Monthly Committee of the Whole Board Meeting
Duluth Public Schools, ISD 709
Agenda
Thursday, August 6, 2026
District Services Center
709 Portia Johnson Dr.
Duluth, MN 55811
4:30 PM

COW Agenda Cover Sheet

Meeting Date: **Aug 6, 2026**

Topic: Achievement and Integration Plan

Presenter(s): **Marisa GarverickHerrera**

Attachment: See Attached

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

This presentation introduces our new Achievement and Integration Plan for the 2026–2029 school years.

This Requires School Board Approval: Yes, this plan requires approval from the school board.

THE ACHIEVEMENT & INTEGRATION PLAN

SY26-29

Goals of the Achievement and Integration Plan

- The purpose of the Achievement and Integration program is as follows:
  1. To pursue racial and economic integration
  2. To increase student academic achievement
  3. To create equitable educational opportunities and
  4. To reduce academic disparities based on students diverse racial, ethnic, and economic backgrounds in Minnesota public schools

Eligibility

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

Plan Components

- School Board Approval
- Plan Input
- Goals to:
  - increase racial and economic integration;
  - reduce achievement disparities;
  - increase access to effective and diverse teachers.
- Strategies that support A&I goals. These strategies may include innovative and integrated pre-k to grade 12 learning environments, family engagement initiatives, professional development, career and college readiness and rigorous coursework, and recruitment and retention of racially diverse staff.
- Key Indicators to assess if strategies are generating the intended outcomes.
- Create Efficiencies and Eliminate Duplicative Programs

Development & Engagement Process

- **Strategic Leadership:** Led by the Director of Advancing Equity (DAE) using highly targeted engagement to meet an expedited timeline
- **Deep Community Input:** Included a 6-month partnership with Myers-Wilkins Elementary and survey data from 230+ students, staff, and caregivers
- **Targeted Student Focus:** Engaged integration specialists to prioritize the specific needs of our students of color
- **American Indian Alignment:** Integrated feedback from staff, parent groups, AIPAC, family surveys (67 responses), and principal self-assessments
- **Future Vision:** Expanding our collaborative footprint to build a culture of shared ownership, transparency, and accessibility

Budget

Total Initial Revenue (FIN 313)	$1,676,468.04
Total Incentive Revenue (FIN 318)	$88,660.00
TOTAL A&I REVENUE	$1,765,128.04

Proposed Budget		
		Proposed Budget Ratios
Direct Services to Students must equal at least 80% of total revenue	$1,659,745.47	85.37%
Professional Development may equal no more than 20% of total revenue	$102,748.24	5.29%
Administrative/Indirect may equal no more than 10% of total revenue	$181,604.06	9.34%
Total Proposed Revenue:		$1,944,097.77
Total Amount Proposed FIN 313		$1,855,437.77
Total Amount Proposed FIN 318		$88,660.00
District Coverage for 26-27		$178 969.73

Achievement and Integration Goals & Strategies

Goal #1: By June 2029, increase the full day Attendance rates for students who are American Indian, Asian, Black or African American, Hispanic/Latino, Two or More Races, and Native Hawaiian or Other Pacific Islander enrolled in the Duluth Public Schools from 65.13% in school year 2025-2026 to 70.13% in school year 2028-29.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #1 Strategy #1: Integration Specialists
Type of Strategy: Innovative and Integrated Learning Environments: Pre-K through Grade 12 strategies that increase interaction between students from different backgrounds.

Goal #1 Strategy #2: Family Engagement
Type of Strategy: Family Engagement Initiatives: Programs specifically designed to engage families and boost student achievement.

Achievement and Integration Goals & Strategies

Goal #2: By June 2029, increase the percentage of all high school students who enroll in a rigorous CITS (College In The Schools) course who are American Indian or Two or More Races with one being American Indian from 10% (2025-26 Baseline Data) to 15% 2028-29.

Goal type: Increasing racial and economic integration

Goal #2 Strategy #1: Secondary Ojibwe Language Teacher
Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.

Goal #2 Strategy #2: Misaabekong Ojibwe Immersion Classroom Assistant
Type of Strategy: School Enrollment Choices: Programs providing opportunities for students to attend schools with diverse populations.

Achievement and Integration Goals & Strategies

Goal #3: To better mirror the racial composition of the Duluth community, the district aims to expand its staff of color from 5.5% (99 out of 1,782) to 8.0% (142 individuals) by June 2029.

Goal type: Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #3 Strategy #1: The BIPOC Collective
Type of Strategy: Diverse Educator Recruitment/Retention: Strategies aimed at hiring and retaining teachers and administrators with diverse racial and ethnic backgrounds to better reflect student demographics.

Achievement and Integration Goals & Strategies

Goal #4: By June 30, 2029, Duluth Public Schools will launch a professional development program that provides advanced, sustained equity training for specialized staff alongside a minimum of two accessible, culturally responsive training options annually for all district teachers and support staff.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #4 Strategy #1: Culturally Responsive Professional Development
Type of Strategy: Professional Development: Training focused on closing academic disparities and improving outcomes for all students.
AND
Diverse Educator Recruitment/Retention: Strategies aimed at hiring and retaining teachers and administrators with diverse racial and ethnic backgrounds to better reflect student demographics.

Achievement and Integration Goals & Strategies

Goal #5: By June 2029, secondary ALC students will increase their SIS attendance rate by 10% moving from 38.61% in the 2025-2026 school year to 48.61% in the 2027-2028 school year.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #5 Strategy #1: ALC Engagement and Attendance
Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.

RIS Achievement and Integration Goals & Strategies

Goal #1a: By June 2029, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on FASTbridge for Reading will increase from 25 % to 40% in 2028-2029.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #1 Strategy #1: The Integrated Reading Intervention Model
Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.

RIS Achievement and Integration Goals & Strategies

Goal #1b: By June 2029, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on FASTbridge Mathematics will increase from 29% (Baseline Data) to 44% in 2028-2029.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #1 Strategy #2: The Integrated Math Intervention Model
Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.

RIS Achievement and Integration Goals & Strategies

Goal #2: By June 2029, the SIS reported attendance rate of Protected Class students will increase from 88.5% to 95% in Spring 2029 at Myers-Wilkins Elementary School.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #2 Strategy #1: K-5 Culturally Responsive Tier 1 SEL Strategy
Type of Strategy: Innovative and Integrated Learning Environments: Pre-K through Grade 12 strategies that increase interaction between students from different backgrounds.

Goal #2 Strategy #2: DCSC Integrated Out-of-School Time Strategy
Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.
AND
Diverse Educator Recruitment/Retention: Strategies aimed at hiring and retaining teachers and administrators with diverse racial and ethnic backgrounds to better reflect student demographics.

RIS Achievement and Integration Goals & Strategies

Goal #3: By June 2029, the proficiency of Protected Class students enrolled the full academic year for kindergarten tested within Myers-Wilkins Elementary School on FASTbridge for Reading will increase from 22% to 52% in Spring 2029.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #3 Strategy #1: Tier 1 Instructional Assistant Strategy
Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.

RIS Achievement and Integration Goals & Strategies

Goal #4: By June 2029, the district will successfully coordinate and execute a culturally affirming college visit to Fond du Lac Tribal Community College for at least 85% of eligible 4th-grade American Indian students, with 90% of attendees reporting an increased understanding of college pathways and new peer connections as measured by a post-visit reflection survey.

Goal type: Increasing racial and economic integration

Goal #4 Strategy #1: Early Pathways and Community Cohesion
Type of Strategy: Innovative and Integrated Learning Environments: Pre-K through Grade 12 strategies that increase interaction between students from different backgrounds.

Questions?

- Any questions?
- Comments?
- Concerns?
- Feedback?

Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: ISD 709 Duluth Public Schools

District Integration Status: Racially Identifiable Schools within District

Superintendent: John Magas
Phone: 218-336-8752
Email: superintendent@isd709.org

Plan submitted by: Marisa Garverick Herrera
Title: Director of Advancing Equity
Phone: 218-336-8700 ext. 1010
Email: marisa.garverickherrera@isd709.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a Racially Identifiable School (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

1. Myers-Wilkins Elementary School

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

School Board Approval

☐ We certify that we have approved this Achievement and Integration plan (Minn. Stat. § 124D.861, subd. 4).

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

Superintendent: **John Magas**
Signature: Date Signed:

School Board Chair: **Kelly Durick Eder**
Signature: Date Signed:

Plan Input

Multidistrict Collaboration Council: Alessandro Broido, Amy Keller, Ann Feyen, Britta Desutter, Elizabeth Baczkiewicz, Ella Rose, Katie Greene, Lisa Nicholson, Mychala Marshall, Lucy Billings, Peter Lancrete, Diana Lawrey, Calvin Harris, Emily Pohl, Marlon Grant, Caitlin Smith, Kim Kohlhaas, and Nicholas Heck.

Development Process & Community Engagement:The Director of Advancing Equity (DAE) led the development of this plan, ensuring cross-district collaboration while aligning the strategy with her primary objective upon joining the district: evaluating historical implementation, identifying successes, and addressing areas for growth within our Achievement and Integration framework. Because the DAE oversees both the programming and many of the key personnel involved, she was uniquely positioned to anchor this plan in operational reality.

While working within an expedited timeline that limited broad-scale district forums, the DAE maximized the available window by executing a highly focused, deeply intentional engagement strategy. Rather than stretching collaboration thin, she concentrated efforts on deep-dive sessions with key community groups. Central to this process was a rigorous, six-month collaboration with a dedicated team from Myers-Wilkins Elementary School (a Racially Identifiable School). This team met regularly to analyze historical data and co-develop a comprehensive community survey. The survey yielded robust engagement, capturing insights from more than 50 parents and caregivers, 116 students, and 66 staff members. This data was meticulously reviewed and directly integrated into the final plan.

Furthermore, the DAE prioritized alignment with our American Indian education programming. She collaborated closely with American Indian staff members—including the Ojibwe language teacher featured in this plan—and shared the draft to the American Indian Parent Advisory Committee (AIPAC) for feedback. This direct outreach was supplemented by data from an American Indian Needs Assessment survey (completed by 67 parents and family members) and an internal American Indian Education self-assessment rubric completed by all district principals. Ongoing informal feedback was also gathered through the three distinct American Indian parent groups in collaboration by the DAE. Finally, the DAE conducted targeted reflection and prioritization matrix protocols with integration specialists to isolate the specific needs of the students they serve, particularly our students of color.

While we intend to expand and deepen this collaborative footprint in future cycles with more lead time, this year's fast-tracked process successfully achieved a rigorous, data-driven assessment of student needs. Over the next three years, our goal is to transition this plan into a model of shared ownership, transparency, and accessibility across the entire district community.

Achievement and Integration Goals & Strategies

Goal #1: By June 2029, increase the full day Attendance rates for students who are American Indian, Asian, Black or African American, Hispanic/Latino, Two or More Races, and Native Hawaiian or Other Pacific Islander enrolled in the Duluth Public Schools from 65.13% in school year 2025-2026 to 70.13% in school year 2028-29.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #1 Strategy #1: Integration Specialists

Type of Strategy: Innovative and Integrated Learning Environments: Pre-K through Grade 12 strategies that increase interaction between students from different backgrounds.

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

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

Narrative description of this strategy.

