

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, October 1, 2024

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

5:00 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Strategic Plan Alignment

1) Advancing Equity

2) Supporting Every Student

a. READ Act Duluth LETRS

2

b. Head Start

17

3) Improving Systems

B. Budget Update

1) Verbal Update

49

C. Other

4. ADJOURN

COW Agenda Cover Sheet

Meeting Date: October 1, 2024

Topic: Literacy and the READ Act Update

Presenter(s): Lora Thurston; Jackie Otway

Attachment (yes): LETRS COW Presentation -October 1, 2024

Brief Summary of Presentation or Topic (no more than a few sentences): Board update of District progress toward meeting the requirements of LETRS training for Phase 1 staff and Update on the READ Act 2 Bill

This Requires School Board Approval ___Yes ___X___ No

READ Act Duluth LETRS



September 2024

MN READ Act

MN Legislation: READ Act

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What does “READ” stand for:

- **R**eading to **E**nsure **A**cademic **D**evelopment
 - Replaces “Read Well by 3rd Grade” beginning July 1, 2023

What is the goal of the MN READ Act?

- **Every** MN child reading at or above grade level every year, beginning in kindergarten
- Support multilingual & special ed students to achieve individualized reading goals

What does the READ Act require?

- Approved Universal Screener
- Approved Curricular Resources
- Approved Professional Development
- District Reading Specialist
 - **By August 30, 2026:**
 - Must employ or contract with a “literacy lead” who must collaborate with district administrators and staff to support implementation of requirements under the Read Act.

MN READ Act: Approved Professional Development⁶

MDE Approved Professional Development:

LETRS (Language Essentials for Teachers of Reading & Spelling)

- Passing score 80%

Lexia LETRS[®]

CAREIALL (Advancing Language & Literacy)

- Passing score 80%



CORE Online Language & Literacy Academy (OL & LA)

- Passing score 85%



- ★ 6-12 PD options have not yet been approved; guidance coming from MDE this fall
- ★ Any teachers that passed LETRS training with 80% are good to go as long as they submit their certification to the District.
- ★ READ Act MN funding will partial cover required budget for all the training.*****

MN READ Act: Approved Professional Development₇

Districts are required to provide access to PD by July 1, 2024.

Phase 1 Educators - Complete training by July 2026:

PreK	PreK classroom teachers (early childhood PD option)-reduced training; LETRs EC only option
K-3	All K-3 classroom teachers
K-12	Reading intervention teachers
PreK-12	Spec Ed teachers responsible for reading instruction
PreK-5	Curriculum directors
PreK-5	Instructional support staff (who provide reading support)
PreK-5	Employees who select literacy instructional materials for a district

Phase 2 Educators - Complete training by July 2027

4-12	Classroom Teachers responsible for reading instruction
PreK-12	Teachers who work with English learners
K-age 21	Teachers who work with students who qualify for graduation incentive program
6-12	Instruction support staff who provide reading support
6-12	Curriculum directors
6-12	Employees who select literacy instructional materials for a district

**Non-licensed staff assisting a licensed teacher in providing reading instruction or intervention must receive training in one of the 3 approved PDs as required by the READ Act.



FastBridge

Lexia LETRS®



Approved Universal Screener

Approved Professional Development

Evidence-based Curriculum

Duluth LETRS Training

Our District is offering access to LETRS Training: 10

Process Facilitated by...

Lora Thurston, Assistant Director of Student Services

Jackie Otway, Reading and Language Arts Coordinator

Duluth Trainers:

- Colleen Moran
- Jeffrey Dietlin
- Karen Tokarczyk
- Kelsey Holt
- Sarah Burris
- Jennifer Prudhomme
- Anna Schneider

LETRS Training

District Offerings for First Cohorts of Teachers:

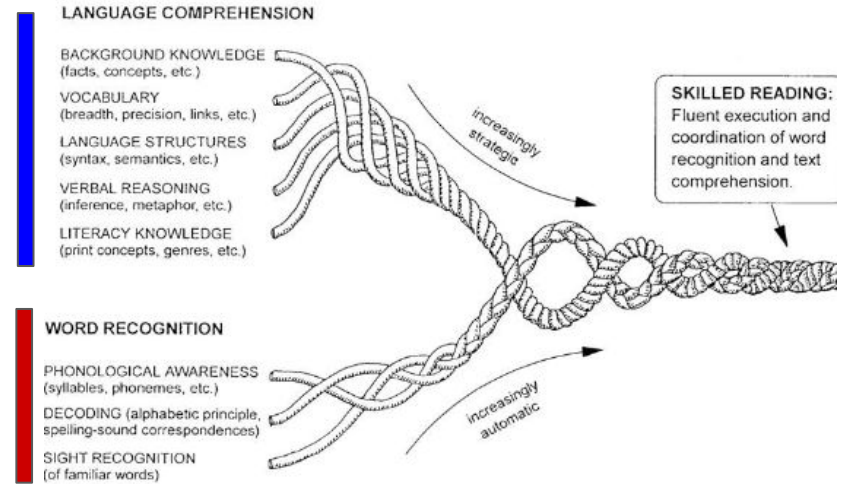
Volume 2 - Units 5-8 2nd Semester 24/25
(Upper Rope)

Volume 1 - Units 1-2 2nd Semester 23/24

Volume 1 - Units 3-4 1st Semester 24/25
(Lower Rope)

Total Hours: ~160 hours

Cohorts: ~40-50 teachers per two trainers in co-teaching model



LETRS Training

- The District created 3 offerings to receive this training: Option 1, Option 2 or the State Led Option.
- 298 responses from Phase 1 educators
 - 227 selected Option 1
 - 85 selected Option 2
 - 3 selected the State led training

Duluth LETRS Options

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Option 1: Participants selecting this option are not receiving any compensation for the training, but will qualify for a **lane change** upon completion.

- Offered during non-contract hours

Option 2: Participants selecting this option will select between receiving the synchronous training during **contract time**, or completion during **non-contract hours**. District will provide the substitute for contract time training and provide one substitute per training for asynchronous preparation.

Non-Contract Training: Participants can pursue lane change or reimbursement. Participants will also be offered a substitute one day per training session for the asynchronous preparation.

Duluth Options con't:

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New Hire Participants will be offered the following:

- Non-contract synchronous training with pro rata compensation or
- Non-contract synchronous training for future lane change, no compensation

Both options provide a substitute for participants to complete the asynchronous preparation.

Early Childhood EC: completed two units June 6th. They will complete the final 2 units on the professional development day in November.

Early Childhood EC New Hires: will receive synchronous Units 1 and 2 during non-contract hours in September and October for pro rata compensation.

