, MN**

Agreement Date: January 23, 2024

PREPARED BY:

MARK C. PERNA

*Acclaimed Keynote Speaker
Generational Expert
Bestselling Author
National Thought Leader
CEO, TFS Results*

January 23, 2024

PRESENTATION

“Unleashing Passion, Purpose, and Performance in Younger Generations”



JOIN DYNAMIC PERFORMANCE EXPERT MARK C. PERNA as he unveils the groundbreaking innovations for working with today’s younger generations. Educators, employers, parents, and community leaders will benefit from these proven strategies to bridge the generational divide, engage and retain young people, and equip them with a powerful competitive advantage.

Purposeful education is the heartbeat of this inspiring call to action. Students who experience education with purpose can then pursue passion-driven employment at all levels of learning and experience. Though they’re often painted in a negative light, they have incredible potential to change the world. We just have to unleash it. As the skills gap widens, we must tap into the vast creativity, intelligence, and potential of the next generation.

A father to two successful young people, Mark delivers key insights on how they think, what makes them tick, and how they make decisions. Mark will show you how to connect, engage, and answer why to inspire their greatest effort. With clear action steps you can implement immediately both in your home and professional life, Mark’s message will help you move young people from static purpose to active purpose so they can achieve at a higher level. Countless parents, educators, and employers have used Mark’s strategies to maximize their interactions and outcomes with today’s younger generations.

Discover how you can hear the branch creak and implement the Light at the End of the Tunnel strategy to attract, engage, and empower the best young talent today. With highly practical generational insights, innovative best practices, and signature inspiration, Mark’s nationally acclaimed methods will open your eyes to the amazing promise of the younger generations. Recharge your passion for making a difference and start motivating young people like never before!

INCLUDED WITH THE KEYNOTE

It’s our pleasure to offer complimentary, customized electronic materials to support your efforts to promote Mark’s keynote address. We will provide:

- A PDF flyer with the event date, your logo, registration link (if applicable), keynote title, keynote description, testimonials, and short speaker biography
- Two images with the key event/date information for use on social media
- A short promotional video with the key event/date information

Our Manager of Operations and Client Services, Kristy Warrell, will coordinate these materials for you. If you have other promotional material needs, please contact her directly at kristy.warrell@TFSresults.com.

January 23, 2024

WHAT EVENT ORGANIZERS ARE SAYING

Sally Harrison, President & CEO at Mesa Chamber of Commerce and President of Mesa Industry & Defense Council: "For 2 fantastic hours, Mark Perna riveted our audience of business owners, corporations, community leaders, economic development, and educators. His message of truly connecting our pipelines was substantive, funny, and full of actionable strategies that people are still talking about. The keynote ended in an enthusiastic standing ovation, but the impact Mark made isn't over. What an incredible experience!"



Dr. Dawn Bridges, Executive Director, Suburban School Superintendents: "At our national conference of K-12 superintendents, Mark Perna shared a stirring keynote on not just why we urgently need to shift the K-12 school paradigm, but also how to effect that change. His message laid the groundwork for further productive dialogue around how education must adapt and move forward to connect the dots for our younger generations. Mark's passion for understanding Gen Z was a rallying call for all of us to learn, reflect, and build a stronger future—together!"

Cassandra M. Vanhooser, Director, Economic Development & Tourism at Talbot County, MD: "MARK PERNA IS DYNAMITE! His message was transformative and impactful for our wide range of attendees, including CEOs, educators, nonprofit leaders, HR directors, and more who raved about Mark's presentation. He has helped us reach across boundaries and engage the entire community to truly start shifting our paradigm. Mark's energy and progressive ideas are EXACTLY WHAT WE NEED to meet the challenges of modern economic development."



Jeffrey Elstad, Superintendent at Owatonna Public Schools: "Mark Perna is one of the best speakers our staff has ever heard. He inspired all of us to think about how to move away from what "has always been done" to transforming our teaching and learning for our current and future generations. Mark's powerful message around unleashing students' purpose, passion and performance will continue to drive our work in career pathways in the Owatonna Public Schools."

January 23, 2024

Carrie Amann, Executive Director at Pennsylvania Workforce Development Association

(PWDA): "Every year we work hard to bring in the best workforce thought leaders to keynote at the PWDA Annual Conference. This year, Mark Perna blew our expectations out of the water with his energetic style and timely message. Mark's passionate keynote was perfect to follow the Governor of PA's speech at the conference. He connected instantly with the audience as he delivered valuable strategies that they can implement in both their professional and personal lives. We recommend Mark as a dynamic, personable, and genuine speaker who keeps his audience riveted with truly actionable content."



Collin Callaway, Senior Policy Director at Arkansas Community Colleges:

"Mark Perna brought our audience to their feet with his energetic, engaging, and inspiring message! His insights will help us move forward effectively in a changing world. Mark knows how to bring the heat and challenge every participant to forge a genuine human connection with the young people we serve. Our audience left with valuable tools they can start using immediately to improve their day-to-day interactions and outcomes, and the feedback has been amazing. Thanks, Mark!"

Mindy Stalker, Executive Director at Union County Development Association:

"Our diverse audience was deeply moved by Mark's dynamic message! Superintendents, principals, counselors, employers, HR folks, economic development, state legislators, and community leaders were all inspired to rethink what we do with young people—and why. It was an extraordinary experience that has created the desire for an ongoing dialogue among all stakeholders. Mark brought our community together and ignited the spark we needed. We're ready to focus, plan, and most importantly, take action!"



Cathy LeCompte, Past President & Event Organizer at Alaska ACTE:

"Mark Perna's high-powered keynote was the capstone of our statewide conference! Afterward Mark led a frank and candid VIP discussion about where the world has changed and how we take action as communities—as well as how we move forward as a state. We had leaders and influencers in attendance who now feel the urgency to bring this message to the capital for legislators and the governor to take action. With the powerful momentum Mark has helped create, we will accomplish great things."

January 23, 2024

Dana Schon, Professional Learning Director at School Administrators of Iowa:

"In his opening keynote, Mark Perna engaged and provoked the thinking of our audience at our School Administrators of Iowa Annual Conference. His fast-paced delivery included research specific to the needs of this generation of students, relevant personal stories, and an introduction to pathways toward career readiness. Attendees have followed up with me to remark on the powerful impression he made and their plans to incorporate his ideas into their strategic planning moving forward. Mark's passion, energy, and enthusiasm coupled with the substance of his message set the stage for the conference experience we want for our members."



Monty Sabin, Superintendent at Moses Lake School District: "Mark Perna fired up our entire district, including classified staff, with a powerful message of human connection and generational insight. The feedback on his presentation has been 100% positive, with every staff member walking away inspired both personally and professionally. Mark delivers highly engaging professional development with actionable strategies that everyone can start implementing right away. We highly recommend Mark for any organization that needs to re-inspire all staff with a vision for real change!"

Kristie Young, Vice President Economic Development, Greater Beaumont Chamber:

"Mark is by far one of the best speakers we have had in Beaumont, TX! He is an event planner's dream—he comes very prepared, and setup is a breeze. Mark's message resonated with our educators, business professionals and community leaders. Thank you for motivating and inspiring our audience members. Our community is ready to connect the dots and put Mark's wisdom into action!"

**Tait Strand, Executive Director of Central Wisconsin Manufacturing Alliance:**

"When we brought Mark in to address our huge regional audience of business, industry, education and community leaders, we knew he would light up the room. But we didn't realize just how actionable and inspiring his message would be. Mark's message absolutely hit the sweet spot for our diverse audience. It was relevant, exciting, and empowering for everyone in attendance, and we've been flooded with positive feedback. Throughout the entire process, from planning through execution, Mark and his team were remarkably proactive and easy to work with. In short, Mark's dynamic vision couldn't have come at a better time and we're thrilled with the impact he has made here."

January 23, 2024

Tim Payne, Superintendent at Ephrata School District: "Words can't express the universal impact Mark Perna had on our entire community. He inspired literally everyone—from middle and high school students to our K-12 staff, community stakeholders, and state representative—to expand, and in some instances change, our thinking about education, careers, and what we can accomplish together. I've never witnessed such a collective mind shift. For the first time, every stakeholder is aligned on common ground and excited to move toward a stronger future!"



Dr. Ashlee Spannagel, Dean of CTE & Workforce Development at Southeastern Community College: "Mark Perna brought not just dynamic presence, but also real substance to the pressing questions we are facing as a community college. Many staff stated that this was the best professional development we have ever had. With his vision of human connection and competitive advantage, Mark lit a fire among our campus community. This was the inspiration we needed to move forward in a fast-changing landscape!"