The Integration Specialist position is the cornerstone of Duluth Public Schools' strategy to foster cultural and racial integration, increase graduation rates, prevent dropouts, boost academic proficiency, and deepen family engagement. To ensure systemic, districtwide impact, Duluth Public Schools will deploy 10 full-time Integration Specialists who reflect the diverse racial and cultural makeup of our students and our broader community. Rather than siloing these professionals in a few select buildings, the district utilizes an equity-based deployment model. While Integration Specialists are anchored at base schools—spanning elementary, middle, high school, District Treatment Centers, Residential School sites, and the Arrowhead Juvenile Center—their services are accessible to every school across the district. To maximize their impact, specialists' schedules are strategically weighted; schools with the largest populations of students of color receive the highest concentration of their time, programming, and presence. This flexible, data-driven approach ensures that all students have access to essential integration services, while our most robust resources are directed exactly where they are needed most.

Integration Specialists utilize Multi-Tiered System of Supports (MTSS) data—including MCA and Benchmark assessments, attendance rates, behavioral referrals, and staff recommendations—to identify and support students requiring additional support. Recognizing that out-of-school challenges and home life significantly impact a student's behavioral and academic focus, specialists provide support grounded heavily in trauma-informed practices. They build solid, trusting relationships that demonstrate genuine care, helping students navigate barriers and positioning education as a vital pathway to their future. For students receiving this support, specialists collaboratively set personalized goals and systematically document student progress, securely monitoring key academic and behavioral data points (Attendance, GPA, Standards Completion, and FAST Test Scores). By addressing the root causes of disengagement and building a deep sense of belonging, specialists actively reduce chronic absenteeism, leading to better attendance. Furthermore, this consistent mentorship keeps students on track for credit completion, serving as a primary driver for increased graduation rates and dropout prevention.

Duluth Public Schools recognizes that cultural activities and presentations are essential for all students, not just students of color. Integration Specialists provide dynamic academic and cultural enrichment that integrates seamlessly into everyday classrooms and aligns with each site's specific MTSS plan. They facilitate culturally relevant in-school learning opportunities—including one-on-one mentorship, small group workshops, and Learning Lunches—as well as out-of-school-time support through after-school clubs. Furthermore, specialists design and host large-scale cultural programming and events for students and families, both districtwide and at specific school sites. These community-building events highlight diverse cultural perspectives, enrich the educational experience of the entire student body, and provide welcoming spaces for cross-cultural and cross-district connection. By normalizing, sharing, and celebrating diverse identities, this programming directly increases cultural fluency, competency, and interaction among students of all backgrounds, breaking down social barriers and fostering an inclusive school climate.

Integration Specialists do not just work with students; they actively shape the culture of their buildings and build critical bridges with the community. They serve as vital liaisons between home and school, focusing on intentional relationship-building with families and caregivers. By maintaining the flexibility to meet the unique needs of their specific sites, they collaborate seamlessly with the Office of Education Equity to deliver Family Engagement programming, ensuring families are active participants in district cultural events. This includes creating collaborative spaces and learning opportunities where parents and families can come together to learn from district specialists and, just as importantly, from one another. Crucially, Integration Specialists act as capacity builders for the entire district by facilitating professional learning for both staff and students. They design and deliver training on culturally responsive practices, trauma-informed engagement, and identity affirmation. This ongoing development explicitly increases the cultural fluency and competency of our educators—equipping them with the tools to better serve diverse student populations—while simultaneously expanding students' cultural awareness. To ensure that equity goals remain central to daily school operations, every Integration Specialist also serves on key site leadership teams, including the Attendance, Continuous Improvement, Grants, and MTSS teams. Ultimately, by fostering a highly culturally competent environment and wrapping vulnerable students in trauma-informed support, Integration Specialists create school climates where students feel seen, attend regularly, and successfully graduate.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
100% of students receiving sustained, targeted MTSS support from an Integration Specialist will have their goals and ongoing progress systematically documented and monitored quarterly.	100%	100%	100%
Increase the consistent attendance rate of students who receive direct, sustained interventions from an Integration Specialist for at least one grading period.	2% increase	2% increase	2% increase
Integration Specialists will collaboratively design and facilitate large-scale cultural events, Learning Lunches, or college/career readiness trips.	3 events/yr	4 events/yr	5 events/yr
Integration Specialists will facilitate community-building spaces or workshops where families can connect and learn from one another, in partnership with the Office of Education Equity.	1 events/yr	2 events/yr	3 events/yr

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

Goal #1 Strategy #2: Family Engagement

Type of Strategy: Family Engagement Initiatives: Programs specifically designed to engage families and boost student achievement.

Narrative description of this strategy.

Duluth Public Schools recognizes that robust family engagement is the foundation of student success. To actively strengthen our relationships with families and dismantle barriers to access, the district is launching a transformative building in the 2026-2027 school year. Located in the heart of downtown Duluth, this new facility is strategically positioned directly on city transit lines and deeply embedded within the neighborhoods where families live and already access services. Upon entering the building, families will be greeted by a new Welcome Center designed to serve as the district's centralized front door. This center will co-locate essential educational services under one roof—including the Office of Education Equity, Early Childhood Screening, Preschool classes, the Area Learning Center (ALC), and Area Educational Opportunities (AEO). By eliminating navigational barriers, the Welcome Center provides families with guided, comprehensive support from initial enrollment through their child’s entire educational journey, centralizing resources and actively engaging caregivers to empower them as true partners in their child's education, which directly drives increased student achievement.

A cornerstone of this facility is the inclusion of dedicated cultural and integration classrooms. The building features fully equipped learning environments specifically designated for Integration Specialists and American Indian Education staff to run dynamic, culturally responsive programming, academic enrichment, and family workshops directly on-site, ensuring seamless access for students and their caregivers. Alongside these spaces, dedicated district staff will lead targeted family education and high-impact capacity-building sessions designed to empower parents as educational advocates. These workshops will equip families with actionable tools to support at-home reading and math proficiency, navigate special education and tutoring services, and promote consistent school attendance.

To ensure families feel a profound sense of belonging, the Welcome Center is intentionally structured as a culturally affirming environment that honors and represents the diverse identities of the community through curated displays of cultural artifacts, dynamic arts classes, and events that celebrate the rich heritage of the student body. Furthermore, the downtown location creates synergistic community partnerships by physically placing the district alongside critical local organizations, such as the American Indian Community Housing Organization (AICHO). This proximity allows for seamless collaboration, ensuring families have wrap-around support and a deeply connected, culturally responsive community network. Ultimately, the Welcome Center represents a systemic shift in how the district interacts with its community, moving from passive outreach to an accessible, culturally vibrant, and highly visible model of shared partnership and family empowerment.

Location of services: 424 W. 1st St., Duluth, MN 55802 (Building name to be announced)

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
District staff will design and host capacity-building sessions for parents/caregivers focusing on academic support (math/reading), special education navigation, and attendance advocacy.	2 trainings annually	2 trainings annually	2 trainings annually
The district will hold collaborative planning and programming meetings with downtown community partners (e.g., AICHO) to establish wrap-around support referral systems.	1 collaborative meeting	2 collaborative meetings	2 collaborative meetings + 1 joint community event hosted event
The district will display cultural artifacts and host cultural art classes to ensure the space is affirming and reflective of the community.	Create display and class implementation plan	Start implement plan display artifacts and host at least 1 class	Host at least 3 classes
Track the number of families who utilize the district's centralized staff to receive direct support with enrollment, early childhood screening, or program navigation.	Establish Baseline	5% increase in families utilizing services	15% increase in families utilizing services (post-opening)

Goal #2: By June 2029, increase the percentage of all high school students who enroll in a rigorous CITS (College In The Schools) course who are American Indian or Two or More Races with one being American Indian from 10% (2025-26 Baseline Data) to 15% 2028-29.

Goal type: Increasing racial and economic integration

Goal #2 Strategy #1: Secondary Ojibwe Language Teacher

Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.

Narrative description of this strategy.

The Secondary Ojibwe Language Teacher provides high-quality, culturally rigorous instruction in Ojibwemowin for students in grades 6 through 12 to build a sustainable and successful academic pipeline. This position utilizes a strategic, phased rollout: in Year 1, establishing foundational programming by offering Ojibwemowin 1 and 2; and in Years 2 and 3, expanding the pathway to include Ojibwemowin 3 as a rigorous College in the Schools (CITS) dual-enrollment course, offered in direct partnership with Fond du Lac Tribal and Community College. This progressive coursework directly impacts student achievement and college readiness by guaranteeing students the opportunity to fulfill the standard two-credit World Language requirement for university admission while actively earning college credits. Crucially, this strategy intentionally increases the number of American Indian students enrolled in rigorous, advanced coursework and ensures they have access to an effective, culturally reflective educator. Through targeted student and family engagement, the teacher will build strong relationships to boost initial enrollment and provide the ongoing support necessary to retain students through the Level 3 CITS courses.

To ensure the long-term success of this pathway, the Ojibwe Language Teacher will serve as a collaborative educational leader across the district, with an initial strategic emphasis on elementary schools. To build early cultural recognition and spark student interest before they reach middle school, the teacher will partner directly with elementary educators. Through co-teaching, modeling lessons, and delivering targeted classroom presentations, the teacher will help staff seamlessly integrate American Indian state standards and foundational Ojibwemowin language into their everyday curriculum. This cross-district collaboration not only ensures broad compliance with state standards but actively builds a robust, enthusiastic pipeline of younger students ready to enroll in the secondary language courses.

Beyond classroom instruction, the teacher serves as a vital advocate for Indigenous education across the district. The teacher will collaborate closely with middle and high school counselors to promote these courses, streamline student registration, and actively dismantle implicit biases and stereotypes regarding the academic validity and viability of Indigenous languages. By educating staff and integrating this programming into the broader academic culture, the teacher ensures Ojibwemowin is respected as a premier World Language option. Furthermore, to ensure this cultural affirmation extends far beyond a single classroom, the teacher will work with district administration, principals, and facilities management to design and increase Ojibwemowin language translation signage across district buildings. This high-visibility initiative normalizes Indigenous language usage, honors the history of the region, and creates a deeply inclusive and welcoming physical environment for all students, families, and community members.

Location of services: Direct student support at East High School, Lincoln Park Middle School, Ordean East Middle School, Congdon Park Elementary, Homecroft Elementary, Laura MacArthur Elementary, Lester Park Elementary, Lowell Elementary, Myers-Wilkins Elementary, Piedmont Elementary, Stowe Elementary, and Ojibwe Language translation signage districtwide.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**Target 2027**	**Target 2028**	**Target 2029**

Meetings with middle and high school Counselors on the importance of Ojibwe language classes and assurances of course offerings will be documented.	Semester Meetings	Semester Meetings	Semester Meetings
Documentation of secured agreements with area colleges and/or universities to offer an Ojibwe Language CITS course as a 3rd year of Ojibwe language learning. Agreements will be filed with the Office of Education Equity and Curriculum & Instruction Department.	Agreements Filed	Agreements Filed	Agreements Filed
By the 2029 school year, enrollment in CITS Ojibwemowin 3 will increase significantly.	5 or more students enrolled in CITS	8 or more students enrolled in CITS	10 or more students enrolled in CITS
Facilitate presentations on Ojibwe culture and language with elementary school classrooms to increase participation in later years to Ojibwemowin when they get to MS and HS	10 classrooms per month	15 classrooms per month	18 classrooms per month

Goal #2 Strategy #2: Misaabekong Ojibwe Immersion Classroom Assistant

Type of Strategy: School Enrollment Choices: Programs providing opportunities for students to attend schools with diverse populations.