***Para Training in UFLI and Literacy August 26 and August 27

LETRS Duluth Pacing

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- Early Childhood participants will complete LETRS by December 2024
- Option 1 participants will complete LETRS training by Spring of 2025
- Option 2 will complete LETRS training by December of 2025
- New Hires will complete LETRS training by Spring of 2026

Still to train:

- Phase 2 Educators
- Instructional Paraprofessionals
- Perpetual New Hires

READ Act Updates

- Passed in July 2024
- Provided limited compensation for teacher literacy training; appears to be a one-time offering
 - This funding must cover training needs for the remainder of Phase 1, Phase 2, and Instructional Paraprofessionals
- Training options for Phase 2 Educators will be released by MDE this Fall
- Districts must screen every student in K-3 at least 3 times per year for mastery of foundational reading skills (*previously 2 times per year*)
- Students in grades 4-12 identified as not meeting the literacy goal of reading at grade level must be screened and monitored for Dyslexia
- By 2026-27, *anyone* providing Tier 2 reading instruction must be supervised by a licensed teacher who has completed LETRS or other approved program
- Approved intervention models for grades 4-12 will come this Fall
- Secondary curriculum will not be reviewed by MDE. Guidance will instead be provided teaching explicit and systematic lessons based on the ELA standards

COW Agenda Cover Sheet

Meeting Date: Tuesday, October 1, 2024

Topic: Head Start: Three items

Presenter(s): Sherry Williams

Attachment (yes) or (no)

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

1. Annual Report to the Public
2. Governing Board Training
3. Corrective Action Plan for Non-compliance

This Requires School Board Approval Yes No

*only the Corrective Action plan requires board approval

DULUTH PRESCHOOL & HEAD START



**Annual
Report
23-24**

MISSION

The mission of Duluth Head Start is to provide services for income eligible preschool children and their families. These services include opportunities to enhance social and cognitive skills, increase health and wellness and build upon family strengths. Working together, we strive to create a strong learning community in order to achieve success both in the classroom and beyond.

We offered preschool services in seven of Duluth's elementary schools, but have added Congdon Park as a site for the current year! Our state funded Head Start program offers home visiting services to families- including families experiencing homelessness. This includes 17 spots reserved for children from birth through age three. Many preschool age children whose families are experiencing homelessness under the McKinney-Vento Act are bussed to their home schools while their families are without housing.



FUNDING

FEDERAL HEAD START BUDGET

\$2,805,246

This number includes our base grant and additional COLA and QI funds that were awarded. This money funds personnel (\$2,336,804).

The remainder is spent on things that support staff to work district wide to support families- cell phones, taxi services for families, mileage reimbursement, and classroom supplies. Indirect costs to the district also come out of this budget. From this budget \$28,958 is earmarked for training and technical assistance for both staff and families. This money funds us to serve 190 children. Last year our numbers hovered around 180 because we had many classroom teams struggling with challenging behavior. Increasing staff capacity to manage difficult behaviors has to be balanced with maintaining safety in classrooms.

PATHWAYS II EARLY LEARNING SCHOLARSHIP AWARD

\$191,040

This money supports the classroom with additional paraprofessional assistance to reduce the class size and assist in serving food in the classrooms. We serve breakfast, lunch, and snacks in our full day classrooms. In our half day classrooms we serve either breakfast and lunch or lunch and snack. Serving meals in our rooms allows us the opportunity to both provide nutritious meals and nutrition education, support self-help skills, and language skills by engaging in discussions at the table.

STATE HEAD START BUDGET

\$559,085.92

These funds provide our program the opportunity to offer several unique ways to support families.

Families in Transition staff are supporting 18 children whose families are experiencing homelessness. Homelessness of families with very young children is on the rise in Duluth. We have 12 slots for Early Head Start (pregnant mothers to age 3) and 5 preschool slots. Many preschool aged children whose families are experiencing homelessness, are bussed to preschool classrooms that parents have identified as the schools they plan on attending for kindergarten under the McKinney Vento Act,

State funding also supports our Home Base option for 10 families who, for many reasons, cannot access our classrooms across the city. \$445,841 is dedicated to staff wages and fringe benefits, while the remainder is spent on things to support staff such as cell phones, taxi services, socializations, doctor appointments, classroom supplies, and mileage reimbursements.

AUDIT

The audit that was done for the 2021-2022 school year shows there were no audit findings for Head Start. A copy of the audit is available through our office. Follow the contact information at the end of this report. Each department is audited in a bi-annual basis, we expect Head Start to be audited during this years audit.

FEDERAL REVIEW

Our program underwent a Federal Review in May 2024.

Seven strong practices were identified, along with one area of non-compliance: 13 out of 166 children did not have an oral health determination (8%). We were unclear about what this actually was, but have since learned and created a procedure to better document who is not up to date on their dental check ups and actions taken to support becoming up to date.

STRONG PRACTICES IDENTIFIED

- Formalized systems that remove barriers for parents to participate in Policy Council
- Use ongoing program data to innovate in the classroom based needs of individual or subgroups of children
- Regularly offers families information or activities designed to support families' mental health and wellness
- Solicits and uses inputs from families to improve programming
- Provides economic mobility support to help families with pathways out of poverty
- Continuously evaluates the success of recruitment strategies and adjusts as appropriate
- Provides targeted support for children and families who are at risk of low attendance, including addressing individualized needs and community wide issues

CELEBRATING DIVERSITY

Duluth Preschool believes that ALL children should have strong bodies, strong minds, and strong families.

We are fortunate to serve a diverse population of children and families. Demographic makeup of our students for the 2023-24 school year was:

- 1% Asian**
- 3% Hispanic/ Latino**
- 12% American Indian**
- 15% Black**
- 40% White**
- 28 % Mixed Race**

STRONG BODIES

Addressing Health Needs

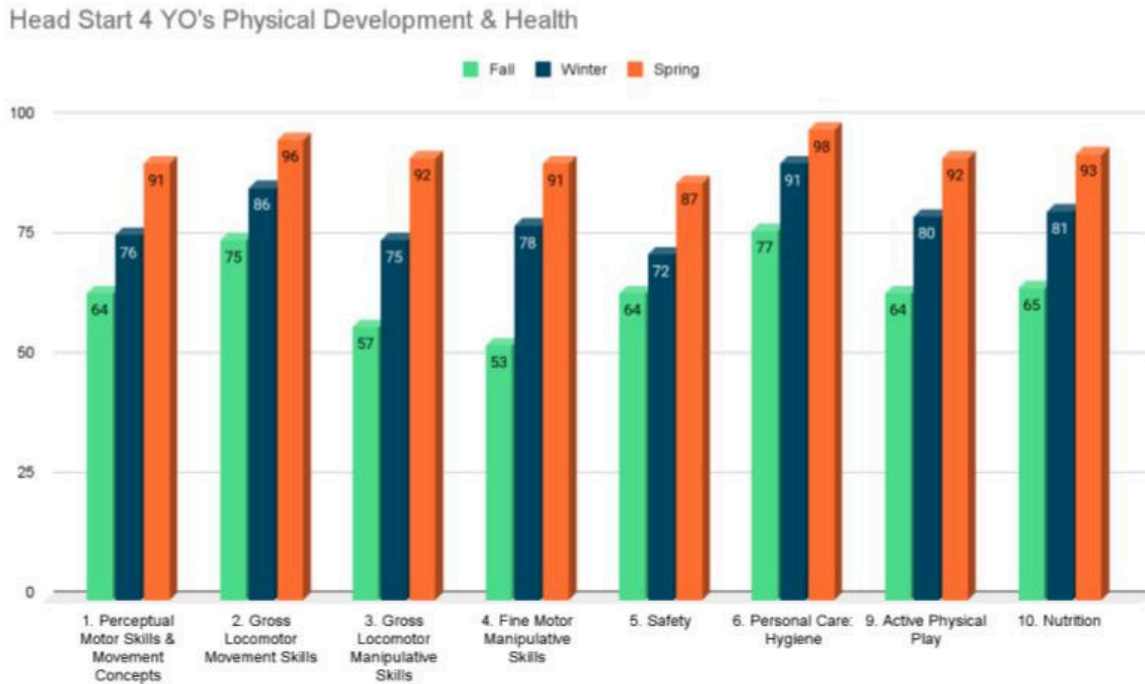
Part of the comprehensive service provided by Head Start is to assist families with their health needs.

