Monthly Committee of the Whole Board Meeting
Duluth Public Schools, ISD 709
Agenda
Thursday, November 12, 2026
District Services Center
709 Portia Johnson Dr.
Duluth, MN 55811
5:30 PM

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **AGENDA ITEMS**
   - A. Strategic Plan Alignment
     - 1) Improving Systems
       - a. **Overview of November Election Results and 2027 Legislative Platform Input** **2**
     - 2) Supporting Every Student
       - a. **Duluth Preschool Report for the 2025-2026 School Year and Duluth Preschool Head Start Governing Board Training for 2026-2027** **3**
     - 3) Advancing Equity
       - a. **Achievement and Integration Progress Summary Report** **29**
   - B. Teaching, Learning, and Equity Board Summary Report
   - C. Budget Update
     - 1) **Post Referendum Budget Reduction Numbers** **60**
     - **2027-28 Budget Reduction Guiding Change**
   - D. Other
4. **ADJOURN**

COW Agenda Cover Sheet

Meeting Date: November 12, 2026

Topic: Overview of November Election Results and 2027 Legislative Platform Input

Presenter(s): John Magas and Jeff Anderson

Attachment:

Brief Summary of Presentation or Topic (no more than a few sentences):
Jeff Anderson, our lobbyist, will provide an update on the results of the November 2026 election, as well as assist the board in drafting our 2027 Legislative Platform.

This Requires School Board Approval :
Yes. It is recommended that we approve our legislative platform at our November School Board meeting.

Duluth Preschool

COW Agenda Cover Sheet

Meeting Date: Thursday, November 12, 2026

Topic: Duluth Preschool Report for the 2025-2026 school year and Duluth Preschool Head Start Governing Board Training for 2026-2027

Presenter(s): Julie Midas

Attachment:
https://docs.google.com/presentation/d/1SF2dx0Q6OMxYBbA3PPtUt9Gtw45llaHjOiFj8MKiUbI/edit?usp=sharing

https://docs.google.com/presentation/d/1oy-1tDNAOORrbNjDb2vc1Ytp11VWIemQPpuwOpEBTVc/edit?usp=sharing

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

Duluth Preschool Report for 2025-2026 school year will be presented.

Duluth Preschool - Head Start Governing Board Training annual training for the 2026-2027 school year.

This Requires School Board Approval : No



Duluth Preschool

Committee of the Whole Report for the 2025-26 program year

November 12, 2026

OUR MISSION

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

OUR VISION

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

OUR CORE VALUES

Learning



Developing a love of learning through life-long inquiry.

Excellence



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

Equity



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

Collaboration



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

Belonging



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

Federal Grant FY 27

We are waiting for the
Federal Recompetition Grant
to become available.

Funding Type	Federal Head Start
Program Operations	**$2,859,575**
Training and Technical Assistance	**$28,958**
Federal Funded Enrollment	**190**
Total Funding	**$2,888,533**

Duluth Head Start Program Information Report 2025-26



Head Start

190 Head Start slots funded in the Duluth Preschool Program

- 74 3 year olds
- 128 4 year olds
- 0 5 year old

202 Head Start Children were served in the 2025-26 program year

113 children were projected to enter Kindergarten for the 2026-27 school year

Duluth Head Start Program Information Report 2025-26

DRPD (Desired Results Developmental Profile)

- Teacher observations and student portfolios
- Authentic Assessment completed 2 times per program year
- Observations in 8 developmental domains
  - approaches to learning
  - social/emotional development
  - language
  - literacy
  - math
  - physical development/health
  - science
  - cognition
- Creative Curriculum
- Pyramid Model Framework/Second Step

Duluth Head Start Program Information Report 2025-26

Who is enrolled in Head Start?

- 18 dual language learners
- 20 children identify as hispanic/Latino



- 36 children identified as African American/Black
- 3 children identified as Asian
- 65 children identified as White
- 73 children identified as multi racialor biracial
- 25 children identified as American Indian or Alaska Native

- 54 children were referred to early intervention for assessment
- 35 children were determined to have a disability under IDEA

- 77 (38%) children were supported through early intervention and an IEP Individual Education Plan)

Duluth Head Start Program Information Report 2025-26

Family Snapshot

195 families were served and supported by Head Start

- 34 families experienced homelessness
- 4 children were in foster care at some point during the program year
- 135 families received SNAP benefits
- 120 families reported that at least one parent was employed
- 14 parents had a baccalaureate degree
- 67 parents had an associate/vocational degree or some college

Duluth Head Start Program Information Report 2025-26

Broad Grant Goals remain for the 2026-27 Program Year

1. **High Quality Inclusion: Navigating Trauma**
   a. Partnership with Early Childhood Special Education

2. **Meeting the Unique Needs of our Community**
   a. Oshki-Inwewin: A loop program that infuses curriculum with Ojibwe language and perspectives at a site where an Ojibwe Immersion School operates.
   b. Nature Based Programming at all sites
   c. Artist in Residence Program for full day classes

3. **Fostering Resilience with a Focus on Health and Wellness**
   a. YMCA Collaboration: Safety Around Water classes for 72 children annually;
      i. Family Day Passes for all Head Start families
      ii. Swim lessons for Head Start parents
   b. Health and Wellness Opportunities for Families and Staff

Duluth Head Start Program Information Report 2025-26

2026-27 Program Year

1. **High Quality Inclusion**
   a. Meeting weekly as an early childhood leadership team: ECFE/PreK/ECSE
   b. P-3 Initiative Membership, supported by the MN Department of Children, Youth and Families
   c. CLASS and Danielson Framework teacher evaluations

2. **Meeting the Unique Needs of our Community**
   a. Membership in Every Child Ready Duluth
   b. First Street Buildout Planning,was supported by the Community Education Leadership and Team

3. **Fostering Resilience with a Focus on Health and Wellness**
   a. Staff Wellness supported through Reflective Consultation
   b. Preschool Support Team assisting teachers and families in addressing challenging child behaviors



Questions?

Duluth Preschool

Governing Board Training

2026-2027

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Belonging



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

Duluth Preschool STARTED with HEAD START in 1965!



President Lyndon B Johnson, declared War on Poverty in his 1965 State of the Union Speech and a team of experts from Yale and Harvard set to work developing a preschool program that would help communities meet the needs of disadvantaged preschool children.

Fun Fact #1: The original Head Start program in Duluth was an 8 week summer program at Lincoln Park Elementary School.
Fun Fact #2: We are the only Head Start program in MN where a school district is the grant recipient.