Narrative description of this strategy.

The Immersion Classroom Assistant position is vital to the success of any World Language Immersion Program, directly assisting teachers and staff in the daily implementation of the Ojibwe Language Immersion classroom. Situated at Lowell Elementary School in central Duluth, the Ojibwe Immersion Program serves as a premier school enrollment choice designed specifically to provide students with the opportunity to attend a school with a diverse, culturally rich population. At its core, this program recognizes that culture and language are not secondary to academics; they are foundational to a student's identity, self-esteem, and long-term academic success. By centering Native language revitalization, this initiative creates deeply needed, culturally affirming educational opportunities specifically designed to honor and support our American Indian students and families, who have historically been underserved by traditional educational structures.

Because Lowell Elementary is located on the east side of Duluth, the district is deeply committed to ensuring this specialized environment is completely open, visible, and accessible to every American Indian student across the entire district who wants to prioritize language and culture in their education. This foundational elementary experience is designed to intentionally build a long-term academic pipeline for American Indian students, ensuring they have the trajectory to continue advanced Ojibwe language and culture courses into middle school and high school.

By establishing this pathway early, the district aims to drive greater enrollment in rigorous Concurrent Enrollment/College in the Schools (CITS) courses during their secondary years. Ultimately, this comprehensive linguistic pipeline fulfills the larger goal of advancing Career and College Readiness by providing underserved students with immediate access to rigorous, high-level coursework and advanced programmatic opportunities that prepare them for long-term post-secondary success.

Location of services: Lowell Elementary School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**Target 2027**	**Target 2028**	**Target 2029**
Attendance rates of Misaabekong Ojibwe Immersion students will increase.	2% increase per year	5% increase per year	10% increase per year
The percentage of American Indian students attending Misaabekong Ojibwe Immersion program will increase.	2% increase per year	2% increase per year	2% increase per year

Goal #3: To better mirror the racial composition of the Duluth community, the district aims to expand its staff of color from 5.5% (99 out of 1,782) to 8.0% (142 individuals) by June 2029.

Goal type: Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #3 Strategy #1: The BIPOC Collective

Type of Strategy: Diverse Educator Recruitment/Retention: Strategies aimed at hiring and retaining teachers and administrators with diverse racial and ethnic backgrounds to better reflect student demographics.

Narrative description of this strategy.

Duluth Public Schools is actively working to increase the racial diversity of our district staff, ensuring our educational workforce more closely reflects the rich diversity of the Duluth community. However, we recognize that sustainable recruitment is impossible without intentional retention. Currently, we are not fully meeting the unique professional and emotional needs of our staff of color. To truly grow our diverse workforce, we must first focus on radically improving the support, culture, and climate for the educators already in our buildings.

To drive this systemic shift, we are launching the BIPOC Collective—a dynamic, cross-institutional affinity space designed to unite BIPOC educators in a welcoming, safe, and culturally affirming environment. Recognizing that educators of color can often feel isolated or siloed within individual school buildings, this collective expands beyond our district boundaries. It invites participation from Duluth Public Schools staff alongside educators from neighboring public, private, and charter schools, as well as local higher education institutions. By bringing these professionals together, the BIPOC Collective creates a powerful regional network dedicated to connection, mutual support, and celebration.

The BIPOC Collective provides an affirming space where educators of color can connect authentically, celebrate their identities, and uplift one another. More than a support network, the Collective acts as a catalyst for institutional equity.

By empowering educators to openly articulate their lived experiences and professional needs, the Collective equips district leadership with the actionable insights required to support staff members of color effectively. We will utilize this deep, community-generated understanding to work to dismantle existing barriers, implement culturally responsive support systems, and cultivate an inclusive district climate.

Location of services: Districtwide

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The district will host and fund dedicated affinity space events to foster connection, support, and celebration among educators of color.	4 events/yr	6 events/yr	6+ events/yr
Expand the collective's reach by actively recruiting and tracking attendance of BIPOC educators from neighboring public, private, charter, and higher education institutions.	Establish baseline attendance	2% increase in regional/ outside participation	2% increase in regional/ outside participation
The collective will facilitate formal listening sessions or climate surveys to document the lived experiences and specific professional needs of BIPOC staff.	1 annual needs assessment	1 annual needs assessment	1 annual needs assessment
District administration will review feedback generated by the Collective and actively implement targeted initiatives or policy adjustments to improve workplace culture.	Identify 1 priority area for district improvement	Implement 1 targeted initiative based on feedback	Implement 2 targeted initiatives based on feedback
Increase the year-over-year retention rate of current educators and staff of color within Duluth Public Schools.	Establish baseline	2% increase in current BIPOC employees	2% increase in current BIPOC employees

Goal #4: By June 30, 2029, Duluth Public Schools will launch a professional development program that provides advanced, sustained equity training for specialized staff alongside a minimum of two accessible, culturally responsive training options annually for all district teachers and support staff.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #4 Strategy #1: Culturally Responsive Professional Development

Type of Strategy: Professional Development: Training focused on closing academic disparities and improving outcomes for all students.
AND

Diverse Educator Recruitment/Retention: Strategies aimed at hiring and retaining teachers and administrators with diverse racial and ethnic backgrounds to better reflect student demographics.

Narrative description of this strategy.

Duluth Public Schools recognizes that creating a genuinely equitable learning environment requires an intentional, holistic investment in adult professional growth. To strengthen and align our educational equity programming, the district is launching a comprehensive strategy for diversifying and elevating professional development (PD). This multi-layered approach focuses on providing advanced, specialized training for the staff members who directly support and advocate for our students of color daily, while simultaneously elevating the cultural competency of the entire district workforce.

A foundational element of this strategy is a direct investment in our Integration Specialists and American Indian Home-School Liaisons, who represent some of the most racially and culturally diverse teams in the district. Because these professionals serve as a critical bridge between home, school, and community, they will receive deeply specialized professional development. This targeted training will focus on aligning intervention methodologies, analyzing disaggregated student data, and mastering evidence-based equity practices. Crucially, this investment incorporates a train-the-trainer model. These empowered teams will scale their expertise by facilitating professional learning for teachers, administrators, and support staff. Ultimately, this approach not only strengthens the immediate infrastructure serving our students of color but also cultivates and retains a diverse, sustainable leadership pipeline.

To ensure that equity is not isolated to specific roles but embedded across all classrooms, the district will also provide structured opportunities for all teachers, administrators, and support staff to engage in robust, culturally responsive PD. This universal training will equip educators with actionable strategies to validate students' cultural and racial identities, implement inclusive curricular materials, and utilize restorative practices. Through this unified training approach, Duluth Public Schools will build a highly culturally competent educational network where every educator possesses the tools to drive academic proficiency and foster a deep sense of belonging for our underserved students.

Location of services: Districtwide

Key Indicators of Progress

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**Target 2027**	**Target 2028**	**Target 2029**
Establish and deliver specialized, ongoing training for high-support roles.	Complete framework design and secure facilitators	Launch the training for specialized groups	Specialized groups begin to train other district staff members
Embed foundational, accessible culturally responsive learning opportunities into the annual training calendar for all teachers and support staff.	Audit current calendar and add 2 foundational sessions	Integrate a minimum of 3 distinct sessions	Establish a continuous, multi-tiered menu of ongoing sessions

		into the yearly training calendar	accessible year-round
Track staff capacity and confidence in applying culturally responsive strategies in their daily work via post-training evaluations.	Establish baseline survey metrics from initial sessions	Achieve 70% of staff will report that they have used equity based strategies they have learned in training	Achieve 80% of staff will report that they have used equity based strategies they have learned in training

Goal #5: By June 2029, secondary ALC students will increase their SIS attendance rate by 10% moving from 38.61% in the 2025-2026 school year to 48.61% in the 2027-2028 school year.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #5 Strategy #1: ALC Engagement and Attendance

Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.

Narrative description of this strategy.

The Area Learning Center (ALC) attendance initiative serves as a critical equity intervention, particularly because Black and American Indian students make up more than half of the ALC student body. Historically, these student groups have faced systemic disparities in attendance and graduation rates within Duluth Public Schools; this strategy directly addresses those gaps by fundamentally redesigning their educational environment. We recognize that student presence is deeply tied to how inspiring and relevant their learning environment is. To drive engagement, the ALC is relocating to a newly designed facility built to provide a highly equitable, culturally affirming, and resource-rich space. By upgrading the physical infrastructure, we are actively investing in the dignity and engagement of our students. This new space will feature a dedicated science room complete with full lab stations to foster hands-on STEM access and scientific exploration, alongside a comprehensive art studio equipped with a kiln to offer dynamic creative opportunities.

Regular attendance is the absolute foundation of academic achievement, credit completion, and relationship-building. However, sustained attendance requires an environment where students feel a sense of belonging and future purpose. Beyond physical facility upgrades, the new ALC will proactively prepare students for post-secondary success by exploring career pathways based on individual student interests. By connecting daily coursework to tangible, personalized career goals, the ALC creates a profound sense of relevance in education. This dual approach of upgrading resources and personalizing the student experience serves as the primary motivator for consistent daily attendance, helping students stay on track for credit completion and successfully driving increased graduation rates.

Location of services: Districtwide

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Increase the overall consistent attendance rate for students enrolled at the ALC, with targeted progress monitoring for Black and American Indian student populations.	2% increase over baseline	4% increase over baseline	6% increase over baseline
Track the percentage of ALC students actively participating in and completing coursework utilizing the new specialized facilities (science lab and art kiln studio).	Establish baseline enrollment	5% increase in course completion	10% increase in course completion

Creating Efficiencies and Eliminating Duplicative Programs

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

The Duluth Public Schools ISD #709 district includes one Racially Identifiable School (RIS) site: Myers-Wilkins Elementary. To address this, the Office of Education Equity designs and implements innovative, high-quality programming specifically structured to foster balanced enrollment and significantly increase academic achievement rates for Protected Class students. To ensure these initiatives are impactful and highly efficient, the district actively gathers direct input through staff, student, and family surveys, alongside small-group listening sessions. This collaborative community feedback is utilized to refine programming, eliminate duplicative services, and maximize the direct impact of resources on student success.

Racially Identifiable School(s) (RIS)

Achievement and Integration Plan

July 1, 2026-June 30, 2029

District ISD# and Name: ISD 709 Duluth Public Schools
RIS Name: Myers-Wilkins Elementary School

Program Contact: Marisa Garverick Herrera
Title: Director of Advancing Equity
Phone: 218-336-8700 ext. 1010
Email: marisa.garverickherrera@isd709.org

RIS Plan Input

Community Collaboration Council for Racially Identifiable School(s): See response on page 2.

RIS Achievement and Integration Goals

RIS Goal #1a: By June 2029, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on FASTbridge for Reading will increase from 25 % to 40% in 2028-2029.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #1 Strategy #1: The Integrated Reading Intervention Model

Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.

Narrative description of this strategy.