By the end of the year...	Percent of Children
Health Insurance	97%
Medical Home	94%
Received Presentative Dental Care	80%

Our program also had 10 Dual Language Learners.

Health Statistics	Begininning of the year	End of the Year
Up to date on Annual Physicals	10%	69%
Up to date on Immunizations	87%	97%

CHILDREN'S GROWTH IN THE AREA OF PHYSICAL DEVELOPMENT AND HEALTH



NUTRITION SERVICES

A licensed nutritionist works with families to support access to healthy foods, including students with special dietary needs.

COLLABORATION WITH THE YMCA

With our YMCA collaboration, 72 preschool children went to a six-week anti-drowning program at the Y called, "Safety Around Water." 286 day passes were distributed to families.

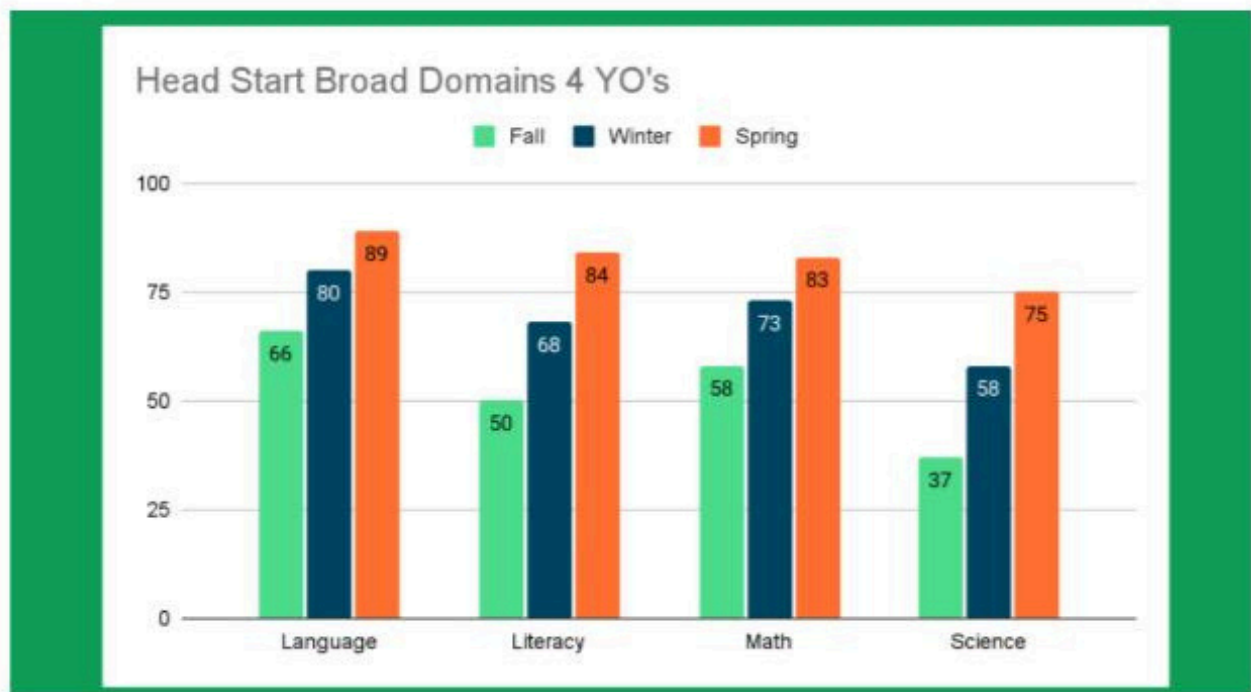
GETTING CHILDREN SAFELY TO PRESCHOOL

119 children rode safely to school following the implementation of Safe Delivery of Preschool Children training for parents and bus drivers.

STRONG MINDS

Preparing Children for Kindergarten

Our assessment tool is the Desired Results Developmental Profile. It measures all domains of learning. Data is collected three times per year. The following graph shows how Head Start 4 year olds performed in the broad domains of Language, Literacy, Math, and Science



27%

of our children started the year receiving Special Education Services

44%

of children in our program received services from Special Education by the end of the year

Number of Head Start Student Receiving Special Education in our Program over the last two years

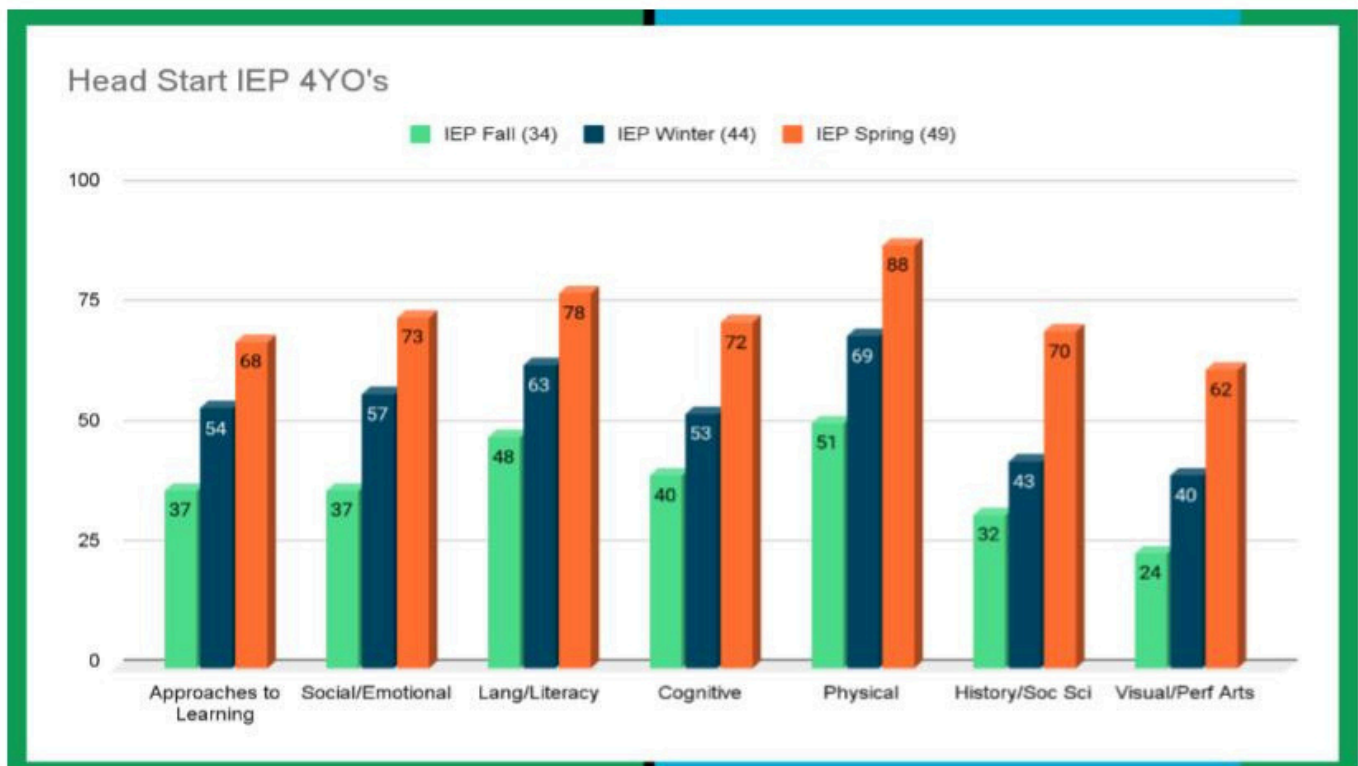
Beginning of the year 22/23	End of year 22-23	Beginning of the year 23/24	End of the Year 23/24
12%	27%	27%	44%

What Type of Delay?

