

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, January 14, 2025

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

4:30 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Strategic Plan Alignment

1) Improving Systems

- a. Duluth School District Expansion at 424 West 1st Street Duluth, Minnesota 2
55802

B. Budget Update

1) Budget Reduction and Realignment Update

7

C. Strategic Plan Alignment

1) Supporting Every Student

a. Centralizing Enrollment

9

b. Draft of 2025-26 School Calendar - 2 Versions

21

c. 2025-2026 Secondary Course Offerings Changes

25

d. Spanish Immersion Expansion

32

2) Advancing Equity - N/A

D. Other

4. ADJOURN

COW Agenda Cover Sheet

Meeting Date: January 14, 2025

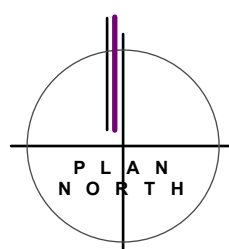
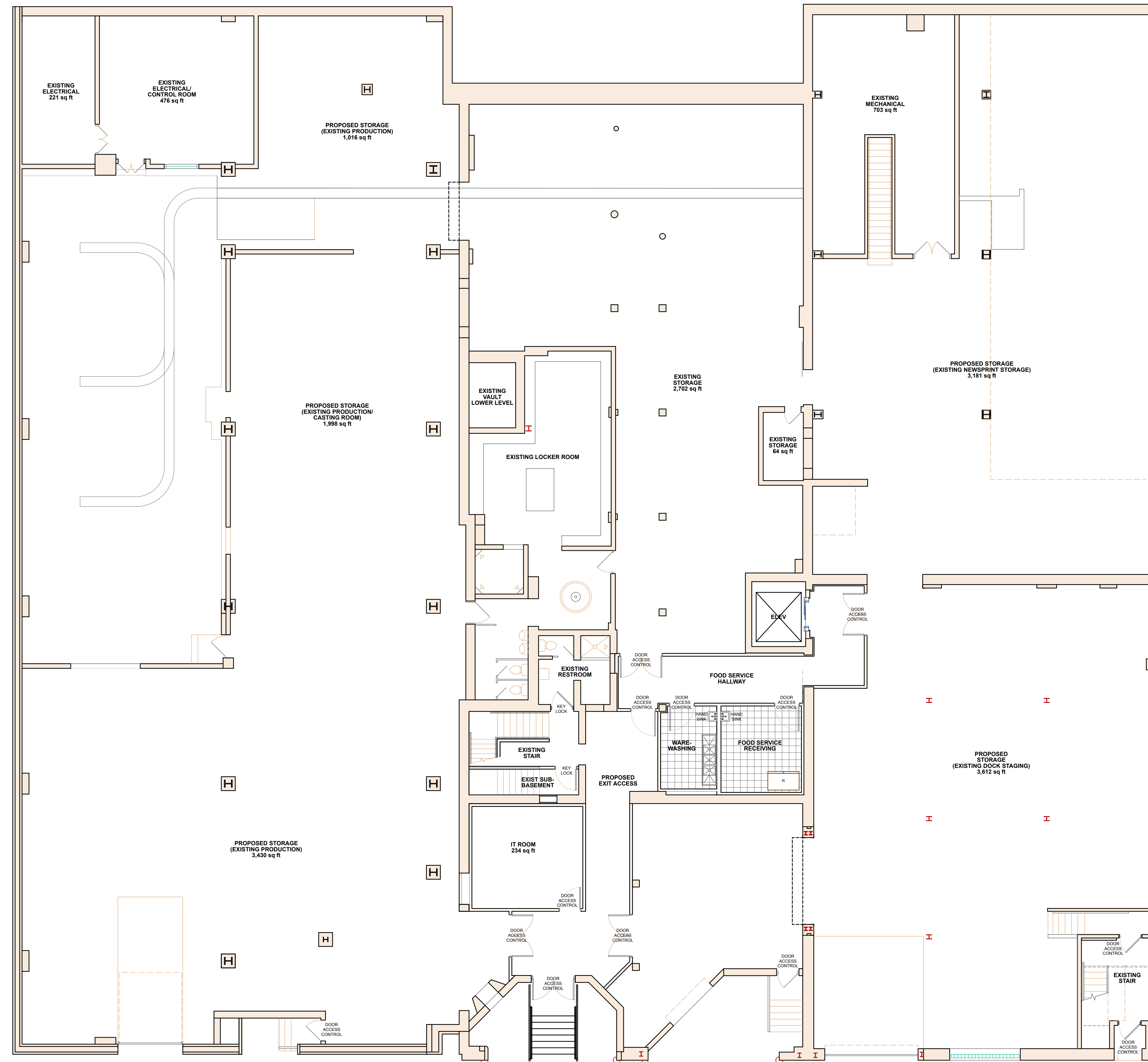
Topic: Duluth School District Expansion at 424 West 1st St

Presenter(s): Anthony Bonds, Byran Brown, and Chris Hogan

Attachment (yes) or (no) yes

Brief Summary of Presentation or Topic (no more than a few sentences): An update regarding the build out process with input from department leaders and next steps.

This Requires School Board Approval Yes No



1 SCHEMATIC FLOOR PLAN - BASEMENT
1/8" = 1'-0"

M
3335 W St Germain St,
St Cloud, MN 56301
320.251.4109
millerab.com
MILLER
ARCHITECTS + BUILDERS
DREAM. DESIGN. BUILD.

DESIGN TREE
engineering + land surveying
Corporate Office:
120 17th Ave W, Alexandria, MN 56308
888-216-1916

MBJ
TEL: 218.722.1056 501 LAKE AVENUE S
SUITE 200
DULUTH, MN 55802

CS

I hereby certify that this plan, specification, or report was prepared by me or under my direct supervision and that I am a duly Licensed Architect under the laws of the State of MINNESOTA.

Signature : CHRISTOPHER J. HOGAN
Reg. No. : 46983 Date : ISSUED

**DULUTH PUBLIC SCHOOLS
ISD 709 - EDUCATION CENTER
424 WEST FIRST STREET
DULUTH, MINNESOTA 55802**

REVISIONS

Transmittal Set ID	Transmittal Name	Transmittal Set Date

SHEET TITLE
BASEMENT FLOOR PLAN

DRAWN BY:	DATE:	PROJ. NO.
SJG/CJH	12/19/24	33231

SHEET NO.
P-100

PRELIMINARY - NOT FOR CONSTRUCTION - 12/19/2024

**DULUTH PUBLIC SCHOOLS
 ISD 709 - EDUCATION CENTER
 424 WEST FIRST STREET
 DULUTH, MINNESOTA 55802**



- STEPS
- T-12 / BRIDGE SPECIAL ED
- DISTRICT WIDE STAFF
- ECSE
- EARLY CHILDHOOD / HEADSTART
- SCREENING
- COMMUNITY EDUCATION
- ALC / AEO
- DAE
- SHARED