The implementation of dedicated Reading Interventionists at Myers-Wilkins Elementary serves as a targeted academic strategy to accelerate learning, enhance Tier 1 instruction, and provide culturally responsive support for Protected Class students.

Reading Interventionists are skilled teachers, highly trained in Literacy instruction, that work within Myers-Wilkins elementary school with high concentrations of protected students to provide focused literacy interventions to students in grades Kindergarten to 5th grade who are identified within the “High Risk” or “Some Risk” ranges of the MTSS (Tier 2), as measured by FASTbridge benchmark assessments. Focusing on moving students from category to category (High-Risk to Some-Risk and/or Some-Risk to Low-Risk) ensures that students are making accelerated growth toward grade-level benchmarks. Because Myers-Wilkins has a school-wide Tier 1 instruction goal, reading interventionists will help teachers utilize progress-monitoring data to drive small group instruction. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of literacy. Reading Interventionists will also utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. There will be two full-time Reading Interventionists at Myers-Wilkins.

Location of services: Myers-Wilkins Elementary School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Using Spring to Spring data, 20% of 1st-5th grade American Indian students will increase Reading FASTBridge levels from high risk to some risk and/or some risk to low risk by Spring of 2029	10%	15%	20%
Using Spring to Spring data, 20% of 1st-5th grade African American students will increase Reading FASTBridge levels from high risk to some risk and/or some risk to low risk by Spring of 2029	10%	15%	20%

Using Spring to Spring data, 20% of 1st-5th grade 2 or more race students will increase Reading FASTBridge levels from high risk to some risk and/or some risk to low risk by Spring of 2029	10%	15%	20%

RIS Goal #1b: By June 2029, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on FASTbridge Mathematics will increase from 29% (Baseline Data) to 44% in 2028-2029.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #1 Strategy #2: The Integrated Math Intervention Model

Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.

Narrative description of this strategy.

The implementation of dedicated Math Interventionists at Myers-Wilkins Elementary serves as a targeted academic strategy to accelerate proficiency, enhance Tier 1 instruction, and provide culturally responsive support for Protected Class students.

Operating in tandem with the literacy strategy, the Math Interventionist is a skilled teacher, highly trained in Mathematics instruction that will work at Myers-Wilkins to provide focused math interventions to students in grades Kindergarten to 5th grade who are identified within the "High Risk" or "Some Risk" ranges of the MTSS (Tier 2), as measured by FASTbridge benchmark assessments. Focusing on moving students from category to category (High-Risk to Some-Risk and/or Some-Risk to Low-Risk) ensures that students are making accelerated growth toward grade-level benchmarks. The Math Interventionist will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of mathematics.

Location of services: Myers-Wilkins Elementary School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**Target 2027**	**Target 2028**	**Target 2029**
Using Spring to Spring data, 20% of 1st-5th grade American Indian students will increase Math FASTBridge levels from high risk to some risk and/or some risk to low risk by Spring of 2029	10%	15%	20%
Using Spring to Spring data, 20% of 1st-5th grade African American students will increase Math FASTBridge levels from high risk to some risk and/or some risk to low risk by Spring of 2029	10%	15%	20%

Using Spring to Spring data, 20% of 1st-5th grade 2 or more race students will increase Math FASTBridge levels from high risk to some risk and/or some risk to low risk by Spring of 2029	10%	15%	20%

RIS Goal #2: By June 2029, the SIS reported attendance rate of Protected Class students will increase from 88.5% to 95% in Spring 2029 at Myers-Wilkins Elementary School.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #2 Strategy #1: K-5 Culturally Responsive Tier 1 SEL Strategy
Type of Strategy: Innovative and Integrated Learning Environments: Pre-K through Grade 12 strategies that increase interaction between students from different backgrounds.

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

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

Narrative description of this strategy.
The full-time Social Emotional Learning (SEL) Specialist at Myers-Wilkins Elementary—a position held by a Licensed School Counselor or School Social Worker—provides tiered intervention support aligned with the Minnesota Multi-Tiered System of Supports (MN MTSS) framework for students in grades K-5. In this role, the SEL Specialist provides school-level guidance for Tier 1 SEL practices, programming, and direct student instruction. To ensure the validation of the cultural and racial identities of the student body, the specialist utilizes culturally responsive strategies and curricular materials. Additionally, the SEL Specialist acts as the Tier 1 lead on the school's MTSS Social Emotional Behavioral Team. Extensive research involving more than one million students worldwide across PreK-12 demonstrates that SEL consistently drives positive academic achievement. Students participating in school-based SEL exhibit higher levels of overall school functioning, as evidenced by improved grades, test scores, attendance, and homework completion. By building essential social and emotional skills, SEL increases active student engagement and directly leads to enhanced academic performance.

To achieve these outcomes across grades K-5, the SEL Specialist designs and coordinates a comprehensive array of daily interventions and systemic strategies. Direct student support includes facilitating short-term Tier 1 small-group therapeutic counseling, executing Tier 1 push-in SEL lessons across all classrooms and grade levels, providing restorative conflict resolution, and conducting individual or small-group check-ins for supplemental support throughout the day. In terms of crisis and mental health coordination, the specialist serves as the building lead for immediate crisis support and assessment while seamlessly managing and coordinating co-located mental health referrals within the elementary site.

Furthermore, the specialist builds capacity within the school's staff and environment by delivering targeted SEL education and coaching for educators, and assisting them in developing dedicated classroom SEL spaces alongside structured movement-break menus for the daily schedule. Systemically, this position drives building-wide climate initiatives by acting as the site champion for the implementation of Tier 1 SEL curriculum, such as Second Step, and Positive Behavioral Interventions and Supports (PBIS). Ultimately, the K-5 SEL Specialist serves as a critical strategy to decrease behavioral referrals and suspensions, maximize students' capacity to focus on academic instruction within the classroom, and increase consistent attendance rates across the entire school community.

Location of services: Myers-Wilkins Elementary School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The SEL Specialist will provide consistent, explicit SEL instruction that supports student emotional growth throughout the school year.	100%	100%	100%
The SEL Specialist will provide school wide access to materials for professional growth in the area of SEL (specifically tier 1 curriculum and practices like Second Step and PBIS) 10 times per year by Spring of 2029.	5x per year	8x per year	10x per year
The SEL Specialist will administer the school wide climate survey and then share and analyze data to inform future SEL programming in the school.	1x yearly	1x yearly	1x yearly
Using Spring to Spring data, implementation fidelity of Tier 1 SEL curriculum (i.e. Second Step) will increase by 75% by Spring of 2029.	25%	50%	75%

Goal #2 Strategy #2: DCSC Integrated Out-of-School Time Strategy

Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.
AND
Diverse Educator Recruitment/Retention: Strategies aimed at hiring and retaining teachers and administrators with diverse racial and ethnic backgrounds to better reflect student demographics.

Narrative description of this strategy.

Duluth Community School Collaborative (DCSC) coordinates and delivers free academic and enriching out of school time (OST) programming to Myers Wilkins students. The program runs from 2:10p-4:30p, has no cost, and provides transportation, which are critical elements of accessibility to programmatic opportunities for all families, especially Protected Class students. In summer 2025 and the 2025-26 school year, 205 Myers Wilkins students were enrolled in DCSC programming. Of 205 OST-enrolled students, 116 (56.6% of our programming) receive free lunch, which is representative of our school’s demographics (56.4% of Myers Wilkins students receive free lunch). One hundred and one OST-enrolled students (49.3% of our programming) are students of color (American Indian, Pacific Islander, African

American/Black, Hispanic/Latino, two or more races), which is consistent with our school's demographics (54.4% non-white students).

Targeted Intervention

Currently (SY2025-26), DCSC OST programming consists of enrichment opportunities informed by student interests and family needs. Some examples include "Hiking & Harmony" club which uses local foottrails and public transportation to bring 4th & 5th graders to visit hillside community resources including UMD's campus, the Co-op, and city hall, where students met the mayor & spoke to city councilors, "Hillside Creators" club in which a UMD American Indian Studies professor leads students in crafts and activities designed to explore and celebrate what it means to be Native in the Duluth hillside, music club, soccer skills club, cooking club, and more.

Starting in fall of SY2026-27, DCSC OST programming will begin delivering targeted academic interventions on Mon. & Wed. (in addition to the enriching clubs described above, which will be offered Tues. & Thurs.). DCSC staff will make a targeted effort to enroll students in academic out of school programming that are 1) "high-risk" or "some risk" in both math & reading FASTbridge scores in the fall 2) need additional support with academic & social-emotional skills, and 3) have an SIS attendance rate of 88% or lower. At the start of programming, classroom teachers will assess how enrolled students currently demonstrate academic & social emotional skills in the classroom.

Academic Intervention days will include tutoring on grade-level classwork, intervention delivered by a Math Corps member, and project-based learning about topics chosen by students. DCSC OST staff will be trained to teach CASEL Social-Emotional Learning competencies, so that they can model, support, and positively reinforce students' growth with Active Participation and Self-Management skills while they work on grade-level classwork & project-based learning. Specific skills OST staff will model, support, and positively reinforce include: positive self-talk, help-seeking, task-return after frustration, asking clarifying questions, and contributing to group discussions.

At the end of each semester, teachers will record observational data of students' growth in targeted skill areas, students will self-assess "I Can" statements, and attendance rates will be reported. The intention is for skills learned in the OST setting to complement content taught during the day, in order to increase academic outcomes for Protected Class students, and for the student's resulting sense of self-efficacy in their academics & sense of belonging felt in the OST program to increase SIS-reported attendance.

Cultural Competency

While working on academic & SEL skills in OST programming, students are also experiencing cultural interactions in which they are learning cultural competency: the out of school setting is the only learning space outside of specialists in which Nueva-Vision Spanish Immersion (NVSI) and non-NVSI Myers Wilkins students are integrated. This out of school time routine includes daily reflection time, in which students learn about lived experiences that are different from their own, via listening to their peers' responses to reflection questions. We know this time with their peers is meaningful to students, as "time to be together" was the most frequent response to "favorite part of OST programming" in an MDE student listening session we hosted at Myers this May (2026).

Effective & Diverse Teachers

A third element of our innovative and integrated learning environment is access to effective & diverse teachers. Of ten DCSC OST staff teaching free DCSC summer programming at Myers-Wilkins this summer (2026), four teachers (40%) are people of color. We know the DCSC's ability to hire and support people of color leads to more Myers-Wilkins students having a caring adult at school that they trust (which is a Protective Factor against childhood adverse experiences) because the student response to “there were adults at this program who cared about me” on last year’s DCSC OST student survey were 97% positive.