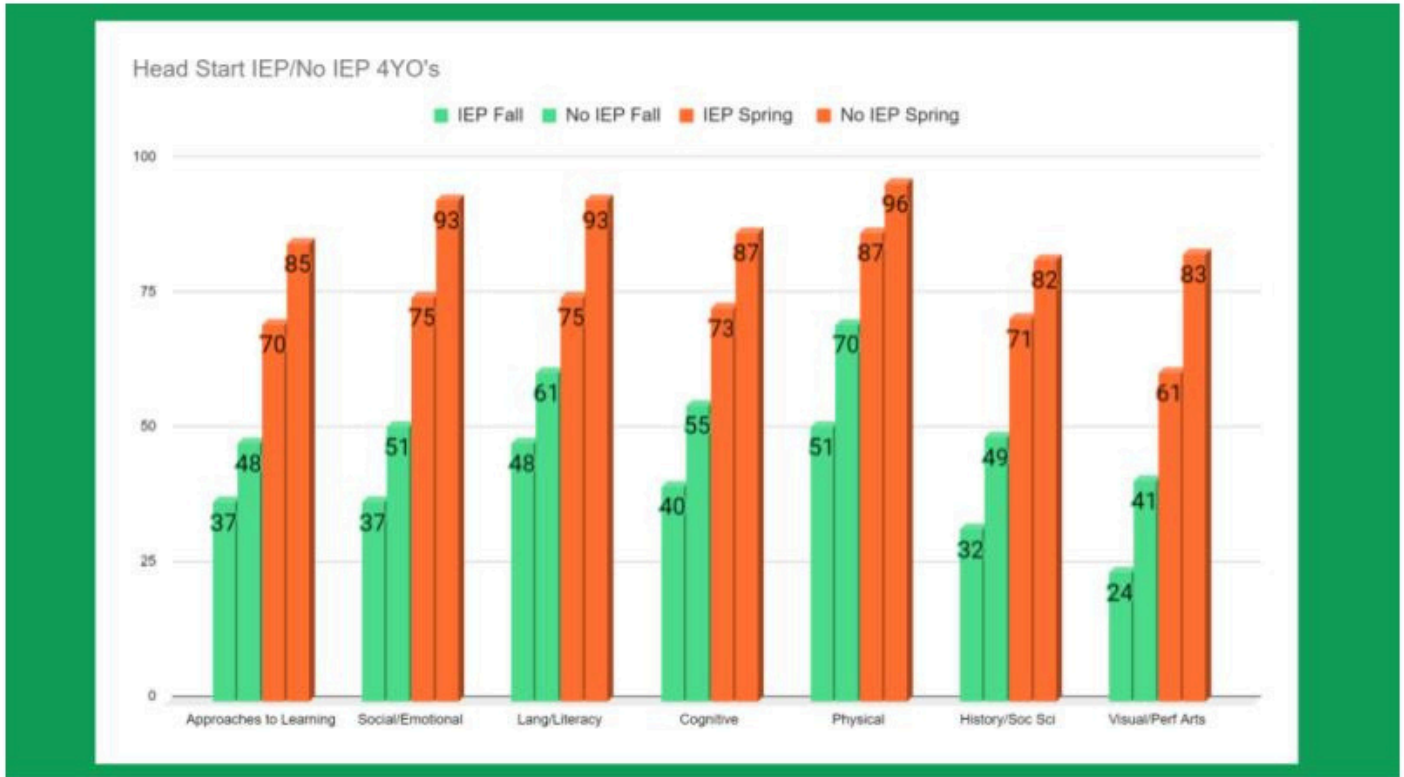
Speech/ Language	25%
Non-categorical Developmental Delay	73%
Emotional Disturbance	1%
Other Health Impairment	1%

As a fully inclusive program, we pay close attention to the achievement of students on IEPs, making sure their rate of growth is similar to all other student groups. The following graph illustrates student growth for Head Start 4 year olds with IEPs.