1 SCHEMATIC FLOOR PLAN - FIRST FLOOR
 1/8" = 1'-0"

REVISIONS

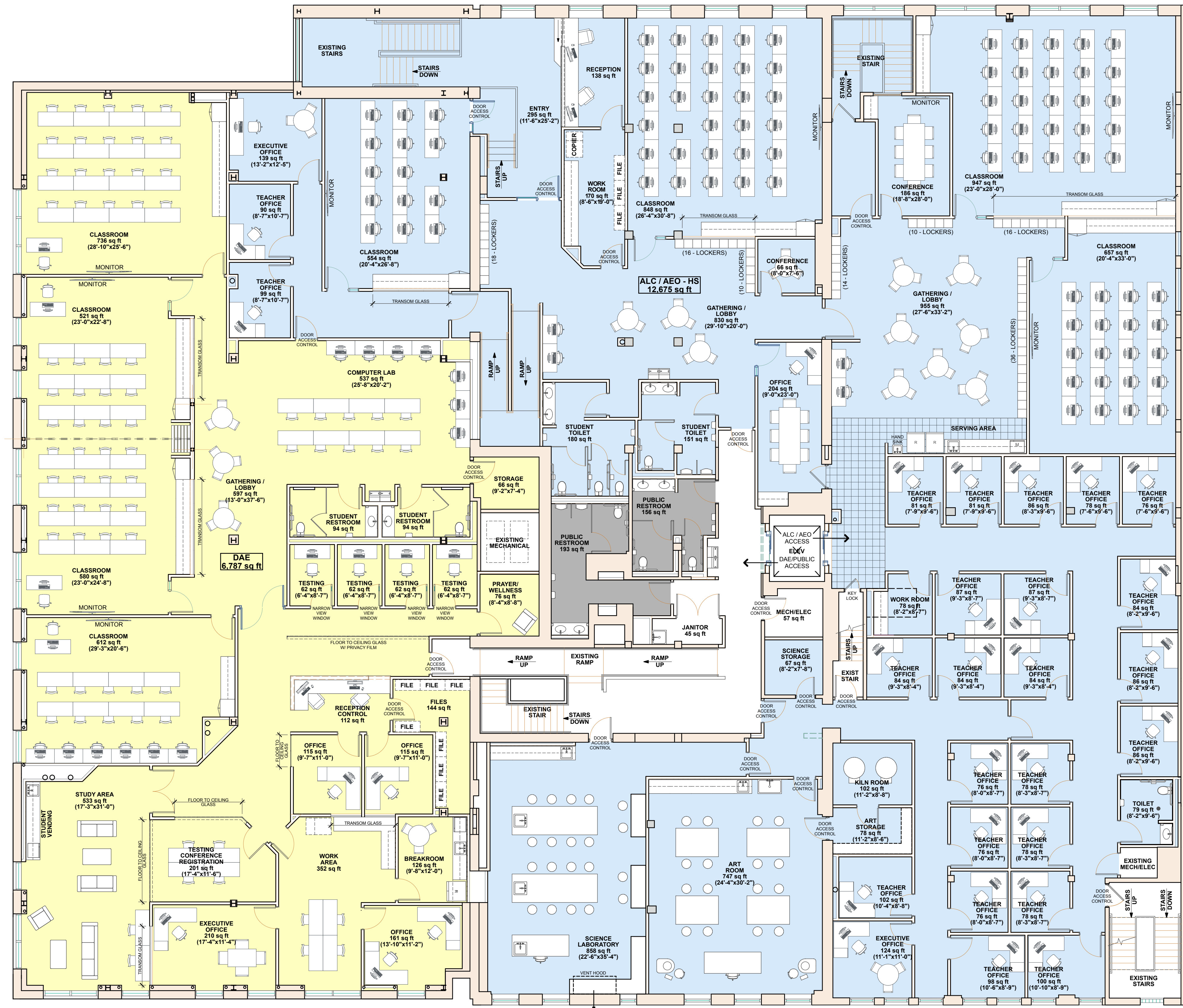
Transmittal Set ID	Transmittal Name	Transmittal Set Date

SHEET TITLE
 FIRST FLOOR PLAN

DRAWN BY:	DATE:	PROJ. NO.
SJG/CJH	12/19/24	33231

SHEET NO.
P-101

DULUTH PUBLIC SCHOOLS
ISD 709 - EDUCATION CENTER
 424 WEST FIRST STREET
 DULUTH, MINNESOTA 55802



- STEPS
- T-12 / BRIDGE SPECIAL ED
- DISTRICT WIDE STAFF
- ECSE
- EARLY CHILDHOOD / HEADSTART
- SCREENING
- COMMUNITY EDUCATION
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- SHARED

REVISIONS

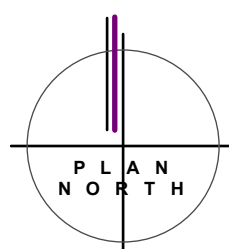
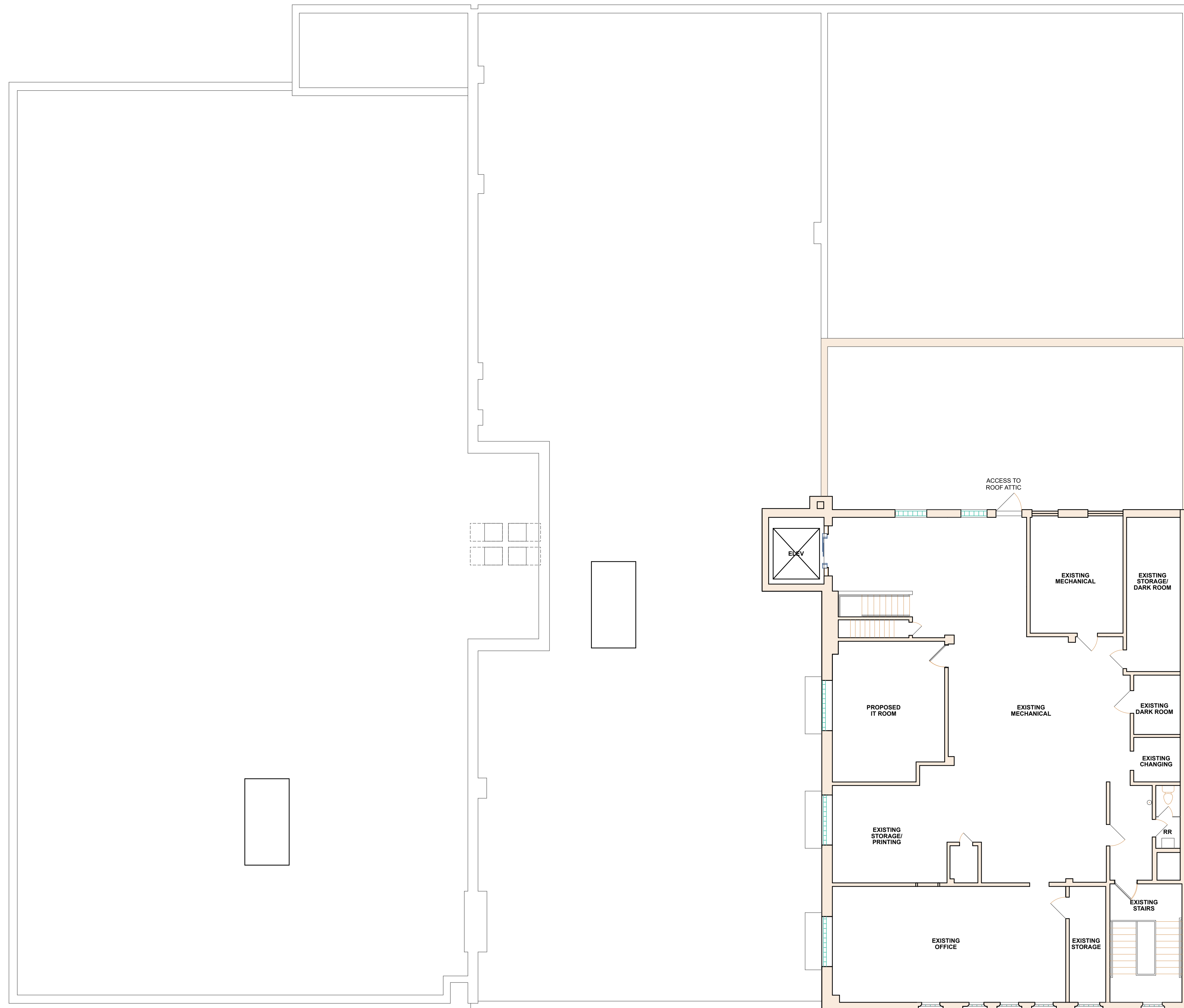
Transmittal Set ID	Revised Set Name	Transmittal Set Date