Location of services: Myers-Wilkins Elementary School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**Target 2027**	**Target 2028**	**Target 2029**
The SIS-reported attendance rate for American Indian students enrolled in DCSC OST programming will increase 2% each school year, from October 1st to June 1st.	2% increase from fall 2026 baseline	2% increase from fall 2027 baseline	2% increase from fall 2028 baseline
The SIS-reported attendance rate for Black or African American students enrolled in DCSC OST programming will increase 2% each school year, from October 1st to June 1st.	2% increase from fall 2026 baseline	2% increase from fall 2027 baseline	2% increase from fall 2028 baseline
The SIS-reported attendance rate for students of 2 or more races enrolled in DCSC OST programming will increase 2% each school year, from October 1st to June 1st.	2% increase from fall 2026 baseline	2% increase from fall 2027 baseline	2% increase from fall 2028 baseline
By June 2029, DCSC OST-enrolled student survey responses to “there are adults at this program who cared about me” will express a sense of belonging with school staff at a positive response rate of 99% or higher.	95% positive response rate	97% positive response rate	99% positive response rate
By June 2029, DCSC OST-enrolled student survey responses to “attending this program helped me like school more” will increase by .25 points per year, from 4.13 on a 5 point scale in June 2026, to 4.88 in June 2029.	4.38	4.63	4.88
By June 2029, the average rating of program quality by DCSC-enrolled families will increase .02 points per year, from 4.88 on a 5 point scale in June 2026, to 4.94 in June 2029.	4.9	4.92	4.94

RIS Goal #3: By June 2029, the proficiency of Protected Class students enrolled the full academic year for kindergarten tested within Myers-Wilkins Elementary School on FASTbridge for Reading will increase from 22% to 52% in Spring 2029.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #3 Strategy #1: Tier 1 Instructional Assistant Strategy

Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.

Narrative description of this strategy.

To optimize foundational student success and strengthen universal academic outcomes, two full-time Instructional Assistants will be deployed at Myers-Wilkins Elementary to support the school's three kindergarten classrooms. These professionals are essential to the successful delivery of Tier 1 instruction within the general education environment. A primary function of the Instructional Assistants is supporting classroom management and behavior regulation during whole-group instruction. By building strong, supportive relationships with students and collaborating directly with classroom teachers, they help maintain a positive, focused learning environment. This proactive support includes providing side-by-side academic encouragement to sustain student engagement, as well as executing structured decompression breaks when behavioral challenges begin to disrupt the learning of others.

In addition to behavior regulation, Instructional Assistants directly accelerate student growth by managing critical data collection and assessment workflows. They assist teachers with weekly University of Florida Literacy Initiative (UFLI) curriculum progress monitoring, biweekly FASTbridge benchmark assessments, and untimed academic evaluations. This continuous stream of data allows educators to efficiently monitor student progress and precisely diagnose specific learning gaps. Once data is analyzed, targeted instructional groups are established during designated learning lab periods. During these labs, the Instructional Assistants deliver individualized and small-group skill reinforcement in both mathematics and reading, fostering the academic confidence, independence, and proficiency necessary for long-term school success.

Location of services: Myers-Wilkins Elementary School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
In the Fall and Spring, all Kindergarten students will be assessed utilizing the UFLI Screening Assessment. 70% of the Kindergarten students will show growth on this assessment by the Spring of their Kindergarten year.	50%	60%	70%
In the Fall and Spring, Kindergarten teachers will administer the UFLI Screening Assessment to 100% of the Kindergarten students.	85%	95%	100%
Kindergarten teachers and instructional paras will administer weekly UFLI progress monitoring assessments to 100% of their students.	75%	90%	100%

RIS Goal #4: By June 2029, the district will successfully coordinate and execute a culturally affirming college visit to Fond du Lac Tribal Community College for at least 85% of eligible 4th-grade American Indian students, with 90% of attendees reporting an increased understanding of college pathways and new peer connections as measured by a post-visit reflection survey.

Goal type: Increasing racial and economic integration

Goal #4 Strategy #1: Early Pathways and Community Cohesion

Type of Strategy: Innovative and Integrated Learning Environments: Pre-K through Grade 12 strategies that increase interaction between students from different backgrounds.

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

Narrative description of this strategy.
strategy designed and implemented to increase racial and economic integration at each racially identifiable school

While our school district currently offers college and career readiness programming at the secondary level, early intervention remains critical for the long-term academic success of our American Indian students. Currently, there is a significant lack of college exploration opportunities tailored to this demographic at the elementary level. Furthermore, our district spans a large geographic area, which has created an ongoing social and cultural divide between the East and West sides of the community. Our American Indian students often attend schools where they lack the opportunity to build early, district-wide peer networks. Without early, culturally affirming exposure to higher education and strong peer-to-peer relationships, these young students can easily feel disconnected from both their educational journey and their broader community.

To address this gap, our Early Pathways and Community Cohesion Initiative will fund a comprehensive, district-wide college visit to Fond du Lac Tribal Community College (FDLTCC) for all 4th-grade American Indian students. By hosting this event at a Tribal college, students will experience a higher-education environment that explicitly celebrates and reflects their cultural heritage, reinforcing that college is not only an accessible pathway but a deeply welcoming one. Importantly, this initiative builds upon and strengthens the district's existing partnership with FDLTCC. By expanding our collaboration to include elementary-level programming, we are actively creating a cohesive, long-term educational pipeline for our students alongside a trusted community partner.

The execution of this initiative is designed to maximize both academic inspiration and social integration, with Myers Wilkins Elementary School taking the lead on district-wide coordination. Prior to the visit, the coordination team at Myers Wilkins will guide building-level staff across all elementary schools to facilitate activities where students learn about the unique role of Tribal colleges and prepare questions for their trip. Upon arriving at FDLTCC, students from East and West schools will be intentionally mixed into small, chaperone-led groups to actively dismantle the geographic divide and encourage new peer connections. FDLTCC staff and current college students will guide these 4th graders through campus, highlighting culturally significant spaces—and host age-appropriate, hands-on workshops that blend cultural knowledge with academic exploration.

Ultimately, this project will establish a vital early-intervention touchpoint for our youth. Following the visit, students will engage in collaborative reflection activities to solidify their learning, building a foundation for them to reconnect at future district-wide events. By funding this initiative, we expect to generate increased student excitement about future educational opportunities, foster a deeper sense of cultural pride, solidify our foundational K-12 partnership with FDLTCC, and establish cross-district peer relationships that will support our students emotionally and socially as they progress into middle school and beyond.

Location of services: Districtwide

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**Target 2027**	**Target 2028**	**Target 2029**
Student Participation	65% Attendance	75% Attendance	85%+ Attendance
Community Integration	100% of tour groups are purposefully integrated.	100% of tour groups are purposefully integrated.	100% of tour groups are purposefully integrated.
Early College & Cultural Awareness	80% of attendees can identify at least one culturally affirming space or academic program at FDLTCC on their post-visit reflection.	85% of attendees report feeling that a college campus is a welcoming place for Native students.	95% of attendees report feeling that a college campus is a welcoming place for Native students.
Partnership & Curriculum	100% of participating schools complete a standardized, basic pre-visit prep lesson and post-visit reflection activity.	Co-Developed Curriculum: District staff and FDLTCC partners collaborate to expand the prep/reflection activities into a cohesive mini-unit.	100% of elementary schools teach the newly expanded, culturally responsive K-12 college readiness curriculum prior to the visit.

Creating Efficiencies and Eliminating Duplicative Programs

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

See response on page 11.

DEPARTMENT OF EDUCATION

Achievement and Integration FY 2027 Budget Workbook

Use these instructions to create your district's annual Achievement and Integration (A&I) A&I budget. Please refer to the Achievement Integration Budget Guide on the A&I webpage for more information on A&I revenue and for the list of budget review criteria.

Do not delete pages from this workbook. That will disable the formulas on the Expenditure Summary page which calculates the percentage of expenditures (direct student service, prof development, admin) and also sums total expenditures by FIN code. You need to track of both as you create your budget.

▪ Program and fiscal staff should work together to create this budget, drawing on your respective knowledge of the strategies in your district's A&I plan, costs that aren't detailed in the plan but are necessary to implement those strategies, and school finance practices.

▪ Proposed expenditures can be approved only for strategies included in a district's current MDE-approved A&I plan.

▪ Expenditures to fund strategies included in a racially identifiable school (RIS) plan must be listed in the RIS tabs of this excel workbook.

▪ Use the separate tabs for direct student services, PD, and Admin costs as explained in the A&I Budget Guide. The requirement for districts to use a certain percentage of revenue for each expenditure type is in A&I legislation and explained in the tabs of this budget workbook.

▪ **Add lines to a worksheet by inserting rows before a revenue total line.** The revenue total lines are linked to a formula in the Expenditure Summary page. If you insert rows after them, your Expenditure Summary totals will be inaccurate.

▪ Add a **budget narrative** for each line item to document how proposed expenditures will fund activities in your district's MDE-approved A&I plan. Do not copy your plan description into the budget. Instead, describe what each expenditure will purchase. Then identify by name and number the activity in your plan that an expenditure will help fund. This info will provide expenditure detail not included in your A&I plan.

▪ List proposed FIN 313 (initial revenue) and FIN 318 (incentive revenue) expenditures on the separate tabs marked in the budget workbook. These are two different types of A&I aid and must be tracked separately.

▪ Find your district's aid entitlement estimate for A&I revenue in the Minnesota Funding Reports (MFR) section of MDE's Data Analytics webpage. Steps for finding that report are listed on the MDE A&I webpage.

▪ Admin costs include salary and benefits for support staff and administrators that do not provide direct instruction to students in A&I activities. Admin costs also include things such as postage, rent, dues, memberships, printing charges.
▪ Payments to other districts or to vendors should be listed as line items in the corresponding Direct Student Services, PD, or Admin tabs. Use OBJ code 390 for payments to other districts.
▪ The budget narratives for proposed salary expenditures should include the following: percentage FTE and the name and number of the strategy in your district's A&I plan that the FTE is supposed to help implement.
▪ Fringe benefits for positions that are part of the same plan strategy may be bundled by OBJ code. For example, if three staff are providing instruction for an A&I summer program, benefits for their hours working on that program may be listed in the same line item.
▪ Resubmit this workbook listing proposed and actual FY 2027 expenditures by December 1, 2027.
▪ Expenditure changes that increase total FIN code amounts and changes to the types of expenditures approved in the initial budget must be sent to MDE for review and approval by April 1, 2027.
▪ Budgets are due to MDE by March 15, 2026. Board approval is optional. This means your board does not need to approve this budget before you submit it on March 15.
How to Submit Your Budget
1) Submit your district's proposed FY27 budget by March 15, 2026 to mde.integration@state.mn.us.
2) Submit your district's budget as an excel file. No PDF's please.
3) Please save your budget using the file name FY26 [District Name] A&I budget.
Questions about submitting your budget? Contact one of MDE's A&I staff or email mde.integration@state.mn.us.

DEPARTMENT OF EDUCATION

Achievement and Integration Revenue
FY 2025 Budget Worksheet

Use this workbook to list proposed expenditures of FY 2027 Achievement Integration (A&I) revenue. All expenditures must support strategies in your district's MDE-approved A&I plan. Each worksheet has a column where you will explain how each line item is intended to fund a strategy. Please use the instructions in the prior tab of this workbook. For details on budget requirements, see the A&I Budget Guide on the A&I webpage.

District Name: Duluth Public Schools

District ISD Number: 709

Superintendent: John Magas

Partnering Districts:

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.

Program Staff:	Marisa Garverick Herrera	**Fiscal Staff:**	**Simone Zunich**
Phone:	2183368711 EXT 1010	**Phone:**	218-336-8700
E-mail:	marisa.garverickherrera@isd709.org	**Email:**	Simone.Zunich@isd709.org

If you have been notified by MDE that your district has one or more *Racially Identifiable School*s, please list those schools here:

Find the amount of Achievement and Integration (A&I) revenue your district may be eligible to receive in FY 2027 and enter it below. See lines 12 and 13 in your district's Integration Revenue Reports listed online in the Minnesota Funding Reports. These are estimates based on enrollment projections and A&I funding formulas. These estimates will be adjusted to reflect actual FY27 enrollment. Directions for finding Integration Revenue reports online are posted to the A&I website.

Total Initial Revenue (FIN 313)	$1,676,468.04
Total Incentive Revenue (FIN 318)	$88,660.00
TOTAL A&I REVENUE	$1,765,128.04

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2027 Achievement & Integration budget as approved by the school board.

Board Approval Date Pending in August

School Board Chair ______________________ **Date** __________

Superintendent ______________________ **Date** __________

This certification statement is not required in legislation or by the Minnesota Department of Education.

FOR MDE USE ONLY

Approved Initial Revenue: ______________________ **Approved Incentive Revenue:** ______________________

MDE Approval: ______________________ **Date:** ______________________

DEPARTMENT OF EDUCATION TMENT UCATION

ment and Integration Budget
nditure Summary

District Number:	709		District Name:	Duluth Public Schools	
Proposed Budget			**Actual Expenditures**		
		Proposed Budget Ratios			**Actual Budget Ratios**
Direct Services to Students must equal at least 80% of total revenue	$1,659,745.47	85.37%	**DSS** At least 80% of total expenditures	$0.00	#DIV/0!
Professional Development may equal no more than 20% of total revenue	$102,748.24	5.29%	**Professional Development** No more than 20% of total expenditures	$0.00	#DIV/0!
Administrative/Indirect may equal no more than 10% of total revenue	$181,604.06	9.34%	**Admin/Indirect** No more than 10% of total expenditures	$0.00	#DIV/0!
Total Proposed Revenue:	$1,944,097.77		**Total Revenue Expended:**	$0.00	
Total Amount Proposed FIN 313	$1,855,437.77		**Improvement Planning Expenditures**	39%	#DIV/0!
Total Amount Proposed FIN 318	$88,660.00		Districts must use up to 20% of integration revenue to implement an improvement plan (Minn. Stat. 124D.862 subd. 8 (c) 2).		

Amending Line Items To amend line items in this budget after it's been approved by MDE, strike the approved dollar amt and related budget narrative. Insert a row below the line you want to change (make sure the new row is above the total revenue line). Add a new dollar amt and narrative to the row you just added. Then highlight both lines with the color highlight function. Explain the change in the comments box at the bottom of the tab.

UFARS Corrections You do not need to submit an amended budget to MDE in order correct UFARS codes. Instead, make UFARS corrections when you submit your Actual Expenditure report. Add a note to explain the correction. See the A&I Gudget Guide for more details on when to amend your MDE-approved budget.

Comments:

Improvement Funding Directions	Only districts that did not meet the goals in their last plan after three years should complete this tab. If you didn't meet your goals, you must use up to 20% of your annual integration revenue to fund improvement strategies.

Step 1) Complete the DSS, PD and Admin tabs for FIN 313 and 318. Step 2) Copy and paste line items that will fund improvement strategies into one of the sections below.

▪ Copy line items totaling up to 20% of your total proposed revenue.That percentage will be calculated for you on the Expenditures Summary tab.

▪ The line items you copy may be either FIN 313 or FIN 318 depending upon how you're funding your improvement strategies.

▪ Please note that the amounts copied and pasted into this tab will ***NOT*** be reflected in the overall expenditure summary.

What is an improvement strategy? Strategies that were 1) not in your prior plan, or 2) strategies that you've adjusted and kept in your current A&I plan, and 3) strategies developed using an equity-centered improvement process like the one described in the A&I Improvement Planning Guide. The strategies should be different from the ones in your prior plan because they are either new to your A&I work or have been changed in some way that increases the liklihood of meeting the goals in your district's current plan.

Line Item Description	**UFARS Code Required**				**Budgeted Amt**	**Actual Amount**	**Budget Narrative - Which strategy in you're A&I plan does each line item support and how?**		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit this workbook with actual FY27 expenditures by 12/1/27.	Describe what will be purchased, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will help implement a strategy. Do not copy the strategy description from your plan.	Goal #	Strategy # and Name
Direct Student Services									
Classroom, Licensed Teacher	540	203	313	140	$90,285.08		The Social Emotional Learning (SEL) Specialist (1.0 F	RIS 2	Strategy 1 - K-5 Culturally I
Classroom, Licensed Teacher Ben	540	203	313	200	$48,545.00		Staff Benefits - These are required benefit costs for sta	RIS 2	Strategy 1 - K-5 Culturally I
Licensed Instr Support Salary	540	203	313	143	$152,165.35		The Reading Interventionists (2.0 FTE) who are skilled	RIS 1	Strategy 1 - The Integrated
Licensed Instr Support Benefits	540	203	313	200	$62,383.00		Staff Benefits - These are required benefit costs for sta	RIS 1	Strategy 1 - The Integrated
Licensed Instr Support Salary	540	203	313	143	$63,380.88		The Math Interventionist (1.0 FTE) is a skilled teacher,	RIS 1	Strategy 2 - The Integrated
Licensed Instr Support Benefits	540	203	313	200	$43,819.80		Staff Benefits - These are required benefit costs for sta	RIS 1	Strategy 2 - The Integrated
Other Contracted Services	540	203	313	305	$15,000.00		Contracted services funding will provide integrated lea	RIS 2	Strategy 2 - DCSC Integrat
Instructional Para	540	203	313	141	$50,400.13		Instructional Paras (2.0 FTE) will be deployed at Myers	RIS 3	Strategy 2 - Tier 1 Instructio
Instructional Para, Benefits	540	203	313	200	$43,566.69		Staff Benefits - These are required benefit costs for sta	RIS 3	Strategy 2 - Tier 1 Instructio
General Supplies	005	605	313	401	$500.00		Supplies for classrooms and students	RIS 1a	Strategy 1: The Integrated
General Supplies	005	605	313	401	$500.00		Supplies for classrooms and students	RIS 1a	Strategy 1: The Integrated
General Supplies	005	605	313	401	$500.00		Supplies for classrooms and students	RIS 2	Strategy 1: K-5 Culturally R
General Supplies	005	605	313	401	$500.00		Supplies for classrooms and students	RIS 3	Strategy 1: Tier 1 Instructio
Classroom Supplies	005	605	313	430	$1,000.00		Culturally revelant matierals and incentives	RIS 4	Strategy 1 - Early Pathway
Transportation	005	605	313	360	$1,500.00		Bus Transportation	RIS 4	Strategy 1 - Early Pathway
Food	005	605	313	490	$1,800.00		Food and snacks for field trip	RIS 4	Strategy 1 - Early Pathway
General Supplies	005	605	313	401	$1,000.00		Culturally revelant matierals and incentives	RIS 4	Strategy 1 - Early Pathway
Professional Development									
Travel	005	640	313	366	$40,000.00		Improve the PD confrences we go to, to broaden our educate to help our students. This is for Costs for flight, hotel, and conference fees for Director of Advancing Equity, 10 Integration Specialist, and 5 American Indian Home School Liasions.	4	Strategy 1 - Culturally Res

Other Contracted Services	005	640	313	305	$5,000.00		we will be working with BIPOC to Contract with speakers or outside organizations to deliver professional learning or storytelling	3	Strategy 1 - The BIPOC Cc
Administrative Costs									
Administration Director	005	605	313	110	$127,100.00		Transitioned this role from a Coordinator to a Director position to provide greater oversight and departmental coherence in alignment with our goals.		
		Total Improvement Funding:			$748,945.93	$0.00			
Comments:									

FY 2027 Achievement and Integration Budget

Direct Student Service Costs

District Number: | **District Name:**

80% Direct Services to Students

List proposed **FIN 313** expenditures for Direct Student Services below. **At least 80% of a district's proposed expenditures must be used for strategies in a district's MDE-approved A&I plan that provide direct services to students.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amt [1]	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit this budget with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement your A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will help implement the strategy. *Do not copy the strategy description from your plan.*	Goal #	Strategy # and Name
Classroom, Licensed Teacher	005	605	313	140	$43,511.76		The Middle & High School Ojibwe Language	2	Strategy 1 - Secondary Ojibwe Language
Classroom, Licensed Teacher Benefits	005	605	313	200	$32,994.52		Staff Benefits - These are required benefit	2	Strategy 1 - Secondary Ojibwe Language
Non-Lic Sal, Instr Support	005	605	313	144	$504,650.09		Integration Specialist (10.0 FTE)	1	Strategy 1, 2 - Integration Specialists,
Non-Lic Sal, Instr Support Benefits	005	605	313	200	$313,587.44		Staff Benefits - These are required benefit	1	Strategy 1, 2 - Integration Specialists,
Clerical	005	605	313	170	$1,866.68		Office Support Specialist (0.07 FTE) - The Office	All	The clerical supports the execution of all
Clerical Benefits	005	605	313	200	$1,731.99		Staff Benefits - These are required benefit costs	All	The clerical supports the execution of all
Cultural, Para	005	605	313	214	$35,518.46		Misaabekong Ojibwe Immersion Classroom	2	Strategy 2 - Misaabekong Ojibwe
Cultural, Para Benefits	005	605	313	200	$6,628.60		Misaabekong Ojibwe Immersion Classroom	2	Strategy 2 - Misaabekong Ojibwe
Transportation	005	605	313	360	$5,000.00		Transportation costs for transporting students	1	Strategy 1 - Integration Specialists
Mileage	005	605	313	366	$12,250.00		Mileage reimbursment is a necessary part of	1	Strategy 1 - Integration Specialists
Print Chargeback	005	605	313	398	$100.00		Printing for Integration Specialists	1	Strategy 1 - Integration Specialists
General Supplies	005	605	313	401	$2,000.00		Integration Specialist programming requires the	1	Strategy 1 - Integration Specialists
Classroom Supplies	005	605	313	430	$11,300.00		Classroom supplies include student organizers,	1	Strategy 1 - Integration Specialists
Food	005	605	313	490	$8,000.00		Food and snacks are a necessary part of the	1	Strategy 1 - Integration Specialists
Food	005	605	313	490	$3,600.00		Food for events hosted by Integration	1	Strategy 1 - Integration Specialists
General Supplies	005	605	313	401	$2,000.00		Suppplies for the Misaabekong Ojibwe	2	Strategy 2 - Misaabekong Ojibwe
General Supplies	005	605	313	401	$2,000.00		Suppplies for the Ojibwe language Classrooms	2	Strategy 1 - Secondary Ojibwe Language
General Supplies	005	605	313	401	$5,000.00		Entrance fees for field trips, cultural	1	Strategy 1 - Integration Specialists
General Supplies	005	605	313	401	$2,000.00		Materials for cultural classes	1	Strategy 2 - Family Engagement
FIN 313 TOTAL					**$993,739.54**	**$0.00**			

*Insert lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.*

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:

DEPARTMENT OF EDUCATION

FY 2027 Achievement and Integration Budget

Direct Student Service Costs to Reduce Enrollment Disparities

District Number: | **District Name:**

80% Direct Services to Students

List proposed **FIN 318** expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies included in the district's MDE-approved A&I plan which provide direct services to students. **Incentive revenue may be used to fund strategies that decrease racial and economic enrollment disparities in classes, schools, some programs, or between districts.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount [2]	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement your A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will help implement the strategy. *Do not copy the strategy description from your plan.*	Goal #	Strategy # and Name
Classroom, Licensed Teacher	005	605	318	140	$43,511.76		The Middle & High School Ojibwe Language	2	Strategy 1 - Secondary Ojibwe
Classroom, Licensed Teacher	005	605	318	200	$32,994.52		Staff Benefits - These are required benefit costs	2	Strategy 1 - Secondary Ojibwe
Food	005	605	318	490	$4,653.72		Food for welcome center events, trainings, and	1	Strategy 2 - Family
General Supplies	005	605	318	401	$1,000.00		Attendance Incentive Matierlas and Supplies for AL	5	Strategy 1 - ALC Engagement
Food	005	605	318	490	$500.00		Food and snacks for incentives for ALC students - c	5	Strategy 1 - ALC Engagement
General Supplies	005	605	318	401	$6,000.00		Supplies for welcome center including cultural	1	Strategy 2 - Family
			318						
FIN 318 TOTAL					**$88,660.00**	**$0.00**			

*Insert lines **above** the FIN 318 TOTAL line to include those dollar amounts in proposed and approved revenue totals.*

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:

DEPARTMENT OF EDUCATION

FY 2027 Achievement and Integration Budget

Professional Development Costs

District Number: | n/a | **District Name:**

20% Professional Development

List all proposed **FIN 313** expenditures for professional development below. **No more than 20% of this budget's total revenue may be proposed or used for these costs**. All training funded through this budget must directly support strategies in a district's MDE-approved A&I plan. Read the A&I Budget Guide on the MDE website for details.

UFARS Title	**UFARS Code Required**				**Budgeted Amount**	**Actual Amount [3]**	**Budget Narrative - Which strategy in your A&I plan does each line item support and how?**		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement your A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. *Do not copy the strategy description from your plan.*	Goal #	Strategy # and Name
Director, Instr Support	005	640	313	144	$25,420.00		Funding for salary for 0.2 FTE of the OAE Director	4	Strategy 1 - Culturally Re
Director, Instr Support Benefits	005	640	313	200	$7,728.24		Staff Benefits - (0.2 FTE) These are required benef	4	Strategy 1 - Culturally Re
Food	005	640	313	490	$3,000.00		Food for hosting events for the BIPOC Collective	3	Strategy 1 - The BIPOC C
Other Contracted Services	005	640	313	305	$5,000.00		Contract with speakers or outside organizations to	3	Strategy 1 - The BIPOC C
Other Contracted Services	005	640	313	305	$13,000.00		Contract with speakers or outside organizations to	4	Strategy 1 - Culturally Re
Textbks-Workbks-Ebooks	005	640	313	460	$3,000.00		Professional learning books	4	Strategy 1 - Culturally Re
Travel	005	640	313	366	$40,000.00		Costs for flight, hotel, and conference fees for 16 st	4	Strategy 1 - Culturally Re
Food	005	640	313	490	$3,600.00		Food for travel	4	Strategy 1 - Culturally Re
		640	313						
		640	313						
		640	313						
FIN 313 TOTAL					**$100,748.24**	**$0.00**			

*Add lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.*

Improvement Funding Copy line items for improvement strategies and paste them into the Professional Development section of the Improvement Planning tab.

Comments:

DEPARTMENT OF EDUCATION

FY 2027 Achievement and Integration Budget

Professional Development Costs to Reduce Enrollment Disparities

District Number: **District Name:**

20% Professional Development

List proposed **FIN 318** expenditures for professional development below. No more than 20% of this budget's total revenue may be proposed or used for these costs. **Incentive revenue may be used to fund strategies that decrease racial and economic enrollment disparities in classes, schools, some programs, or between districts.** Read the A&I Budget Guide on the MDE website for more details.

UFARS Title	UFARS Code Required				Budgeted Amt	Actual Amt [4]	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. *Do not copy the strategy description from your plan.*	Goal #	Strategy # and Name
			318						
			318						
			318						
			318						
			318						
FIN 318 TOTAL					**$0.00**	**$0.00**			

*Add lines **above** the FIN 318 TOTAL lline to include those dollar amounts in proposed and approved revenue totals.*

Improvement Funding Copy line items for improvement strategies and paste them into the Professional Development section of the Improvement Planning tab.

Comments:

DEPARTMENT OF EDUCATION

FY 2027 Achievement and Integration Budget

Administrative/Indirect Costs

District Number: **District Name:**

10% Admin/Indirect Costs

List proposed Administrative/Indirect **FIN 313** expenditures below. **No more than 10% of this budget's total revenue may be proposed or used for administrative or indirect costs.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount [5]	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. *Do not copy the strategy description from your plan.*	Goal #	Strategy # and Name
Director	005	605	313	110	$101,680.00		Director (0.9 FTE) - The Director is an integral pa	All	The Director supports the
Director Benefits	005	605	313	200	$30,913.00		Staff Benefits - (0.9 FTE) These are required ben	All	The Director supports the
Clerical	005	605	313	170	$24,800.21		Office Support Specialist (0.43 FTE) - The Office	All	The clerical supports the
Clerical Benefits	005	605	313	200	$23,010.85		Staff Benefits - These are required benefit costs	All	The clerical supports the
Mileage	005	605	313	366	$1,000.00		Travel funds are required for travel reimburseme	All	The Director supports the
Printing	005	605	313	398	$200.00		Printing is required for the production of reports a	All	The Director supports the
FIN 313 Total					**$181,604.06**	**$0.00**			

*Add lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.*

Improvement Funding Copy line items for improvement strategies and paste them into the Admin/Indirect section of the Improvement Planning tab.

Comments:

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District Number: ______ **District Name:** ______

10% Admin/Indirect Costs

List proposed **FIN 318** Administrative/Indirect expenditures below. **No more than 10% of this budget's total revenue may be proposed or used for administrative or indirect costs.**

Incentive revenue may be used to fund strategies that decrease racial and economic enrollment disparities in classes, schools, some programs, or between districts. Read the A&I Budget Guide on the MDE website for details.

UFARS Title	**UFARS Code Required**				**Budgeted Amount**	**Actual Amount [6]**	**Budget Narrative - Which strategy in your A&I plan does each line item support and how?**		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. *Do not copy the strategy description from your plan.*	Goal#	Strategy # and Name
			318						
			318						
			318						
			318						
			318						
			318						
FIN 318 Total					**$0.00**	**$0.00**			

Add lines ***above*** *the FIN 318 TOTAL line to include those dollar amounts in proposed and approved revenue totals.*

Improvement Funding Copy line items for improvement strategies and paste them into the Admin/Indirect section of the Improvement Planning tab.

Comments:

FY 2027 Achievement and Integration Budget

Racially Identifiable Schools: Direct Student Services Costs

District Number:		District Name:		n/a

80% Direct Services to Students

List proposed **FIN 313** expenditures for Direct Student Services for your district's Racially Identifiable School(s) below. **At least 80% of a district's proposed expenditures must be used for strategies in a district's MDE-approved A&I plan that provide direct services to students.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	**UFARS Code Required**				**Budgeted Amount**	**Actual Amount [7]**	**Budget Narrative - Which strategy in your A&I plan does each line item support and how?**		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. *Do not copy the strategy description from your plan.*	Goal #	Strategy # and Name
Classroom, Licensed Teacher	540	203	313	140	$90,285.08		The Social Emotional Learning (SEL) Specialist (	RIS 2	Strategy 1 - K-5 Culturally
Classroom, Licensed Teacher Bene	540	203	313	200	$48,545.00		Staff Benefits - These are required benefit costs f	RIS 2	Strategy 1 - K-5 Culturally
Licensed Instr Support Salary	540	203	313	143	$152,165.35		The Reading Interventionists (2.0 FTE) who are s	RIS 1	Strategy 1 - The Integrated
Licensed Instr Support Benefits	540	203	313	200	$62,383.00		Staff Benefits - These are required benefit costs f	RIS 1	Strategy 1 - The Integrated
Licensed Instr Support Salary	540	203	313	143	$63,380.88		The Math Interventionist (1.0 FTE) is a skilled tea	RIS 1	Strategy 2 - The Integrated
Licensed Instr Support Benefits	540	203	313	200	$43,819.80		Staff Benefits - These are required benefit costs f	RIS 1	Strategy 2 - The Integrated
Other Contracted Services	540	203	313	305	$15,000.00		Contracted services funding will provide integrate	RIS 2	Strategy 2 - DCSC Integra
Instructional Para	540	203	313	141	$50,400.13		Instructional Paras (2.0 FTE) will be deployed at	RIS 3	Strategy 2 - Tier 1 Instruct
Instructional Para, Benefits	540	203	313	200	$43,566.69		Staff Benefits - These are required benefit costs f	RIS 3	Strategy 2 - Tier 1 Instruct
General Supplies	005	605	313	401	$500.00		Supplies for classrooms and students	RIS 1a	Strategy 1: The Integrated
General Supplies	005	605	313	401	$500.00		Supplies for classrooms and students	RIS 1a	Strategy 1: The Integrated
General Supplies	005	605	313	401	$500.00		Supplies for classrooms and students	RIS 2	Strategy 1: K-5 Culturally I
General Supplies	005	605	313	401	$500.00		Supplies for classrooms and students	RIS 3	Strategy 1: Tier 1 Instructi
Classroom Supplies	005	605	313	430	$1,000.00		Culturally revelant matierals and incentives	RIS 4	Strategy 1 - Early Pathway
Transportation	005	605	313	360	$1,500.00		Bus Transportation	RIS 4	Strategy 1 - Early Pathway
Food	005	605	313	490	$1,800.00		Food and snacks for field trip	RIS 4	Strategy 1 - Early Pathway
General Supplies	005	605	313	401	$1,500.00		Culturally revelant matierals and incentives	RIS 4	Strategy 1 - Early Pathway
	540	203	313						
FIN 313 TOTAL					**$577,345.93**	**$0.00**			

*Add lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.*

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:

DEPARTMENT OF EDUCATION

FY 2027 Achievement and Integration Budget

Racially Identifiable Schools: Direct Student Service Costs to Reduce Enrollment Disparities

District Number: | **District Name:**

80% Direct Services to Students

List proposed FIN 318 expenditures for Direct Student Services for your Racially Identifiable School(s) below. **At least 80% of a district's proposed expenditures must be used for strategies that provide direct services to students. Incentive revenue may be used to fund strategies that decrease racial and economic enrollment disparities** in classes, schools, some programs, or between districts.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount [8]	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. *Do not copy the strategy description from your plan.*	Goal #	Strategy # and Name
			318						
			318						
FIN 318 TOTAL					**$0.00**	**$0.00**			

*Add lines **above** the FIN 318 TOTAL line to include those dollar amounts in proposed and approved revenue totals.*

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:

FY 2027 Achievement and Integration Budget

Racially Identifiable Schools: Professional Development Costs

District Number: | **District Name:**

20% Professional Development

On this worksheet list proposed FIN 313 expenditures for professional development for your district's Racially Identifiable School(s). **No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved A&I plan.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount [9]	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. *Do not copy the strategy description from your plan.*	Goal #	Strategy # and Name
Textbks-Workbks-Ebooks	005	640	313	460	$2,000.00		Professional learning books	RIS 2	Strategy 1: K-5 Culturally
			313						
			313						
			313						
			313						
			313						
			313						
			313						
FIN 313 TOTAL					**$2,000.00**	**$0.00**			