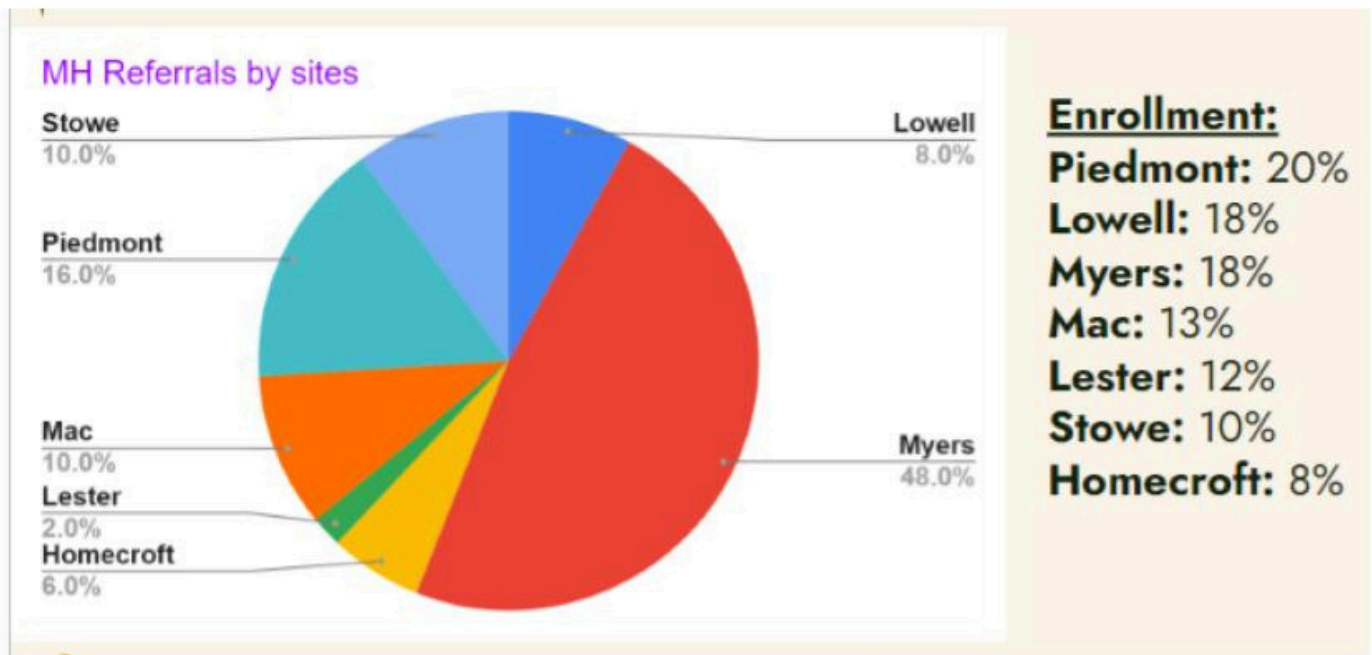
2023-2024 End of Year Data



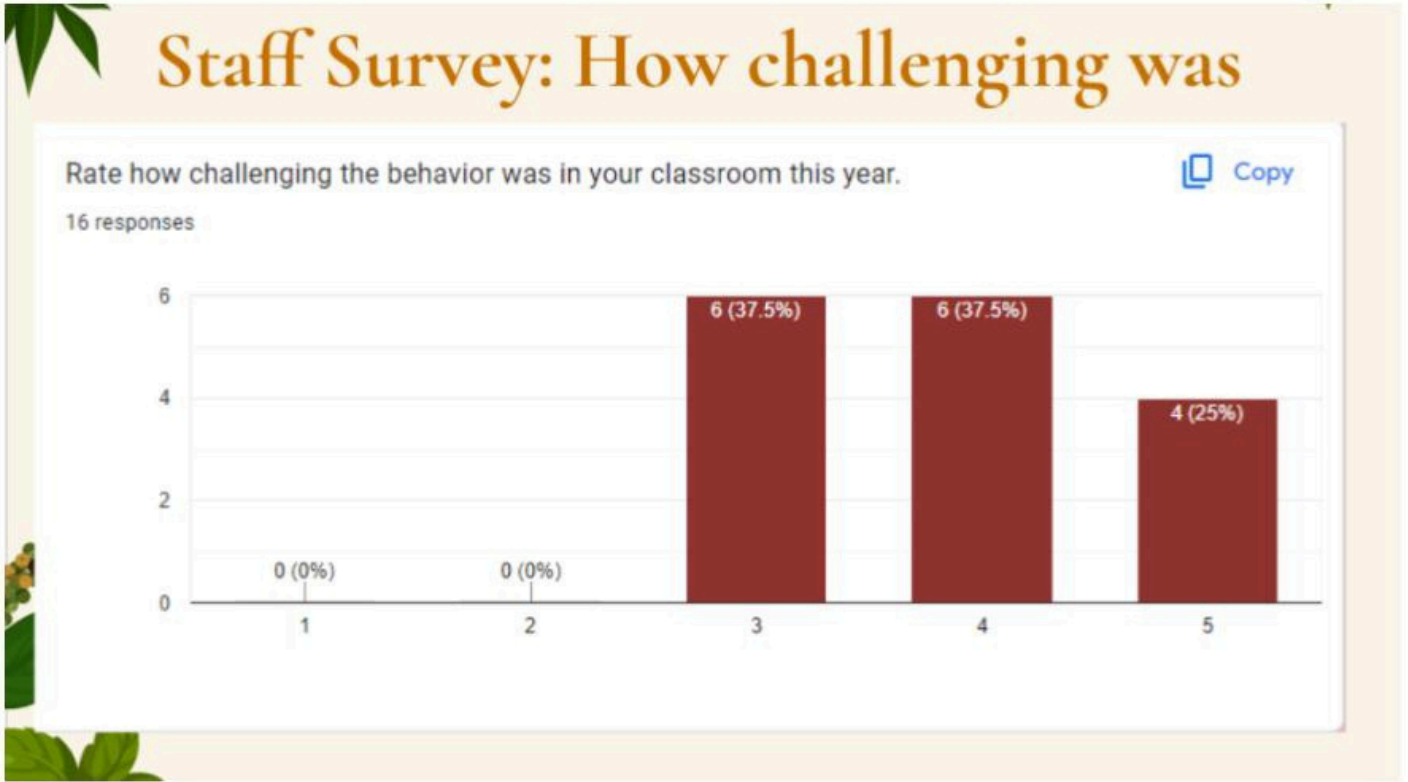
We monitor the rate of growth for this population hoping to see similar rates of growth among all students



Program Wide we continue to see high numbers of Mental Health referrals.

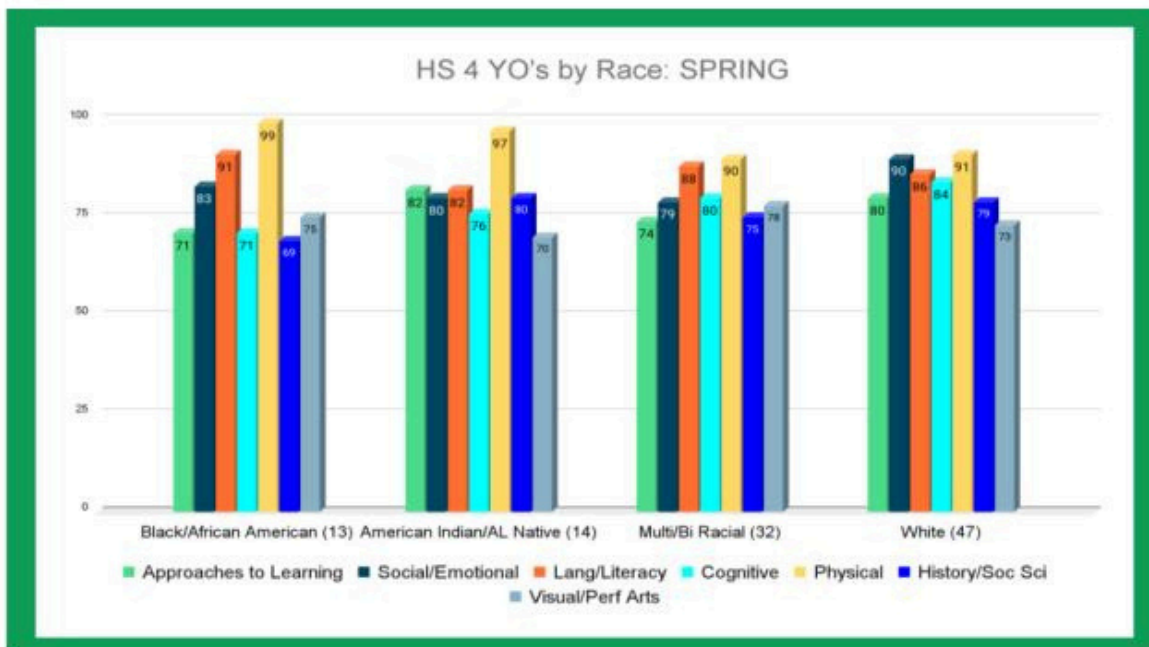


We hosted a Focus Group with community partners to express our concerns over the limited capacity of our entire community to meet the needs we are seeing. We are looking for ways to find solutions for children and families who are clearly struggling.



Two teachers retired, one teacher transferred to another grade, and one teacher took a leave of absence last year. Challenging behavior contributed to some of these decisions.