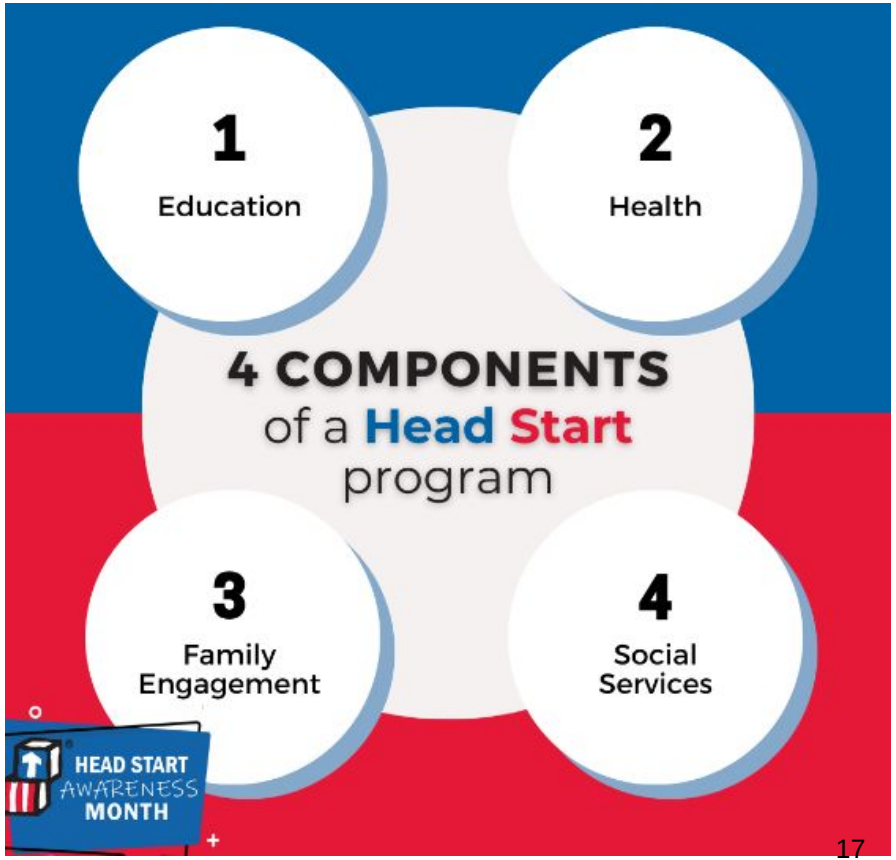
Comprehensive services set Head Start apart

Health: We support families is securing health insurance, a medical and dental home, and access mental health resources.

Social Services: programs and services that improve the well being of individuals, families, and communities

Family Engagement: Community and family events/ Site parent committees and Parent Policy Council are a part of our program governance. Family Engagement data is collected through the Child Plus platform

[Comprehensive Services: The Foundation of Head Start]



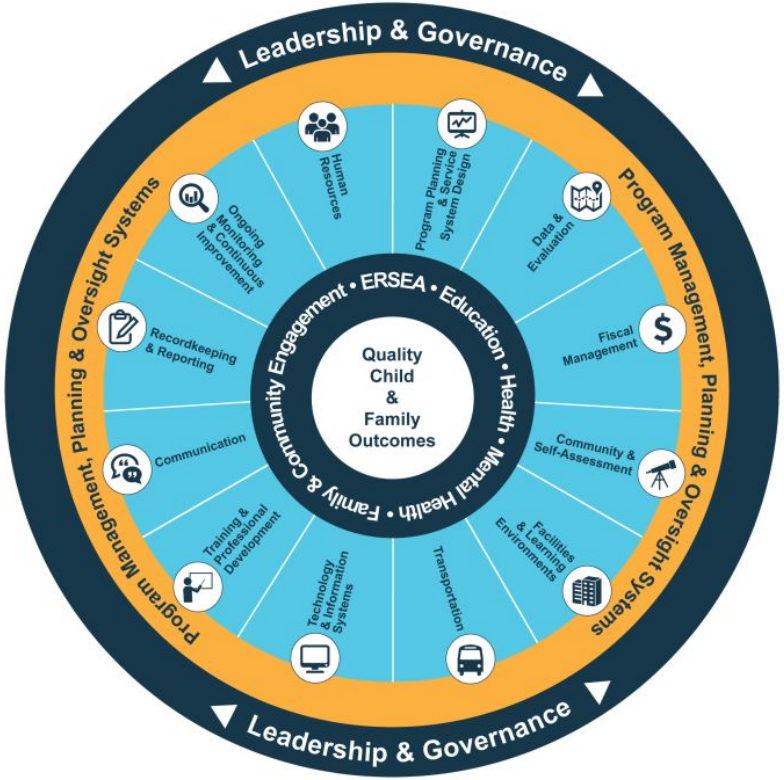
Head Start Parent, Family, and Community Engagement Framework

Positive & Goal-Oriented Relationships

Equity, Inclusiveness, Cultural and Linguistic Responsiveness

PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership	Program Environment	Family Well-being	Children are:
Professional Development	Family Partnerships	Positive Parent-Child Relationships	Safe
Continuous Learning and Quality Improvement	Teaching and Learning	Families as Lifelong Educators	Healthy and well
	Community Partnerships	Families as Learners	Learning and developing
	Access and Continuity	Family Engagement in Transitions	Engaged in positive relationships with family members, caregivers, and other children
		Family Connections to Peers and Community	Ready for school
		Families as Advocates and Leaders	Successful in school and life