*Add lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.*

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:

DEPARTMENT OF EDUCATION

FY 2027 Achievement and Integration Budget

Racially Identifiable Schools: Professional Development Costs to Reduce Enrollment Disparities

District Number: | District Name:

20% Professional Development

List proposed **FIN 318** expenditures for professional development for your district's Racially Identifiable School(s) below. No more than 20% of a district's total proposed expenditures may be used for PD costs that are part of a district's MDE-approved A&I plan. **Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount [10]	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. *Do not copy the strategy description from your plan.*	Goal #	Strategy # and Name
			318						
			318						
			318						
			318						
			318						
FIN 318 TOTAL					**$0.00**	**$0.00**			

*Add lines **above** the FIN 318 TOTAL line to include those dollar amounts in proposed and approved revenue totals.*

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:

DEPARTMENT OF EDUCATION

PARTMENT EDUCATION

egration Budget

nstative/Indirect Costs

District Number: ______ **District Name:** ______

10% Admin/Indirect Costs

List proposed Administrative/Indirect **FIN 313** expenditures for your district's Racially Identifiable School(s) below. **No more than 10% of of your total revenue may be budgeted or used for administrative or indirect costs.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	**UFARS Code Required**				**Budgeted Amount**	**Actual Amount [11]**	**Budget Narrative - Which strategy in your A&I plan does each line item support and how?**		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. *Do not copy the strategy description from your plan.*	Goal #	Strategy # and Name
			313						
			313						
			313						
			313						
			313						
FIN 313 Total					**$0.00**	**$0.00**			

*Add lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.*

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:

DEPARTMENT OF EDUCATION

FY 2027 Achievement and Integration Budget

Racially Identifiable Schools: Adminstative/Indirect Costs to Reduce Enrollment Disparities

District Number: | **District Name:**

10% Admin/Indirect Costs

List proposed **FIN 318** Administrative/Indirect expenditures for your district's Racially Identifiable School(s) below. No more than 10% of of your total revenue may be budgeted or used for administrative or indirect costs. **Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount [12]	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. *Do not copy the strategy description from your plan.*	Goal #	Strategy # and Name
			318						
			318						
			318						
			318						
			318						
			318						
			318			.			
FIN 318 Total					**$0.00**	**$0.00**			

*Add lines **above** the FIN 318 TOTAL line to include those dollar amounts in proposed and approved revenue totals.*

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:

[1] DO NOT FILL IN THIS COLUMN UNTIL YOU HAVE YOUR ACTUAL EXPENDITURES FOR THE FISCAL YEAR.

[2] DO NOT FILL IN THIS COLUMN UNTIL YOU HAVE YOUR ACTUAL EXPENDITURES FOR THE FISCAL YEAR.

[3] DO NOT FILL IN THIS COLUMN UNTIL YOU HAVE YOUR ACTUAL EXPENDITURES FOR THE FISCAL YEAR.

[4] DO NOT FILL IN THIS COLUMN UNTIL YOU HAVE YOUR ACTUAL EXPENDITURES FOR THE FISCAL YEAR.

[5] DO NOT FILL IN THIS COLUMN UNTIL YOU HAVE YOUR ACTUAL EXPENDITURES FOR THE FISCAL YEAR.

[6] DO NOT FILL IN THIS COLUMN UNTIL YOU HAVE YOUR ACTUAL EXPENDITURES FOR THE FISCAL YEAR.

[7] DO NOT FILL IN THIS COLUMN UNTIL YOU HAVE YOUR ACTUAL EXPENDITURES FOR THE FISCAL YEAR.

[8] DO NOT FILL IN THIS COLUMN UNTIL YOU HAVE YOUR ACTUAL EXPENDITURES FOR THE FISCAL YEAR.

[9] DO NOT FILL IN THIS COLUMN UNTIL YOU HAVE YOUR ACTUAL EXPENDITURES FOR THE FISCAL YEAR.

[10] DO NOT FILL IN THIS COLUMN UNTIL YOU HAVE YOUR ACTUAL EXPENDITURES FOR THE FISCAL YEAR.

[11] DO NOT FILL IN THIS COLUMN UNTIL YOU HAVE YOUR ACTUAL EXPENDITURES FOR THE FISCAL YEAR.

[12] DO NOT FILL IN THIS COLUMN UNTIL YOU HAVE YOUR ACTUAL EXPENDITURES FOR THE FISCAL YEAR.

COW Agenda Cover Sheet

Meeting Date: August 6, 2026

Topic: Optimizing Technology for Student Learning & Well-Being

Presenter(s): Greg Krueger, Brenda Spartz & Jen Larva

Attachment: COW August 6, 2026 Exploring Screen Time and Tech Use

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

Teaching, Learning, and Equity are exploring responsible use of technology and screen time in our schools. At this meeting we're updating the board on progress and next steps of this effort.

This Requires School Board Approval : No

Duluth Public Schools

Committee of the Whole

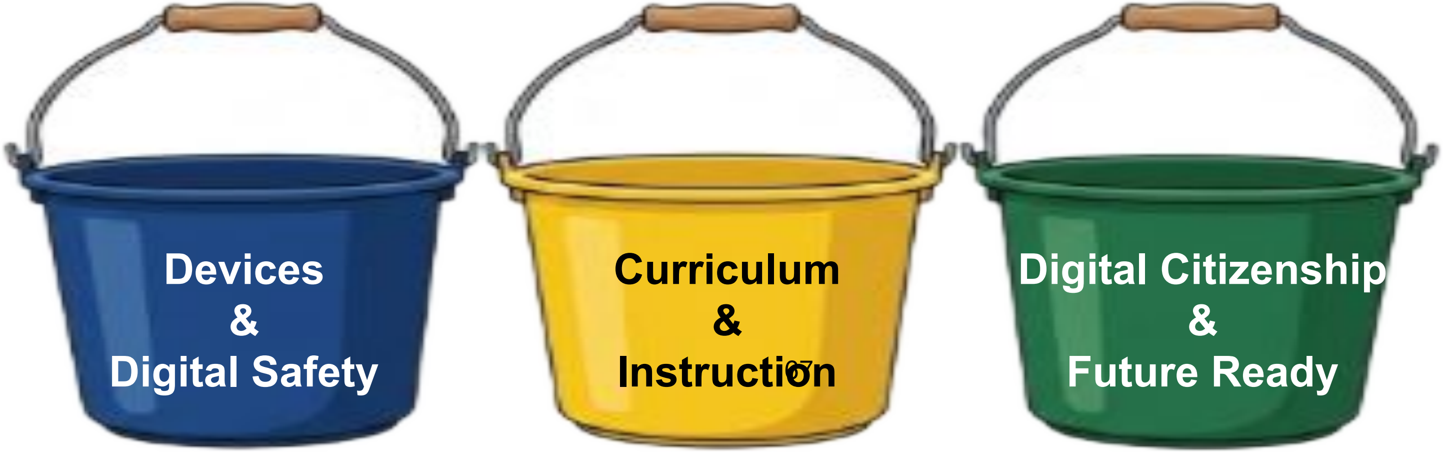
Balancing & Optimizing Technology for Student Learning & Well-Being

August 6, 2026

Teaching, Learning, and Equity will explore responsible use of technology and screen time for Duluth Public Schools.

- The collaborative process will be a phased approach to guidance concerning screen time evaluation and instructional optimization.

- Major buckets of consideration are:



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Duluth
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Every Student. Every Day.

Progress & Next Steps:

- *During 2025-2026*: Tech and instructional leaders convened to provide an initial review related to student use of technology. An initial draft was created to guide this work, which will be outlined on the following slides.
- *For the 2026-2027:* Devices, digital access, and expectations will remain the same.
- *During 2026-2027:* Convene task force to determine what balanced and optimized technology use for IDS 709 students and staff will look with a plan on how to accomplish goals.
  - Comprised of representative members including staff, school and district leaders, and community partners
  - Follow an evidence-based, inclusive, and methodical process
  - Final recommendations will be fiscally sustainable, pedagogically sound, and supportive of student safety and achievement

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Devices & Digital Safety

- Consider limited fiscal resources available to fund and sustain student and staff devices
- Type and quality of devices at each grade level and for staff
- Safety within our district and school technology environment
- Infrastructure maintenance to provide a quality and safe experience while using technology
- Tools paired with our devices - including software, online services, and curricular resources

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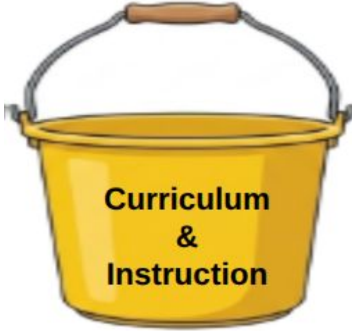
Curriculum & Instruction



- Digital resources for students to access high quality instructional materials including providing opportunities for remediation and enrichment
- Tools promoting student creation and digital collaboration for future success: coding, designing models, creating portfolios, and solving real-world problems
- Digital instructional resources incorporating multi-modal representation of content: videos, simulations, and real-world application
- Educator professional development: technology integration, personalized instruction, and student engagement
- Classroom expectations promoting balanced, active, purposeful, and intentional use of technology including screen time and use of AI

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Digital Citizenship & Future Readiness

- Provide guided, structured environments where students develop healthy technology habits
- Students learn self-regulation of screen use, how to leave a positive digital footprint, critical evaluation of information and AI, and protection of privacy online
- Educator modeling of healthy digital habits and boundaries for students
- Build an engaged, capable and future-ready generation able to navigate future career demands: foundational computation thinking, data literacy, collaborative software navigation, and basic troubleshooting skills

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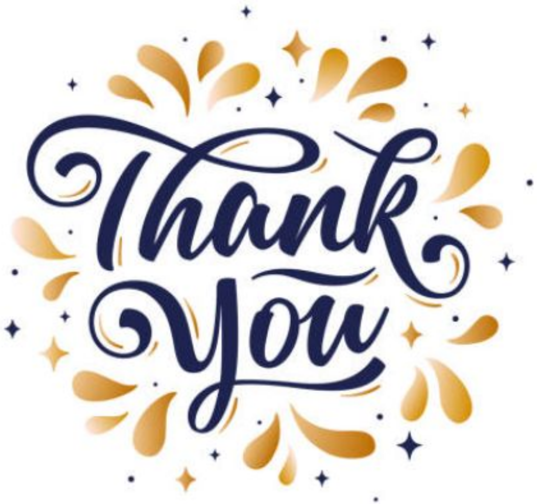
Contact Information



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Brenda Spartz
Director of Elementary Education
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Jen Larva
Director of Secondary Education
jennifer.larva@isd709.org

COW Agenda Cover Sheet

Meeting Date: Thursday August 6, 2026

Topic: MDE Action Plan Update

Presenter(s): Jen Larva

Attachment: This will be a Verbal Presentation with a Hand Out

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

This will be a verbal update on the ALC Progress. I will have a hand out as well.

This Requires School Board Approval : No