With an eye on equity, we monitor all subgroups of children.



HOMELESSNESS

We served 27 children in our classrooms that were experiencing homelessness and 34 families (44 children) in our State Funded Families in Transition Program.

FOSTER CARE

We served 19 children in our classrooms who were in Foster Care.

ATTENDANCE

60% of Head Start students had high rates of absenteeism last year. Illness and transportation were some of the main reasons. This is double from last year. There were a number of significant viral infections last year that hit this age group hard including RSV and Influenza A.

BUSES

119 preschoolers rode the bus to and/or home from school.



FLOURISHING IN NATURE


UMD STUDY

Last year the Storer Foundation funded a study done by UMD to study the impact of nature based learning on receptive and expressive vocabulary to be done with our program. This is one of four studies UMD has conducted in our classrooms.

Flourishing in Nature

Does Vocabulary Grow in Nature? Using Nature-Based Practices to Support Strong Language Skills in all Children

Overview. Young children's language skills are a foundational competency that impacts their development across domains. Vocabulary is central to oral language development and critical to early literacy achievement, with cumulative and cascading effects on reading comprehension, domain-specific knowledge, and school success. Preschools provide a rich language learning environment for children and are one of the many contexts where young children learn language. This study explored the effect of nature-based practices on the receptive vocabulary development of preschoolers. Given the relationship between vocabulary development and SES documented in the literature, the potential for nature-based practices to support vocabulary growth for children of lower socioeconomic backgrounds was also explored. The Peabody Picture Vocabulary Test was administered to 134 children from 11 full-day preschool classes at the beginning and end of the 2022-2023 school year.



Comparison of Vocabulary Score Growth by Approach
*Scores shown are for children of lower SES in public preschool, when controlling for age and gender

Approach	Private	Public
Less Nature Approach	~68	~68
Blended Approach	~68	~82

Results. Incorporating nature-based practices into preschool was effective, with effectiveness varying by preschool type (public v. private) and SES. Public preschools that used a blended approach (some incorporation of nature-based practices) were particularly effective for children of lower SES, with vocabulary growth significantly beyond expected developmental gains. Results also suggest the effectiveness of a nature approach (fully incorporating nature-based practices), particularly in private preschool settings.

Conclusion. This study suggests benefits of nature-based practices can extend beyond private nature preschools and occur within a publicly-funded school district and in urban settings. Public programs that had some incorporation of nature-based practices (blended programs) were particularly effective in supporting receptive vocabulary growth in children from lower SES backgrounds. While more research is needed, findings are encouraging amidst policy and practice efforts to support strong language skills as a foundation for learning for all children and among concerns regarding nature play's potential to prepare children for school.

Citation: Ernst, J. & Shelby, H. (2024). Does Vocabulary Grow in Nature? Exploring the Impacts of Nature-Based Early Learning on Young Children's Receptive Vocabulary Development. *Children, Youth and Environments*, 34 (1), 1-27. <https://doi.org/10.1155/nyu.2024.4201819>

UNIVERSITY OF MINNESOTA DULUTH
Driven to Discover

GEORGE B. STORER FOUNDATION

STRONG FAMILIES

PARENT FAMILY AND COMMUNITY ENGAGEMENT

POLICY COUNCIL

Our Parent Policy Council met in person for most months. Exceptions were made when winter weather was difficult or childcare staff were unavailable. For those meetings we were able to meet virtually.

Policy Council had 1 active father, along with 5 active mothers. We reached a quorum every month. We were able to send 3 Policy Council parents to the National Head Start Association's Conference in Portland, OR in April.

PARENT FAMILY COMMUNITY ENGAGEMENT

96% of families completed Strength and Challenge Surveys.

82 families entered into a goal setting relationship with their family advocate.

Some of the goals families took steps toward were:

Adult Education	Managing Big Emotions	Addressing Grief
Self-Care	Establishing Routines	Employment
Getting Organized	Community Involvement	Stable Housing
Healthy Eating	Sibling Relationships	Co-Parenting

Families leave our program feeling cared for and understanding their children better.

Have you received meaningful information that helped you understand your child better?

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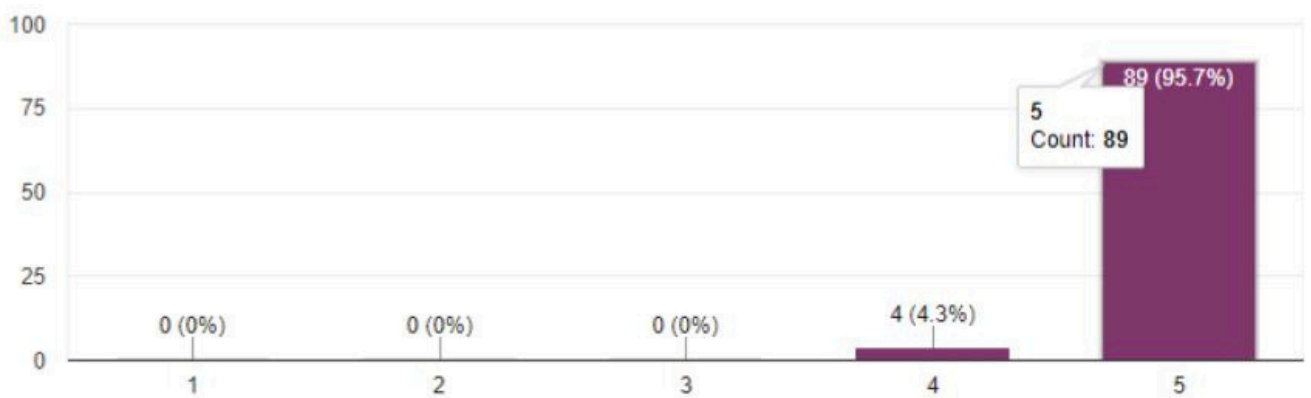
93 responses



Does it feel like the staff care about your child/family?

 Copy

93 responses



COMMUNITY PARTNERSHIPS

In the 2023-2024 school year, we partnered with the following organizations:

Arrowhead Economic Opportunity Agency

Children's Dental Service

CHUM: Steve O'Neil Apartments

City of Duluth: Washington Center

Divine Konnections

Duluth Children's Museum

Duluth Public Library: Every Child Ready Duluth

Duluth Zoo

East Side Neighborhood Development Company

Family Freedom Center

First Witness

Great Lakes Aquarium

Help Me Grow

ISD 709: Early Childhood Special Education, American Indian Education Department; Adult Education

Kid's Closet

Lifehouse

Lincoln Park Child and Families Collaborative

Minnesota Reading Corps

Safe Haven Shelter

Salvation Army

St. Luke's Pediatrics

Star of the North Maternity Home

Thrive

UM Extension Service

University of MN Duluth: College of Education and Human Service Professions

YMCA

Duluth Preschool

An Inside Look

Duluth Preschool STARTED with HEAD START in 1965!!

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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.