SHEET TITLE
SECOND FLOOR PLAN

DRAWN BY: SJG/CJH	DATE: 12/19/24	PROJ. NO.: 33231
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SHEET NO.
P-102

1 SCHEMATIC FLOOR PLAN - SECOND FLOOR
 1/8" = 1'-0"



1 SCHEMATIC FLOOR PLAN - THIRD FLOOR
1/8" = 1'-0"

M
3335 W St Germain St.
St Cloud, MN 56301
320.251.4109
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MILLER
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TEL: 218.722.1056 501 LAKE AVENUE S
SUITE 200
DULUTH, MN 55802

CS

I hereby certify that this plan, specification, or report was prepared by me or under my direct supervision and that I am a duly Licensed Architect under the laws of the State of MINNESOTA.

Signature : CHRISTOPHER J. HOGAN
Reg. No. : 46983 Date : ISSUED

DULUTH PUBLIC SCHOOLS
ISD 709 - EDUCATION CENTER
424 WEST FIRST STREET
DULUTH, MINNESOTA 55802

REVISIONS

Transmittal Set ID	Transmittal Name	Transmittal Set Date

SHEET TITLE
THIRD FLOOR PLAN

DRAWN BY:	DATE:	PROJ. NO.
SJG/CJH	12/19/24	33231

SHEET NO.
P-103

PRELIMINARY - NOT FOR CONSTRUCTION - 12/19/2024

COW Agenda Cover Sheet

Meeting Date: Tuesday, January 14, 2025

Topic: Budget Reduction and Realignment Update

Presenter(s): Simone Zunich

Attachment (yes) or (no) Yes (Budget Reduction Timeline - Displacements, etc.)

Brief Summary of Presentation or Topic (no more than a few sentences): Executive Director Simone Zunich will provide a brief update on the budget reduction and realignment process. Zunich will present the Budget Reduction Timeline during this presentation.

This Requires School Board Approval Yes No

Budget Reduction Displacement Timeline

Key Dates

- Jan 6** Cabinet - Ensure finalization of budget reduction documents
Plan for communication needs
- Jan 8** Principal +: Share out Timeline
- Jan 9** Assignment and Transfer QLT
- Jan 13** Cabinet
- Jan 15** **Final documents/decisions due** - Elementary, Secondary, HR & Operations,
Bus Services, TLE, etc.
- Jan 21-24** HR determines final “who” is being displaced
- Jan 27** Cabinet Retreat
Principals and supervisors receive notification of who will be displaced
- Jan. 27-30** Principals and supervisors communicate to displaced individuals
- Jan 31** HR displacement letters are sent
- Feb 1** Retirement notification

COW Agenda Cover Sheet

Meeting Date: Tuesday, January 14, 2025

Topic: Centralizing Enrollment

Presenter(s): Simone Zunich, Philip Paulson, Danielle Dorn, Teresa Peterson

Attachment (yes) or (no) No

Brief Summary of Presentation or Topic (no more than a few sentences): District would like to centralize all student enrollments with a team made up of Philip Paulson, Danielle Dorn and Teresa Peterson. This would help workflow at the sites.

This Requires School Board Approval Yes No

Centralized Enrollment



Mission, Vision and Values

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

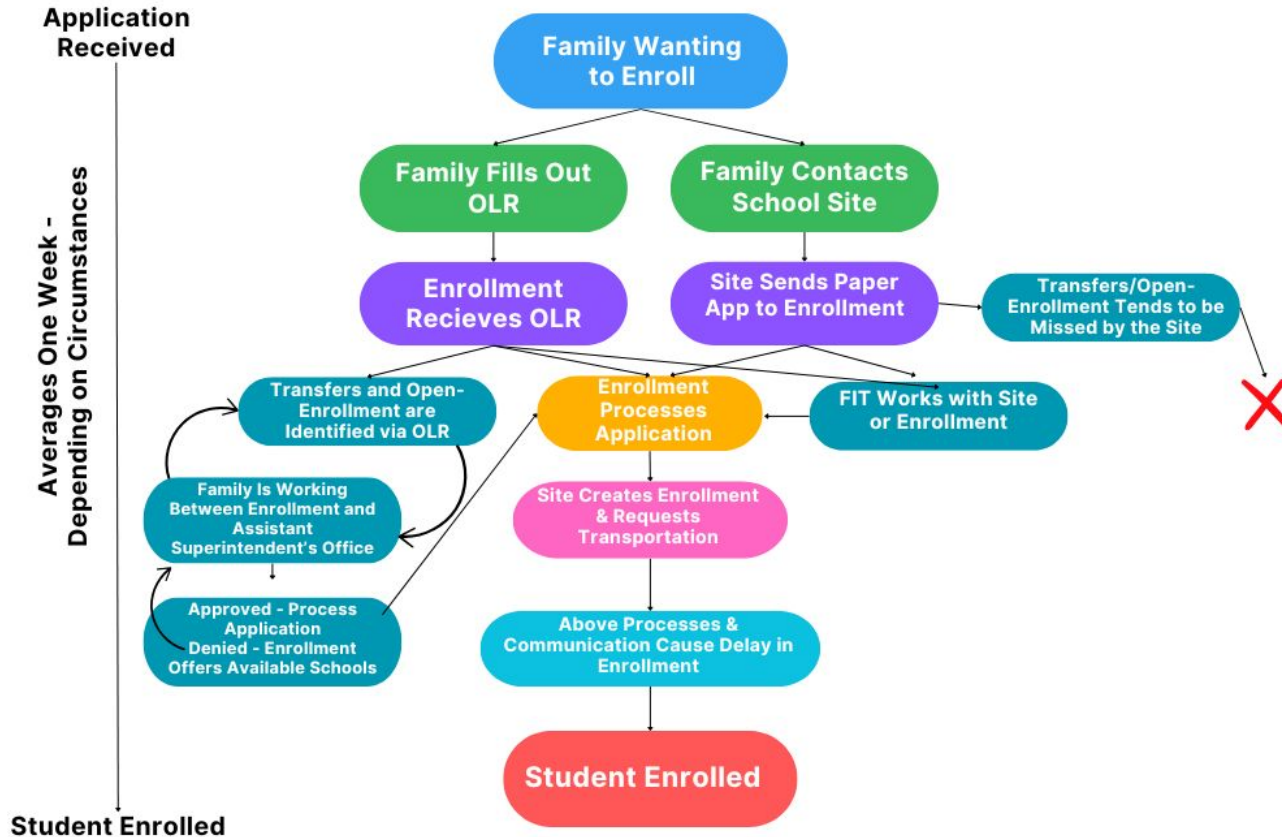


Providing a welcoming and accessible environment where everyone feels safe, seen and heard.

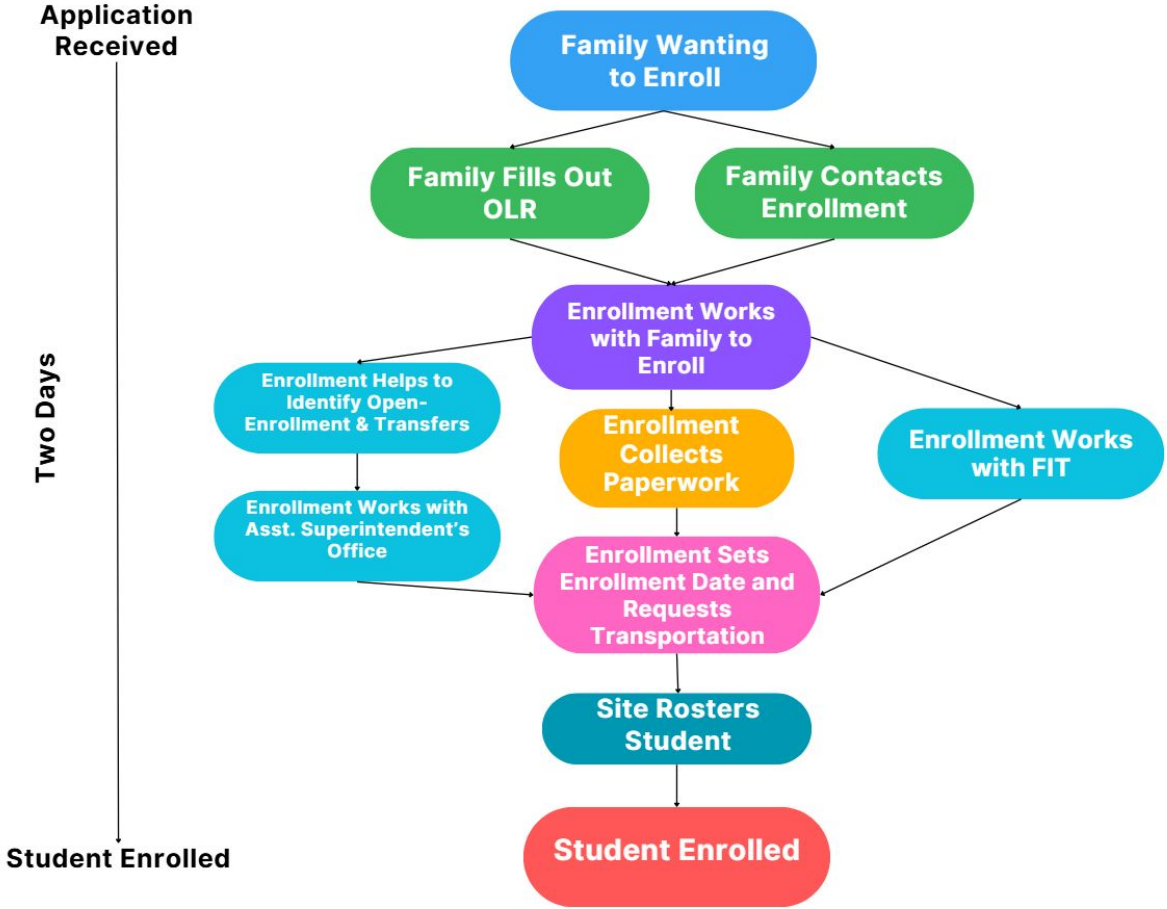
Why Centralized Enrollment?

- **Benefits for Families**
 - Simplified Process/One Point of Contact
 - Increased Equity
 - Improved Communication with Families
 - Reduced Lead Time to Enrollment
- **Benefits for the District**
 - Accurate Data Management
 - Decreased Data Errors on MARSS & Ed-Fi Reporting
 - Stops Accidental Ending of Enrollments that Causes Data Loss
 - Increased Family Satisfaction
 - Increased Revenue Potential with ADM (Average Daily Membership)
 - Reduction in Costs by Moving to Digital Files
 - Paper, File Folders, Printing, Physical Storage, and Staff Allocation

Current Enrollment Challenges



Centralized Enrollment Flow Chart



An Easier Enrollment Process

- Positive Impacts
 - Easier Process for Families
 - Support for Families who Need Additional Resources
 - Accurate Data Management for the District
 - Digitized Files
 - Increased Revenue Potential
 - Reduced Costs
 - Quick and Accurate Transportation Requests
- Improving Systems
 - Simplified Process Between Internal Departments

English

* Indicates a required field



Application Number 13609

Application For 25-26 K-12 Registration (testing - DO NOT USE)



Welcome to Duluth Public Schools Online Enrollment

Before you begin, please read the following instructions:

Please allow up to 30 minutes to complete the Online Enrollment process for your student(s). Required documents to enroll are address verification, birth verification, and immunization records for your student(s).

During the online enrollment process required fields will be marked with a red asterisk "*". You can navigate using the headers to review/revise information you have entered.

If you have any questions during the enrollment process please contact our enrollment office at or email enroll@isd709.org.

Tennessee Notice: Private data is collected in this application for the purpose of student enrollment. It will be used to document educational progress and comply with federal/state requirements. Providing it will allow for better education opportunities. You may refuse to provide this data but that may lessen educational opportunities. This data will only be shared with individuals/entities with a legitimate educational interest or legal right to it.

17

[Begin Enrollment](#)



* Indicates a required field

Primary Residence Address

Enter your student's primary residence address below. If your address is recognized in our system, the complete address will appear below the "Clear Address Fields" button. Clicking on your address will populate the required address fields.

Street Number *	N,S,E,W	Street Name Only *	St, Ave, Blvd, etc.	N,S,E,W	Apartment #
<input type="text" value="111"/>	<input type="text" value=""/>	<input type="text" value="Main"/>	<input type="text" value="St"/>	<input type="text" value=""/>	<input type="text" value=""/>
City *	State *	Zip *	Zip + 4	County	
<input type="text" value="Duluth"/>	<input type="text" value="MINNESOTA"/>	<input type="text" value="55811"/>	<input type="text" value="5034"/>	<input type="text" value=""/>	

Clear Address Fields

Next >

- Address Verification +
- Mailing Address +
- Primary Phone +

Save/Continue

Student Name: : Minnie Mouse

✔ Demographics

Please enter your student's information. If you are enrolling more than one student, the following steps will need to be completed for **each** student. If your student has two last names, please enter both in the box marked 'Legal Last Name'.

Legal First Name *

Minnie

Gender *

Female

Enrollment Grade: *

01

Legal Middle Name

Pronoun

Neighborhood School:

Unable to determine boundary school

Legal Last Name *

Mouse

Birth Date *

11/13/2019

Student will Attend the Above Assigned Neighborhood School *

Yes

No

Suffix

Date Entered U.S.

month/day/year

Nickname

Foreign Exchange *

Yes, this is a foreign exchange student

No, this is not a foreign exchange student

Student Cell Number

() - -

Next >

Training on Changes

- Training - Clerical Unit
 - This Handout Will Be Provided
- Updates to Training Manual
 - Infinite Campus Training Manual will be Updated to Reflect These Changes
- We Are Always Available as Well for Training/Support

COW Agenda Cover Sheet

Meeting Date: January 14, 2025

Topic: Draft of 2025-26 School Calendar - 2 Versions

Presenter(s): Anthony Bonds

Attachment (yes) or (no) Yes

Brief Summary of Presentation or Topic (no more than a few sentences): Will review the Drafted 2025-26 School Calendar. There are 2 Drafted Versions to review as one included students in school on Indigenous People's Day and one with no students in school on Indigenous People's Day instead a PD day would be held this day.

This Requires School Board Approval Yes No

This will come forward for approval to the School Board Meeting on January 28, 2025

ISD 709 Calendar 2025-26 School Year

VERSION 1

JULY							AUGUST							SEPTEMBER							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	Indep. Day HOLIDAY 4	5																1	2	3	4		
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	PD Day 13	14	15	MEA WEEKEND 16 17	18	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	31			24	Teacher Work Day 25	All Staff PD Day 26	Teacher WD/SD 27	Teacher Work Day 28	29	30	28	29	30					26	27	28	29	30	HM 31	

NOVEMBER							DECEMBER							JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		PD Day 1	2	3	4	5	6					New Years HOLIDAY 1	Winter Recess 2	3	1	2	3	4	5	6	7
2	PD Day 3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	EHM 15	Teacher Work Day 16	17	15	Pres. Day HOLIDAY 16	Winter Recess 17	Winter Recess 18	Confer. Makeup 19	Confer. Makeup 20	21
16	17	18	19	20	21	22	21	22	23	Winter Recess 24	Winter Recess 25	Winter Recess 26	27	18	M.L.K. HOLIDAY 19	20	21	22	23	24	22	23	24	25	26	27	28
23				Thanksgiving HOLIDAY/ Recess 27	28	29	28	Winter Recess 29	Winter Recess 30	Winter Recess 31			25	26	27	28	29	30	31								

MARCH							APRIL							MAY							JUNE							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	PD Day 2	3	4	5	6	7				Spring Recess 1	Spring Recess 2	Spring Recess 3	4							1	2					Students Last Day EHM 4	Teacher Work Day 5	6
8	9	10	11	12	13	14	5	PD Day 6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	Juneteenth HOLIDAY 19	20	
22	23	24	25	26	HM 27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
29	Confer. Makeup 30	Confer. Makeup 31					26	27	28	29	30			24	Mem. Day HOLIDAY 25	26	27	28	29	30	28	29	30					

KEY DATES

- First day for Grade 1-12 students - September 2, 2025
- First day for Kindergarten students - September 4, 2025
- Schools will schedule open houses and conferences
- No school for students: [Red Box] [Light Red Box] [Yellow Box]
- Last day for students - June 4, 2026

GRADING TERMS

- Elementary Schools (E):**
- Term 1: September 2 to January 15
 - Term 2: January 20 to June 4
- High Schools (H) and Middle Schools (M):**
- Term 1: September 2 to October 31
 - Term 2: November 4 to January 15
 - Term 3: January 20 to March 27
 - Term 4: April 7 to June 4

Adopted by the School Board on _____, Calendar also available at www.ISD709.org

Duluth Public Schools

Form 3001 Item #35-05-002900

ISD 709 Calendar 2025-26 School Year

VERSION 2

JULY							AUGUST							SEPTEMBER							OCTOBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	Indep. Day HOLIDAY 4	5																1	2	3	4			
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	MEA WEEKEND 16	17	18	
20	21	22	23	24	25	26	Flexible Teacher Work Time (8hrs total)							21	22	23	24	25	26	27	19	20	21	22	23	24	25	
27	28	29	30	31			24	All Staff PD Day 26	Teacher WD/SD 27	Teacher Work Day 28	29	30	28	29	30					26	27	28	29	30	HM 31			
NOVEMBER							DECEMBER							JANUARY							FEBRUARY							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						1		1	2	3	4	5	6					New Years HOLIDAY 1	Winter Recess 2	3	1	2	3	4	5	6	7	
2	PD Day 3	4	5	6	7	8	7	PD Day 8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
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23				Thanksgiving HOLIDAY/ Recess 27	28	29	28	Winter Recess 29	Winter Recess 30	Winter Recess 31			25	26	27	28	29	30	31									
30	24	25	26																									
MARCH							APRIL							MAY							JUNE							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	PD Day 2	3	4	5	6	7				Spring Recess 1	Spring Recess 2	Spring Recess 3	4							1	2					Students Last Day EHM 4	Teacher Work Day 5	6
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22	23	24	25	26	HM 27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
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Duluth Public Schools

Form 3001 Item #35-05-002900

COW Agenda Cover Sheet

Meeting Date: January 14th, 2025

Topic: 2025-2026 Secondary Course Offerings Changes

Presenter(s): Jen Larva, Danette Seboe, Dale Uselman

Attachment: Yes

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

We are presenting the proposed changes to the high school and middle school course offerings for the 2025-2026 school year.

This Requires School Board Approval Yes No

This will come forward for approval to the School Board Meeting on January 28, 2025

25-26 Course Changes

High School

Action	Course Title	Content Area	Course Length	Semester Credits	Description
Add	Computer Maintenance and Repair	CTE	Semester	.5	Computer Maintenance and Repair courses prepare students to apply basic electronic theory and principles in diagnosing and repairing personal computers and input/output devices. Topics may include operating, installing, maintaining, and repairing computers, network systems, digital control instruments, programmable controllers, and processors.
Add	Computer Gaming and Design	CTE	Semester	.5	This course will prepare students to design computer games by studying design, animation, artistic concepts, digital imaging, coding, scripting, multimedia production, and game play strategies.
Add	American Sign Language 2	World Languages	Year	1.0	American Sign Language 2 continues the study of American Sign Language (ASL) by developing students' intermediate communication skills. Building on the ASL 1 foundation, this course will enhance students' proficiency in comprehension and expressive skills through more complex conversations, storytelling, and interactive dialogues. Emphasis will be placed on refining grammatical structures, expanding vocabulary, and deepening cultural awareness of Deaf communities. Additionally, students will be introduced to various forms of ASL literature, including narratives and poetry, to appreciate ASL as both a language and a cultural expression.
Add	Interscholastic Officiating	AEO Only	Semester	.5	This course is online only offered through AEO. Students will complete multiple components of the NFHS Interscholastic Officiating course. In addition to officiating, training will include concussion, bullying, sportsmanship, implicit bias, sudden cardiac arrest, responding to a collapsed student, understanding vaping, and heat illness prevention. Students will participate in virtual seminars and focus their officiating training on 3 specific activities (options include sports and fine arts). Field work will be required for the 3 focus activities where students will be assigned to current officials to shadow. Students will complete all MSHSL certification requirements for at least 1 sport or activity. Upon compilation students will be eligible for hire to officiate certified activities by area schools.

Add	Emergency Medical Technician 1	CTE	Semester	1.0 Block	The EMT 1 course is focused on development of the EMT's critical role as a team member during patient crisis situations. It is an entry level certification in the Emergency Medical Services career field. The program follows the current Dep't of Transportation EMT curriculum including instruction in precise patient assessment and management and trauma and medical emergencies, airway management, resuscitation and pharmacological interventions. EMT 1 is the first half of the National EMT curriculum for certification as a Nationally Registered Emergency Medical Technician. 10 lab/service learning hours are required as a part of the course.
Add	Emergency Medical Technician 2	CTE	Semester	1.0 Block	EMT 2 is the second half of training to meet the new National EMS Education Standards for the Emergency Medical Technician (EMT). Students must take EMT 1 in conjunction with EMT 2. This course includes assessment based education and medical interventions. Ambulance calls will be staged for students on a routine basis. Opportunities for ride alongs and job shadows will be sought. Students will apply their skills by working simulated emergencies and how to learn from and network with healthcare, fire, and law enforcement professionals. 10 lab/service learning hours are required as part of the course.
Delete	Geometry 9	Math	Year	1.0	This course is designed for students who have successfully completed Intermediate Algebra in 8th grade. Students will calculate measurements of plane and solid geometric figures, solve geometric problems using algebraic methods, and construct logical arguments, based on axioms, definitions and theorems. Students will also know and apply properties of geometric figures (parallel and perpendicular lines, angles, triangles, quadrilaterals, Pythagorean Theorem, trigonometry, and circles) to solve real-world problems. Additional rigor will be incorporated into the course to extend students' learning.
Delete	Journalism	ELA	Year	1.0	This course is for students interested in journalism and in the production of the school newspaper. Members of the class will make up the newspaper staff. The journalism staff is seeking individuals who can commit to the class both before and after school. Students in this course will: <ul style="list-style-type: none"> ● Write informative/explanatory texts about community and school events that examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● Produce clear and coherent writing in which the development,
27					