Della Schmidt, Greater Burlington Partnership President and CEO: "We had the pleasure of welcoming Mark Perna as our keynote speaker at a county-wide, four-school district Professional Development workshop for teachers. The day prior Mark spoke at a parents' night event and also to the entire staff at the local community college. Mark lit a fire of inspiration that we are taking full advantage of to catapult local student career exploration efforts. I have often referred to Mark as the "evangelist of education"—he is a dynamic, passionate, compelling speaker and trainer. Do not hesitate to book him—do it now! He will make you look brilliant."



Rachel Kreikemeier, Executive Director at Gage Area Growth Enterprise (NGage): "Mark Perna's keynote was game changing for our community! In my work with businesses, employers, community leaders, and educators across Gage County, I constantly hear the same things: We need more skilled people, how can we educate and train the next generation, and what will keep our youth here? Mark's presentation hit all these nails on the head and gave the change-makers in our community the tools and motivation to take the next step toward achieving our goals. We are inspired!"

January 23, 2024

WHAT AUDIENCES ARE SAYING

(Testimonials for promotional use. Additional testimonials available upon request.)

"Your presentation is the **BEST I'VE EVER HEARD** and this is my 40th year in education!" - *Caroline Bloxom, High School Principal/County CTE Supervisor*

"Mark Perna doesn't just talk about changing the landscape of education. **HE PROVIDES A SPECIFIC ACTION PLAN** educators can use to harness student motivation and keep students moving toward their career goals." - *Rhonda Rhodes, Principal at Greenville County Schools*

"If you are looking for insight on connecting with Gen Z, **THIS IS A MUST-SEE EVENT!**" - *Craig Harthoorn, President at H&S Manufacturing Co., Inc.*

"Engaging and inspiring. Starting year 33 as an educator and I'm **MORE FIRED UP FOR THE START OF THIS YEAR** than I have been for the past several years." - *Sue Lasky, Principal at Morgan Elementary*

"The depth and breadth of this presentation can only be called heart. It is **BLOOD-PUMPING ADRENALINE.**" - *Grover Welch, Instructional Facilitator, Newport Special School District*

"You brought me to tears. These were the **MOST MOTIVATING WORDS I'VE EVER HEARD!** Life changing!" - *Laurence Beliel, Director of Business Retention & Expansion at Ponca City Development*

"**THIS INFORMATION APPLIES TO EVERYONE**, regardless of your role in students' lives. This presentation was motivating and energizing. This will benefit our entire school district." - *Trevor Hoss, Supervisor of CTE at Bedford County Public Schools*

"Mark was able to connect a lot of the thoughts and ideas that most people are trying to figure out. **NOT JUST MOTIVATIONAL, PROVIDES ACTUAL SOLUTIONS.**" - *Matt Huber, Business & Community Development Manager at Liberty (Utilities)*

"Outstanding presentation. 17 years of teaching and no one has ever delivered a more **MEANINGFUL AND VALUABLE SET OF STRATEGIES.**" - *Jody Kessinger, Biology Teacher*

"Energetic way to see the other side of the 'entitled and lazy' generation. New perspectives are gained in a **FUN AND HUMOROUS PACKAGE!**" - *Misty Hiltabidel, Workforce Development Specialist at Fay-Penn Economic Development Council*

"Inspiring, thought provoking and transformational! **I CANNOT WAIT TO TAKE THIS KNOWLEDGE** and implement with my teachers and students!" - *Annie Smith, PK-12 Principal, Paton Churdan Community Schools*

"Amazing, enlightening and **FULL OF VALUABLE INFORMATION** to help you become a better leader and teacher." - *Anthony Brooke, Activities Director at MSBSD*

January 23, 2024

"Not only was this useful to me as an educator, but it will serve as a tool to help me work with my 17 year old who is stuck and perplexed about her future. **I NOW HAVE A CLEAR PATH** to help her with goal setting and future planning." - *Wanda Coates, Principal at S. Christa McAuliffe Elementary*

"THE REAL ANSWERS to your workforce/manpower questions!" - *Pamela Wise, Program Analyst at Workforce Solutions Southeast Texas*

"Everything Mark shared today applies to my family and to my teaching. **MARK OPENED MY EYES.** I will be more considerate of what my children and students need." - *Elizabeth Orozco, Kindergarten Teacher, Mission View Elementary*

"INSPIRING AND WORTH LISTENING for teaching staff and kids! Prepare for a ride that makes you nod your head repeatedly as items resound with you, chuckle and laugh and through it...the intensity to MAKE the difference needed now." - *Jennifer Knight, Secondary Principal (6-12), Earlham Community School District*

"Practical solutions to perceived impenetrable problems...thanks for the **BREATH OF FRESH AIR!**" - *Tonya Ramey, High School Director*

"A must-see, the **ENERGY I HAVE AFTER TODAY TO CONNECT AND INTERACT WITH TEENS** is off the charts." - *Penny Mayo, School Nurse, Moses Lake School District*

"Very motivating and re-energizing! Gave **GREAT HOPE FOR THE FUTURE OF EDUCATION.**" - *Nicole Richardson, Counselor at Cadillac Innovation High School*

"This was by far the best experience and best motivational speaker I have ever seen. I would describe it as the **ONE AND ONLY PRESENTATION THAT IS ABSOLUTELY ESSENTIAL FOR ALL EDUCATORS** to see." - *Abigail Wright, Behavior Interventionist at Fort Madison Community School District*

"I really was **READY TO QUIT TEACHING.** I've been struggling with this for two years now. This entire presentation made me realize that I absolutely can't. That I must stay to connect with our young people." - *Taylor Kane, Teacher, Clarksville Montgomery County Schools*

"Fabulous message crafted to **ENGAGE COMMUNITY LEADERSHIP, EDUCATORS AND PARENTS** in a call to action to support career readiness for youth and adults!" - *Christy Hawkins, Dean of Workforce Services at Piedmont Virginia Community College*

"Life changing! I leave with a new paradigm for engaging students plus strategies for connecting with them on the first day. **MAHALO FOR MAKING A DIFFERENCE** in the lives of teachers and their students." - *Derek Otsuji, Assistant Professor at Honolulu Community College*

"If you are a human being, the content Mark provides will be **RELEVANT AND ENERGIZING TO YOUR LIFE.**" - *Emily Geray, Program Director at MENTOR Minnesota*

January 23, 2024

PRESENTER BIOGRAPHY



MARK C. PERNA is the founder and CEO of TFS Results, a full-service strategic consulting firm at the forefront of the national paradigm shift in education and workforce development. As an international generational expert, Mark has devoted his career to empowering educators and employers to unleash the tremendous potential of today's young people.

Mark founded the Education with Purpose & Employment with Passion movement to help communities connect the pipelines between education, business, and economic development. Mark serves on the Advisory Council for the Coalition for Career Development and is a member of the International Economic Development Council, both in Washington, DC. His

work has helped countless parents, educators, employers, and national organizations across North America to engage with the younger generations more effectively.

Mark today delivers over 70 in-person and virtual keynote speeches annually at national and statewide events, where he frequently brings audiences to their feet. He's also spoken at Harvard University by special invitation. At TFS Results, Mark's team of talented professionals share his vision of helping organizations of all sizes experience significant gains in recruitment, engagement, retention, and performance.

Mark is a weekly contributor at Forbes.com, where his work reaches an audience of over 4 million. He interviews frequently on radio shows, television, and podcasts, and his library of episodes on *The Perna Syndicate* podcast reaches listeners in more than 70 countries. His multi-award-winning bestseller, *Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations*, was written to help educators, employers, and parents understand and motivate the millennial and Z generations. Find out more at MarkCPerna.com.

WATCH MARK IN ACTION

[YouTube.com/@markpernaspeaker](https://www.youtube.com/@markpernaspeaker)



4059 Kinross Lakes Parkway, Suite B • Richfield, OH 44286 • (P) 330.840.2680

mark.perna@TFSresults.com • TFSresults.com • MarkCPerna.com

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January 23, 2024

CORRESPONDING MATERIALS

Mark C. Perna is the author of the award-winning bestseller *Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations*. This powerful resource can serve as an ongoing reference for audience members to revisit the concepts addressed in the presentation. The book also covers many topics that could not be covered in the presentation due to time constraints.

In *Answering Why*, Mark shares his wide experience and profound success as both a single dad and performance consultant for schools and business across North America. Mark's mission is to empower individuals, educators, employers, and parents to embrace the branch-creak crisis moments of life and make a meaningful connection with the young people they influence.

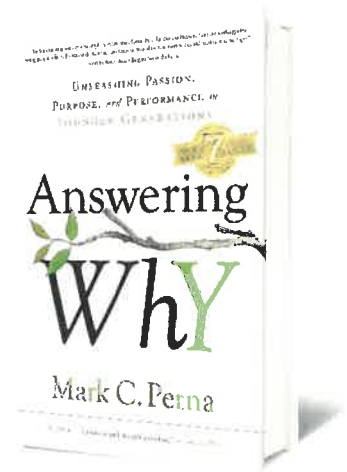
With strategies and principles from Mark's work with educational organizations and businesses, this book will help unlock the incredible potential of young people everywhere and spur them to increased performance on all fronts, so they can make a bigger difference—which is exactly what they want.

