

Duluth Public Schools
Boundary Study Process Recommendation
February 6, 2020

The goals of the boundary study process are to address elementary schools that are over capacity, to attempt to bring a racially identifiable school closer to the district average, and to make a decision regarding our immersion programs as Lowell nears capacity. In addition, we have long heard about the differences in enrollments at our middle and high schools.

During the first two phases of the process, Cooperative Strategies used an inclusive process. Principals, staff, parents from each site, staff and parents from each of the immersion programs, and community partners and neighbors were included. We were purposeful about the inclusion of underrepresented populations.

The initial groups created scenarios that have continued to be revised and revisited based on the feedback from focus groups, public surveys, emails, and community meetings. We have received a lot of feedback and input. The scenarios have a lot to consider and with many implications. Some elements are more easily implemented than others and it may be too much to do all at once.

The process was designed by Cooperative Strategies to consider boundaries and our current enrollments. I think there is more to consider and more options to contemplate, especially at the secondary level. It is true that some of the current considerations balance enrollment levels, but there may be better ideas that haven't been examined yet.

Administrative Recommendations:

At this time we are recommending a phased approach:

- The first phase would be (1) to make adjustments at elementary schools to make room at some sites and (2) to make a decision regarding the immersion programs. Planning for the transitions would take place over the 2020-2021 school year for implementation in the Fall of 2021.
- The second phase would entail the creation of a work group to do more research and work on developing recommendations for secondary school boundaries or other strategies.