					<p>organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> ● Develop and strengthen writing by planning, drafting, revising, editing, and rewriting. ● Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ● Gather relevant information from multiple print and digital sources, assess credibility and accuracy of each source and integrate the information while avoiding plagiarism. ● Demonstrate command of English grammar, usage, punctuation, and spelling when writing. ● Gain experiences in all aspects of journalistic writing and newspaper production and explore individual interest in the field.
Title and Description Change	Business and Personal Finance	CTE (Business)	Semester	.5	<p>Proposed Title: Personal Finance</p> <p>Proposed Description: Students will gain the ability to manage their personal finances and make wise economic decisions. Areas of focus include financial psychology, earning and income, financial systems, credit and debit management, risk management, and budgeting and investing. This course will help students become intelligent decision-makers in a global economy.</p>
Title and Description change 28	Introduction to Cooking	CTE	Semester	.5	<p>Proposed Title: ProStart 1: Foundations of Culinary Arts</p> <p>Description: This course is structured to expose students to the foundations of culinary arts and the foodservice industry. Students will be introduced to basic concepts of culinary techniques, learn how to safely use industrial kitchen equipment, identify and use ingredients in basic food preparation while learning basic recipes with hands-on experience. They will be introduced to proper knife skills, food safety and sanitation, and how to work collaboratively. This course is designed for students to explore not only the joy of learning how to cook but also explore career options in the field of hospitality and tourism. ProStart is a nationwide program for high school students that focuses on developing the next generation of restaurant and foodservice leaders. The program is industry-driven, combining culinary arts and restaurant management training to build practical skills.</p>
Title and	Advanced Culinary	CTE	Semester	1.0 (Block)	Proposed Title:

Description Change					<p>ProStart 2: Advanced Foundations of Culinary Arts and Management</p> <p>Description:</p> <p>Advanced Foundations of Culinary Arts and Management is a course for students who aspire to have a career in the hospitality & Tourism industry, or increase their self-efficacy in the kitchen and management skills. Topics include safety and sanitation, advanced culinary skills and techniques, and the opportunity to prepare and serve your delicious creations. Students in this course will also have a chance to compete in culinary skills competitions. Students who take this course should be highly motivated and dedicated.</p> <p>ProStart is a nationwide program for high school students that focuses on developing the next generation of restaurant and foodservice leaders. The program is industry-driven, combining culinary arts and restaurant management training to build practical skills. ProStart provides students a platform to discover new interests while highlighting successful career opportunities across the industry.</p>
Title and Description Change	Intro to Baking	CTE	Semester	1.0 (Block)	<p>Proposed Title:</p> <p>The Art of Baking and Pastry</p> <p>Description:</p> <p>Are you a baker, or would like to learn how to bake more? Introduction to baking is a study of the fundamentals of baking including dough, quick breads, pies, cakes, cookies, tarts, and basic items made in a bakery. Topics include baking terminology, tool and equipment use, formula conversions, functions of ingredients, and the use of proper flour. Topics include food safety, baking skills and techniques, and the opportunity to prepare and serve your delicious creations with the community.</p>
Title and Description change	German 3	World Languages	Year	1.0	<p>Proposed Title:</p> <p>CITS German 3</p> <p>Description:</p> <p>CITS German Level 3 parallels the UMD Beginning German II curriculum that cultivates the four areas of language acquisition (speaking, listening, reading, and writing) and fosters the development of intercultural competency.</p>
Title and Description change 29	German 4	World Languages	Year	1.0	<p>Proposed Title:</p> <p>CITS German 4</p> <p>Description:</p> <p>CITS German Level 4 parallels the UMD Intermediate German I curriculum that consolidates and enriches the four areas of language acquisition (speaking, listening, reading, and writing) and is set within</p>

					contemporary culture of German-speaking countries. This course further develops students' intercultural competency.
Title and Description change	Spanish 3	World Languages	Year	1.0	Proposed Title: CITS Spanish 3 Description: CITS Spanish Level 3 parallels the UMD Beginning Spanish II curriculum that cultivates the four areas of language acquisition (speaking, listening, reading, and writing) and fosters the development of intercultural competency.
Title and Description change	Spanish 4	World Languages	Year	1.0	Proposed Title: CITS Spanish 4 Description: CITS Spanish Level 4 parallels the UMD Intermediate Spanish I curriculum that consolidates and enriches the four areas of language acquisition (speaking, listening, reading, and writing) and is set within contemporary culture of German-speaking countries. This course further develops students' intercultural competency.
Title Change	(CITS) Strength Training	Phy Ed	Semester	.5	Proposed Title: CITS Resistance Training
Title Change	Interpersonal Communication	ELA	Semester	.5	Proposed Title: The Art of Connection: Interpersonal Communication Through Reading, Writing, Speaking & Listening
Description Change	Computer Science 10	CTE	Semester	.5	Proposed Description: This exploring Computer Science course presents students with the conceptual underpinnings of computer science through an exploration of human computer interaction, web design, computer programming, data modeling, and robotics. Exploring Computer Science courses teach students the computational practices of algorithm design, problem solving, and programming within a context that is relevant to their lives. Students will also review basic school based application skills, tips, and tricks as well as computer science skills necessary for basic personal and professional success.

Middle School

Action	Course Title	Content Area	Course Length	Description
Description Change	Outdoor Education	Middle School Elective	Semester	<p>Proposed Description:</p> <p>This course offers students the opportunity to participate in several fun, exciting and healthy activities, including hiking, orienteering, biking, canoeing, fishing, and nature art. We'll also cover camping essentials like fire building, cooking with camp stoves, setting up shelters, and trip planning. This course is designed for any student wanting to learn or better skills needed to enjoy these activities and want to learn about the environment through various phenology and environmental science activities. Much of this class is taught outdoors so you will need to be prepared to enjoy the outdoors and dress appropriately. While most of this class will be taught on school grounds, we will also utilize the natural spaces within walking distance of campus.</p>
Description Change	Media Arts 6	Art	Semester	<p>Proposed Description:</p> <p>Students will be introduced to media arts exploring photography, digital communications, animation and cinema. Students will learn about photo composition and editing, stop motion, sound and video (cinematography) software and equipment. Students will develop story building skills, editing processes, and use/care for equipment. This course meets the required Minnesota State Standards for Media Arts.</p>
Description Change	Media Arts 7	Art	Semester	<p>Proposed Description:</p> <p>Students will build on skills learned in Media Art 6 furthering their skill sets with software programs and proper care of equipment. Continued development of storytelling, communicating with sound, images, light, genre, and compositional design using a variety of technology as a tool. This course meets the required Minnesota State Standards for Media Arts.</p>
Description Change	Media Arts 8	Art	Semester	<p>Proposed Description:</p> <p>Students will generate, conceptualize, and evaluate artistic ideas through experimenting with photography, digital communications, animation and cinema. Students revise, re-evaluate skills in creating media artworks as well as critique. Students will also explore career paths offered in the media arts in preparation for high school media arts. This course meets the required Minnesota State Standards for Media Arts</p>

COW Agenda Cover Sheet

Meeting Date: January 14, 2025

Topic: Spanish Immersion Expansion

Presenter(s): Director Brenda Spartz with Principal Eve Hessler and Principal Lisa Nicholson

Attachment (yes) or (no) Yes

Brief Summary of Presentation or Topic (no more than a few sentences): We will be sharing information about the expansion of Spanish Immersion programming to Myers-Wilkins Elementary.

This Requires School Board Approval Yes No

Duluth Public Schools

Spanish Immersion Expansion Project

Implementation 2025/2026

Committee of the Whole
January 14, 2025





Today, we are sharing information about the creation of a Spanish Immersion programming opportunity at Myers-Wilkins beginning with the 2025/2026 school year.



By the end of today, you should know:

- Project Objectives
- Steps Taken
- Project Data & Information
- Plan Overview
- Next Steps

Project Objectives

Spanish Immersion Expansion Project Objectives:

- Expand greater opportunity and direct access to academic enhancement programming in Spanish Immersion for students from lower socioeconomic and diverse backgrounds within the Myers-Wilkins attendance boundaries.
- Integrate programming opportunities aimed at decreasing the percentage of Protected Class students enrolled at Myers-Wilkins Elementary, which is recognized as a Racially Identifiable School by Minnesota Department of Education.
- Alleviate Lowell Elementary overcrowding by reducing enrollment through relocating a portion of Spanish Immersion to Myers-Wilkins Elementary.



Steps Taken

September - January 2025

Data Analysis

Developed Rough Plan

Met with Various District Staff

Presented to Cabinet

Myers-Wilkins and Lowell Staff Meetings: January 8th

Parent Communication: January 8th

Lowell PTA Meeting: January 9th

Lowell Parent Information Meeting: January 13th

Committee of the Whole: January 14th



Project Data & Information

Data & Information: In-District Transfers

Spanish Immersion Enrollment: Transfers from Other Duluth Elem Schools

CURRENT Students by Grade: 24/25	Kinder		1st G		2nd G		3rd G		4th G		5th G		Total Transfers Still Enrolled	Originally Approved to Enroll by Site	Enrollment Retention % by Site
NEXT YEAR Students by Grade: 25/26	1st G	2nd G	3rd G	4th G	5th G	6th G									
Congdon	2	5%	8	21%	12	31%	8	21%	7	18%	5	13%	42	63	67%
Homecroft	7	18%	4	10%	3	8%	7	18%	7	18%	5	13%	33	45	73%
Laura Mac	1	3%	0	0%	0	0%	3	8%	1	3%	3	8%	8	22	36%
Lester Park	9	23%	2	5%	5	13%	7	18%	6	15%	4	10%	33	41	80%
Myers-Wilkins	10	26%	15	38%	8	21%	9	23%	7	18%	11	28%	60	82	73%
Piedmont	8	21%	0	0%	4	10%	2	5%	3	8%	1	3%	18	24	75%
Stowe	2	5%	0	0%	2	5%	3	8%	1	3%	1	3%	9	11	82%
Lakewood	0	0%	1	3%	0	0%	1	3%	2	5%	6	15%	10	11	91%



- Most Transfers from MW** = 82 originally approved to attend; **60 remain enrolled** (73% retention)
- 2nd most from Congdon** = 63 originally approved to attend; **42 remain enrolled** (67% retention)
- 3rd (tie) from Lester Park** = 41 originally approved to attend; **33 currently enrolled** (80% retention)
- 3rd (tie) from Homecroft** = 45 originally approved to attend; **33 currently enrolled** (73% retention)

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*Data from Transfer Approval spreadsheets over last 6 years

Data & Information: Lowell



Lowell K-5 Enrollment Data: Trends											
	SY	School	Total Enrollment	White		Non-White		Free/Reduced Meals		Spec Ed	
				Total	%	Total	%	Total	%	Total	%
10 Yrs Ago	15-16	Lowell	345	253	73.3%	92	36.4%	167	48.1%	41	11.9%
Current	24-25	English / Ojibwe	313	207	66.1%	106	51.2%	135	43.1%	70	22.4%
		Spanish	329	267	81.2%	62	23.2%	46	13.9%	30	9.1%
		Lowell	642	474	73.7%	168	35.4%	181	28.2%	100	15.6%
Gain: Enrollment over Last 10 Years			297								

[Lowell Enrollment Trend Data](#)

41 For a more in depth look at the trends, please access data through the link above.

Data & Information: Lowell



- Lowell has experienced an **increase of ~ + 297** students in overall enrollment over the last 10 years from:
 - 2015-2016 345 enrolled students to 2024-2025 642 enrolled students (as of Jan 2025)
- Lowell added a second site budget code in 2019-2020:
 - 520 = English / Ojibwe
 - 521 = Spanish.
 - Enabled 520 to continue Title funding
- Lowell currently = **29 sections (English+Ojibwe+Spanish)**
 - Full time elem specialist schedule = 24 sections (classes)
 - With Lowell having 29 sections, specialist must be doubled up in classrooms as there are no additional spaces to hold the extra specialists classes
 - *Next year, if we do nothing* - Lowell will potentially be forced to grow to 30 sections



Data & Information: Myers-Wilkins



Myers-Wilkins K-5 Enrollment: Trends											
	SY	School	Total Enrollment	White		Non-White		Free/Reduced Meals		Special Ed	
				Total	%	Total	%	Total	%	Total	%
11 Yrs Ago	14-15	MW	444	201	45.3%	243	54.7%	370	83.3%	71	15.9%
Current	24-25	MW	313	112	35.8%	201	64.2%	264	84.2%	116	37.1%
AVERAGE: Over last 11 years					42.6%		57.4%		84.3%		31.8%
Loss: Enrollment over last 11 years			-131								
Increase: Non-White over last 11 years							9.5%				

[Myers-Wilkins Enrollment Trend Data](#)

For a more in depth look at the trends, please access data through the link above.

Data & Information: Myers-Wilkins



- MW has experienced a **decrease of -29.5% overall enrollment** over the last 11 years from:
 - 2014-15 444 total enrolled students to
 - 2024-25 313 total enrolled students (as of Jan 2025)



- The percentage of non-White students has **increased over the last 11 years by + 9.5%**.
 - 2014-15 54.7% of enrolled students are non-White
 - 2024-25 64.7% of enrolled students are non-White



- MW is a **“Racially Identifiable School” (RIS)** due to high percentage of non-White students.
 - A & I Grant includes five goals related to MW RIS
 - RIS Goal 4 specifically requires a decrease % of Protected Class students at MW

Data & Information: A & I

A & I: MW Racially Identifiable Schools (RIS) Goals

RIS Goal #1: Increase Reading Proficiency

Strategy: Reading Interventionist

Strategy: Reading Intervention Materials

RIS Goal #2: Increase Math Proficiency

Strategy: Math Interventionist

Strategy: Math Intervention Materials

RIS Goal #3: Increase Consistent Attendance

Strategy: SEL Specialist

Strategy: Kinder Instructional Aides

RIS Goal #4: Decrease % of protected class K-5 students at MW

Strategy: Ojibwe Classroom Assistant

Strategy: In-school learning opportunities / field trips

Strategy: Equitable Enrollment Options (EEO)

Strategy: Enrichment / Young Scholars

RIS Goal #5: Professional development: MW Staff

Strategy: Trainings, workshops, resources

Data & Information: A & I Plan

RIS Goal 4 “Key Indicators of Progress” not being met.

- Enrollment of non-White students is increasing, which is contrary to making progress on the requirements of the A & I Plan

Data & Information: Lowell Future Capacity

Lowell Future for Capacity

- Housing projects within Lowell's boundary will most likely cause an even greater enrollment increase in the near future
 - See next slide
- Lowell currently does not have the capacity to accept potential increased enrollment due to being over capacity already.