Answering Why was also written as a compelling argument for purposeful education, to be shared with stakeholder groups, sending/feeder organizations, legislators, and others.

In addition, Mark has created several free resources for *Answering Why* at markperna.com/answering-why-book:

- **Book Discussion Guide:** This robust discussion guide includes content and application questions for each chapter. It's relevant to everyone: administrators, instructors, trainers, critical support staff members, and parents too!
- **Career Conversation Starter:** Share this resource with parents to help them spark productive dialogue with their child about career exploration.
- **30-Second Action Guide 1:** Use these three simple strategies to maximize your daily conversations with the younger generations. They're quick to read!
- **30-Second Action Guide 2:** Finding purpose is what motivates young people to higher performance. Use these three quick secrets to help ignite their search.

To maximize the impact and value of this presentation, TFS Results recommends that a copy of *Answering Why* be purchased for each audience member. For bulk pricing, contact kristy.warrell@TFSresults.com.



January 23, 2024

YOUR ORGANIZATION'S INVESTMENT

Presentation Date: Monday, April 29th, 2024

Session 1: 9:00am-12:00pm Educator Keynote with (1) 15-Minute Break

Session 2: 1:30pm-3:30pm Employer and Stakeholder Keynote (No Break)

Logistics 1:

7–10 days before the event(s), Mark will send a 1-page PDF handout to be printed in color (if possible) on white paper. These sheets will include the QR code for participants to complete the evaluation after the presentation to receive Mark's PowerPoint slides. These sheets will be placed on the tables or chairs (depending on the setup) for each participant. The person following Mark on the podium should remind participants to complete the evaluation after the presentation.

Logistics 2:

Duluth Public Schools ISD 709 will provide a book signing table for those who wish to have their books autographed after the presentation. Duluth Public Schools ISD 709 will also provide support in either passing out the books (if purchased by Duluth Public Schools ISD 709) or selling the books (if shipped in and sold by Mark). If any unsold books need to be returned to TFS Results, Duluth Public Schools ISD 709 will work closely with TFS Results to return the books undamaged.

Cost: \$18,000 Speaking Fee (\$5,000 Deposit invoiced prior to the event)

Travel Expenses: No travel expenses

TFS Results Federal Tax ID: 36-4053683

Additional Paperwork: Please coordinate directly with Kristy Warrell, our Manager of Operations and Client Services, for any additional paperwork or forms needed to expedite payment. Kristy can be reached at 330.840.2680 or kristy.warrell@TFSresults.com.

Tax Exempt Certificate Request: Please email today your Duluth Public Schools ISD 709 Tax Exempt Certificate to Kristy Warrell at kristy.warrell@TFSresults.com.

Invoicing: TFS Results will invoice immediately following the presentation, so we require the tax exempt certificate on file to avoid invoicing for sales tax.

Cancellation: The above fee includes travel time to and from the event. If the event is cancelled or changed there will be a \$5,000 cancellation or date change fee. The pricing above includes all the time

January 23, 2024

necessary to prepare for the presentation, travel expenses, delivery of the presentation, and time away for travel.

We are looking forward to moving ahead with this presentation and having the opportunity to thoroughly delight you as well as Duluth Public Schools ISD 709. We truly appreciate this opportunity to work closely with you!

Please scan and email the signed proposal to mark.perna@TFSresults.com and kristy.warrell@TFSresults.com.

Warmest Regards,

Mark C Perna

Mark C. Perna

Speaker, Author, and CEO at TFS Results

Duluth Public Schools ISD 709 Approval:

Simone Zunic

Print Name

Simone Zunic

Signature

January 24, 2024

Date

Grant Applications

January 2024

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
Northeast Service Cooperative CTE	Danette Seboe	Career and Technical Education	\$18,000	Mark Perna, professional speaker, will be presenting to all regional schools, employers, and workforce partners. "Education with Purpose, Employment with Passion"

FEB 29 2024

APPROVED BY
THE SCHOOL BOARD

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:

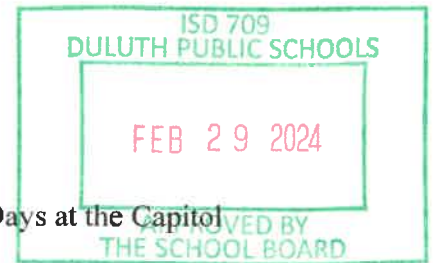
NOW, THEREFORE, BE IT RESOLVED that the Duluth Public Schools does accept the below-described donations from said organizations in accordance with the terms set forth herein.

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
Area Learning Center	Paula Williams	In-kind	Student Holiday Auction	Prisma 4-piece dinner bowl set x2
Area Learning Center	Bitsy Zwak	In-kind	Student Holiday Auction	Sweater, mittens x 3
Area Learning Center	Paula Williams	In-kind	Student Holiday Auction	
Area Learning Center	Paula Williams	In-kind	Student Holiday Auction	Cuddle Duds
Area Learning Center	Valarie Wagenbach	In-kind	Student Holiday Auction	Lukka-lux Ladies' Tech Quarter Zip top x 3
Area Learning Center	Paula Williams	In-kind	Student Holiday Auction	Hallmark Holiday Plaid Throw Blanket, Freedom Foundry Men's Plaid Fleece Shirt, 32 degree Ladies' Down Jacket x 2, Hang Ten Utility Jacket x 2
Area Learning Center	A&L Properties	In-kind	Student Holiday Auction	Markart Pencils, plushies (2), Belt bag, Hair Claws, Smart Watch, LED Lights, Galaxy Tablet, Smart Watch (2), battery jump charger, Air Fryer, Hydro Flask (2), Lighted Vanity, Shaving Kit, Gaming Headset, Silver Pillowcase, heated throw blanket, Moth Tapestry, Artisto 9 x12 - 100 Sheet Sketch Books Set of 2, 8 Piece Non Stick Cookware Set, Amazon Basics, Body Markers, Mini Lotion Set, TeeTurtle, Scented Razors, Snow Wolf Stuffed Animals, Caliart Art Set 153 PCS
Area Learning Center	Fitger's Bookstore	In-kind	Student Holiday Auction	James the Black Bear, Globe Ice Lantern Kit, Nexus 16.9 oz. Stainless Steel Tumbler, Espresso Roast Coffee Ground, Espresso Roast Coffee Ground, Book: I Have Some Questions For You (by Rebecca Makkai), Yours Truly

				(by Abby Jimenez), The Longest Race (by Kara Goucher), The Longest Race (by Kara Goucher)
Area Learning Center	Anonymous	In-kind	Student Holiday Auction	100 gift cards from Subway (\$800), 5 -- \$10 Target gift cards (\$50), Ice Fishing Tip-up and Tackle box, Star Wars Mini Waffle Maker, Star Wars Crepe Maker, R2D2 Deluxe Popcorn Maker, Marvel Action Heros Set, water bottles and large bowls, 12 screen printed t-shirts, Vintage Spiderman phone, leather briefcase, headphones, fishing poles, microwave, tv, board & card games, basketball, winter car kit, bed in a bag, folding chair, misc., 6 visa GC \$25 (150), gc Xbox 2 \$50 (100), 4 PlayStation gc \$25 (100), 20 Starbucks gc \$5 (100), subway gc \$25
Area Learning Center	Sarah Seidelmann	In-kind	Student Holiday Auction	2 Magic Bullets, Black puffer jacket, 3 silk pillow cases
Area Learning Center	US Department of Education	\$600.00		Visa gift cards for completing surveys for the department on behalf of ALC/AEO
Area Learning Center	ALC Esser Funds	In-kind	Student Holiday Auction	Snacks, treats, drinks, attendance prizes
Area Learning Center	Boat Club Restaurant	In-kind	Student Holiday Auction	\$50 GC to boat club restaurant
Area Learning Center	A Place for Fido	In-kind	Student Holiday Auction	\$25 GC to 'A Place for Fido'
Congdon ES	Keller Williams/Big Life Team/Classic Realty	In-kind		21 hats 17mittens/gloves
Denfeld HS	Carla & Robert Naum	\$500.00	Supporting PAWS students at Denfeld	
Denfeld HS	Waggin' Tails Boarding	\$500.00	Robotic use	
Headstart	Patterson Foundation	\$2,000.00	Head Start family needs	
Laura MacArthur ES	United Piping Inc - Rebba Olson	In-kind	Snacks	A large donation of snacks - they did a snack drive over the holidays and donated them all to our school.
Laura MacArthur ES	Jordan & Nathan Bentley	In-kind	Snacks	Very Generous donation of leftover sweatshirts from Bentleyville for Laura Mac Students 654