Head Start Management Wheel



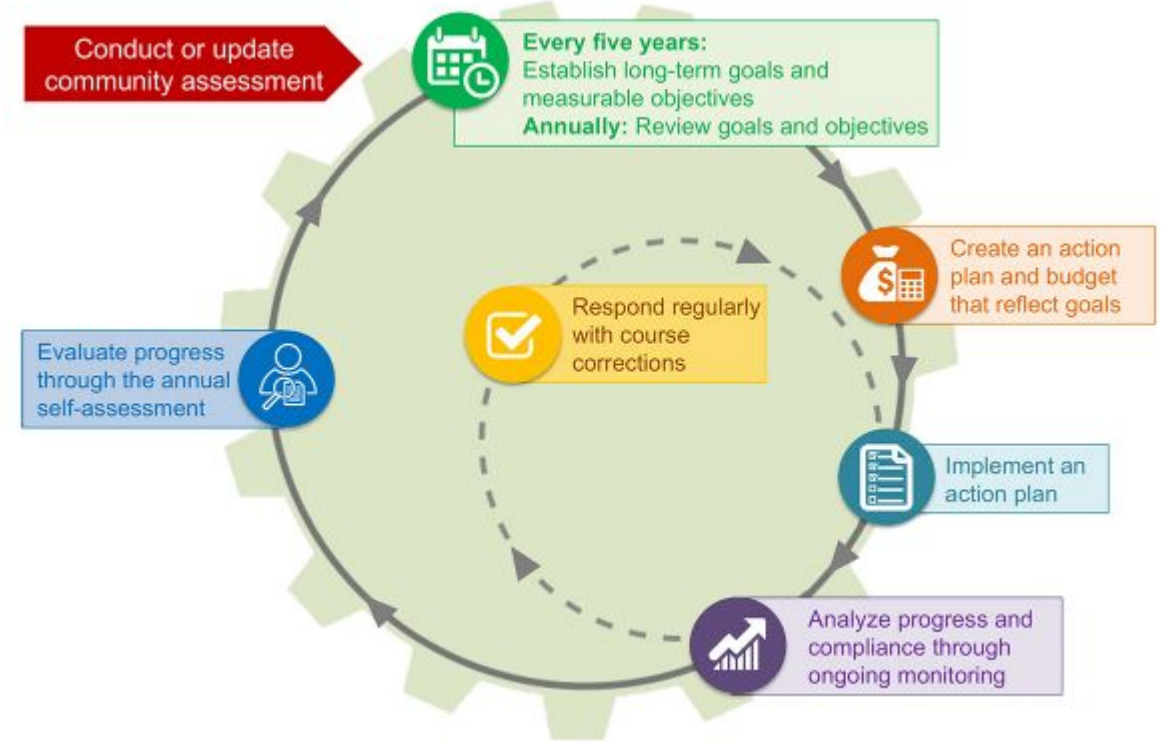
Head Start Performance Standards

Provide Head Start grantee requirements for:

- Eligibility, recruitment, selection, attendance
- Early childhood education and development
- Health and safety
- Health promotion
- Nutrition
- Disabilities
- Parent involvement
- Family partnerships
- Community partnerships
- Administrative and financial management
- Transportation and facilities



We currently in a one year grant cycle extension



Head Start Leadership and Governance



Membership and Responsibilities

Policy Council	Governing Board/ School Board
Each agency must establish and maintain a Policy Council responsible for the direction of the Head Start program at the agency level. In Duluth, Head Start parents are eligible to run for Policy Council. Elections are held each fall, with parents from all program options and locations. Current Policy Council members facilitate the election of new board members prior to dissolving their leadership roles.	The Head Start Act (2007) clearly defines who should be part of the Governing Body. This requirement is very intentional to ensure the Governing Body is diverse and represents the skill set needed to run a federally funded organization that serves our nation's most vulnerable children and their families. In Duluth, the Governing Board is elected by the citizens of Duluth when they elect ISD709 School Board members.
Parents of children currently enrolled in each program option must be proportionately represented on Policy Council.	The Governing Board have legal and fiscal responsibility for the program.

Membership and Responsibilities

Policy Council	Governing Board
A Policy Council must use ongoing monitoring results, data on school readiness goals and other information to conduct its responsibilities.	Adopt practices that assure active, independent, and informed governance of the Head Start agency and be responsible for ensuring compliance with Federal laws.
A member must stand for one year. If a member intends to serve another year, they must stand for re-election.	Responsible for other activities as outlined in the Head Start Act of 2007.
The Policy Council must include in its By-Laws, how many one year terms a person may serve, not to exceed five years. Current By-Laws state a member may serve 5 years.	Governing Body oversees Policy Council.
A program must seat a successor Policy Council before an existing Policy Council may be dissolved.	Governing Board members may not receive money from the Head Start grantee.
	Impasse Policy with Policy Council.

Membership and Responsibilities

Policy Council	Governing Board
A program must enable low income members to participate fully in their Policy Council responsibilities by providing if necessary, reimbursements for reasonable expenses incurred by the low income members.	
Policy Councils work in concert with Governing Boards to provide oversight for the Head Start Program.	
Impasse Policy with Governing Board.	

The Big Three: Regulations that Guide Head Start: Live links

Head Start Program Performance Standards

Head Start Act

Uniform Administrative Requirements, Cost Principles and Audit requirements for federal awards


DULUTH PRESCHOOL
START STRONG • STAY STRONG



Questions?

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

COW Agenda Cover Sheet

Meeting Date: November 12, 2026

Topic: Achievement and Integration Progress Summary Report

Presenter(s): Assistant Superintendent Anthony Bonds

Attachment: Yes

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

This Requires School Board Approval : No

2025–26 Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically using the unique link that will be sent to the Superintendent. You can copy your responses from this template into the electronic form.

District Name: Duluth Public Schools ISD 709

A&I Contact: Anthony Bonds

Title: Asst. Superintendent

Phone: 218-336-8700

Email: anthony.bonds@isd709.org

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2025–26 school year (SY)?

__x_ Yes ___ No

What year of your Achievement & Integration plan are you reporting on?

___ Year 1 (3-year plan spans July 1st, 2025 – June 30, 2028)
___ Year 2 (3-year plan spans July 1st, 2024 – June 30, 2027)
__x_ Year 3 (3-year plan spans July 1st, 2023 – June 30, 2026)

Did you have a Racially Identifiable School (RIS) in 2025–26 SY?

__x_ Yes ___ No

Provide the direct website link to the A&I materials:

https://www.isd709.org/academics/education-equity

Annual Public Meeting

School board annual public meeting to review progress on the Achievement and Integration plan for the 2025-26 SY:

December 2, 2026

2025–26 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration**: Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2025–26 SY.

2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2025–26 SY.

Please use this template as an internal tool to gather information. Responses should be submitted electronically. You can copy your responses from this template into the electronic form.

Year 3 Progress Report

(July 1, 2023–June 30, 2026)

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2025–26 SY)	On Track?
By June 2026, increase the Consistent Attendance rates of the following Protected Class student groups enrolled in the Duluth Public Schools from 79.4% (2018-19 Baseline Data) to 82.4% in 2025-26.	Check one of the following: _x__ Achievement Goal ___ Integration Goal ___ Teacher Equity	Consistent Attendance rate of: Black students = 57.1% American Indian students = 58.4% (Baseline 2018-19)	The below data was extracted from the SIS (Infinite Campus). **(88.38% SIS Attendance Rate)** Black and American Indian students had Consistent Attendance (90% or more attendance) Breakdown of student groups Consistent Attendance: Black: (87.83%) American Indian: (88.94%)	**Check one of the following:** __X_ Goal Met ___ Goal Not Met

How do you know if you have met/not met your goal?

We ran the numbers for 25/26 from IC, and the number for the SIS attendance reported data for American Indian Students is 88.94%, Full Day Attendance rate is 70.79%, and Period Attendance Rate is 66.03%. For Black or African American students the SIS Reported Attendance rate is 87.83%, Full Day Attendance Rate is 64.36%, and Period Attendance Rate is 62.42%.

What strategies are in place to support this goal area?