Data & Information: Lowell Boundary Housing Projects

Lowell Boundary: Multifamily Housing Projects

The Acres On Arrowhead

In Progress 275 Units Opened July 2024

Arris
DULUTH

In Progress 200 Units Opened October 2024

incline villoge

Planned 70 Units Phase 1 Begins Winter '25

**At Project Completion: 1,180 Apartments + 120 Condos

Present or Very Soon = 545 Units

Additional Planned in Near Future = 1,230 Units

Plan Overview



Plan Overview: Myers-Wilkins



Beginning next school year 2025-2026:

- 6 sections Spanish Immersion moving from Lowell to MW
 - 1 section each: K-5
 - Creates 24 sections total at MW
- In-district Spanish Immersion transfers from specific schools assigned to MW Spanish Immersion
 - ~ 150 students from Lowell to MW
 - Stowe, Laura Mac, Lester, Congdon, MW Spanish Immersion attend MW
- Seek adjustment to A & I Plan: Equitable Enrollment Option (EEO)
 - Transfer requests go through established District process
- Align transportation hubs
 - Congdon and Laura Mac hubs will go to MW

Plan Overview: Myers-Wilkins

MW Projected Enrollment 2025-2026

MW				MW Spanish	
Grade	Enroll	Totals	Avg	Grade	Enroll
K	18	54	18.0	K	25
K	18			1	21
K	18			2	22
1	19	56	18.7	3	25
1	17			4	25
1	20			5	22
2	20	59	19.7	6 Sections 140	
2	17				
2	22				
3	15	47	15.7		
3	16				
3	16				
4	18	53	17.7		
4	17				
4	18				
5	18	53	17.7		
5	18				
5	17				
18 Sections		322			



Myers-Wilkins 2025-2026	
Sections	24
Enrollment	462

Projected enrollment based on Jan '25 enrollment. Kinder is average of grades 1-5. Spanish kindergarten is max enrollment accepted: 25 students.

MW Plan: Overview

*MW 2025-2026 Specialist Schedule

Specialist Schedule 24 Sections with:

- 1.0 FTE PE
- 1.0 FTE Music
- 1.0 FTE Art
- 1.0 FTE Media

*Example only: MW will have to plan on which blocks grade levels are assigned to.

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		MW			
		PE	Music	Art	Media
DAY 1	8:30-9:15	3A	3B	3C	3D
	9:20-10:05	5A	5B	5C	5D
	10:10-10:55	4A	4B	4C	4D
	11:35-12:20	1A	1B	1C	1D
	12:25-1:10	KA	KB	KC	KD
	1:15-2:00	2A	2B	2C	2D
DAY 2	8:30-9:15	3D	3A	3B	3C
	9:20-10:05	5D	5A	5B	5C
	10:10-10:55	4D	4A	4B	4C
	11:35-12:20	1D	1A	1B	1C
	12:25-1:10	KD	KA	KB	KC
	1:15-2:00	2D	2A	2B	2C
DAY 3	8:30-9:15	3C	3D	3A	3B
	9:20-10:05	5C	5D	5A	5B
	10:10-10:55	4C	4D	4A	4B
	11:35-12:20	1C	1D	1A	1B
	12:25-1:10	KC	KD	KA	KB
	1:15-2:00	2C	2D	2A	2B
DAY 4	8:30-9:15	3B	3C	3D	3A
	9:20-10:05	5B	5C	5D	5A
	10:10-10:55	4B	4C	4D	4A
	11:35-12:20	1B	1C	1D	1A
	12:25-1:10	KB	KC	KD	KA
	1:15-2:00	2B	2C	2D	2A
FTE		1.0	1.0	1.0	1.0



Plan Overview: Lowell



Beginning with next school year 2025/2026:

- Lowell reduces enrollment by ~ 140 students
 - From 642 students in 2024-2025 to ~ 506 students in 2025-2026
- 24 sections available at Lowell for specialist schedule after moving 6 sections to MW
 - 24 sections = full time schedule
 - Eliminates double specialists classes at Lowell
- Transfers to Lowell Spanish Immersion will only be approved from specific schools
 - Lowell boundary students
 - Spanish Immersion transfer schools: **Homecroft, Lakewood, Piedmont**
 - Out of District Requests could be approved to attend Lowell SI or MW SI depending on enrollment openings
- 54 Align transportation hubs
 - Homecroft and Piedmont hubs will go to Lowell



Lowell Plan: Overview

Lowell 2025-2026 (Projected)							
Lowell ENG			Lowell Mis		Lowell Spanish		
Grade	Enroll	Total	Grade	Enroll	Grade	Enroll	Total
K	19	38	K	16	K	16	32
K	19		1	16	K	16	
1	20	41	2	17	1	19	38
1	21		3	15	1	19	
2	22	67	4/5	19	2	29	29
2 / 3	22		5	83	3	22	67
3	23				3 / 4	22	
4	28				4	23	
4 / 5	28	84			5	27	27
5	28				9	193	
10	230						



Lowell 2025-2026	
Total Sections	24
Total Enrollment	506



Projected enrollment based on Jan '25 enrollment. Kinder is average of grades 1-5.

Lowell Plan: Overview

*Lowell 2025-2026 Specialist Schedule

Specialist Schedule 24 Sections with:

- 1.0 FTE PE
- 1.0 FTE Music
- 1.0 FTE Art
- 1.0 FTE Media

*Example only: MW will have to plan on which blocks grade levels are assigned to.

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		Lowell			
		PE	Music	Art	Media
DAY 1	8:30-9:15	MK	M1	M2	M4/5
	9:20-10:05	S1A	S1B	S1C	S3A
	10:10-10:55	E4	E4/5	E5	S5A
	11:35-12:20	EKA	EKB	SKA	SKB
	12:25-1:10	E1	E1/2	E2	E3A
	1:15-2:00	S2A	S2B	S2C	S4A
DAY 2	8:30-9:15	M4/5	MK	M1	M2
	9:20-10:05	S3A	S1A	S1B	S1C
	10:10-10:55	S5A	E4	E4/5	E5
	11:35-12:20	SKB	EKA	EKB	SKA
	12:25-1:10	E3A	E1	E1/2	E2
	1:15-2:00	S4A	S2A	S2B	S2C
DAY 3	8:30-9:15	M2	M4/5	MK	M1
	9:20-10:05	S1C	S3A	S1A	S1B
	10:10-10:55	E5	S5A	E4	E4/5
	11:35-12:20	SKA	SKB	EKA	EKB
	12:25-1:10	E2	E3A	E1	E1/2
	1:15-2:00	S2C	S4A	S2A	S2B
DAY 4	8:30-9:15	M1	M2	M4/5	MK
	9:20-10:05	S1B	S1C	S3A	S1A
	10:10-10:55	E4/5	E5	S5A	E4
	11:35-12:20	EKB	SKA	SKB	EKA
	12:25-1:10	E1/2	E2	E3A	E1
	1:15-2:00	S2B	S2C	S4A	S2A
FTE		1.0	1.0	1.0	1.0



Next Steps

Next Steps: Planning

Mid-January through June 2025



Site Planning: Lowell

Mid-January - June:

- Lowell CIT: Lowell Principal, CIT Members (others as needed)
- Plan for transition of 6 sections of SI moving from Lowell
- Space usage, logistics, scheduling, communication

Site Planning: MW

Mid-January - June:

- MW CIT: MW Principal, CIT Members (others as needed)
- Plan for transition of 6 sections of SI moving to MW
- Space usage, logistics, scheduling, communication

District Support with Planning: District

Mid-January - June:

- District Staff: provide ongoing support in the transition process
- Coordination: Human Resources, Facilities, Transportation, Food Service, TLE