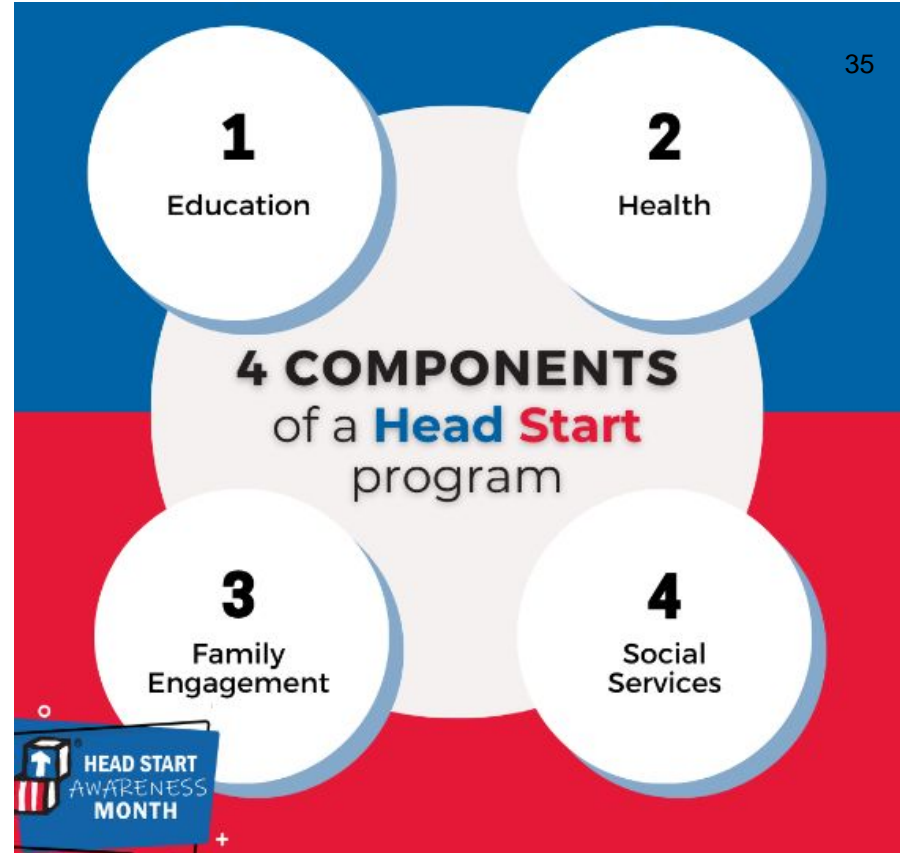
Comprehensive services set Head Start apart

Health: We make sure families have health insurance, a medical and dental home, and access mental health resources.

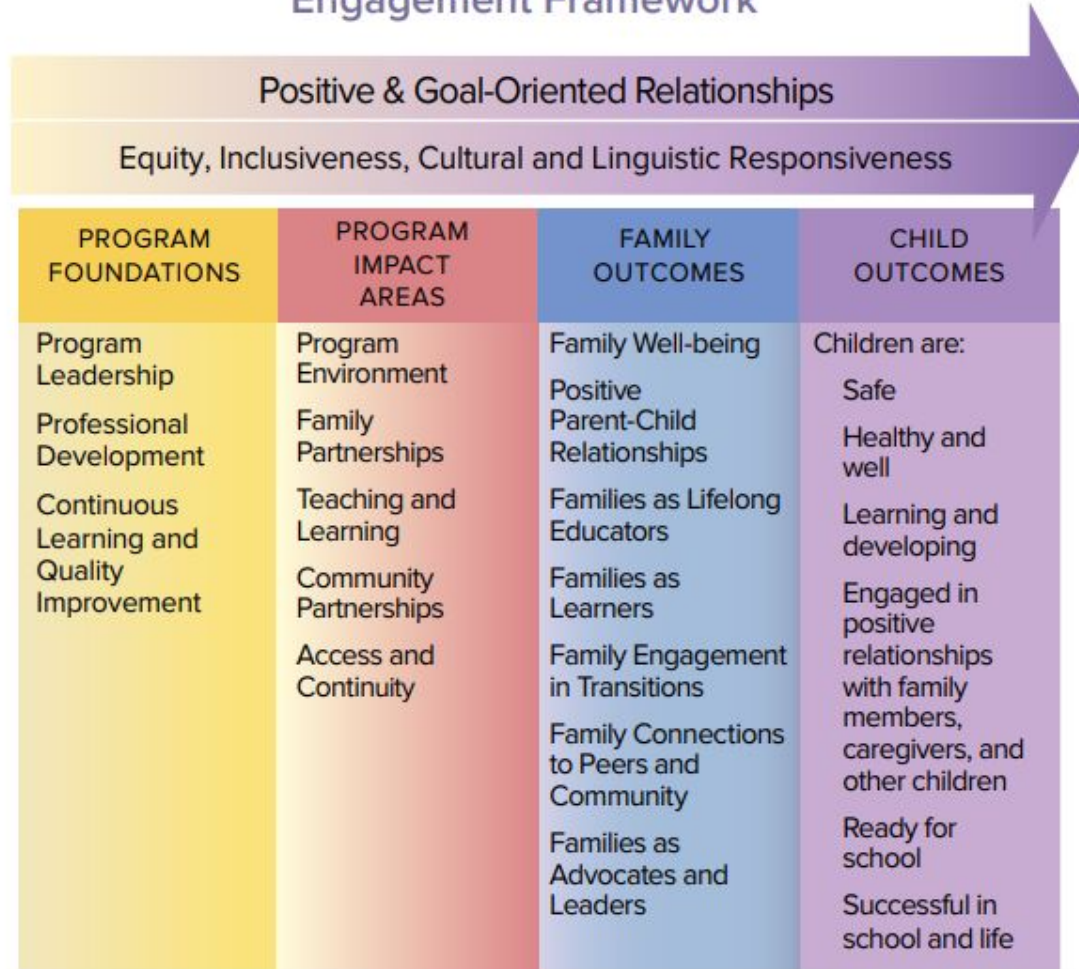
Social Services: programs and services that improve the well being of individuals, families, and communities

Family Engagement: Includes having a Parent Policy Council that is part of our program governance.

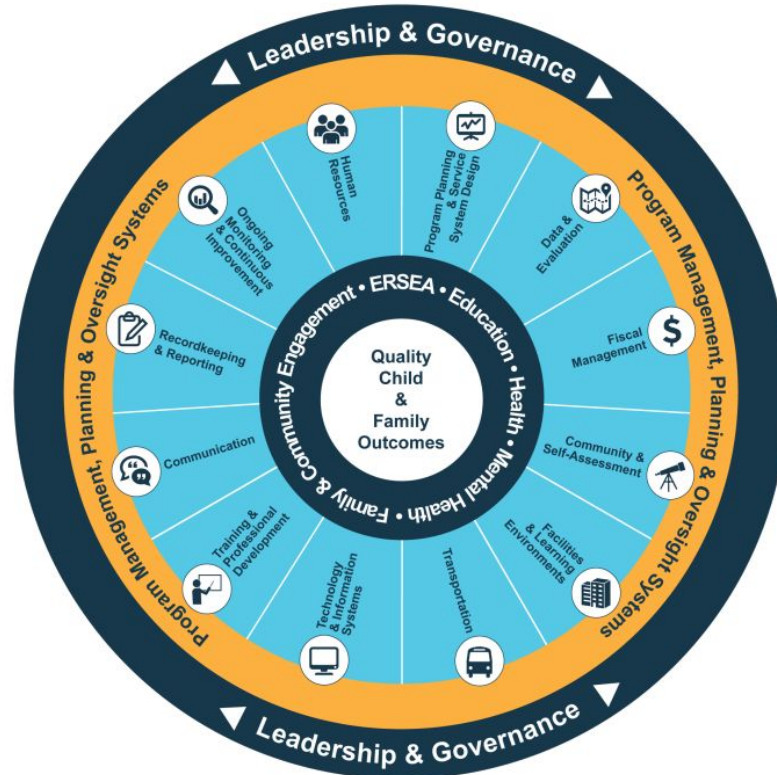
[Comprehensive Services: The Foundation of Head Start](#)