Strategy #1: Integration Specialist
Strategy #2: Social Emotional Learning (SEL) Specialist
Strategy #4: Family Engagement Program

How well are you implementing your strategies? How do you know whether it is or is not helping you make progress toward your goal?

Strategy #1: Integration Specialist

This past school year, twelve full-time Integration Specialists reflected community diversity while supporting fifteen district sites, treatment centers, and juvenile facilities. Managing targeted rosters of up to 35 students through data-driven selection, specialists provided Tier 3 check-ins, monitored Personal Learning Plans, and delivered Tier 2/3 interventions during "WIN" time and after-school programs. By leading four annual school-wide cultural learning experiences, serving as home-school liaisons, and joining site leadership teams, specialists strengthened student engagement, family trust, and academic progress to help close achievement disparities.

Strategy #2: Social Emotional Learning (SEL) Specialist

During the past school year, the SEL Specialist advanced district-wide equity and resilience by guiding *Second Step* implementation and refining culturally responsive SEB MTSS frameworks. Based at Lowell Elementary, the Specialist delivered K–5 classroom SEL instruction, restorative conflict resolution, PBIS coaching, and crisis support. By collaborating with district equity teams and community partners like Kid's Closet and Second Harvest, they addressed attendance barriers for protected class students and connected families with essential resources, creating a safer, more supportive learning culture.

Strategy #4: Family Engagement Program

Last school year, the Office of Education Equity Family Engagement program united families, schools, and communities across elementary, middle, high, and residential sites. Delivering at least two sessions per semester per school, the program increased access to learning resources and fostered home habits that boost student achievement. By removing participation barriers through provided meals, childcare, and transportation, and by training staff via home visits and parent panels, the initiative deepened cultural understanding and built enduring family-school partnerships.

Achievement and Integration Goal 2

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
By June 2026, increase the percentage of all high school students who enroll in a rigorous CITS (College In The Schools) course who are American Indian or Two or More Races with one being American Indian from 2.10% (2021-22 Baseline Data) to 6.10% 2025-26.	Check one of the following: ___ Achievement Goal __x_ Integration Goal ___ Teacher Equity	2.10% (2021-22 Baseline Data)	The percentage of high school students enrolled in a CITS course who are American Indian or Two or more races with one being American Indian from the 25-26 school year is 2.06%.	**Check one of the following:** ___ Goal Met __X_ Goal Not Met

How do you know if you have met/not met your goal? What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

The data from Infinite Campus showed 2.06% of the identified students enrolled in CITS, which means we did not meet this goal.

What strategies are in place to support this goal area?

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

How do you know whether it is or is not helping you make progress toward your goal? How well are you implementing your strategies?

Over the past school year, the High School Ojibwe Language Teacher/Coordinator strategy successfully expanded access to Indigenous language instruction and dual-credit opportunities across grades 6–12. Operating through Academic Excellence Online High School, the position provided rigorous online instruction in Ojibwemowin 1 and 2, establishing the groundwork for Level 3 College in the Schools (CITS) courses through a partnership with Fond du Lac Tribal and Community College. This pathway enabled students to meet postsecondary world language requirements while increasing American Indian student enrollment in advanced, college-ready coursework.

To foster student interest and retention, the Coordinator delivered consistent weekly and bi-weekly "WIN" enrichment sessions across Ordean East and Lincoln Park Middle Schools, as well as Denfeld and East High Schools. Beyond direct

instruction, the Coordinator actively collaborated with school counselors on course promotion, assisted with registration, and led statewide marketing efforts to Indian Education programs to build sustainable enrollment. Additionally, the role challenged implicit bias surrounding Indigenous language validity and spearheaded district-wide Ojibwemowin translation signage. Through this combined approach of online instruction, middle-to-high school recruitment, and cultural visibility, the strategy deepened community engagement, promoted academic rigor, and enhanced cultural representation across the district.

Achievement and Integration Goal 3

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
By June 2026, increase the four-year graduation rates of the following Protected Class student groups enrolled in the Duluth Public Schools from 53.6% (2021-2022 Baseline Data) to 59.6% in 2025-26	Check one of the following: _x__ Achievement Goal ___ Integration Goal ___ Teacher Equity	53.6% (2021-2022 Baseline Data)	Overall for graduation year 2025 (reporting year 2026), there were 153 enrolled students identified as Black, Native American, or 2 or More Races eligible to graduate as measured by MN Dept of Ed Report Card. **88/153 (57.5%)** Black, American Indian, and Two or More Races students graduated in 4 years Breakdown of student groups graduation rate: Black: 18/35 (51.4%) American Indian: 38/73 (52.1%) Two or More Races: 32/45 (71.1%)	**Check one of the following:** ___ Goal Met _X__ Goal Not Met

How do you know if you have met/not met your goal?
Analysis of data extracted from MDE Report Card on 4 year graduation rates for 2025 (reporting year 2026) on protected status student groups: Black, American Indian, Two or More Races. Please see desegregated data above.

What strategies are in place to support this goal area?
Goal 3 Uses Goal 1 strategy #1: Integration Specialist
Goal 3 Uses Goal 1 strategy #4: Family Engagement Program

How well are you implementing your strategies? How do you know whether it is or is not helping you make progress toward your goal?

The deliberate alignment between **Strategy #1 (Integration Specialists)** and **Strategy #4 (Family Engagement)** created a powerful, culturally grounded support system that directly targeted key drivers of high school completion for Black,

American Indian, and Two or More Races students: attendance, academic credit attainment, positive adult connections, and strong family-school partnerships.

Targeted Individualized Mentorship (Strategy #1): Integration Specialists—reflecting the diversity of the student body—managed targeted caseloads of up to 35 students. Through weekly MTSS Tier 3 check-ins and quarterly monitored Personal Learning Plans (PLPs), specialists provided personalized academic tracking, attendance monitoring, and behavioral support to keep protected-status students on path for graduation.

Culturally Affirming & Career-Focused Programming (Strategy #1): Specialists facilitated dedicated "WIN" sessions and after-school opportunities focused on racial and cultural identity, leadership, and college/career exploration. Grounding student support in identity affirmation boosted daily attendance, deepened student-to-school connections, and raised postsecondary aspirations.

Removing Family Engagement Barriers (Strategy #4): Strategy #4 reinforced student-level interventions by bringing caregivers into the educational process. Delivering bi-semester sessions equipped with meals, childcare, and transportation eliminated participation barriers for racially diverse families. Simultaneously, staff training on home visits and parent panels deepened educator cultural responsiveness.

Together, pairing **culturally representative student mentoring** with **accessible family partnerships** mitigated chronic absenteeism, reduced achievement disparities, and strengthened the safety net necessary to elevate graduation rates for Black, American Indian, and Multiracial students.