Laura MacArthur ES	Lynn Conito	In-kind	Winter Jackets, boots boys & girls	Winter drive within neighborhood collection called and asked if our school was in need
Laura MacArthur ES	Bethany Community Church	In-kind	Hats, mittens, gloves, socks	Winter Clothing drive at church - made donations to all West Duluth schools
Laura MacArthur ES	Asbury United Methodist Church	In-kind	Knitted mittens, hats & socks	Winter clothing drive at church - handmade items donated to our school - community partner
Laura MacArthur ES	Keller Williams Classic Realty - Big Life Team	In-kind	Winter donation	Annual hat and glove donation
Lester Park ES	North Shore Bank	\$332.34	Unpaid lunch balances from 22/23 school year	
Lincoln Park MS	Christine Good	In-kind		Several youth gloves and mittens donated. This donation is in memory of her husband, Sam.
Piedmont ES	House of Hearts - Project Joy	\$500.00	School Social Workers - Snacks for Students	
Piedmont ES	Irving Community Association	\$500.00	Youth Crossing Guard Program	
Piedmont ES	Christ Lutheran Church	In-kind		32- Hats, 10 - Pair mitts/gloves, 10 -Pair thin gloves, 3 - Scarves, 2 - Pair socks
Stowe ES	Asbury United Methodist Church	In-kind		
Stowe ES	Kris Downs	In-kind		



RESOLUTION

School Board Member Attendance at Duluth and St. Louis County Days at the Capitol

RESOLVED, that Independent School District 709, St. Louis County, Minnesota, pay costs incurred, as per District policy, for school board members to attend the Duluth and St. Louis County Days at the Capitol event held in 2024.

RESOLUTION

2024 Legislative Platform

RESOLVED, by the School Board of Independent School District No. 709, St. Louis County, Minnesota, that the attached 2024 Duluth School District Legislative Platform be adopted.

Duluth Public Schools – 2024 Legislative Platform

The Duluth Public Schools (DPS) legislative platform recognizes and appreciates the significant investments made by the Legislature in public education in 2023. We believe the 2024 Legislative Session is another opportunity to invest in public schools and continue the progress made in meeting the academic, social, and emotional needs of students and to ensure equitable outcomes for every student. Supplemental education investments in 2024 will provide stability for Duluth Public Schools as federal pandemic era funding expires and enrollment fluctuates. DPS appreciates the notable funding increases in 2023, but our district, like so many others, is experiencing shortfalls that put progress made by students and teachers at risk.

- DPS supports an additional increase in the basic general education formula by an additional 2% for the 2024-2025 school year to address staffing shortages, Elementary and Secondary Education Relief (ESSER) federal funding running out, student and staff mental health supports, staff salary increases, decline in enrollments, and interrupted learning recovery efforts.
- DPS supports the allocating of additional resources and funding for the READ Act for professional development of our staff who are mandated by the legislation to be trained.
- DPS supports the creation of a permanent state funding stream for unemployment insurance for non-licensed school district employees and free school breakfast and lunch for all students, and requests that the Legislature fully fund the cost of programs.
- DPS supports the Legislature eliminating the cap on Long Term Facilities Maintenance Revenue, allowing districts like Duluth to address critical facility needs.
- DPS supports a one-time investment in Career and Technical Education, allowing funds to be used for equipment, supply, and technology to support the CTE mission and helping to get students into the workforce.
- DPS supports additional state funding for technology support to protect data and systems from increasing attacks on networks.
- DPS supports House File 336 (Kozlowski & Olson) & Senate File 423 (McEwen & Hauschild), reimbursing DPS \$1,000,000 for a state formula error in FY16-FY19 which resulted in DPS filling a \$5.8 million special education funding gap.
- DPS supports a one-time allocation per pupil for school safety and support allowing local authority for schools to increase safe school levy revenue to address safety concerns.
- DPS supports adding additional funding to the Solar for Schools Grant Program and increase the grant opportunity to 100% of total costs for a 40-megawatt array and help schools with federal matching dollars for EV charging stations at school properties.

Our Challenges

The Duluth Public Schools (DPS) recognizes and appreciates the significant investments made by the Legislature to public education in 2023. We believe the 2024 Legislative Session is another opportunity to invest in public schools and continue the progress made in meeting the academic, social, and emotional needs of students and to ensure equitable outcomes for every student.

Supplemental education investments in 2024 will provide stability for DPS as federal pandemic era funding expires and enrollment fluctuates. DPS appreciates the notable funding increases in 2023, but our district, like so many others, is experiencing shortfalls that put progress made by students and teachers at risk.

DEMOGRAPHICS

All numbers from MDE as of 10/12/24

Total Students	8,554
Free and reduced price lunch	3,674
American Indian	648
Asian	97
Hispanic	263
Black	348
Two or more races	562
White	6,631
Special Education	1772
Early Childhood Special Ed	200

Duluth School Board

Jill Lofald, *Chair*
Rosie Loeffler-Kemp, *Vice Chair*
Amber Sadowski, *Clerk*
Kelly Durick Eder, *Treasurer*
Henry Banks
Sarah Mikesell
Stephanie Williams
John Magas, *Superintendent*



 709 Portia Johnson Drive
Duluth, MN 55811

 218-336-8700

 www.isd709.org

 info@isd709.org



Legislative Platform 2024

Every Student. Every Day.



Legislative Priorities



What does fully funding education look like?

The funding our district receives today is not enough to serve our students properly, especially with rising costs.

Fully funding education means every student can achieve at high levels and graduate on time.

It means the needs of all students are met regardless of zip code or economic status.

When students' daily desired experiences are met they succeed, which means positive growth for our state and city.

Increased State Aid

We support an additional increase in the basic general education formula by an additional 2% for the 2024-2025 school year to address staffing shortages, Elementary and Secondary Education Relief (ESSER) federal funding running out, student and staff mental health supports, staff salary increases, decline in enrollments, and interrupted learning recovery efforts.

READ Act

We support the allocating of additional resources and funding for professional development of staff who are mandated by the READ Act to be trained.

Permanent Funding Streams

We support the creation of a permanent state funding stream for unemployment insurance for non-licensed school district employees and free school breakfast and lunch for all students, and requests that the Legislature fully fund the cost of programs.

Cybersecurity

We support additional state funding for technology support to protect data and systems from increasing attacks on networks.

LTFM Flexibility

We support the Legislature eliminating the cap on Long Term Facilities Maintenance Revenue, allowing districts like Duluth to address critical facility needs.

CTE Support

We support a one-time investment in Career and Technical Education, allowing funds to be used for equipment, supply, and technology to support the CTE mission and helping to get students into the workforce.

Operating Levies

Allow school board renewal of existing and future operating levies.

Special Education Rebate

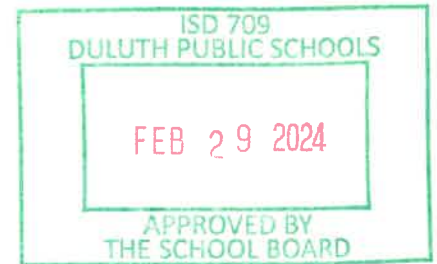
We support House File 336 (Kozlowski & Olson) & Senate File 423 (McEwen & Hauschild), reimbursing DPS \$1 million for a state formula error in FY16-FY19 which resulted in DPS filling a \$5.8 million funding gap.

School Safety

We support a one-time allocation per pupil for school safety and supports allowing local authority for schools to increase safe school levy revenue to address concerns.

Solar & Electric Vehicles

We support adding additional funding to the Solar for Schools Grant and increase the grant opportunity to 100% of total costs for a 40-megawatt array and help schools with federal matching dollars for EV charging stations at school properties.



RESOLUTION

Education Minnesota Duluth Integration Specialists

RESOLVED, By the School Board of Independent School District 709, St. Louis County, Minnesota, that the Collective Bargaining Agreement between Independent School District 709 and the Education Minnesota Duluth Integration Specialists, a summary of which is in the hands of all School Board members, be approved and adopted for the period of July 1, 2023 to June 30, 2025, inclusive, and that the Chairperson and Clerk of the School Board be hereby authorized to execute said Agreement on behalf of the School District.

COLLECTIVE BARGAINING AGREEMENT

between

INDEPENDENT SCHOOL DISTRICT NO. 709
DULUTH, MINNESOTA

and

EDUCATION MINNESOTA DULUTH INTEGRATION SPECIALIST
(ISPEC)
DULUTH, MINNESOTA

EFFECTIVE DATES

July 1, 2023

To

June 30, 2025

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AGREEMENT

BY AND BETWEEN

**INDEPENDENT SCHOOL DISTRICT NO. 709
DULUTH, MINNESOTA**

and

EDUCATION MINNESOTA DULUTH INTEGRATION SPECIALISTS (ISPEC)

THIS AGREEMENT, by and between the Education Minnesota Duluth Integration Specialists (ISPEC) Local 7373, hereinafter referred to as the "***Union***", and Independent School District No. 709, St. Louis County, Minnesota, a public corporation, hereinafter referred to as "***School District***", pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended, (hereinafter referred to as PELRA), relating to terms and conditions of employment, including the hours of employment, the compensation therefore including fringe benefits except retirement contributions or benefits, and the employer's personnel policies affecting the working conditions of employees. Now, therefore, in consideration of the mutual promises and agreements between the parties contained herein, the parties agree as follows.

ARTICLE I

Recognition

The School District formally recognizes the Education Minnesota Duluth Integration Specialists (ISPEC) Local 7373 as the exclusive bargaining representative for all integration specialists of Independent School District No. 709, Duluth, Minnesota, who are employed for more than fourteen (14) hours per week and more than sixty-seven (67) work days per year, excluding confidential and all other employees. The Union is the sole elected representative of all ISPEC who are defined as members of the appropriate unit for the duration of this Agreement.

The Union shall be the duly authorized representative of said employees with respect to rates of pay, wages, hours and other conditions of employment and shall have the rights granted to it by the applicable laws of the State of Minnesota. It is agreed that the School District will not bargain individually or collectively in regard to any matter affecting conditions of employment of said employees, or affecting the role of the Union as the exclusive bargaining representative, with any other organization or person except as required by law.

ARTICLE II

School District and Union Rights

A. Managerial Rights

The School Board is not required to meet and negotiate on matters of inherent managerial policy. It is understood and agreed that the School Board of the School District, on its own behalf and on behalf of the citizens whom it represents, hereby possesses, retains and reserves unto itself the right to manage, direct and control all School District functions in all particulars except as limited by the terms of this Agreement or by applicable federal and state law which include, but are not limited to, such areas of discretion or policy as the functions and programs of the employers, its overall budget, utilization of technology, the organizational structure and selection and direction and number of personnel.

The District has the right and obligation to efficiently manage and conduct the operation of the District within its legal limitations and to adopt, repeal or modify policies, rules, and regulations insofar as such actions are not inconsistent with the terms of this Agreement or applicable laws.

B. Access to Premises

Union representatives shall have access to the premises to meet and confer with the employee, but agree herein not to interfere with the employee during their scheduled working hours. Union representatives must sign in at the office of the building, which they are in. No employee shall be required to meet with the union representative.

C. Right to Dues Check Off

The exclusive representative shall be allowed dues check off for its members. Upon receipt from the Union of its membership list, the School District shall deduct from each employee in the bargaining unit who is a member of the Union, the monthly Union assessment of such employee and shall remit the same to the appropriate Union representative or its assignee as may be properly designated. When a bargaining unit member has so authorized a "Full Union Membership" dues deduction, such authorization cannot be canceled except during the September of each year. Cancellation must be in writing, and forwarded to the Human Resources Office within that week.

ARTICLE III

Grievance Procedure and Arbitration

The purpose of this procedure is to provide a method whereby employees who are members of the bargaining unit may present their grievances concerning the interpretation or application of the terms of this Agreement.

A. Definitions

1. A "***grievance***" is an action instituted under this Article by an aggrieved employee or the Union in the belief that there has been a violation, misapplication, or misinterpretation of the terms of this Agreement by the School District, School Board, its employees, agents or contractors.
2. The aggrieved employee is an employee within the appropriate bargaining unit as defined by the terms of this Agreement who has been directly affected by an alleged violation, misapplication, or misinterpretation of the terms of this Agreement.
3. The term "***days***" when used in this grievance procedure shall refer to calendar days, except that when the last day for doing any act under this grievance procedure falls on a Saturday, Sunday or such holidays as provided in this Agreement, the next calendar day which is not a Saturday, Sunday or such holiday shall be the last day for doing that which is required or is to be done under the terms of this procedure.

B. Representation Right

1. The School District shall be a party to all grievances at all steps and may be represented by its designated representative.
2. The aggrieved employee reserves the right to be represented by a representative of their choice, including a Union representative, at all steps of this grievance procedure, including arbitration. The Union shall be notified and a representative of the Union may be present and express their views at all steps of this grievance procedure after Step I.

C. Procedure

Step I - The aggrieved employee shall present their grievance within twenty (20) days of the time they knew or should have known of the act, event or default of the School District, the School

Board, its employees, agents or contractors, which is alleged to be a violation, misapplication or misinterpretation of the terms of this Agreement.

The grievance shall be presented in writing to their building Principal, the Coordinator, Office of Education Equity or their designee, who is not a member of the bargaining unit under this Agreement or when the act, event or default which is alleged is not the action or failure to act of a building Principal, the Coordinator, Office of Education Equity or their designee, then the employee or employees may initially file a grievance at Step II of the grievance procedure in like manner and within the time limits provided in this Section.

The written grievance shall state the nature and date of the violation to the best of the employee's knowledge, the Article or Articles of this Agreement alleged to have been violated, misapplied or misinterpreted and the relief or action sought by the aggrieved employee. The Principal, Director or Coordinator, Office of Education Equity or their designee shall immediately set a hearing date that is within five (5) days of the filing and notify the aggrieved employee and their designated representative. A decision in writing by the Principal, Director or Coordinator, Office of Education Equity or their designee shall be rendered within five (5) days of the hearing and communicated to the aggrieved employee, the Union, and the Superintendent of Schools. Any appeal from this decision shall be taken by the aggrieved employee within twenty (20) days of the communication of the decision to him/her.

Step II – In the event a written appeal is filed from a decision at Step I, or in the event of a grievance initially filed at Step II under this Article, or at the option of the Human Resources Manager or their designee, the Human Resources Manager shall set a hearing date that is within ten (10) days of the filing of such grievance or appeal, and so notify the aggrieved employee, the Union, and on an appeal the Principal, Director or Coordinator, Office of Education Equity or their designee rendering the decision at Step I. The Human Resources Manager or their designee shall conduct such hearing and notify the aggrieved employee, the Union, and on an appeal the Principal, Director or Coordinator, Office of Education Equity or their designee rendering the decision at Step I of their decision in writing within ten (10) days of the hearing.

Step III – In the event an appeal is filed from a decision at Step II, or in the event of a grievance initially filed at Step II under this Article, or at the option of the Superintendent, the Superintendent or their designee shall set a hearing date that is within ten (10) days of the filing of such grievance or appeal, or within twenty (20) days of communication to the Superintendent of the decision at Step II, and so notify the aggrieved employee, the Union, and on an appeal the Principal, Director or Coordinator, Office of Education Equity or their designee rendering the decision at Step II. The Superintendent or their designee shall conduct such hearing and notify the aggrieved employee, the Union, and on an appeal the Principal, Director or Coordinator, Office of Education Equity or their designee rendering the decision at Step II of their decision in writing within ten (10) days of the hearing.

- D. **Arbitration** - The Union, through its appropriate officers, may appeal within thirty (30) days of the communication of the written decision at Step II, or if no decision has been made by the Superintendent, within forty (40) days of the Step II hearing. Such appeal shall be in writing and filed with the Superintendent of Schools. The Superintendent of Schools shall immediately make written request to the Director of the State Mediation Bureau for a list of five (5) arbitrators appointed pursuant to Minnesota Statutes, Section 179A.21, subd. 2. Upon receipt of such list and within five (5) days thereafter, the Union and School District shall alternately strike four (4) names from such list. The first strike to be determined by the flip of a coin, unless the School District and Union can agree on the use

of one (1) of the arbitrators from the list. The remaining arbitrator shall be immediately notified of such selection and shall proceed to hearing of the grievance and decision within thirty (30) days of the hearing.

Their written decision shall state the facts and Articles of the Agreement on which the decision relies, shall include conclusions and the relief to be given, if any, and shall be final and binding on the Union and School District.

The arbitrator shall first proceed to the question of arbitrability of the grievance if such issue is raised by the School District and shall then proceed to hearing of the evidence and testimony on the grievance. The arbitrator shall not have authority to amend, alter or in any way change the terms of this Agreement or to make any decision which requires the commission of an act prohibited by law or which is violative of the terms of this Agreement, nor shall they have authority to determine whether any of the provisions of this Agreement are unlawful. The Union and School District may present any evidence or testimony or raise any issues before the arbitrator whether or not presented or raised at any prior step of this procedure. Either the School District or the Union may request that a verbatim report of the hearing before the arbitrator be taken. The School District and Union shall share equally in the expenses and cost of the arbitration, but each of them (the School District and Union) shall pay the cost of their own witnesses except as otherwise provided herein, the presentation of their own evidence before the arbitrator, and of any copies of a written transcript of the proceedings it shall request from the arbitrator, and the cost of a verbatim report shall be borne by the party requesting the same. The arbitrator shall permit oral arguments if requested by one of the parties and shall determine whether written briefs may be filed and the time therefore.

For purposes of complying with Minnesota Statute with 572B.19(a), the arbitrator shall mail their decision by certified mail to the grievant and the representatives of the employer and the Union.

E. Miscellaneous Provision

1. The parties agree the best approach to resolving problems is through informal, open, and respectful discussions between the employee and the Coordinator, Office of Education Equity or their designee. Both parties encourage informal discussions prior to submission of a written grievance. The member shall meet with the Coordinator, Office of Education Equity or their designee to try to resolve a grievance within the twenty (20) days of the event giving rise to the grievance. The member, at their discretion, may be accompanied by and represented by a union representative.
2. The Union may file a group grievance on behalf of several employees of the bargaining unit at Step II of this procedure if the act, event or default of the School District, School Board, its employees, agents or contractors is alleged to have violated, misapplied or misinterpreted this Agreement so as to directly affect at least ten (10) employees in the bargaining unit on the same or similar issues under an Article or Articles of this Agreement. The grievance shall be filed in like manner and within the time limits provided under Step I of this procedure.
3. The Union may file a grievance when it is alleged that a member of the bargaining unit has violated this Agreement.
4. The Union may file a grievance concerning an alleged violation of this Agreement when the members of this unit would not reasonably be expected to have knowledge; e.g., failure to post a vacant or new position, failure to notify the Union of creation of new positions, failure to notify the Union of transfers denied.

5. The time limits specified herein may be waived or extended by mutual agreement of the parties, and notice to the Union after Step I if not a party, but such waiver or extension shall be in writing and signed by the parties following the time of decision at Step I. Failure of the appropriate hearing officer to render a decision within the time permitted herein shall be considered a denial of the grievance and permit the aggrieved employee or the Union as the procedure may provide to appeal to the next step within the time limits set, but this shall not apply to the decision of the arbitrator.
6. Access shall be given at the expense of the party requesting to all non-confidential information which is exclusively in the possession or available to either of the parties and necessary to the determination and processing of a grievance, but the determination of the confidentiality of the information by the party who has been requested to furnish the same shall be final except at the arbitration level where the decision of the arbitrator shall be final. This shall not apply to information or documents forbidden by law to be disclosed by either party.
7. Failure at any step of this grievance procedure to initiate or appeal a grievance within the time limits provided herein shall constitute a waiver of the grievance, but such waiver shall not bind the Union where the Union is not a party and does not have a right of appeal under the terms of this procedure. Likewise, where the aggrieved employee has not appealed a decision at Step I for whatever reason, the School District shall not be bound by the decision at Step I in the case of other grievances on the same or similar issues by other employees, the same employee, or the Union. In the case of an event, act or default which is of a continuing nature, the employee and the Union shall waive their rights to any retroactive relief for any period during which the grievance has not been filed within the time limits specified within this grievance procedure.
8. All documents, communications and records dealing with a grievance shall be filed separately from the personnel files of the aggrieved employee.
9. All hearings through Step II shall be held during non-working hours of the aggrieved employee or employees, if possible; but in the event it is desired by the School District or hearing officer to hold the hearing during work hours of the aggrieved employee or employees such employee or employees and the Union representative shall be given time off without loss of pay to attend such hearing. The Superintendent of Schools shall first authorize any hearings at Step I during working hours.
10. When arbitration hearings are held during normal working hours, employees who appear at the request of the Union and who shall not lose wages from the School District due to their participation in such hearings are as follows:
 - a. The number of employees including the grievant or grievants equal to the number of persons testifying in the grievance proceeding on behalf of the public employer; or
 - b. If the number of persons testifying on behalf of the public employer is less than three (3), three (3) employees including the grievant or grievants may still participate in the proceedings without loss of wages.
 - c. The Union President may attend without loss of pay and shall not be counted in the numbers determined in a. and b. above.
11. Any decision which is mailed shall be presumed to be communicated within three (3) days of mailing, and the filing or service of any appeal shall be considered timely if mailed and bearing a dated postmark of the United States mail within the time period specified in this procedure.

ARTICLE IV
Leaves of Absence Without Pay

A. Leaves of absence without pay shall be granted upon written application to the Senior Human Resources Manager for the following reasons:

1. **Military** leaves of absence shall be granted to any employee who shall be inducted for military duty in any branch of the armed forces of the United States pursuant to the provisions of Minnesota Statutes, Section 192.261.
2. **Parental Leave:** Up to six (6) months of unpaid parental leave shall be granted to a father or mother in conjunction with the birth or adoption of a child. In order to be eligible for parental leave, the employee must request the parental leave in writing to the Human Resources Manager at least two (2) months in advance of the commencement of the leave and must commence the parental leave no more than six (6) weeks after the birth or adoption of the child, except that in the case where the child must remain in the hospital longer than the mother, the leave may not begin more than six (6) weeks after the child leaves the hospital.

If during parental leave the District experiences a layoff and the employee would have lost their position, pursuant to the layoff provisions of this Agreement, had the employee not been on parental leave, then the employee is not entitled to reinstatement. The employee shall retain all rights under the layoff and re-employment provisions of this Agreement as if the employee had not been on parental leave.

Any leave taken under this Section shall reduce the length of leave for which the employee is eligible under the Family and Medical Leave Act policy for birth or placement of a child and any unpaid leave taken under the Family and Medical Leave Act policy for birth or placement of a child shall reduce the length of leave for which the employee is eligible under this Section.

Employees may request that parental leave be extended beyond six (6) months. Any such extension shall be subject to the mutual agreement of the District and shall expire at the end of a contracted school year unless mutually agreed by the employee and the District that it expire at another time.

3. **Family and Medical Leave Act:** Employees shall be eligible for leave in accordance with the District's Family and Medical Leave Act Policy, which policy shall be in compliance with the Family and Medical Leave Act.
4. **Organizational:** Employees who are elected or appointed representatives of the Union shall upon request be granted leaves of absence for the purpose of conducting the duties of the Union as required by Minnesota Statutes, Section 179A.03, subd. 19.
5. **Medical** leave of absence up to two (2) years shall be granted while an employee is unable to perform the regular duties of their employment because of illness or injury. This leave may, at the option of the School Board, be extended for a maximum of an additional three (3) years upon request at the end of each prior year.
6. **Other:** Leaves of absence shall be granted for any other reason that is required by law. Leave may also be granted, at the discretion of the Superintendent, upon written request for purposes other than those enumerated.

ARTICLE V
Assignment and Transfer

- A. The School District recognizes that it is desirable in assigning personnel to consider the interests and aspirations of their employees. An attempt shall be made to place people in the school for which they are they have the greatest interest, consistent with the needs and requirements of the School District.
- B. Procedures for posting and application assignment and transfer:
 - a. Posting: The following provisions shall apply in the filling of new or vacant positions:
 - 1. Only applicants exceeding or meeting the minimum qualifications stated in the posting notice may be hired to fill a position.
 - 2. The most senior applicant will be selected to fill the position.

All postings shall be posted on the School District's website.

ARTICLE VI
Leaves of Absence with Pay

A. Sick Leave Allowance

- 1. **Yearly allowance:** Ten (10) days full pay for personal illness shall be allowed in any one (1) school year to eligible employees covered under this Agreement.
Cumulative Plan: Unused allowance for personal illness shall be cumulative to a maximum of one hundred eighty days (180) days.
- 2. An employee who fails to report on the first contract day of the school year shall not receive salary for time previous to the date of reporting unless absence is due to personal illness or death in family, in which case salary shall be allowed for such period of time as may be due under the accumulated leave.
- 3. In no case shall the yearly allowance for personal illness or death in the family be credited until the employee reports for duty on or after the opening of school in the fall.
- 4. An employee who has been absent for five (5) days or less may be required to sign a form stating that such absence was due to personal illness, and an employee who has been absent for more than five (5) consecutive working days may be required to submit a doctor's certificate covering such absence.
- 5. An employee who is injured due to a battery by a student shall be granted leave without loss of pay for a period not to exceed five (5) days, if a physician certifies that the injury precludes the employee from performing the duties of their position. Such a leave shall not be deducted from the employee's accumulated sick leave.

B. Death in Family Allowance

- 1. Full pay for absence not to exceed three (3) days for a death locally, and five (5) days if the funeral is held more than one hundred fifty (150) miles from the city of Duluth, shall be granted to eligible persons covered by this Agreement, to attend a funeral in their immediate family. This leave shall be deducted from sick leave.
- 2. An employee may be absent up to an additional three (3) days on account of death in the immediate family if necessary for travel or in connection with legal or business matters involving the estate or burial of the deceased. Such additional days are to be deducted from sick leave.

3. Definition of "**family**" under death in family allowance shall constitute members of the immediate family of an employee, spouse or registered domestic partner and shall include father, mother, brother, sister, husband, wife, child, grandparent, aunt, uncle, niece, nephew, brother-in-law, sister-in-law, daughter-in-law, son-in-law and grandchild. This shall also apply to foster relationships of the above listed categories. A "registered domestic partner" shall mean an individual who has been registered through their county of residence as a domestic partner of an employee of the District.

C. Family Leave

1. Eligible employees under this Agreement shall be allowed a maximum of twenty (20) sick leave days per year for absences due to a serious illness or injury in the immediate family requiring the care or attendance of the employee, such allowance is to be charged against the current or accumulated sick leave. Such leave shall require the approval of the Coordinator, Office of Education Equity of the employee or their designee who is not a member of the bargaining unit.
2. "**Family**" shall constitute members of the immediate family of an employee, spouse or registered domestic partner and for purposes of this regulation shall include parent, stepparent, mother-in-law, father-in-law sibling, spouse, adult child, grandparent and grandchild. This shall also apply to foster relationships of the above listed categories. A "registered domestic partner" shall mean an individual who has been registered through their county of residence as a domestic partner of an employee of the District.
3. In addition to the above, employees who work twenty (20) or more hours per week may use more than twenty (20) days sick leave for absences due to an illness of the employee's child in accordance with Minnesota Statute §181.9413 (2013).

D. Jury Duty

1. When an employee is selected for jury duty, upon notification to the Coordinator, Office of Education Equity or their designee, they shall be released from their regular assignment for such duty. The employee, when selected to a jury panel, shall attempt to ascertain whether a trial will continue for more than five (5) days; if so, the employee shall make a request of the court for release from that assignment prior to being placed on such jury.
2. The employee will receive their regular contractual salary while on jury duty; however, their jury per diem pay excluding mileage and expense money received by the employee is to be surrendered to the School District.

ARTICLE VII Personnel Records

Personnel files relating to each individual employee shall be available to each individual employee during regular school business hours upon request. Employees shall have access to the personnel file within three (3) business days of said request. The employee shall have the right to reproduce any of the contents of the files at the employee's expense and to submit for inclusion in the file written information in response to any material contained therein.

An employee shall receive a copy of any deficiency notice placed in their personnel file. Documents of anonymous origin relating to a staff member's performance shall not be placed in the file.

ARTICLE VIII
Health Care Savings Plan (HCSP)

- A. **Eligibility** - To be eligible to receive a contribution to the Health Care Savings Plan, an employee must be immediately eligible for a Minnesota pension plan at the time of their retirement and have fifteen (15) years of total service to the School District.
- B. **HCSP Calculations**
 - a. The number of unused and accumulated sick leave days, up to a maximum of one-hundred eighty (180) days, shall be multiplied by the daily rate of pay (DRP).
 - b. The dollar value determined in a. above shall be discounted by 3.5%.
 - c. The discounted calculation of the value of the days will be contributed to the HCSP for the employee by the District at the time of retirement.
- C. **Exclusions** - Employees discharged for just cause shall not be eligible for the HCSP.
- D. **Retirement Notification Requirement** - The employee must give written notice of retirement to the Human Resources Manager three (3) months prior to retirement except in cases of emergency involving serious illness or other justifiable cause, an employee may retire after such time limits with the approval of the Superintendent and may receive severance pay.

ARTICLE IX
Professional Workday and Week

- A. The calendar year will be 40.4 weeks inclusive of flexible paid contract pays. Seven flexible paid contract days will be available for use throughout the Integration Specialists 40.4 week calendar year. Flexible contract days cannot be carried over into another school year. No more than three flexible contract days can be used consecutively or added (before or after) to a scheduled school break time period. Additionally, the Thursday and Friday of Winter Recess will be paid non-work days. The Districts intent is a continuation of the three paid non-work days that occur prior to the two days mentioned above.
- B. The normal hours of work for the employee shall be a minimum of eight (8) hours in any twenty-four (24) hour day and a minimum of forty-hours (40) in a seven (7) day period.
- C. As professional employees with responsibility for the operation of various programs, members of this bargaining unit are often obligated to work at times outside and beyond the normal eight (8) hour daily and forty (40) hour minimum schedules, described in 5.1 of this Article, and/or on any day of the week. Such times are construed as part of the professional workday/work week, and do not generate additional pay beyond the regular biweekly or annual salary.
- D. Employees at certain times may be required to adjust their work- day schedule in instances where the employee is required to work outside the normal work-week. Employees shall be required to obtain prior approval from the Coordinator, Office of Education Equity or their designee for such work day adjustments. Adjustments to hours or days of work will be at the discretion of the Coordinator, Office of Education Equity or their designee. All adjustments to work day/hours must be made within 14 calendar days. The parties agree that the adjustment of schedule indicated in this paragraph is not equivalent to compensatory time off. It is understood by the parties that Overtime Compensation under Fair Labor Standards Act (FLSA) does not apply to this unit of professional employees.

- E. Employees requested by their Coordinator, Office of Education Equity or their designee to attend or facilitate “Staff Development” programs outside of their normally scheduled work time and not covered by an adjustment to their work week may be eligible for a stipend of \$20 per hour.
- F. Employees attending and participating in the Equity Action Committee on behalf of the School District will be eligible for a stipend of \$50 per meeting attended to be paid at the end of the contract year.
- G. This Article shall not be construed as, and is not, a guarantee of any hours of work per normal workday.

ARTICLE X
Payroll

Number of Paydays - All employees covered under this agreement shall be paid on a spread pay basis. The salary for the 40.4 calendar year shall be paid in equal payments over twenty-six (26) pay periods.

Effective July 1, 2022 or July 1 of any year thereafter, the School District will have the option of converting the pay periods for employees to a twice-monthly schedule in which there will be twenty-four (24) pay periods for payment of equal installments of salary in a fiscal year. Employees will be paid on the 15th of each month and the last day of each month. If the 15th day or last day of the month falls on a weekend or a holiday, the employee will be paid on the first business day prior to the 15th or the last day of the month. The District must provide employees at least two months’ written notice prior to converting to a twice-monthly pay schedule.

ARTICLE XI
Insurance

Hospital and Medical Insurance - The School District shall make available to each employee within this bargaining unit the same group health insurance as is or are available to employees within the teacher bargaining unit of the School District and their dependents, and the School District shall pay the same portion of the cost for such group insurance for the employees in this bargaining unit and their dependents as are paid for employees in the teacher bargaining unit and their dependents.

Long-Term Disability Insurance - The School District will pay the cost of long-term disability (LTD) insurance with coverage to include provisions for payments of a benefit in the event of disability of two-thirds (2/3) of salary. Each employee may at their option elect to have the payments added to their taxable salary provided they authorizes a payroll deduction to pay the LTD premium.

Life Insurance - Group term life insurance in the face amount of \$50,000 will be provided for each employee of the unit at no cost to the employee. Optional supplemental group life and AD&D benefits in the amount of \$100,000 can be purchased in \$10,000 increments and dependent life insurance will be made available at the employee’s cost.

Dental Insurance - The District shall make available to each employee within this bargaining unit, the same dental insurance as is or are available to employees within the teacher bargaining unit of the School District and their dependents. The School District shall pay the same portion of costs for such group dental insurance for the employees of this bargaining unit and their dependents as are paid for employees in the teacher bargaining unit and their dependents.

ARTICLE XII
Salary Schedule and Regulations

- A. Salaries shall be as set forth in Appendix "A" attached hereto and incorporated herein by reference.
- B. Step Changes:
- 1) Newly hired ISPECs hired on or before February 1st of the school year shall progress a Step on August 1st after 6 months of continuous employment as an ISPEC. ISPECs hired after February 1st of the school year shall progress a Step on August 1st after one full additional school year of continuous employment as an ISPEC.
 - 2) Progression through additional Steps within the class on the salary schedule in Appendix "A" shall occur every year on August 1st.
- C. Class (Lane) Changes:
- 1) Official transcripts substantiating any change in classification on the salary schedule and application for class (lane) change must be filed in the Human Resources office by October 15 of the school year in which the change is to become effective. Monetary adjustments in the contract salary, retroactive to the opening of school, will be made on the next payroll following approval of the change in classification (normally in the month of November). Class I employees will automatically progress to Class II Step I on August 1, one year after they have achieved Step 6 in Class I. Class II employees will automatically progress to Class III Step II on August 1, one year after they have achieved Step 6 in Class II.
 - 2) Class (lane) change requirements:
 - a. Class I requires a combination of teaching or related social service education and experience totaling 5 years.
 - b. Class II requires a combination of teaching or related social service education and experience totaling 10 years.
 - c. Class III – requires a Bachelor degree in teaching or a related social service degree program or a combination of teaching or related social service education and experience totaling 15 years.
 - d. Class IV requires a Bachelor degree and 18 graduate semester credits in teaching or a related social service degree program.
 - e. Class V requires a Master degree in teaching or related social service degree program.
 - f. Class VI requires a Master degree and 12 credits in teaching or related social service degree.
- D. Newly hired employees shall be hired on the salary schedule to which their educational attainment (degree plus subsequently earned germane credits) and experience at the time of hiring entitles them to be placed. Any applicant failing to advise the School District at the time of hiring of any credits or degrees for which they had earned or received credit at the time of application, shall not be entitled to later use such credits or degrees to obtain advancement on the lane of the salary schedule.

ARTICLE XIII
Professional Development

Participation in the Professional Development program is required for all members of the bargaining unit of this agreement. All employees of the bargaining unit shall be offered at least two (2) days of job appropriate in-

service training to be offered during non-student contact days. An employee shall be paid their regular rate of pay for all hours of in-service training attended, even if the training lasts longer than the employee's regularly scheduled day.

ARTICLE XIV
Seniority

Seniority - Seniority shall be determined by the date of hire as an Integration Specialist. Where two (2) or more employees with the same amount of seniority commenced their employment on the same day, the following shall apply in this order; the date of Board action, the date of acceptance, and the date of the oldest application. When seniority is identical for two or more employees, the most senior employee shall be the employee with the lowest employee number.

ARTICLE XV
Layoff

Layoff Policy - In the event of declining enrollments, budgetary constraints or administrative reorganization it is necessary to discontinue certain positions, employees shall be laid off based upon unit seniority. The least senior employee shall be laid off first. The laid off employee will be placed on the re-employment list and have re-employment rights for a period of two (2) years from the date of the layoff. The District will maintain an official ISPEC re-employment list.

Recall from layoff shall be based upon unit seniority. The most senior laid off employee shall have the first right to recall. An employee on layoff shall have re-employment rights to a position in the bargaining unit that becomes open if the employee meets the minimum qualification requirements as established by the District either when the position was last advertised or, in the case of new or changed positions, through the new or revised job classification on file for the position. An employee on layoff shall have re-employment rights to a position at the same level as the employee's position before layoff. An employee shall not be allowed to be recalled into a promotional or higher-level position. Employees declining a recall offer shall be considered presumed resigned and will be removed from the re-employment list.

ARTICLE XVI
Probation, Discipline and Discharge

- A. **Probation** - Any employee within the appropriate bargaining unit shall during the first year of consecutive employment in the unit and/or with the School District be in a probationary status during which time said employee may be discharged for any constitutionally permissible reason.

- B. **Discipline** – Following probation, one (1) school year of consecutive employment with the School District, said employee shall not be discharged, suspended, or demoted (excluding demotions for budgetary requirements) except for just cause. Notice of said discharge, suspension, or demotion (excluding demotion for budgetary requirements) after the probationary period shall be given in writing to the employee with the reasons and causes stated therefore, and the employee if not satisfied with the reason given or causes stated, shall have the right to have their status reviewed within the time limits and pursuant to the provisions of Article III, Grievance Procedure and Arbitration.

ARTICLE XVII
Savings Clause

This Agreement is subject to the laws of the State of Minnesota and at any time any provision is in conflict and held to be contrary to law by a court of competent jurisdiction from which final judgment of decree no appeal has been taken within the time provided; such provision shall be void and inoperative. All other provisions shall continue in force and effect.

ARTICLE XVIII
Duration

- A. **Term and Reopening Negotiations** This Agreement shall remain in full force and effect for a period commencing July 1, 2023, through June 30, 2025, and thereafter until a new Collective Bargaining Agreement is negotiated and executed between the parties or the bargaining rights are terminated by law for the bargaining unit. If the exclusive representative desires to modify or amend this Agreement commencing on July 1, 2025, it will give written notice of such intent no later than April 30, 2025.
- B. The Agreement shall be effective upon acceptance by the employees covered under this Agreement and adoption by the School Board of Independent School District No. 709, St. Louis County, Minnesota.
- C. Appendix A, the pay schedule attached to this Agreement, shall be effective as indicated therein.
- D. **Effect** -This Agreement constitutes the full and complete Agreement between the District and the Union as the exclusive representative of this bargaining unit. The provisions herein relating to terms and conditions of employment supersede any and all prior agreements, concerning terms and conditions of employment which are inconsistent with these provisions.
- E. **Finality** - Matters contained in this Agreement shall not be open for negotiation during this term of this Agreement except as stated in this Agreement. Matters not covered by this Agreement which are a proper subject for negotiation, it shall be presumed that said matters were intentionally omitted from this Agreement and are not subject to further negotiation during the term of this Agreement, and the parties specifically waive the right to negotiate with respect thereto during the term of this Agreement, even though such subject matter may not have been in the knowledge or contemplation of the parties at the time this Agreement was reached.
- F. **Severability** - All provisions of this Agreement are subject to the laws, rules, regulations, and orders of state and federal governments and their agencies. Any provision of this Agreement found to be in violation of any such regulations, directives, laws, and orders shall not be applicable or performed or enforced, except to the extent permitted by law; all other provisions shall continue in effect.

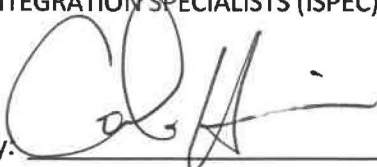
**APPENDIX A
Annual Salary Schedule**

Class I	YEAR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10
	2023-2024	\$39,304	\$39,579	\$39,856	\$40,135	\$40,416	\$40,699	\$40,984	\$41,271	\$41,559	\$41,850
	2024-2025	\$40,483	\$40,766	\$41,052	\$41,339	\$41,628	\$41,920	\$42,213	\$42,509	\$42,806	\$43,106
Combination of teaching or related social service education and experience totaling 5 years.											
Class II	YEAR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10
	2023-2024	\$42,255	\$42,551	\$42,848	\$43,148	\$43,450	\$43,754	\$44,061	\$44,369	\$44,680	\$44,993
	2024-2025	\$43,522	\$43,827	\$44,134	\$44,443	\$44,754	\$45,067	\$45,383	\$45,700	\$46,020	\$46,342
Combination of teaching or related social service education and experience totaling 10 years.											
Class III	YEAR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10
	2023-2024	\$43,384	\$43,687	\$43,993	\$44,301	\$44,611	\$44,923	\$45,238	\$45,555	\$45,873	\$46,195
	2024-2025	\$44,685	\$44,998	\$45,313	\$45,630	\$45,949	\$46,271	\$46,595	\$46,921	\$47,250	\$47,580
Bachelor's Degree in teaching or a Related Social Service or education and experience totaling 15 years											
Class III	YEAR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10
	2023-2024	\$46,829	\$47,157	\$47,487	\$47,819	\$48,154	\$48,491	\$48,831	\$49,172	\$49,517	\$49,863
	2024-2025	\$48,234	\$48,571	\$48,911	\$49,254	\$49,599	\$49,946	\$50,295	\$50,647	\$51,002	\$51,359
Class IIII Any BA+18 Graduate Semester Credits in teaching or a Related Social Service											
Class IIII	YEAR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10
	2023-2024	\$49,926	\$50,276	\$50,628	\$50,982	\$51,339	\$51,698	\$52,060	\$52,425	\$52,791	\$53,161
	2024-2025	\$51,424	\$51,784	\$52,146	\$52,511	\$52,879	\$53,249	\$53,622	\$53,997	\$54,375	\$54,756
Class V MA in Teaching or a Related Social Service											
Class V	YEAR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10
	2023-2024	\$52,414	\$52,781	\$53,150	\$53,522	\$53,897	\$54,274	\$54,654	\$55,036	\$55,422	\$55,810
	2024-2025	\$53,986	\$54,364	\$54,744	\$55,128	\$55,514	\$55,902	\$56,293	\$56,688	\$57,084	\$57,484
Class VI MA + 12 or more Semester Credits in Teaching or a Related Social Service											

Upon completion of year	Annual longevity payment
8	\$500
9	\$500
10	\$500
11	\$500
12	\$700
13	\$700
14	\$700
15	\$700
16+	\$900 (continues annually)

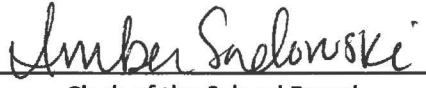
Dated at Duluth, Minnesota this 29th Day of February.

EDUCATION MINNESOTA DULUTH
INTEGRATION SPECIALISTS (ISPEC)

By:  _____
Union President

INDEPENDENT SCHOOL DISTRICT
NO 709

By:  _____
Chairperson of the School Board

By:  _____
Clerk of the School Board