Head Start Parent, Family, and Community Engagement Framework



Head Start Management Wheel



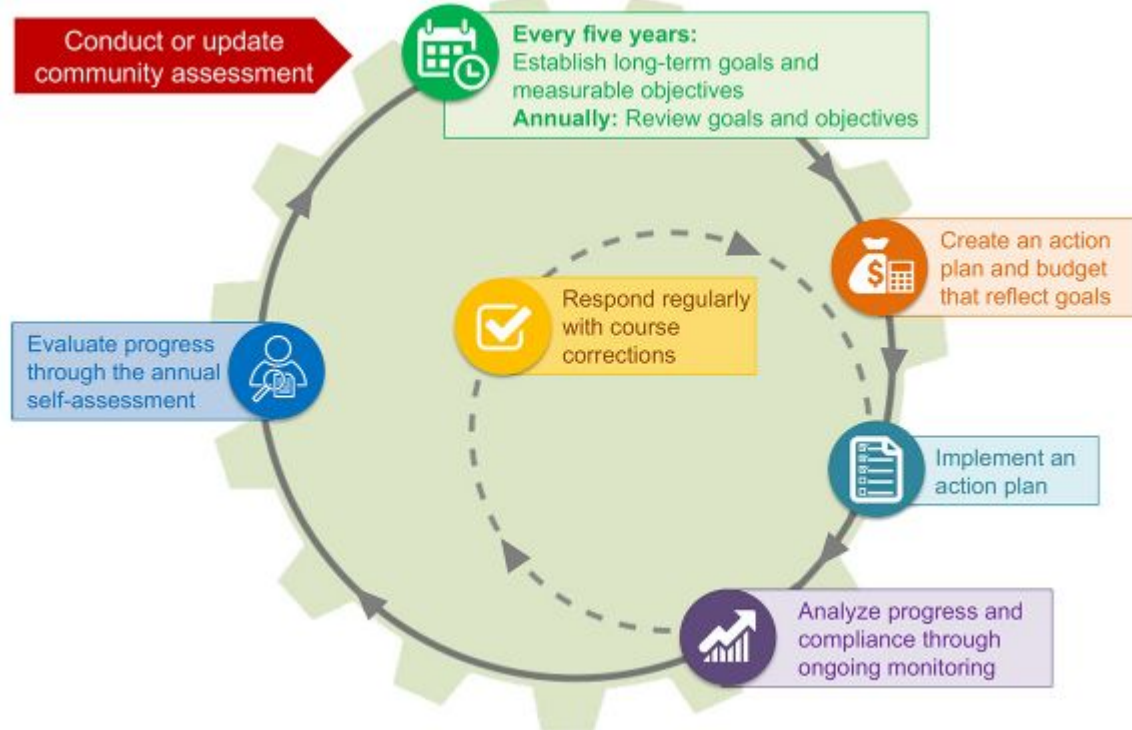
Head Start Performance Standards

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 are in the final year of our current grant cycle



Current Grant Goals:

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High Quality Inclusive Classrooms: a partnership with Early Childhood Family Education

Walking the Talk of Equity: Establishing Oshki-Inwewin; closing opportunity gaps

Increasing Resilience by Supporting Health and Wellness for All: Wellness Team for staff; Partnership with YMCA; Facilitating time in nature

Head Start Leadership and Governance



Membership and Responsibilities

Policy Council	Governing Board/ School Board
<p>Each agency must establish and maintain a Policy Council responsible for the direction of the Head Start program at the agency level.</p> <p>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.</p>	<p>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.</p> <p>In Duluth, the Governing Board is elected by the citizens of Duluth when they elect ISD709 School Board members.</p>
<p>Parents of children currently enrolled in each program option must be proportionately represented on Policy Council.</p>	<p>The Governing Board have legal and fiscal responsibility for the program.</p>

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 <u>By-Laws</u> 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

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[Head Start Program Performance Standards](#)

[Head Start Act](#)

[Uniform Administrative Requirements, Cost Principles and Audit requirements for federal awards](#)





Corrective Action Plan (CAP)

Program Name: Independent School District #709		Grant #: 05CH011591		Assignment Start and End Dates: 8/16/24- 10/14/2024			
Program Specialist: Stephanie		Grants Management Specialist: Jeramie Perez		Grantee Specialist: Ruth Lee		ECE Specialist: Kristi Smythe	
<p>Compliance Date:</p> <p>HSPPS Citation: 1302.42 Child health status and care (b) Ensuring up-to-date child health status. (1) Within 90 calendar days after the child first attends the program or, for the home-based program option, receives a home visit, with the exceptions noted in paragraph (b)(3) of this section, a program must: (i) Obtain determinations from health care and oral health care professionals as to whether or not the child is up-to-date on a schedule of age-appropriate preventive and primary medical and oral health care, based on: the well-child visits and dental periodicity schedules as prescribed by the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program of the Medicaid agency of the state in which they operate, immunization recommendations issued by the Centers for Disease Control and Prevention, and any additional recommendations from the local Health Service Advisory Committee that are based on prevalent community health problems.</p>							
Citation #	System/Action Steps	Person Responsible	Time Frame	Resources/Budget	Monitoring Data Sources/Evidence	Progress Notes	Completion Date
	Program Governance: Finding shared with Policy Council	Director	6/13/24	N/A	Policy Council Minutes		6/13/24
	Program Planning: Update Health and Nutrition Policy and Procedure to include Oral Health Determination	Health Coordinator, Director	9/13/24	N/A	New Policy Created		
	Updated policy brought to Planning Team and Policy Council	Director	9/20/24	N/A	Planning Team agenda and Policy Council minutes		
	Record Keeping and Reporting: Create documentation in Child Plus to track health determinations	Business Manager, Health Coordinator	9/12/24	N/A	Screenshot or snip of module		



Head Start Regional TTA Network

	Ongoing Monitoring and Continuous Quality Improvement: An Internal Monitoring module will be set up to track progress toward meeting compliance regarding Oral Health requirements	Business Manager, Health Coordinator	9/20/24	N/A	Screenshot or snip of module		
	Data and Evaluation: The monitoring reports will indicate program progress toward meeting compliance.	Director, Health Coordinator	10/1/24	N/A	Report will be run		

COW Agenda Cover Sheet

Meeting Date: Tuesday, October 1, 2024

Topic: Budget Update

Presenter(s): Simone Zunich

Attachment (yes): No, this will be a verbal update

Brief Summary of Presentation or Topic (no more than a few sentences): Executive Director Zunich will provide a brief verbal update regarding the budget reduction and reallocation process.

This Requires School Board Approval Yes No