Achievement and Integration Goal 4

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
By June 2026, increase the racial diversity of the District Staff by from 5.3% to 8.3% to more closely reflect the racial diversity of the Duluth community.	Check one of the following: __ Achievement Goal ___ Integration Goal _x__ Teacher Equity	5.3%	5.7% as of 25-26 .4% increase	**Check one of the following:** ___ Goal Met __x_ Goal Not Met

How do you know if you have met/not met your goal?
Skyward staff demographic list was pulled and calculated based on what employees select at their new hire appointment.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
Employee demographic data was used in calculating the percentage of staff of color in the 25-26 school year. As we track employee information, we have nothing to do with student groups.

What strategies are in place to support this goal area?
We partner with Careers in Government who pull our job postings and post them on eight (8) diversity websites to recruit for diverse teachers, paraprofessionals and other vital school district positions. We also post on MNSchoolJobs, CareerForce, a Minnesota DEED based employment agency, and social media platforms. We continue to partner with CareerForce in the Drive for 5 grant. Drive for 5 prioritizes training for populations that face the largest disparities in employment: people of color, people with disabilities, people who lack stable housing, and other people who face barriers

to family-sustaining employment. We have also continued to partner with DOLI, UofM and Brightworks to support the NXT GEN Teach Apprenticeship which aims to get people and current teachers licensing in the Special Education field.

Strategy #3: Recruitment & Retention

How well are you implementing your strategies? H*ow do you know whether it is or is not helping you make progress toward your goal?*
We meet monthly with our NXT GEN partners to discuss barriers and find solutions. We attend monthly career and job fairs at CareerForce. We are starting a partnership with Goodwill Industries to recruit for paraprofessionals and other vital school positions. We meet weekly with our Equity Director to look for opportunities or openings to partner with our community to get the word out that we are hiring.

Achievement and Integration Goal 5

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
By June 2026, train at least 132 certified staff in the areas of Cultural Responsiveness, Understanding & Addressing Racism, Implicit Bias, and/or Strategies to Close Achievement Gaps through quality on-going Professional Development offerings.	Check one of the following: __ Achievement Goal ___ Integration Goal _x__ Teacher Equity	None	Provide the result for the 2025–26 SY that directly ties back to the established goal.	**Check one of the following:** _X__ Goal Met ___ Goal Not Met

How do you know if you have met/not met your goal? What data have you used to identify needs in this goal area?
The CARE Academy was abandoned after the 2022/2023 school year in favor of *Cultural Competency: Navigating Duluth's Cultural Landscape.* The goal was 132 ISD709 Certified Staff were trained in the areas of Cultural Responsiveness, Understanding & Addressing Racism, Implicit Bias and/or Strategies to Close Achievement Gaps through quality on-going Professional Development. This goal was achieved across three Professional Development Days: Secondary Certified Staff received two ½ day training on November 3, 2025 and December 8, 2025. Elementary Certified Staff received a full day of training on March 2, 2026.

Based on attendance reports and staff reports from ISD709 Human Resources, an average of 248 Certified Secondary Staff attended the November and December Professional Development Days (the average taken from 261 attending on November 2, 2025 and 235 attending on December 8, 2025). 303 Elementary Certified Staff attended the March 2, 2026 Professional Development Day. The total ISD709 Certified Staff receiving the Cultural Competency Training was 551

What strategies are in place to support this goal area?
Strategy #5: Professional Development Program (Key indicators are based on *CARE Academy*, which was abandoned after the 2022/2023 school year) so use the information about the PD focus on culturally responsive practices

How well are you implementing your strategies and how do you know whether it is or is not helping you make progress toward your goal?
By pivoting from the *CARE Academy* model to *Cultural Competency: Navigating Duluth's Cultural Landscape*, the strategy was implemented with extreme efficiency and far exceeded expectations. Implementing these trainings on Professional Development Days significantly broadened staff access, enabling ISD709 to train 551 certified staff- achieving 417% of the target to train at least 132 certified staff well ahead of the June 2026 goal.

Integration

Narrative is required. 200-word limit.

The Office of Education Equity Family Engagement program is designed to bring staff, parents, caregivers, students and the community together for the benefit of student achievement. The model is designed for parents and caregivers to gain access to district, school, and classroom resources, increase communication with school staff, increase staff understanding of cultural differences, as well as foster educational learning environments at home that assist students in academic achievement in school.The focus of the Recruitment & Retention program is to assist in the racial diversification of our staff. This will be done through the following strategies: one session/quarterly for current Staff of Color to meet as an Affinity Group to discuss Climate dynamics and build a sense of community and networking for interested Staff of Color within the district (Retention); Provide Staff of Color with access to the Professional Development being offered each year; Provide additional support and resources for Staff of Color throughout a year (interracial conflict resolution, learning materials, presenters, trainings, etc.);The OEE Professional Development (PD) program will provide workshops, training, and resources for district staff designed to improve achievement of all students in the Duluth Public Schools and increase culturally responsive teaching and learning.

Year 3- Racially Identifiable Schools

School Name: Myers-Wilkins Elementary School

Achievement and Integration RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2025- 26 SY)	On Track?
By June 2026, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Reading accountability tests (MCA) will increase from 13.7% (2021-22 Baseline Data) to 19.7% in 2025-26.	Check one of the following: __x_ Achievement Goal ___ Integration Goal ___ Teacher Equity	13.7% (2021-22 Baseline Data)	Overall for 2025/2026, there were 99 enrolled students identified as Black, Native American, or 2 or More Races in Myers-Wilkins English programming. **24/99 (24.2%)** Black, American Indian, and Two or More Races students scored in the Meets or Advanced proficiency range on 2026 Reading MCA IV Breakdown of student groups: Black: 9/39 (23.1%) American Indian: 12/47 (25.5%) Two or More Races: 3/13 (23.1%)	Check **one** of the following: __X_ Goal Met ___ Goal Not Met

How do you know if you have met/not met your goal? What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
We know we met the goal from an analysis of 2026 MCA data

What strategies are in place to support this goal area? How well are you implementing your strategies and how do you know whether it is or is not helping you make progress toward your goal?

Reading Interventionists RIS Strategy #1:
Myers-Wilkins deployed two full-time, specialized Reading Interventionists to deliver targeted Tier 2 (Strategic) and Tier 3 (Intensive) literacy interventions to K–5 students identified through FastBridge screening. Interventionists integrated culturally responsive teaching practices alongside evidence-based literacy methods to validate the cultural and racial identities of participating students. Regular data-based decision-making cycles were maintained between interventionists, classroom teachers, and building leadership. Implementation fidelity was formally monitored using a literacy walk-through tool.

Intervention Materials RIS Strategy #9
Myers-Wilkins expanded classroom and resource room libraries with high-interest, leveled texts and manipulative materials designed to accelerate reading growth. Text acquisition was guided by the MTSS Curriculum and Instruction Coordinator in consultation with certified teachers and Office of Equity Director. This ensured selected reading intervention materials reflected diverse racial perspectives and served as both mirrors and windows for historically underserved student populations. An annual inventory and evaluation report detailing the acquisition and instructional application of these supplemental reading intervention materials is maintained at and by Myers-Wilkins reading

intervention teachers.

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2025- 26 SY)	On Track?
By June 2026, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Mathematics accountability tests (MCA) will increase from 6% (2021-22 Baseline Data) to 12% in 2025-26.	Check one of the following: _X_ Achievement Goal ___ Integration Goal ___ Teacher Equity	6% (2021-22 Baseline Data)	Overall for 2025/2026, there were 99 enrolled students identified as Black, Native American, or 2 or More Races in Myers-Wilkins English programming. **12/99 (12.1%)** Black, American Indian, and Two or More Races students scored in the Meets or Advanced proficiency range on 2026 Reading MCA IV Breakdown of student groups: Black: 8/39 (20.5%) American Indian: 3/47 (6.4%) Two or More Races: 1/13 (7.7%)	Check **one** of the following: _X__ Goal Met ___ Goal Not Met

How do you know if you have met/not met your goal? What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

We know we met the goal from an analysis of 2026 MCA data

What strategies are in place to support this goal area? How well are you implementing your strategies and how do you know whether it is or is not helping you make progress toward your goal?

Math Interventionist RIS Strategy #6

Over the past school year, the coordinated implementation of Strategy #6 (Math Interventionist) and Strategy #9 (Intervention Materials) served as the instructional foundation at Myers-Wilkins Elementary to advance protected-class student performance toward the 12% MCA Math proficiency target. By pairing specialized instructional expertise with high-quality, culturally affirming curricular tools, the school addressed foundational skill deficits within a structured MTSS framework. The Math Interventionist delivered focused Tier 2 instruction to K–5 students identified within the "Strategic" and "Intensive" bands on benchmark assessments. Utilizing FastBridge progress monitoring, the specialist collaborated with classroom teachers to analyze student performance and adjust interventions in real time, directly driving toward the annual 2% growth target for Black, American Indian, and Multiracial learners.

Intervention Materials RIS Strategy #9

Supplemental intervention materials were selected and deployed to validate students' racial and cultural identities while teaching essential mathematical concepts. These tools provided differentiated pathways for conceptual understanding and multi-sensory practice, ensuring students received rigorous, standards-aligned remediation without sacrificing cultural relevance. The interventionist documented evidence-based strategies through Practice Profiles shared with district and building leadership. This accountability ensured that intervention materials were implemented with high fidelity, creating seamless alignment between pull-out interventions, small-group work, and general classroom Tier 1

instruction.

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2025- 26 SY)	On Track?
By June 2026, increase the Consistent Attendance rates of Protected Class students enrolled at Myers-Wilkins Elementary from 55.5% (2018-19 Baseline Data) to 61.5% in 2025-26.	Check one of the following: __x_ Achievement Goal ___ Integration Goal ___ Teacher Equity	55.5% (2018-19 Baseline Data)	Overall for 2025/2026, there were 220 enrolled students identified as Black, Native American, or 2 or More Races in Myers-Wilkins as measured by EduClimber, Duluth's data visualization tool. **108/220 (49.1%)** Black, American Indian, and Two or More Races students had Consistent Attendance (90% or more attendance) Breakdown of student groups Consistent Attendance: Black: 40/75 (53.3%) American Indian: 39/102 (38.2%) Two or More Races: 29/43 (67.4%)	Check **one** of the following: ___ Goal Met __X_ Goal Not Met

How do you know if you have met/not met your goal? What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

The 2025/2026 Consistent Attendance rate of 90% or more for Black, American Indian, and Two or More students was extracted from Educlimber.

What strategies are in place to support this goal area? How well are you implementing your strategies and how do you know whether it is or is not helping you make progress toward your goal?

Social Emotional Learning (SEL) Specialist RIS Strategy #7

The SEL Specialist directed multi-tiered social-emotional and behavioral supports across the building. Universal (Tier 1) push-in lessons and restorative conflict resolution practices were delivered in K–5 classrooms to establish safe, welcoming learning environments. Targeted Tier 2 supports included small-group counseling, individual check-in/check-out routines, and sensory/movement break options. Tier 3 crisis intervention and coordination with co-located mental health providers were provided as intensive needs arose. The specialist utilized culturally responsive methods to affirm student racial and cultural identity. At the end of May, annual stakeholder engagement surveys were administered to evaluate lesson and activity relevance across students and staff.

Kindergarten Instructional Assistants RIS Strategy #10

Two full-time Instructional Assistants were embedded across the three kindergarten classrooms to build positive daily attendance routines and bridge gaps in preschool access and kindergarten readiness. Utilizing data-driven decision-making within the MTSS framework, assistants delivered small-group, culturally affirming early literacy and school readiness interventions. Progress was monitored across Fall, Winter, and Spring using FastBridge/CBM benchmarks. Formal Kindergarten Literacy Reports were submitted on schedule to building leadership.

After-School and Summer Programming RIS Strategy #4

Organized in partnership with the Myers-Wilkins Community School Collaborative (MWCSC), extended-day and summer

programming provided culturally responsive, safe, and academically enriching environments. These experiences were intentionally designed to enhance school pride, belonging, and day-school attendance. Protected Class student participation mirrored the overall building demographic profile. To ensure fidelity and evaluate outcomes, semester reports detailing program offerings and disaggregated attendance records were delivered to the principal and the Director of Advancing Equity.

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

The Site Enrichment Coordinator and Young Scholars Facilitator implemented the Young Scholars model to spot, nurture, and affirm academic potential among historically underserved students. By engaging Protected Class learners in rigorous critical thinking, problem-solving, and advanced enrichment cohorts during the school day, the program fostered academic self-confidence and school connectedness—critical drivers of consistent attendance. The facilitator worked alongside classroom teachers to infuse culturally sustaining, high-interest curriculum into classrooms, while providing targeted pull-out and push-in enrichment clusters to ensure students remained motivated and connected to the school community.

Achievement and Integration RIS Goal 4

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025- 26 SY)**	**On Track?**
By June 2026, decrease the percentage of Protected Class students in grades K-5 enrolled at Myers-Wilkins Elementary from 58.7% in 2021-22 to 52.7% in 2025-26.	Check one of the following: ___ Achievement Goal _x__ Integration Goal ___ Teacher Equity	58.7% in 2021-22	Overall for 2025/2026, there were 453 enrolled students at Myers-Wilkins Elementary, which is the RIS, as measured by EduClimber, Duluth's data visualization tool. **247/453 (54.5%) were Protected Class students (**Black, American Indian, Two or More Races, Hispanic) Breakdown of student groups by enrollment: Black: 16.6% American Indian:22.5% Two or More Races: 9.5% Hispanic: 6%	Check **one** of the following: ___ Goal Met __X_ Goal Not Met

How do you know if you have met/not met your goal? What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

We know this was not met due to an analysis of the 2025/2026 demographic data extracted from Educlimber.

What strategies are in place to support this goal area? How well are you implementing your strategies? How do you know whether it is or is not helping you make progress toward your goal?

Ojibwe Immersion Classroom Assistants RIS Strategy #2

Immersion Classroom Assistants provided essential instructional and cultural support within the *Misaabekong* Ojibwe Language Immersion classrooms at Lowell Elementary. This strategy honored community demand from American Indian families in Duluth—particularly those in the Myers-Wilkins attendance boundary, which has the district's highest

concentration of American Indian students.

In-school Learning Opportunities and Field Trips RIS Strategy #3
Myers-Wilkins expanded hands-on, community-connected experiences to build cultural identity, racial pride, and school engagement. Students participated in experiential trips to regional nature and science learning centers, while community partners and cultural knowledge keepers were brought directly into K–5 classrooms. Evening Family Nights were hosted to connect classroom content with home learning. To eliminate participation barriers for protected-class and low-income families, all events were free of charge with district-provided transportation. The Site Enrichment Coordinator submitted an annual comprehensive summary report of all field trips, guest learning centers, and Family Nights to the Office of Educational Equity (OEE).

Equitable Enrollment Option Transportation RIS Strategy #8
Dedicated bus transportation routes were maintained between the Myers-Wilkins and Lowell attendance areas for the first couple years of this 3 year plan. Priority transfer status was granted to Protected Class students in the Myers-Wilkins boundary choosing to attend Lowell, while also providing transportation for White, Non-FRP families residing in the Lowell boundary who elected to attend Myers-Wilkins. However, this strategy has been grandfathered due to actual participation causing the exact opposite impact with more White students moving from Myers-Wilkins to Lowell and more Protected Class students moving from Lowell to Myers-Wilkins. This was actually causing more concentration and segregation.

Achievement and Integration RIS Goal 5

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025- 26 SY)**	**On Track?**
By June 2026, 80% of the RIS certified staff will participate annually in quality on-going Professional Development offerings in the areas of Cultural Responsiveness, Understanding & Addressing Racism, Implicit Bias, and/or Strategies to Close Achievement Gaps through quality on-going Professional Development offerings.	Check one of the following: ___ Achievement Goal ___ Integration Goal _x__ Teacher Equity		Provide the result for the 2025-26 SY that directly ties back to the established goal.	Check **one** of the following: __X_ Goal Met ___ Goal Not Met

How do you know if you have met/not met your goal? What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Based on attendance reports and staff reports from ISD709 Human Resources, of the 56 Certified Myers-Wilkins Elementary Staff, 54 were in attendance on the March 2, 2026 Professional Development Day. During the March 2, 2026 Professional Development Day the Certified Elementary Staff received a full day training in Cultural Competency. That is a 96% attendance rate. We did achieve this goal.

What strategies are in place to support this goal area? How well are you implementing your strategies? How do you know whether it is or is not helping you make progress toward your goal?

RIS Professional Development RIS Strategy #5
By providing targeted workshops focused on Culturally Responsive Practices, Culturally Responsive Instruction, and Racial Identity Development, the initiative equipped educators to better recognize implicit bias, adjust grading practices, and transform day-to-day curriculum. Accountability and actionable follow-through served as core strengths of this strategy. This intentional focus on adult learning strengthened cultural fluency and competency across the building, increased student access to culturally responsive instruction, and established the instructional conditions necessary to close racial and economic achievement disparities for protected-class learners.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with your partnering RIS site(s) and non-RIS site(s) during the 2025–26 school year. Also, consider ways that your A&I plan strategies have increased integration within your RIS site(s). *Only 1 RIS integration narrative is needed regardless of the number of RIS sites.*
Type response here

During the 2025–26 school year, Myers-Wilkins Elementary targeted RIS Goals by coordinating multi-tiered academic interventions, social-emotional learning, and culturally responsive family partnerships to accelerate achievement for protected-class students: Black, American Indian, and Two or More Races learners.

To drive reading and math proficiency (Goals 1 & 2), dedicated Interventionists delivered focused Tier 2 and 3 instruction to K–5 students identified within strategic and intensive MTSS bands. Utilizing culturally affirming intervention materials and FastBridge progress monitoring, specialists targeted annual gains, bridging foundational skill gaps while aligning pull-out interventions with classroom instruction.

Simultaneously, Integration Specialists, SEL Specialists, and the Family Engagement program targeted holistic student stability, attendance, and long-term graduation pathways (Goals 3 & 4). Specialists facilitated weekly Tier 3 check-ins and identity affirmation sessions, while implementing *Second Step* and restorative conflict resolution to foster belonging and reduce discipline disparities. Extending this network, the Office of Education Equity provided barrier-free family sessions with meals, childcare, and transportation, directly addressing chronic absenteeism.

Duluth Public Schools

Committee of the Whole - Board Meeting

Achievement & Integration Plan

2025–26 Progress Report for Year 3 of 2023–2026 A & I Plan

November 2026

Lead Contact:
Anthony Bonds, Assistant Superintendent

Year 3: End of Year Report Completed By:
Curriculum, Instruction, and Assessment Team & Human Resources Dept

What is Achievement & Integration (A&I)?

Minnesota Statute § 124D.861

State-mandated program empowering Minnesota districts to pursue racial equity and school integration

Three-Year Plan Accountability

MDE evaluates outcome targets at the close of Year 3 to assess compliance and future revenue allocation

Statutory Reinvestment Rule

Districts missing targets must consult MDE and direct up to 20% of A&I funds to improvement strategies

Core Objectives:

Duluth Public Schools Achievement & Integration Plan 2023–2026

Academic Disparity Reduction

Close reading, math, and graduation gaps for Black, American Indian, and Two or More Races students

Equitable Access & Integration

Expand rigorous coursework, culturally affirming pathways, and reduce racial concentration

Staff Diversity & Cultural Fluency

Recruit educators of color and train certified staff in anti-racist, responsive practices

Barrier-Free Family Engagement

Provide food, childcare, and transport to build authentic partnerships between home and school

Year 3 Performance Summary:

2025–2026 Goal Attainment

District-Wide Goals (ISD 709) — 2 of 5 Met

Goal 1: Consistent Attendance	Met (88.4%)
Goal 2: CITS Rigorous Coursework	Not Met (2.06%)
Goal 3: 4-Year Graduation Rate	Not Met (57.5%)
Goal 4: Staff Racial Diversity	Not Met (5.7%)
Goal 5: Certified Staff Equity PD	Met (417%)

Myers-Wilkins Elementary (RIS) — 4 of 5 Met

RIS Goal 1: MCA Reading Proficiency	Met (24.2%)
RIS Goal 2: MCA Math Proficiency	Met (12.1%)
RIS Goal 3: Consistent Attendance	Not Met (49.1%)
RIS Goal 4: Desegregation / Enrollment	Met (52.4%)
RIS Goal 5: RIS Staff Cultural PD	Met (96.4%)

District-Wide Goals

DISTRICT GOALS: Goal 1 = MET

Protected Class Consistent Attendance Surpassed

88.4%

Combined Attendance Rate

Target was 82.4% (Baseline 79.4%)

Disaggregated Student Consistent Attendance Rates

American Indian Students = **88.9%**
Black Students = **87.8%**

Integration Specialist Intervention

12 full-time integration specialists managed rosters of 35 students with Tier 3 check-ins across 15 sites

Family Engagement Support

Bi-semester sessions removed participation barriers by providing free meals, childcare, and transportation

DISTRICT GOALS: Goal 2 = NOT MET / Goal 3 = NOT MET

Advanced Coursework & Graduation Outcomes

Goal 2: CITS Enrollment

Target: 6.1%

2.06%

Actual 2025–2026 enrollment of American Indian and Two or More Races students in College in the Schools courses

Strategy: Dual-credit Ojibwemowin through Fond du Lac Tribal & Community College.

Goal 3: 4–Year Graduation

Target: 59.6%

57.5%

88 / 153 eligible identified student groups graduated on time with a gain of + 3.9% over 53.6% baseline

Two or More Races = 71.1%
American Indian = 52.1%
Black students = 51.4%

Staff Diversity Initiatives & Training Impact

Goal 4: Staff Diversity

Target: 8.3%

5.7%

Modest gain from 5.3% baseline (+0.4%)

Key Pipelines: Careers in Government diversity distribution, Drive for 5 grant, and NXT GEN Teach Special Ed apprenticeship.

Goal 5: Cultural PD

Target: 132 Staff

551

417% of target certified staff trained

Strategic Pivot: Transitioned to *Navigating Duluth's Cultural Landscape* across full district PD days (248 secondary staff, 303 elementary staff).

Racially Identifiable School (RIS) Goals:

Myers-Wilkins Elementary

RIS GOALS: Goal 1 = MET / Goal 2 = MET

Myers-Wilkins Academic Proficiency Success

MCA Reading Proficiency

Goal Met

24.2%

Exceeded 19.7% Target (Baseline 13.7%)

Two full-time reading interventionist providing Tier 2 & 3 interventions

MCA Math Proficiency

Goal Met

12.1%

Achieved 12.0% Target (Baseline 6.0%)

Math interventionist delivering focused skill remediation and high leverage practices

RIS GOALS: 3 = NOT MET

Myers-Wilkins Attendance

Goal 3: Consistent Attendance

Target: 61.5%

49.1%

108 / 220 identified students achieved ≥90% attendance

Two or More Races: 67.4%
Black: 53.3%
American Indian: 38.2%

RIS GOALS 4 • MET

Myers-Wilkins Concentration

Goal 4: Racial Concentration

Target: 52.7%

52.4%

Black, American Indian, and Two or More Races student enrollment dropped from 58.7% (baseline) to 52.4%, which meant this goal was achieved

Moving 6 sections of Spanish Immersion from Lowell Elementary to Myers-Wilkins assisted in achieving this goal

RIS GOALS: Goal 5

Myers-Wilkins Professional Learning & Integration

96.4%

RIS Certified Staff Trained

54 of 56 Certified Staff Participated

Curricular Transformation
Training centered on anti-racist instructional adjustments, grading practices, and cultural fluency

Misaabekong Immersion Support
Classroom assistants supported indigenous immersion language program

Barrier-Free Enrichment
All field trips, cultural learning events, and family nights provided with free district transportation

2026–2029

Duluth Public Schools

Achievement & Integration Plan Goals

2026–2029 A&I Plan

District Goals:

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 #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 #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 #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 #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.

2026–2029 A&I Plan

Racially Identified School (MW) 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.

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.

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.

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.

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.

COW Agenda Cover Sheet

Meeting Date: November 12, 2026

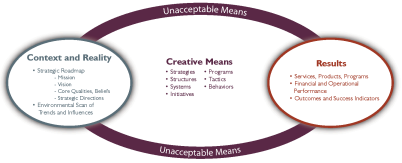
Topic: Post referendum budget reduction numbers and the 2027-28 budget reduction guiding change document

Presenter(s): John Magas and Simone Zunich

Attachment:

Brief Summary of Presentation or Topic (no more than a few sentences):
This presentation provides an overview of the updated post-referendum budget reduction figures and introduces the guiding change document for the 2027-28 budget reductions.

This Requires School Board Approval :
Eventual approval of district budget.



Focus Statement: Achieving necessary budget adjustments while aligning resources to the district priorities and positioning us to make effective decisions now and into the future.

Reality "The Why"	Parameters "The How"	Results "The What"

• Increased insurance, labor, transportation, and inflation costs
• Insufficient state and federal funding to meet special education needs
• Unfunded legislative mandates that require use of district funds:
  ○ Required curriculum and assessment resources
  ○ Unemployment and paid leave
  ○ Food reimbursement
• Current conservative projected deficits for FY28 $5M in addition to estimated reduction of $1.7M in Compensatory Education and reductions in Special Education funding.
• Proximity to reaching Statutory Operating Debt
	• Continued alignment of funding and operations to district priorities to the degree possible:
	  ○ Support student needs throughout the district
	  ○ Advance equity efforts throughout the district
	  ○ Improve systems throughout the district with a focus on streamlining costs
	• Follow laws, policies, regulations & contracts
	• Attempt to avoid going into Statutory Operating Debt
	• Prevent additional fund balance depletion
	• Attempt to support identified November 2023 referendum commitments given our current financial reality
	  ○ Address academic, social emotional and mental health support priorities
	  ○ Restructure and improve high school schedule
	• Develop reduction and realignment options with representative input
	• Make decisions with proper or sufficient data
	• Proposed solutions will prioritize the success of the entire district over individual, departmental or site-specific preferences
		• Balanced budget for 2027-2028
		• Utilize a transparent and engaging process for budget reductions and reallocations for FY28
		• Prioritize and protect student needs as much as possible
		• Examine all legacy practices and personal interests with a lens of fiscal accountability
		• Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities