

**SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT 622
North St. Paul-Maplewood-Oakdale**

**Study Session
January 15, 2008
5:00 – 8:00 p.m.
District Education Center
Conference Room #202**

A G E N D A

- I. Call to Order**
- II. District 622 & EMID – *Troy Miller, Tom Howley***
- III. Enrollment & Financial Projections – *Dennis Sullivan***
- IV. Restructuring Initiatives/Resource Reallocation – *Troy Miller***
- V. Calendar Limitations – *Patty Phillips, Keith Gray***
- VI. Policy L-043 (Unauthorized Advertising) – *Patty Phillips***
- VII. Adjourn**

EMID Recommendation

School District 622

Introduction – Troy Miller, Director of Teaching & Learning

- Purpose / Charge Statement
- Racially Isolated
- Analyzing Data – Pros and Cons
- Process
- Recommendation
- Tom Howley – Educational Equity
Coordinator

EMID Committee

- Committee included nine voting members:
 - Students, teachers, counselors, & principals
 - Two parents agreed to serve on the committee, but both did not attend any meetings. Both parents were then invited to share opinions/perspectives, but both did not respond to the request.

About EMID:

- EMID is a public school district made up of the St. Paul School District and 9 suburban districts.
- EMID is a collaborative effort that was established to foster voluntary integration among the partner districts.

About EMID:

- EMID provides a multicultural resource center, professional development and youth programming opportunities.
- EMID includes two public schools, which provide year-round schooling:
 - Harambee Community Cultures/Environmental Science School
 - Crosswinds Arts and Science School

Committee Presentations

- EMID
 - Dr. Carl Wahlstrom, Superintendent
 - Kathy Griebel, Director of Education Services
 - Shari Thompson, Business Manager
- Minnesota Department of Education
 - Bondo Nyembwe, Program Administrator for School Choice

Committee Presentations

- School Districts
 - Stillwater: Eric Anderson, Diversity Curriculum/Leadership Counselor
 - Mahtomedi: Ann Capeder, Equity and Integration Coordinator
 - District 622: Tanetha Grosland, Equity Coach; and Joe Richter, Assistant Principal, John Glenn

Information Reviewed

- Joint Powers Agreement
- Desegregation Rule
- EMID literature, program information
- EMID data: budget, test scores, demographics, parent/student survey results
- Update from Supt. Patty Phillips

Demographic Comparisons

ELEMENTARY SCHOOL COMPARISONS

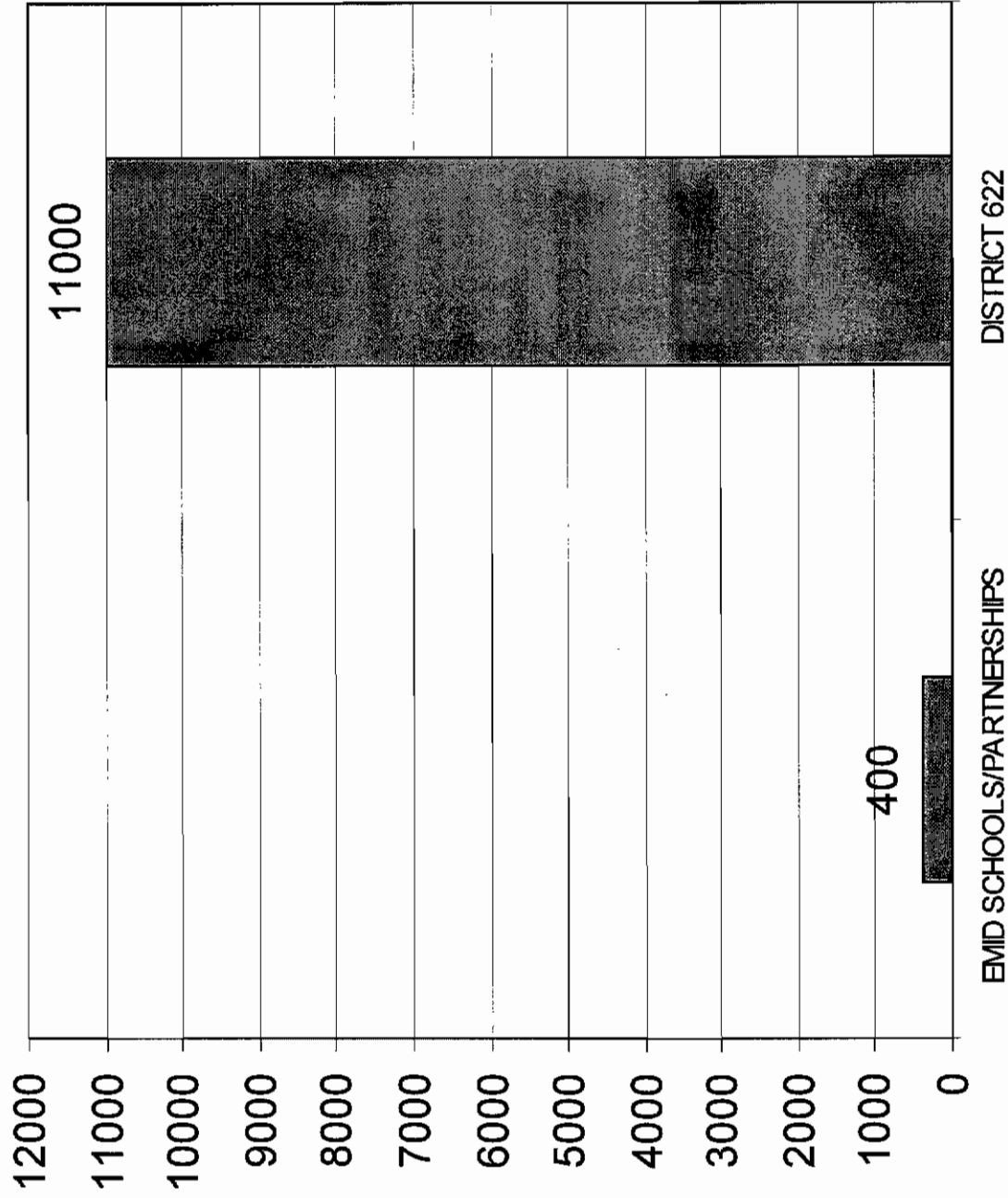
2006-2007 Demographics

School	# of Students	Ethnic Breakdown						LEP	SPED	F/RP
		AA	A	H	B	W				
Harambec	395	1.9%	16.7%	8.3%	25.3%	48.6%	14%	12%	29%	
Carver	551	0.9%	10.3%	11.3%	10.5%	67.9%	12%	10%	35%	
Castle	521	0.8%	14.8%	5.0%	11.3%	68.1%	8%	10%	29%	
Cowern	409	2.0%	11.5%	6.4%	7.3%	72.9%	8%	15%	34%	
Eagle Point	396	1.0%	12.9%	5.6%	5.6%	75.0%	7%	13%	17%	
Oakdale	540	1.9%	10.0%	5.2%	14.6%	68.3%	6%	14%	40%	
Richardson	439	1.4%	16.9%	5.2%	16.9%	59.7%	10%	14%	50%	
Skyview	587	1.0%	12.1%	3.4%	14.5%	69.0%	5%	12%	24%	
Weaver	538	1.7%	27.3%	6.9%	8.4%	55.8%	16%	11%	42%	
Webster	346	2.3%	12.4%	9.8%	22.0%	53.5%	8%	16%	55%	

Percent Proficient on the 2007 MCA-II

School	Met AYP Targets?	Grade 3		Grade 4		Grade 5	
		Reading	Math	Reading	Math	Reading	Math
Harambec	Yes	74%	73%	63%	51%	73%	52%
Carver	No					71%	
Castle	Yes	69%		54%		69%	
Cowern	Yes	65%	69%			69%	
Eagle Point	Yes						
Oakdale	No			53%		66%	
Richardson	Yes	70%	61%			60%	
Skyview	Yes						
Weaver	No					66%	
Webster	Yes	74%		48%		63%	

Enrollment Comparison



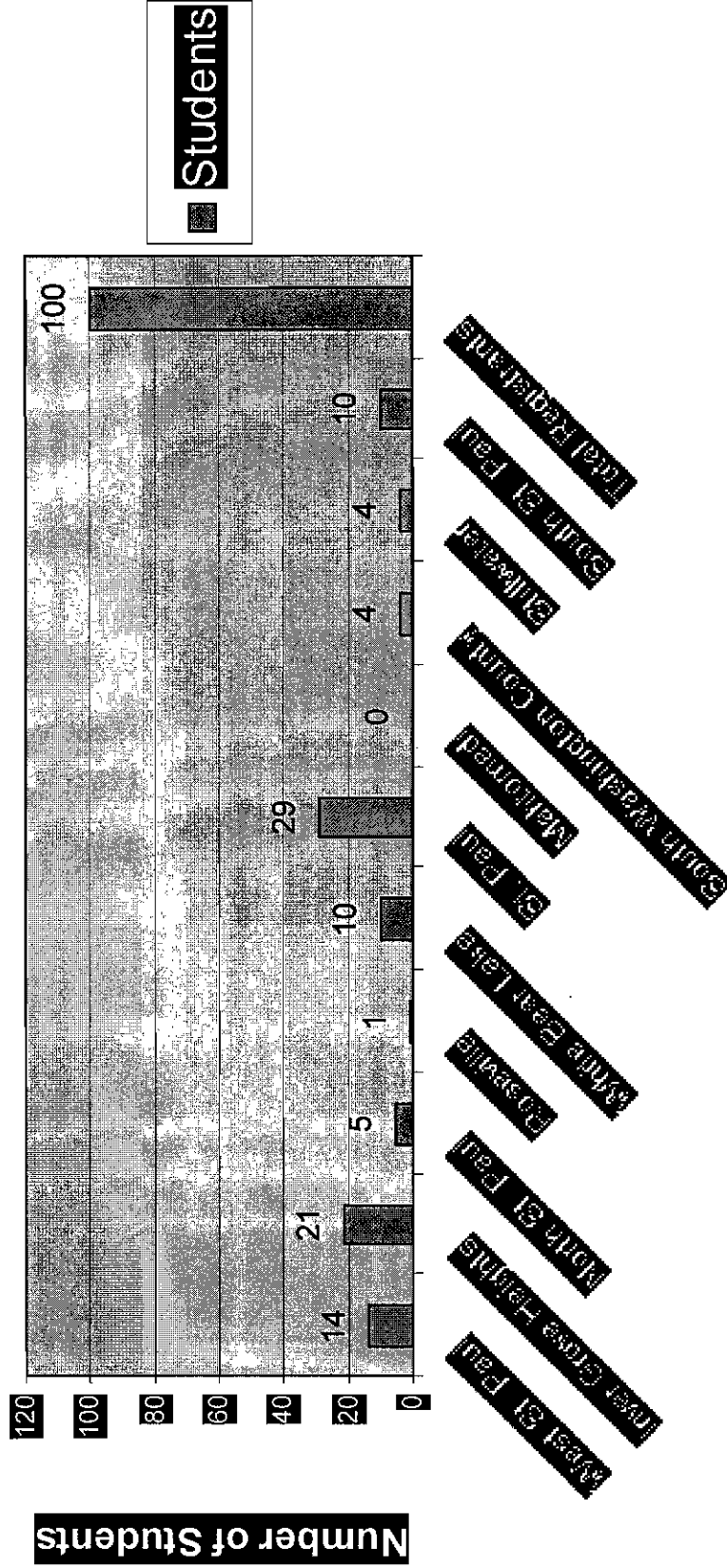
EMID Data

Proficiency Gaps between White and Black Students

year	grade	EMID						District 622						MIN State					
		Black			White			Black			White			Black			White		
		kids	Prof%	Gap	kids	Prof%	Gap	kids	Prof%	Gap	kids	Prof%	Gap	kids	Prof%	Gap	kids	Prof%	Gap
2007	3	13	53.8%	28	85.7%	31.9%	84	51.2%	489	82.6%	31.4%	4612	50.7%	43676	83.3%	32.6%			
2006	3	11	27.3%	27	85.2%	57.9%	86	44.2%	525	82.1%	37.9%	5062	49.8%	43944	84.4%	34.6%			
2007	4	9		33	57.6%	57.6%	89	32.6%	494	74.1%	41.5%	4521	39.0%	44043	75.3%	36.2%			
2006	4	18	22.2%	27	63.0%	40.7%	71	49.3%	519	75.3%	26.0%	4952	37.7%	44237	75.9%	38.3%			
2007	5	16	31.3%	33	60.6%	29.4%	84	34.5%	510	70.2%	35.7%	4515	31.7%	44407	67.6%	35.9%			
2006	5	12	8.3%	25	72.0%	63.7%	78	24.4%	571	65.0%	40.6%	5120	27.5%	45523	65.7%	38.2%			
2007	6	25	36.0%	53	64.2%	28.2%	93	23.7%	548	68.1%	44.4%	4638	26.8%	45824	67.9%	39.0%			
2006	6	35	31.4%	52	57.7%	26.3%	84	31.0%	566	62.7%	31.8%	5105	25.8%	46772	66.2%	40.4%			
2007	7	42	26.2%	66	42.4%	16.2%	88	29.5%	574	59.9%	30.4%	4621	27.6%	47002	66.2%	38.6%			
2006	7	47	48.9%	81	58.0%	9.1%	65	33.8%	611	62.5%	28.7%	5020	23.4%	49442	64.2%	40.8%			
2007	8	45	22.2%	76	40.8%	18.6%	70	38.6%	611	68.1%	29.5%	4579	25.0%	49596	63.2%	38.2%			
2006	8	28	17.9%	95	45.3%	27.4%	82	28.0%	649	66.9%	38.8%	5150	22.3%	50564	63.0%	40.6%			
2007	3	14	57.1%	27	77.8%	20.6%	92	57.6%	491	83.5%	25.9%	5331	57.1%	43907	85.7%	28.5%			
2006	3	11	54.5%	26	92.3%	37.8%	81	51.9%	521	81.6%	29.7%	4433	58.5%	43577	85.5%	27.0%			
2007	4	9		33	75.8%	75.8%	95	38.9%	495	77.0%	38.0%	5180	44.1%	44212	78.9%	34.8%			
2006	4	16	62.5%	27	81.5%	19.0%	70	50.0%	518	77.0%	27.0%	4346	49.4%	43892	81.4%	31.9%			
2007	5	18	72.2%	33	81.8%	9.6%	84	48.8%	512	77.0%	28.1%	5132	46.1%	44611	79.9%	33.7%			
2006	5	12	68.3%	23	87.0%	28.6%	73	49.3%	567	79.5%	30.2%	4568	49.6%	45252	81.3%	31.7%			
2007	6	25	52.0%	52	73.1%	21.1%	97	46.4%	554	70.8%	24.4%	5220	39.5%	45998	73.2%	31.7%			
2006	6	35	60.0%	52	61.5%	1.5%	81	45.9%	564	74.6%	27.7%	4635	45.6%	46557	75.8%	30.2%			
2007	7	42	45.2%	67	59.7%	14.5%	91	38.5%	578	67.1%	28.7%	5153	33.6%	48017	69.9%	36.3%			
2006	7	47	55.3%	80	76.3%	20.9%	62	50.0%	612	70.3%	20.3%	4597	34.4%	49317	71.8%	37.3%			
2007	8	45	46.7%	76	68.4%	21.8%	76	46.1%	612	69.3%	23.2%	5160	35.1%	49780	69.3%	34.2%			
2006	8	27	51.9%	96	72.9%	21.1%	78	41.0%	647	68.5%	27.4%	4725	36.0%	50458	69.2%	33.1%			
2007	10	13	23.1%	28	75.0%	51.9%	75	29.3%	755	67.2%	37.8%	5255	25.7%	52390	68.5%	42.8%			
2006	10	11	0.0%	20	70.0%	70.0%	65	43.1%	752	71.0%	27.9%	4232	32.6%	54139	70.0%	37.4%			

EMID Data

EMID Youth Program Registration as of January 7, 2008



District

Committee Recommendation

The vote was a **unanimous** decision by the committee to leave EMID and form our own collaborative.

Recommendation Rationale

1. More autonomy to plan programs and serve students and families
2. Increased focus on 622 students, including student achievement
3. Create an equitable payment schedule (for participating districts)

Recommendation Rationale

4. Implement data-driven programs with measurable outcomes
5. Impact a larger percentage of 622 students, including secondary students
6. Attract new students to the district

Reservations

1. Lost Resources

Response: Current resources are underused. Leaving EMID fosters internal capacity. Develop resources within the District.

2. Lack of intercultural development within district

Response: Will require district to more effectively service all students, mandating increased cultural competence.

Questions?

ISD 622 & EMID Committee Charge Statement

District Mission – *A community collaborative dedicated to educating and empowering all learners to excel in our changing world*

Core Values – *Accountability, Integrity, Excellence, Achievement, Courage, Teamwork, and Respect*

District Vision – *Learners who are academically engaged, challenged and “world-ready” to succeed beyond their expectations and beyond that of comparable districts. Adult accountability and leadership that assures sustainable programs, systems, structures and results, consistent high student learning and performance and the development of lifetime pride for our students and community. Strategic deployment of financial resources to address current and future learner educational needs. Values-based and safe environment for learning and working defined by superior stewardship and strong partnerships among people and resources.*

Charge Statement

In light of District 622's status as a racially isolated district, the Minnesota Department of Education's notification that 622 must work with adjoining school districts (Mahtomedi and Stillwater) to develop an integration plan that will increase interracial contact for students, and the fact that 622 is not obligated to participate in more than one cross-district integration collaborative, the Superintendent has asked the Integration Coordinator to establish an ISD 622 & EMID Committee for the purpose of gathering and analyzing data; weighing the pros and cons of remaining with or leaving the current integration collaborative, and making a recommendation to the superintendent and cabinet as to whether the data and analysis suggest remaining with the current collaborative or establishing a new one with Stillwater and Mahtomedi.

Products / Results Desired

- Collaboration among committee members following norms of behavior to meet the needs of the students, staff, and community within the landscape of the Desegregation Rule and District 622's Strategic Roadmap
- Action minutes
- Analysis of financial, achievement, enrollment and integration activity data
- Creation of a list of pros and cons for two options: remaining in the EMID collaborative or establishing a new collaborative with Mahtomedi and Stillwater
- Weekly communication with the Director of Teaching and Learning and Superintendent
- Final, written recommendation accompanied by key data, pros and cons

Scope of Responsibility:

The ISD 622 & EMID Committee is responsible for meeting on a regular basis to discuss and analyze data, outline pros and cons, and ultimately, make a written recommendation to the superintendent and cabinet.

Level of Authority:

The Integration Collaborative Committee is advisory to the superintendent and cabinet, who will then bring the committee's data, pros, cons and recommendation to the school board. The school board will make the final determination as to whether 622 will address its racial isolation while working with the EMID collaborative or in a collaborative with Stillwater and Mahtomedi.

Communication Linkages:

Following each committee meeting the Integration Coordinator will meet with the Director of Teaching and Learning and the Superintendent to share data collected, information analyzed and committee accomplishments. A final, written recommendation, including, but not limited to financial, achievement, enrollment and integration activity data and an analysis of the pros and cons of remaining in the EMID collaborative or initiating a new collaborative, will be presented to the cabinet by the Integration Coordinator in January. The recommendation will be shared with the school board at a January 2008 study session.

Timeline:

We request that a recommendation with supporting data, pros, and cons be presented to cabinet and the superintendent on Thursday, January 3, 2008. That recommendation will then be presented to the School Board at a study session on January 8, 2008 with action, if warranted, being taken by the Board at the January 22 School Board business meeting.

We are attempting to get the study session date moved a week later to January 15, in which case the cabinet presentation would also be moved a week later to January 10, 2008.

Resources Available:

Integration revenue may be utilized as available in the budget; human resources include but are not limited to EMID staff; 622 staff, including coaches, staff development staff, District integration staff, administrators, and teachers; parents and students.

East Metro Integration District - 6067

Integration Revenue Forecast

FY07 (July 1, 2006- June 30, 2007) - District Impact

DISTRICT	ADJ. PU'S	%	STATE \$ @70%	LOCAL \$ @30%	- DESEG. \$	TO EMID	DISTRICT	*ALT. ED. \$	= TOTAL \$
St. Paul	46,252								
Urban Subtotal	46,252	0.38							
Roseville	7,353	0.06	473,533	202,943	676,476	338,238	338,238	32,504	708,980
Roseville \$37	7,353			272,061	272,061	0	272,061		272,061
N St Paul	12,479	0.10	803,648	344,420	1,148,068	574,034	574,034	43,495	1,191,563
N St Paul \$37	12,479			461,723	461,723	0	461,723		461,723
So Wash Co	18,991	0.16	1,223,020	524,152	1,747,172	873,586	873,586	4,584	1,751,756
So Wash Co \$37	18,991			702,667	702,667	0	702,667		702,667
S St Paul	3,505	0.03	225,722	96,738	322,460	161,230	161,230	17,491	339,951
S St Paul \$37	3,505			129,685	129,685		129,685		129,685
W St Paul	5,577	0.05	359,134	153,914	513,048	256,524	256,524	40,532	553,580
W St Paul \$37	5,577			206,335	206,335	0	206,335		206,335
Mahtomedi	3,509	0.03	225,991	96,853	322,844	161,422	161,422	1,578	324,422
W B L	9,868	0.08	635,511	272,362	907,873	453,937	453,937	11,051	918,924
Stillwater	10,528	0.09	677,987	290,566	968,553	484,277	484,277	1,394	969,947
I G H	4,106	0.03	264,449	113,335	377,784	188,892	188,892	5,702	383,486
Suburban Subtotal	75,916								
	122,168		4,888,995	3,867,754	8,756,749	3,492,139	5,264,610	158,331	8,915,080

Funding Summary -

Local: 3,867,754
 State: 4,888,995
Total Deseg. Funding 8,756,749

Total Deseg. Alt. Ed. 158,331
Total Desegregation Res 8,915,080

Enrollment numbers are based on projections submitted to MDE Summer 2005
 *Alternative Attendance Aid is estimated using actual 2004-05 enrollment numbers

WHAT IF NUMBER 16:

Operating referendum dollars were waived in tuition calculation. Integration revenue calculation is changed. Suburban members send \$52 of the first \$92 of integration revenue to EMID

FY07 Financial Contributions to EMID									
	EMID School Enrollment as % of Total Collaborative Enrollment	Tuition Revenue	Adjustment to Tuition Amount (Unapprop.)	Revised Tuition Amount	Integration Revenue	Revised Integration Revenue	Total Revenue	% of Revenue	
South St. Paul	2.87%	\$55,815	\$ (8,304)	\$47,511	\$161,230	\$182,260	\$229,771	2.48%	
West St. Paul	4.57%	\$104,628	\$ (16,827)	\$87,801	\$256,524	\$289,984	\$377,785	4.07%	
Inver Grove Heights	3.36%	\$115,055	\$ (16,683)	\$98,372	\$188,892	\$213,530	\$311,902	3.36%	
North St. Paul	10.21%	\$1,233,674	\$ (177,230)	\$1,056,444	\$574,034	\$648,908	\$1,705,352	18.37%	
Roseville	6.02%	\$571,032	\$ (148,636)	\$422,396	\$338,238	\$382,356	\$804,752	8.67%	
White Bear Lake	8.08%	\$241,660	\$ (35,349)	\$206,311	\$453,937	\$513,146	\$719,457	7.75%	
St. Paul	37.86%	\$3,092,021	\$ (322,170)	\$2,769,850	\$0	\$0	\$2,769,850	29.84%	
Mahtomedi	2.87%	\$110,436	\$ (20,160)	\$90,276	\$161,422	\$182,477	\$272,753	2.94%	
South Washington County	15.54%	\$551,408	\$ (86,645)	\$464,763	\$873,586	\$987,532	\$1,452,295	15.65%	
Stillwater	8.62%	\$105,412	\$ (14,869)	\$90,543	\$484,277	\$547,443	\$637,986	6.87%	
TOTALS	100%	\$6,181,142	\$ (846,874)	\$5,334,268	\$3,492,140	\$3,947,636	\$9,281,904	100.00%	

Implications: Member districts general fund unappropriated fund balance is positively impacted. Reduction in EMID revenue which could potentially result in a reduction of programs/services.

Howley, Thomas

From: Howley: Thomas
Sent: Wednesday, December 19, 2007 4:07 PM
To: O'brien: Allison; Jackson: Shirley; Redmond: Michael; 'f-hannon@hotmail.com'; 'sal1024@hotmail.com'; Steingruebl: Pat; Strohn: Ruthanne; Perkins: Mona; Morse: Cori
Cc: Phillips: Patty; Miller: Troy
Subject: EMID Property

Dear Committee Members,

I would like to draw to your attention the information contained in the Joint Powers Agreement. If you have further questions related to EMID property and assets, please be sure to re-read Articles Eighteen and Nineteen, which address withdrawal of members and termination.

This morning, I met with Carl Wahlstrom (EMID Superintendent) to discuss some of the history of the EMID property. Both Harambee and Crosswinds were specifically constructed for EMID. Participating districts did not pay anything "up front"—rather, financing occurred through legislative action (bonds). In the case of a member's withdrawal from the collaborative, the withdrawing member "shall not be eligible to participate in any distribution of property or assets of EMID".

Under Article Nineteen (B), it is unclear as to whether there are any outstanding interests from the State of Minnesota regarding EMID property. I am researching the status of the State bonds—but I haven't found this information yet. I will keep you posted.

The significance of this, as I see it, is that, by withdrawing from EMID, our District would lose whatever assets may be available to EMID members—upon EMID's dissolution. However, the value of the assets to member districts—and even whether there would be any assets available to 622—may not be known up until the actual time of dissolution of the collaborative. Legal interpretation would certainly be employed at this point.

I will be sending you a copy of the minutes and our pro/con list. Please call me if you have any questions.

Tom Howley
Educational Equity Coordinator
ISD622

School District 622

NORTH ST. PAUL - MAPLEWOOD - OAKDALE

THE DISTRICT 622 EDUCATION CENTER
2520 E. 12TH AVENUE, NORTH ST. PAUL, MN 55109

Office of the Superintendent of Schools
651.748.7410 / FAX 651.748.7413

December 13, 2007

Bondo Nyembwe
MDE Program Administrator for School Choice
1500 Highway 36 West
Roseville, MN 55113-4266

Dear Mr. Nyembwe:

This letter arrives as a follow up to the meeting held today and attended by Leona Robinson-Derden, Glory Kibble, Carl Wahlstrom, Kathy Griebel, Tom Howley, and me. At that meeting the North St. Paul Maplewood School District posed the following questions of the School Choice Program administrators:

1. Because the North St. Paul-Maplewood-Oakdale School District is racially isolated, we have the option of forming a new collaborative with adjoining districts Mahtomedi and Stillwater. We understand that this new collaborative would require the creation of a new integration plan. If NSPMO remained in the EMID collaborative, would EMID's integration plan also serve as a plan for NSPMO and these two adjoining districts?
2. If the racially isolated North St. Paul Maplewood Oakdale School District emancipated itself from its current integration collaborative with EMID and initiated a new collaborative, would Mahtomedi and Stillwater, its two adjoining school districts (who are currently voluntary partners in the EMID collaborative), be required to join NSPMO's new collaborative?
3. If the answer to number two is "no," and the NSPMO school district is not able to find a partner willing to collaborate, what would be the status of its integration dollars?

As indicated at the meeting, we would appreciate a written response to these questions as your perspective will be valuable to our fact finding committee as they carve out a recommendation for our district as we strategize how we might best increase interracial contact and success for our students.

It was a pleasure to meet you. We look forward both to continued opportunities to work together to advance cultural proficiency and achievement for all students in Minnesota's schools.

Sincerely,


Patty Phillips
Superintendent

Copies to: Leona Robinson-Derden, Glory Kibble, Kathy Griebel, Tom Howley, Carl Wahlstrom

Minnesota
Department
of **Education**

January 2, 2008

Patty Phillips, Superintendent
School District 622
2520 E. 12th Avenue
North St. Paul, Minnesota 55109

Dear Superintendent Phillips,

Thank you for your inquiry regarding North St. Paul's Integration plan, the relationship with East Metro Integration District and the creation of a collaborative with its adjoining school districts, Stillwater and Mahtomedi.

Question #1 Part A,

Can North Saint Paul, Maplewood and Oakdale School District create a new plan collaborative?

The creation of a multidistrict collaborative is always formed under commonality of goals and objectives that satisfies all the partners. North Saint Paul, Maplewood and Oakdale School Districts (NSPMO) can create a new collaborative and a new Integration Plan that outline specific goals that will reduce the racial isolation of NSPMO by working collaboratively with its adjoining districts.

Part B,

If NSPMO remained in the East Metro Integration District (EMID) collaborative, would the EMID integration plan also serve as a plan for NSPMO and these two adjoining districts?

Yes, the integration plan created by EMID must identify ways to offer cross-district opportunities to improve integration for all members of the collaborative. Minnesota Rule 3535.0170 subpart 5 states that the multidistrict collaboration council shall identify ways of creating increased opportunities for interracial contact and establish goals for meeting this objective. After identifying these opportunities and goals, the council shall develop a joint collaboration plan for cross-district integration that may include the incentives contained in the subpart 6, item B.

Patty Phillips, Superintendent
1-2-08
Page Two

Question #2

Are Mahtomedi and Stillwater required to join NSPMO's new collaborative?

The creation of a new collaborative for the purpose of decreasing the racial isolation of a school district is honorable. While the law requires the racially isolated school district to work with its adjoining districts, it does not provide a mandate to force a school district to divorce from its voluntary association with an existing collaborative. Furthermore, the law does not require adjoining districts to be part of two or more collaboratives. See MN Rule 3535.0170 Subpart 7. B. Because the choice is made at the district level, the Minnesota Department of Education encourages NSPMO to engage in a conversation with its adjoining school district and consider the possibility of partnership.

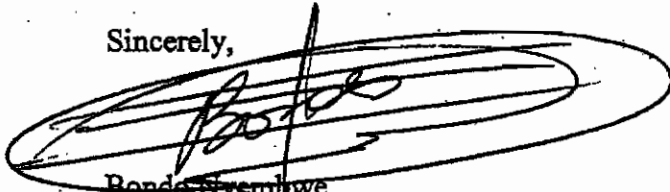
Question #3

What would be the status of NSPMO integration dollars, if the answer to number two is "No"?

If NSPMO is unable to find a new collaborative, then NSPMO must remain in its current collaborative in order to generate integration funds. The integration funds are generated to reduce the racial isolation of a racially isolated school district by intentionally working with the adjoining district to increase cross district integration strategies.

If NSPMO decides to withdraw from EMID collaborative, contact the MDE for further guidance. Thank you for your work in this important area to serve Minnesota Children.

Sincerely,



Bondo Nyembwe
Program Administrator for School Choice

Cc: Leona Derden, Director Minnesota Department of education
Glory Kibbel, Supervisor Minnesota Department of Education
Carl Wahlstrom, Superintendent East Metro Integration District

Howley: Thomas

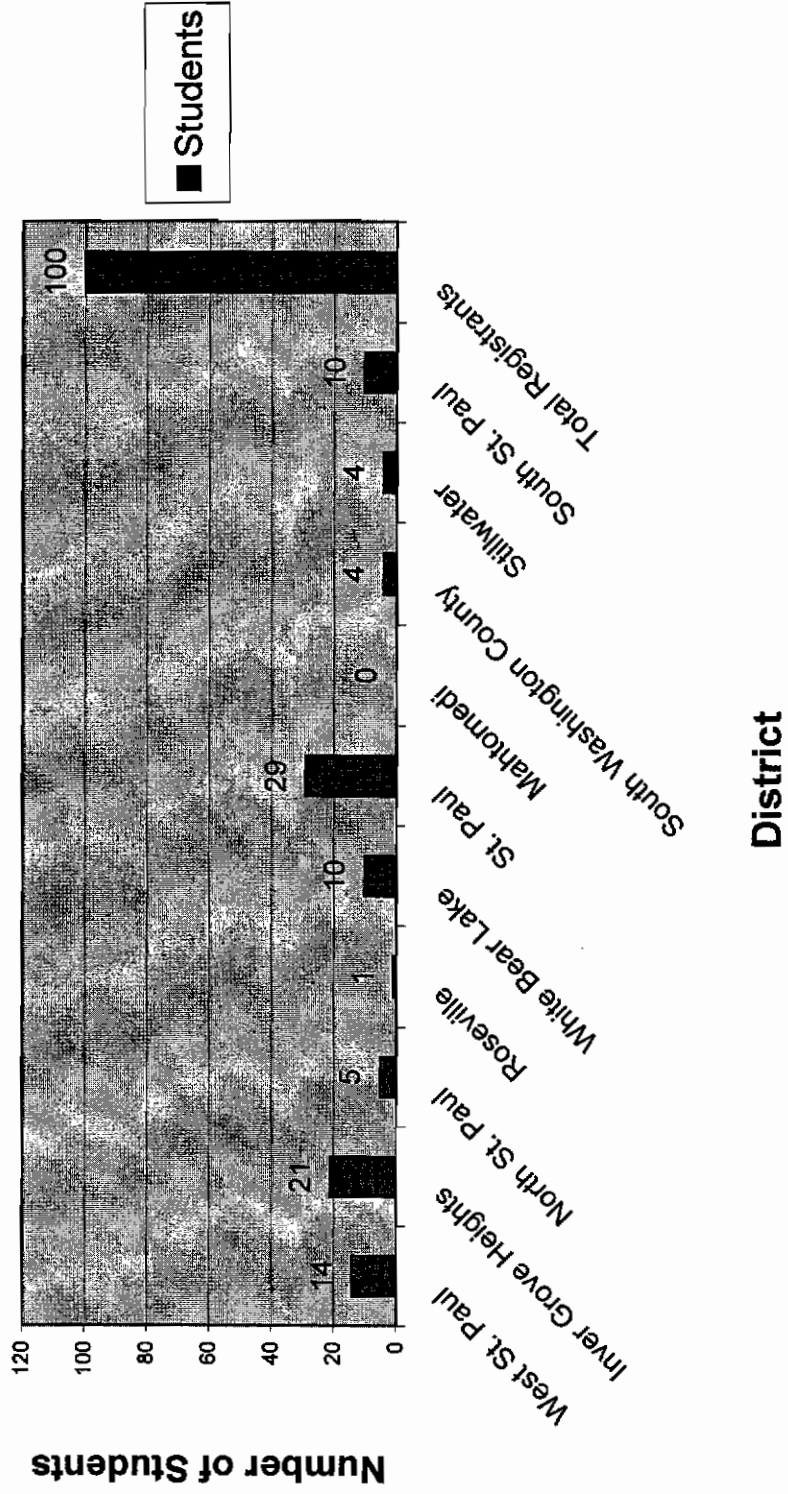
From: Kepple, Karen [Karen.Kepple@nemetro.k12.mn.us]
Sent: Monday, December 17, 2007 1:35 PM
To: Phillips: Patty; Howley: Thomas
Subject: integration issue

Patty and Tom,

I've researched your question about the interpretation of Minn. Rule 3535.0170, Subpart 2 and its enabling statute, Minn. Stat. § 124D.896; I reach the same conclusion as both of you. There are no reported court decisions on the issue and so we are left with MDE's interpretation, regardless of whether it appears to be correct. It appears to me to be at odds with the spirit and letter of the statute and rule. I assume you pointed out to them the language which compels the adjoining districts to work with the isolated district. I'd be curious to know their response, if they had one, to the seemingly clear language. Other than challenging their conclusion, I'm not sure what else you can do.

Karen P. Kepple, Attorney
2540 East County Road F
White Bear Lake, MN 55110
(651) 415-5591 phone
(651) 415-5571 fax
karen.kepple@nemetro.k12.mn.us

EMID Youth Program Registration as of January 7, 2008



ISD622 and EMID Committee

Nine Voting Members:

Sally Ea--Student, Tartan High School
Fuad Hannon--Student, North High School
Tom Howley--Educational Equity Coordinator (Nonvoting Member)
Shirley Jackson--Counselor, North High School
Cori Morse--Community Education
Alison O'Brien--Counselor, Tartan High School
Mona Perkins--Teacher, John Glenn Middle School
Mike Redmond--Assistant Principal, North High School
Ruthanne Strohn--Principal, Maplewood Middle School
Pat Steingruebl--Principal, Richardson Elementary School

Invited

Two (EMID) parents were invited to serve as members of the Committee. They both agreed to serve—however, after both parents encountered scheduling conflicts for the first two meetings of the Committee, they did not participate in the process. Both parents were then invited to address the Committee (to share opinions/perspectives) but both declined the invitation by not responding to the offer.

Connections

1. Mona Perkins taught at Crosswinds, currently teaching at John Glenn
2. Mike Redmond worked in Mahtomedi
3. Sally Ea's siblings attended EMID schools
4. Ruthanne Strohn assisted with planning EMID collaborative

Charge Statement

The Committee's Charge Statement is attached. (Blue Attachment)

Presentations to the Committee

1. EMID
 - a. Dr. Carl Wahlstrom, Superintendent
 - b. Kathy Griebel, Director of Education Services
 - c. Shari Thompson, Business Manager
2. MDE--Bondo Nyembwe, Program Administrator for School Choice
3. Stillwater--Eric Anderson, Diversity Curriculum/Leadership Counselor
4. Mahtomedi--Ann Capeder, Equity and Integration Coordinator
5. Tanetha Grosland--622 Equity Coach

6. Joe Richter--Assistant Principal, John Glenn Middle School

Outline of data/information presented to the Committee

1. Joint Powers Agreement
2. Desegregation Rule
3. EMID literature, program information
4. EMID data: budget, test scores, demographics, parent/student survey results.
(EMID budget data are attached. Green Attachment)
5. Update from Patty Phillips, Superintendent.

Dollars

ISD622 07-08 Integration Revenue 1,686,973.00

07-08 Integration Revenue contributed to EMID Collaborative 601,562.00

Rationale for Unanimous Vote

Some of the primary reasons the Committee cited for departing EMID included:

1. More autonomy to plan programs and serve students and families
2. Increased focus on 622 students, including student achievement
3. Create an equitable payment schedule (for participating districts)
4. Implement data-driven programs with measurable outcomes
5. Impact a larger percentage of 622 students, including secondary students
6. Attract new districts to our collaborative
7. Ultimately, withdrawing from EMID would assist our District advance the initiatives in the Strategic Roadmap's success measures (focus on individual student growth and high achievement, focus on attitude and actions that assure success for all, engage in professional development to improve leadership and quality of instruction, secure and manage money resources well enough to focus on mission...)

Withdrawing from EMID—reflections concerning reservations

Two primary reservations and the Committee's response:

1. Reservation: lost resources.
Response: current resources are underused. Leaving EMID fosters internal capacity. Develop resources within the District.
2. Reservation: lack of intercultural development within 622.
Response: this change will require our District to more effectively service all students—in turn, mandating increased cultural competence. As a racially isolated school district, it is imperative that we prioritize cultural competence for all staff.

Value of school buildings

Please see the attached email regarding EMID property. (Pink Attachment)

Students

If ISD622 leaves EMID, 622 students who are currently attending EMID schools would be able to open enroll at those schools. Transportation would need to be arranged by parents.

Minnesota Department of Education

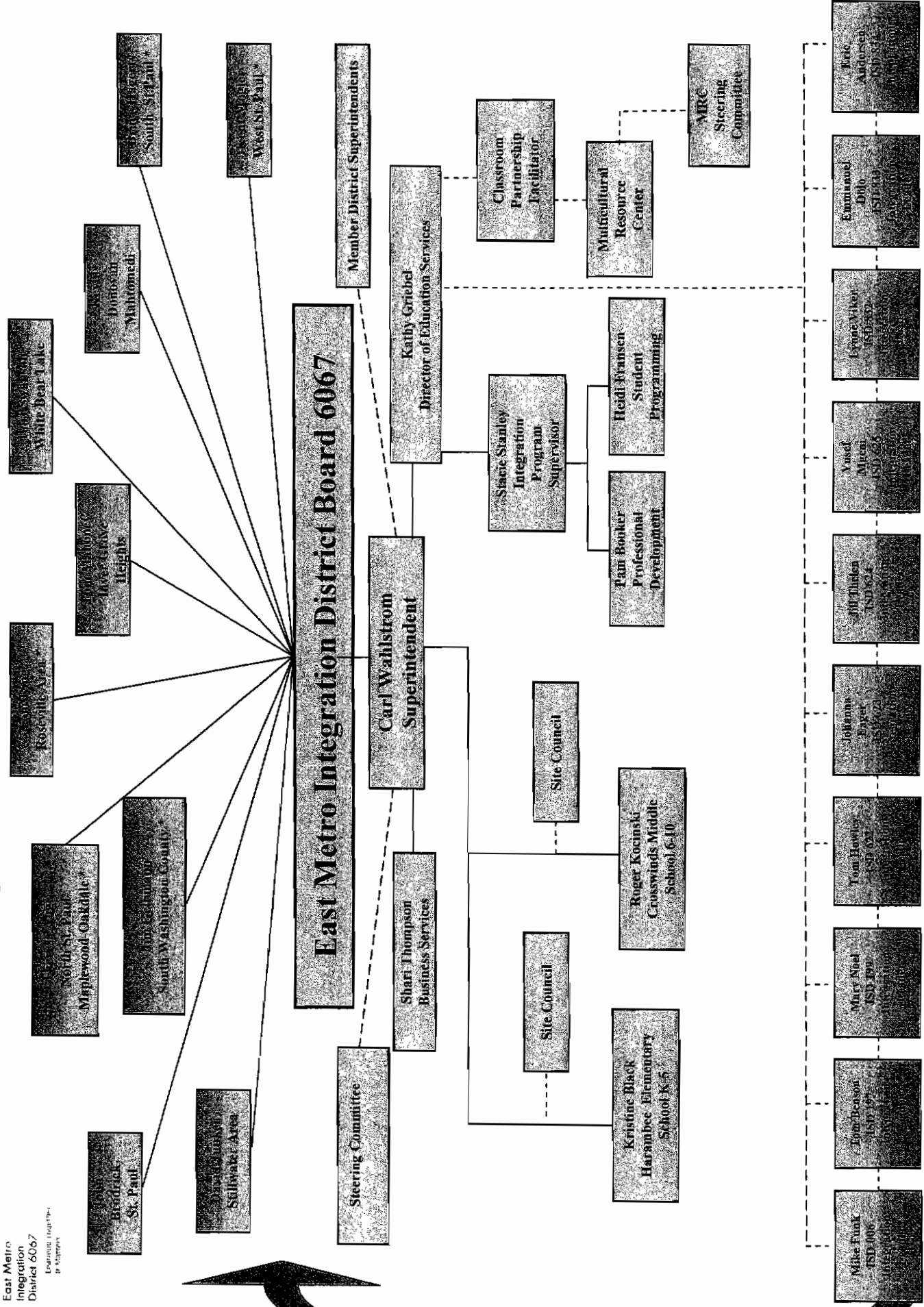
Patty Phillips' letter to Bondo Nyembwe (MDE Program Administrator for School Choice) is attached. (Orange Attachment) It is the opinion of MDE that no other district (including adjoining districts) would be required to work with 622 (if 622 leaves the EMID collaborative).

MDE has indicated that if 622 leaves EMID, it is the District's responsibility to identify at least one other district as a partner in a new collaborative. This directive from MDE appears to be at odds with the language in the Minnesota Desegregation Rule. The Rule states that "...the isolated and adjoining districts *shall* establish a multidistrict collaboration council..." (Minn. Rule 3535.0170, Subpart 2) Karen Kepple agrees that the MDE interpretation is questionable. Karen Kepple's email to Patty Phillips and Tom Howley is attached. (Gray Attachment)

Youth Programs

Other than Harambee and Crosswinds, a total of five students from ISD622 are involved in EMID student programs. Please see the attached data. (Yellow Attachment)

East Metro Integration District 6067 – Organizational Map



EAST METRO INTEGRATION DISTRICT HISTORICAL TIMELINE

1995	<p>Money is available at the state level for innovative desegregation projects</p> <p>Tri-District and Project Common Ground planning efforts begin</p>
1996	<p>The Tri-District Community Cultures and Environmental Science School (Harambee) opens first at Arlington, then in Maplewood with 425 students from St. Paul, North St. Paul-Maplewood-Oakdale, and Roseville</p> <p>Project Common Ground begins at Wilder Forest with students from Stillwater and St. Paul; The Five District Integration Partnership project begins with students from St. Paul, North St. Paul-Maplewood-Oakdale, Inver Grove, White Bear Lake, and South Washington County</p>
1997	<p>Planning begins for an interdistrict middle school</p>
1998	<p>The Interdistrict Arts and Science Middle School (Crosswinds) begins at Arlington HS with 60 students from six districts: St. Paul, North St. Paul-Maplewood-Oakdale, Roseville, West St. Paul, South St. Paul, and South Washington County</p>
1999	<p>A new Desegregation Rule passes the state legislature</p> <p>Contiguous districts are required to support the education of students in racially isolated districts; St. Paul supports the formation of an East Metro Integration District to coordinate projects</p>
2000	<p>Four voluntary districts join the original six: White Bear Lake, Mahtomedi, Stillwater, and Inver Grove Heights</p> <p>The Crosswinds building project is started on 37 acres in Woodbury</p> <p>Project Common Ground and Five District Integration Partnership become EMID programs</p>
2001	<p>Crosswinds Arts and Science School opens in Woodbury with 220 students</p>
2002	<p>The Multicultural Resource Center and Interdistrict Classroom Partnerships are added as new EMID offerings</p>
2003	<p>Long-term Planning Task Force recommends that Crosswinds adopt the International Baccalaureate Model and extend to 10th grade, and that Tri-District open up to all ten EMID districts</p>
2004	<p>Tri-District becomes Harambee Community Cultures and Environmental Science Elementary School; in September it opens to 10 districts</p> <p>Crosswinds adds a 9th grade and puts plans in place for the addition of a 10th grade for the 2005-2006 school year; it also implements the International Baccalaureate Middle Years Program</p>
2005	<p>EMID sunsets two existing programs: Project Common Ground and Five District Integration Partnership</p> <p>Crosswinds adds a 10th grade</p>
2006	<p>EMID Design Team recommends a new integration programming framework for outreach to member districts</p> <p>Harambee changes to a K-5 grade structure</p>
2007	<p>Crosswinds is fully authorized as a IB Middle Years Program</p> <p>EMID Office of Equity and Integration is established; programs and services available to all ten districts</p>

ELEMENTARY SCHOOL COMPARISONS

2006-2007 Demographics

School	# of Students	Ethnic Breakdown							LEP	SPED	F/RP
		AA	A	H	B	W					
		Harambee	395	1.9%	16.7%	8.3%	25.3%	48.6%			
Carver	551	0.9%	10.3%	11.3%	10.5%	67.9%	12%	10%	35%		
Castle	521	0.8%	14.8%	5.0%	11.3%	68.1%	8%	10%	29%		
Cowern	409	2.0%	11.5%	6.4%	7.3%	72.9%	8%	15%	34%		
Eagle Point	396	1.0%	12.9%	5.6%	5.6%	75.0%	7%	13%	17%		
Oakdale	540	1.9%	10.0%	5.2%	14.6%	68.3%	6%	14%	40%		
Richardson	439	1.4%	16.9%	5.2%	16.9%	59.7%	10%	14%	50%		
Skyview	587	1.0%	12.1%	3.4%	14.5%	69.0%	5%	12%	24%		
Weaver	538	1.7%	27.3%	6.9%	8.4%	55.8%	16%	11%	42%		
Webster	346	2.3%	12.4%	9.8%	22.0%	53.5%	8%	16%	55%		

Percent Proficient on the 2007 MCA-II

School	Met AYP Targets?	Grade 3		Grade 4		Grade 5	
		Reading	Math	Reading	Math	Reading	Math
Harambee	Yes	74%	73%	63%	51%	73%	52%
Carver	No					71%	
Castle	Yes	69%		54%		69%	
Cowern	Yes	65%	69%			69%	
Eagle Point	Yes						
Oakdale	No			53%		66%	
Richardson	Yes	70%	61%			60%	
Skyview	Yes						
Weaver	No					66%	
Webster	Yes	74%		48%		63%	

MIDDLE SCHOOL COMPARISONS

2006-2007 Demographics

School	# of Students	Ethnic Breakdown					LEP	SPED	FRP
		AA	A	H	B	W			
Crosswinds	536	1.5%	8.4%	11.2%	26.7%	52.2%	4%	16%	39%
John Glenn Middle	842	1.8%	16%	5.1%	12.8%	64.3%	7%	12%	45%
Maplewood Middle	817	1.8%	10.0%	5.1%	8.8%	74.2%	8%	14%	33%
Skyview Middle	876	1.9%	10.5%	4.9%	10.2%	72.5%	4%	12%	26%

Percent Proficient on the 2007 MCA-II

School	Met AYP Targets?	Grade 6		Grade 7		Grade 8	
		Reading	Math	Reading	Math	Reading	Math
Crosswinds	No	66%	56%	53%	37%	59%	33%
John Glenn	No	60%		52%		57%	
Maplewood	Yes	64%	55%				
Skyview	No	66%					

PER MDE REPORTS 7/25/07 EAST METRO INTEGRATION DISTRICT 6067
 EXPENDITURES PER ADM
 FY06

Member District	GENERAL FUND EXPENDITURES PER ADM (Less Transportation Costs)	NET GENERAL FUND EXPENDITURES PER ADM
South St. Paul - 006	8,217.54	8,217.54
West St. Paul - 197	8,708.91	8,708.91
Inver Grove Heights - 199	8,279.27	8,279.27
North St. Paul - 622	8,227.17	8,227.17
Roseville - 623	8,236.63	8,236.63
White Bear Lake - 624	7,920.84	7,920.84
St. Paul - 625	10,501.67	10,501.67
Mahtomedi - 832	7,800.75	7,800.75
South Washington County - 833	7,331.43	7,331.43
Stillwater - 834	7,541.15	7,541.15
EMID - 6067	9,671.64	9,671.64

**EMID 6067
QUARTERLY TUITION BILLING
FIRST QUARTER TUITION
FY 2007-08**

TUITION ESTIMATES BY DISTRICT - SEPT 2007

TRI-DISTRICT SCHOOL:

DIST #	DISTRICT	NET BASIC ALLOW	INTEG	TECHNOLOGY	CAPITAL	REFER	T & E	EQUITY	GIFTED & TALENTED	PENSION ADJUST	EMID TUITION PER AM/CPU	PROJ ADM FY 07-08	PROJ WADM FY 07-08	ESTIMATED TOTAL TUITION
6	SOUTH ST. PAUL	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 205.72	\$ 869.57	\$ -	\$ 104.78	\$ 12.00	\$ (36.78)	\$ 6,001.97	2.00	3.23	\$ 19,386.36
197	WEST ST. PAUL	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 203.73	\$ 948.31	\$ -	\$ 100.59	\$ 12.00	\$ (40.60)	\$ 6,070.71	3.00	3.29	\$ 19,972.64
199	INVER GROVE HEIGHTS	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 207.03	\$ 844.08	\$ 19.14	\$ 104.49	\$ 12.00	\$ (46.43)	\$ 5,986.89	6.00	6.02	\$ 36,041.68
622	NORTH ST. PAUL	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 202.17	\$ 833.02	\$ -	\$ 108.64	\$ 12.00	\$ (36.95)	\$ 5,965.56	91.00	93.35	\$ 556,885.03
623	ROSEVILLE	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 210.81	\$ 1,575.00	\$ -	\$ 67.19	\$ 12.00	\$ (51.89)	\$ 6,659.79	63.00	61.66	\$ 410,642.65
624	WHITE BEAR LAKE	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 210.56	\$ 841.78	\$ -	\$ 107.29	\$ 12.00	\$ (38.03)	\$ 5,980.28	22.00	23.64	\$ 141,373.82
625	ST. PAUL	\$ 4,760.68	\$ 445.00	\$ 40.00	\$ 208.14	\$ 593.00	\$ -	\$ 46.00	\$ 12.00	\$ -	\$ 6,104.82	178.00	177.09	\$ 1,081,102.57
832	MAHTOMEDI	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 197.83	\$ 1,100.20	\$ -	\$ 94.14	\$ 12.00	\$ (33.66)	\$ 6,217.19	6.00	5.52	\$ 34,318.89
833	SO. WASHINGTON COUNTY	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 197.86	\$ 929.44	\$ -	\$ 98.30	\$ 12.00	\$ (23.86)	\$ 6,080.42	22.00	23.14	\$ 140,238.12
834	STILLWATER	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 202.39	\$ 818.34	\$ -	\$ 107.89	\$ 12.00	\$ (36.92)	\$ 5,950.38	2.00	2.18	\$ 12,971.83
												395	399.12	\$ 2,452,933.59

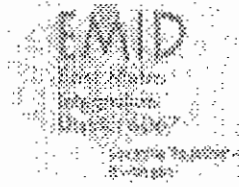
CROSSWINDS MIDDLE SCHOOL:

DIST #	DISTRICT	NET BASIC ALLOW	INTEG	TECHNOLOGY	CAPITAL	REFER	T & E	EQUITY	GIFTED & TALENTED	PENSION ADJUST	EMID TUITION PER AM/CPU	PROJ ADM FY 07-08	PROJ WADM FY 07-08	ESTIMATED TOTAL TUITION
6	SOUTH ST. PAUL	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 205.72	\$ 869.57	\$ -	\$ 104.78	\$ 12.00	\$ (36.78)	\$ 6,001.97	9	11.22	\$ 67,342.10
197	WEST ST. PAUL	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 203.73	\$ 948.31	\$ -	\$ 100.59	\$ 12.00	\$ (40.60)	\$ 6,070.71	2	2.60	\$ 15,783.85
199	INVER GROVE HEIGHTS	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 207.03	\$ 844.08	\$ 19.14	\$ 104.49	\$ 12.00	\$ (46.43)	\$ 5,986.89	10	12.52	\$ 74,957.11
622	NORTH ST. PAUL	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 202.17	\$ 833.02	\$ -	\$ 108.64	\$ 12.00	\$ (36.95)	\$ 5,965.56	94	117.64	\$ 701,788.46
623	ROSEVILLE	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 210.81	\$ 1,575.00	\$ -	\$ 67.19	\$ 12.00	\$ (51.89)	\$ 6,659.79	31	38.38	\$ 255,602.74
624	WHITE BEAR LAKE	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 210.56	\$ 841.78	\$ -	\$ 107.29	\$ 12.00	\$ (38.03)	\$ 5,980.28	21	26.82	\$ 153,214.77
625	ST. PAUL	\$ 4,760.68	\$ 445.00	\$ 40.00	\$ 208.14	\$ 593.00	\$ -	\$ 46.00	\$ 12.00	\$ -	\$ 6,104.82	291	366.78	\$ 2,239,125.86
832	MAHTOMEDI	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 197.83	\$ 1,100.20	\$ -	\$ 94.14	\$ 12.00	\$ (33.66)	\$ 6,217.19	14	17.72	\$ 110,168.61
833	SO. WASHINGTON COUNTY	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 197.86	\$ 929.44	\$ -	\$ 98.30	\$ 12.00	\$ (23.86)	\$ 6,080.42	82	77.48	\$ 489,561.34
834	STILLWATER	\$ 4,760.68	\$ 46.00	\$ 40.00	\$ 202.39	\$ 818.34	\$ -	\$ 107.89	\$ 12.00	\$ (36.92)	\$ 5,950.38	10	13.00	\$ 77,354.94
												544	682.96	\$ 4,164,899.82

June 19, 2007

**EAST METRO INTEGRATION DISTRICT
FY08 PROPOSED BUDGET SUMMARY**

General Fund Unappropriated:	Preliminary 2007-08	Amount Funded by Integration Revenue
Revenues	\$ 11,246,447	\$ 3,535,417
Expenditures		
Integration Outreach Programs	\$ 1,296,000	\$ 1,296,000
Other Districtwide Programs	\$ 1,344,428	\$ 708,038
Harambee Elementary	\$ 3,799,311	\$ 822,747
Crosswinds School	\$ 4,779,464	\$ 708,632
Student Activities	\$ 17,000	\$ -
Federal Funded Programs	\$ 178,334	\$ -
Total General Fund Unapp. Expenditures	\$ 11,414,537	\$ 3,535,417



**East Metro Integration District 6067
Parent and Student Survey Results
October 2007**

Introduction

East Metro Integration District (EMID) is a collaborative effort that fosters voluntary integration among St. Paul Public Schools and nine suburban school districts in the eastern Twin Cities metro area. This assessment is one of several methods being used to assess progress toward the district's intended outcomes for each of its target populations and is guided by these questions:

- To what degree has the EMID district made progress toward its desired outcomes?
- What contributes toward the progress?
- What challenges the district in making progress toward its desired outcomes?

The purpose of these surveys was to assess parent and student perceptions regarding the following EMID outcomes:

- Student academic proficiency
- Voluntary integration in EMID schools and programs
- Positive interracial contact through engaging learning opportunities
- Inclusive learning environments in EMID programs and schools

Methods

EMID staff worked with Stella Zimmerman and Kirsten Rewey, ACET Inc., and Mary Ellen Murphy, evaluation consultant, to design surveys for the students and parent/guardians of Harambee and Crosswinds School.

Parent Survey The parent survey was a paper-pencil survey that was distributed to all families that attended conferences in May 2007. Families that did not attend parent-teacher conferences received the survey through the mail. In June, a reminder to complete the survey was sent through the phone notification system. At survey completion, 186 people had completed the survey. With 670 families in the district, this is a response rate of 28%. The confidence interval for the survey results is 90% with a 6% margin of error.

Student Survey Students in grades 1,3,5,7 and 9 completed a paper-pencil survey during fourth quarter (July 2007). The survey was administered during the school day. Families were notified and given the opportunity to opt-out of the survey administration. At survey completion, 294 students had completed the survey, for a response rate of 80%. The confidence interval for the survey results is 99% with a 5% margin of error.



Respondent Demographics

Parent Survey Fifty percent of the respondents have a child at Harambee and 50% have a child at Crosswinds. Eighty-five percent of the respondents were female. Close to 70% of the respondents identified as White/European American (see Table 1). Close to 60% of respondents have one child currently enrolled at an EMID school. Slightly more than 38% have two or three children enrolled. Just fewer than 3% of respondents have four or more students enrolled. Three out of four respondents have had a student enrolled at an EMID school for more than one year.

Response	%
African American/Black	11.3
American Indian	2.8
Asian/Pacific Islander	9.6
Latino/Hispanic	2.8
White/European American	69.5
Biracial or Multiracial	4.0
Total	100.0

Student Surveys At both schools, more than 56% of respondents were female. When asked to identify a cultural or ethnic group, 37% of Harambee students and 54% of Crosswinds students identified as White/European American (see Tables 2 and 3).

Response	%
African American/Black	18.9
American Indian	4.6
Asian/Pacific Islander	16.8
Latino/Hispanic	5.1
White/European American	37.7
Biracial or Multiracial	17.1
Total	100.0

Response	%
African American/Black	14.9
American Indian	2.1
Asian/Pacific Islander	6.4
Latino/Hispanic	4.3
White/European American	54.3
Biracial or Multiracial	18.1
Total	100.0



Results – Voluntary Integration

For the outcome *Voluntary Integration in EMID Schools and Programs*, there were two indicators assessed. These are listed below, along with the results for each, obtained from the parent and student surveys.

Students and parents are actively informed and knowledgeable about EMID schools and programs.

Parent Survey Three-fourths of respondents were familiar with EMID's vision to provide integrated learning environments. Eighty percent of parent respondents were aware of the multicultural organizations and events that the schools sponsor for students. More than 66% indicated interest in learning more about these programs and close to 70% of respondents indicated that they would like to participate in these programs. Three out of four respondents felt informed about volunteer opportunities at the schools. A similar number of respondents felt well informed about what was going on in classrooms.

Several respondents indicated a desire to have more information about what is happening in the school, including volunteer opportunities.

- "I wish I was more aware of volunteer opportunities that were not as huge as 'organize culture fest' which was the option given the last time I asked."
- "Need more information about what is going on in the classroom."
- "Need more substantial communication."
- "I am not informed about what is happening in my child's classroom within various learning areas."

Others cited follow-through as a concern.

- "I've signed volunteer sheets several times and never been contacted to help."
- "Need to inform parents more often of missing assignments before the quarter report comes out."
- "I am only informed at conferences."

No barriers to participation are identified.

Parent Survey Nine out of ten respondents felt that staff at the school listen to their ideas and opinions about the school. Most respondents also believed that teachers listen to their ideas and opinions about educating their child (see Table 4).



Table 4: Responsiveness to Parents

	Staff listen to my ideas and opinions about the school and in-school events	Teachers listen to my ideas and opinions about educating my child
Strongly Agree	44.1%	50.8%
Agree	45.2%	43.7%
Disagree	4.3%	3.8%
Strongly Disagree	0.5%	1.6%

Some individual respondents expressed concern with staff responsiveness.

- “Despite giving my opinions to teachers and administrators our concerns have been brushed to the side.”
- “I believe that my child’s teacher listens to my ideas somewhat. I have to ask several questions before there is communication about what is going on in the classroom.”
- “We get no feedback from the class... what are they doing, how are they doing, or what they need.”

More than 95% of respondents felt that staff at the school show respect for families from various cultures. Some individual respondents identified concerns regarding respect for all cultures.

- “My student has been subjected to reverse discrimination by various staff members and has been made to feel that our ethnicity isn’t as important as non-whites.”
- “We appreciate other cultures, but shouldn’t be made to feel “bad” because we are white.”
- “Children don’t show respect for various cultures.”
- “I don’t know if students show respect. I am white and my child is African-American.”
- “I truly appreciate the cultural diversity and the learning about other cultures, but in a way I feel that Caucasian/European culture is ignored in favor of other cultures. I’d like to see more balance.”
- “I think various cultural learning should be better integrated. Some staff are knowledgeable and others are not.”

Several respondents expressed concern regarding the staff diversity.

- “Would like to see more multicultural teachers and staff.”
- “Would like to see more male teachers and teachers of color represented in teaching positions.”
- “More diversity in staff.”



- “I’m very concerned about the lack of diversity among staff and district leadership. Kids and parents need people who they can relate to and that is often based on ethnicity and culture.”
- “I would like to see more teachers of color, as well as staff within the classrooms, to really reflect the students and vision/mission statement of the school.”

Eighty-eight percent of respondents felt that students at the school show respect for people from other cultures. Most (88%) believed that staff members enforce discipline fairly among students regardless of their cultural or ethnic background. Some respondents identified problems with student discipline.

- “I feel discipline is too lenient and some of the language used is inappropriate.”
- “Discipline needs to be stronger.”
- “Staff do not enforce discipline fairly among students in regard to their culture.”
- “I feel that discipline could use restructuring.”

Over 80% of respondents indicated that parent organizations are diverse. A greater percentage of Harambee respondents agreed with this statement than Crosswinds respondents. Some individual respondents identified the diversity of parent organizations as a concern.

- “I don’t know about parent organizations being diverse.”
- “Parent organizations are not diverse.”
- “I don’t know if parent groups are diverse.”

Harambee Student Survey Student respondents at Harambee identified some areas of perceived inequity in treatment (see Table 5). More than 40% of respondents indicated that students do not treat everyone the same.

Table 5: Equity – Harambee			
	Yes	No	Not Sure
Teachers treat everyone the same	62.2%	21.9%	15.5%
Students treat everyone the same	31.4%	43.8%	24.9%
If a student gets in trouble, they are treated the same no matter who they are	64.4%	14.4%	21.3%



Crosswinds Student Survey The majority of respondents indicated equity in treatment among different groups at the school (see Table 6). Close to half of respondents felt that students do not treat each other respectfully.

Table 6: Equity – Crosswinds

	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers show respect for all students regardless of their cultural group	18.9%	51.9%	24.5%	4.7%
Students show respect for all students regardless of their cultural group	12.3%	40.6%	35.8%	11.3%
Students show respect for all teachers regardless of their cultural group	8.7%	55.3%	28.2%	7.8%
Teachers enforce discipline fairly regardless of their cultural group	13.3%	48.6%	17.1%	7.6%

Results – Positive Interracial Student Contact

For the outcome *Positive Interracial Contact through Engaging Learning Opportunities*, there were two indicators assessed. The indicators and results are listed below.

Participants report benefiting from interacting with students of different races and ethnicities.

Parent Survey Nearly 100% of survey respondents indicated that it is important to them that their children learn about various cultures. More than three-fourths of respondents felt that attending the school has helped their children appreciate their own culture. More than nine out of ten respondents felt that attending this school has helped their children appreciate other cultures (see Table 7). A similar number of respondents indicated that their child feels comfortable talking about cultures and traditions at the school. Close to 95% of parents reported that their children have made friends with children of various cultures at the school.



Table 7: Appreciation of Cultures

	Attending this school helped my child appreciate his/her <u>own</u> culture	Attending this school helped my child appreciate <u>other</u> cultures
Strongly Agree	23.7%	35.9%
Agree	52.0%	56.9%
Disagree	21.5%	7.2%
Strongly Disagree	2.8%	0.0%

Harambee Student Survey Most Harambee students reported benefits from interacting with students from different cultures (see Table 8). Helping them learn new things was seen as a benefit to a large number of Harambee respondents. Almost one-fourth of respondents were not sure if it helped them to be more understanding.

Table 8: Cultural Interactions - Harambee

Being in class with students from different cultures...	Yes	No	Not Sure
Helps me to be more understanding	70.3%	6.5%	23.2%
Helps me to be a better person	70.6%	7.0%	22.5%
Helps me learn new things	88.2%	3.8%	8.1%
Helps me learn about the world	76.5%	5.9%	17.6%

More than 85% of Harambee respondents indicated that they like being in a classroom with students from various cultures. Nine out of ten indicated that they enjoy having friends from different cultural backgrounds. Three-fourths of respondents felt that a diverse classroom was more interesting than classes where everyone is the same. Most respondents (85%) believed that students from different cultures make Harambee a better school.

Crosswinds Student Survey Most Crosswinds students reported benefits from interacting with students from different cultures (see Table 9). Four out of five respondents believed that interacting with students from different cultures helps them to be more understanding. More than 95% of respondents indicated that they like being in a classroom with students from various cultures.

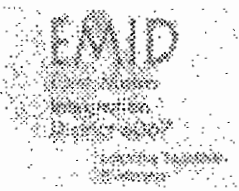


Table 9: Cultural Interactions - Crosswinds

Being in class with students from different cultures...	Strongly Agree	Agree	Disagree	Strongly Disagree
Helps me to be more understanding	25.7%	56.2%	16.2%	4.8%
Helps me to be a better person	21.7%	50.9%	22.6%	4.7%
Helps me to learn new things	22.9%	56.2%	16.2%	4.6%
Helps me to learn about the world	19.8%	52.8%	23.6%	3.8%

More than 85% liked being in a classroom with students from various cultures. Having friends from other cultural groups was important to close to 90% of survey respondents. Four out of five respondents believed that students from different cultures make Crosswinds a better school.

Program content will be of mutual interest to both students of color and white students.

Parent Survey Nearly all respondents (95%) believed the school provides quality instruction about various cultures and traditions. Slightly more than half of respondents indicated that students should spend more time learning about various cultures and traditions. Individual reactions were mixed regarding the emphasis on learning about cultures.

- "Please focus more on academics."
- "Sometimes I feel there is too much emphasis on learning about other cultures and not enough on the basics."
- "Students should not spend more time on various cultures and traditions. They do enough of that."
- "I was so pleased to have the option of this school for its diversity."
- "Multicultural – not important. How about reading, writing, and arithmetic?"
- "Who cares? Why the emphasis on multicultural?"
- "European cultures do not seem to be represented."
- "This school is great regarding learning about cultures. As with anything we must continue to grow."

Harambee Student Survey Less than half of Harambee respondents indicated that they learn about their family's culture in school. More than 75% liked the Community Cultures class. Over 80% of respondents believed that learning about different cultures is fun.



Crosswinds Student Survey Most respondents agreed that learning about different cultures is fun. Over 82% of respondents agreed that a diverse classroom is more interesting than classes where everyone is the same. Respondent perception of the school’s commitment to learning about other cultures varied (see Table 10). More respondents indicated that learning about cultures and traditions was part of extra-curricular activities than a consistent part of all classes.

	Strongly Agree	Agree	Disagree	Strongly Disagree
We learn about cultures during daily routines	11.4%	44.8%	39.0%	4.8%
We learn about cultures and traditions in all our classes	10.1%	47.5%	33.3%	9.1%
We learn about cultures and traditions during extra-curricular activities, like sports	18.3%	57.7%	16.3%	7.7%

Results – Academic Proficiency

For the outcome *Student Academic Proficiency*, there was one indicator assessed. The indicator and results are listed below.

Students demonstrate increased willingness to learn in EMID schools and programs.

Harambee Student Survey Most Harambee students indicated that they do well in school. Close to 75% of students felt that they are successful in reading, writing and math (See Table 11).

	Yes	No	Not Sure
I think I am a good reader	76.8%	7.6%	15.7%
I think I am a good writer	73.6%	11.0%	15.4%
I think I do well in math	73.7%	9.7%	16.7%

Crosswinds Student Survey The majority of Crosswinds students believed that they are successful in school (See Table 12). More than 85% of students indicated that they are



successful in reading. A smaller percentage of students (57%) felt successful in mathematics.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I usually understand what I am reading	29.3%	55.6%	12.1%	3.0%
I can usually express what I want to in writing	30.3%	44.4%	20.2%	5.1%
I usually understand and enjoy math	21.6%	35.1%	24.7%	16.8%

Results – Inclusive Learning Environments

For the outcome *Inclusive Learning Environments for EMID Programs and Schools*, there were two indicators assessed. The indicators and results are listed below.

All students and families see their cultures represented in the curriculum, school and classroom environments, and school activities.

Parent Survey Close to 95% of respondents felt that classrooms at the school reflect the contributions of members of various cultures or ethnic groups. A similar percentage of respondents reported that public areas at the school (i.e. hallways, cafeteria) reflect the contributions of members of various cultural or ethnic groups (see Table 13).

	Classrooms reflect the contributions of members of various cultural or ethnic groups	Public areas reflect the contributions of members of various cultural or ethnic groups
Strongly Agree	42.5%	46.7%
Agree	52.0%	47.3%
Disagree	5.0%	4.0%
Strongly Disagree	0.6%	1.1%

A high percentage of respondents (92%) believed that the staff members are knowledgeable about various cultures. Individual comments about the school environment were mainly positive.

- “We have enjoyed the learning environment this school has provided.”
- “I really enjoy the cultural and environmental science teachings at the school.”
- “Culturally and academically, the staff are awesome – and that’s why we stay.”



Harambee Student Survey Just over half of Harambee respondents said that their classroom was decorated to show people from different cultures and ethnic groups. More than 30% were not sure. Three out of four respondents indicated that the school was decorated to show people from different cultures and ethnic groups. About one in four were not sure.

Crosswinds Student Survey Sixty-five percent of Crosswinds respondents felt that the classroom environment represented the various cultures and ethnic groups in the school. Close to 80% indicated that the school environment was representative.

All students and families feel welcome.

Parent Survey More than 92% of respondents felt comfortable attending events at the school. A similar percentage indicated that staff members help them feel welcome when they visit the school. More than 90% of respondents also felt comfortable talking with their child's teachers.

Harambee Student Survey More than 82% of respondents indicated that they like attending Harambee. Just over 70% indicated they feel like they belong at Harambee.

Crosswinds Student Survey Three out of four respondents indicated that they like attending Crosswinds. Most Crosswinds students (75%) believed that there is at least one teacher that understands them.

Summary

As stated, the purpose of this survey was to assess parents and students perceptions regarding EMID outcomes. The survey data that addressed the indicators revealed areas of strength and areas of challenge for each outcome.

Areas of strength include the following:

- Most parents were informed and knowledgeable about EMID schools and programs. Parents also felt informed about classroom events.
- Few barriers to participation were identified. Parents indicated a high level of staff responsiveness. They felt staff listen to their ideas and opinions.
- Almost all parents agreed that staff at the schools show respect for families from various cultures.
- Parents and students reported benefit from interacting with others of different races and ethnicities. The diverse student population was seen as beneficial to learning.
- Parents believed that the multicultural curriculum is interesting and of high quality.
- Students at both schools expressed a willingness to learn. Most felt successful in school.



- Most parents saw the classroom and school environment as reflective of their cultures.
- Almost all students and families felt welcome in the schools.

Areas of challenge include the following:

- Some parents identified access to volunteer opportunities as a concern.
- Staff diversity was raised as a potential barrier to participation.
- Students indicated concern with students showing respect for each other.
- Parents and students identified implementation of multicultural curriculum as inconsistent.
- Many students did not see the classroom and school environment as reflective of their cultures.

Conclusion

It is important to reiterate that all data considered for this assessment were obtained directly from parents/guardians and students. Data reflect their experiences with EMID schools.

2006/2007 Demographics

	Grad/Kids	Amlnd	Counts						Percentages								
			Asian	Hisp	Black	White	LEP	SPED	FRP	Amlnd	Asian	Hisp	Black	White	LEP	SPED	FRP
HARAMBEE																	
KG	76	1	16	11	15	33			1.3%	21.1%	14.5%	19.7%	43.4%				
01	70	0	12	6	21	31			0.0%	17.1%	8.6%	30.0%	44.3%				
02	66	3	6	3	21	33			4.5%	9.1%	4.5%	31.8%	50.0%				
03	57	0	8	6	14	29			0.0%	14.0%	10.5%	24.6%	50.9%				
04	62	0	15	3	11	33			0.0%	24.2%	4.8%	17.7%	53.2%				
05	64	0	9	4	18	33			0.0%	14.1%	6.3%	28.1%	51.6%				
Tot K	395	4	66	33	100	192	54	48	1.0%	16.7%	8.4%	25.3%	48.6%	13.7%	12.2%	29.4%	
KG	709	7	95	49	90	468	66	92	1.0%	13.4%	6.9%	12.7%	66.0%	9.3%	13.0%	38.2%	
01	685	13	94	57	81	440	70	98	1.9%	13.7%	8.3%	11.8%	64.2%	10.2%	14.3%	38.8%	
02	746	11	94	46	89	506	66	120	1.5%	12.6%	6.2%	11.9%	67.8%	8.8%	16.1%	35.3%	
03	774	9	111	41	103	510	53	151	1.2%	14.3%	5.3%	13.3%	65.9%	6.8%	19.5%	36.7%	
04	771	10	106	50	77	528	55	139	1.3%	13.7%	6.5%	10.0%	68.5%	7.1%	18.0%	35.0%	
05	622	9	114	31	88	380	81	22	1.4%	18.3%	5.0%	14.1%	61.1%	13.0%	3.5%	37.6%	
KG-5	4306	59	613	274	528	2832	391	621	1.4%	14.2%	6.4%	12.3%	65.8%	9.1%	14.4%	36.9%	
District 622																	
06	100	1	13	8	23	55			1.0%	13.0%	8.0%	23.0%	55.0%				
07	132	1	12	9	45	65			0.8%	9.1%	6.8%	34.1%	49.2%				
08	161	5	11	22	48	75			3.1%	6.8%	13.7%	29.8%	46.6%				
09	91	1	7	13	13	57			1.1%	7.7%	14.3%	14.3%	62.6%				
10	52	0	2	8	14	28			0.0%	3.8%	15.4%	26.9%	53.8%				
Tot 6-	536	8	45	60	143	280	21	88	1.5%	8.4%	11.2%	26.7%	52.2%	3.9%	16.4%	38.8%	
CROSSWINDS																	
06	816	15	91	46	89	575	61	109	1.8%	11.2%	5.6%	10.9%	70.5%	7.5%	13.4%	36.6%	
07	894	19	115	49	106	605	50	124	2.1%	12.9%	5.5%	11.9%	67.7%	5.6%	13.9%	34.8%	
08	858	12	102	35	77	632	40	117	1.4%	11.9%	4.1%	9.0%	73.7%	4.7%	13.6%	34.7%	
09	1017	10	123	46	108	730	27	121	1.0%	12.1%	4.5%	10.6%	71.8%	2.7%	11.9%	30.9%	
10	1032	14	115	29	90	784	17	123	1.4%	11.1%	2.8%	8.7%	76.0%	1.6%	11.9%	25.6%	
Tot 6-	4614	70	546	204	470	3324	195	594	1.5%	11.8%	4.4%	10.2%	72.0%	4.2%	12.9%	32.2%	

Source: MDE for EMID, ADG/Campus for 622

Howley: Thomas

From: Biddick: Bob
Sent: Friday, December 07, 2007 3:41 PM
To: Miller: Troy; Phillips: Patty; Howley: Thomas; Brashear, Paul
Subject: FW: Crosswinds Data

Bryan extracted the Crosswinds data as we discussed in cabinet. Let me know if you need anything else.

Bob

-----Original Message-----

From: Leier: Bryan
Sent: Friday, December 07, 2007 3:36 PM
To: Biddick: Bob
Subject: Crosswinds Data

Bob, Here is the data you asked for. Let me know if you need anything else.

Bryan

2006-07 Crosswind Data:

25 8th graders from ISD622. In 07-08 12 are in the district. 4 at NHS and 8 at THS.

2005-06 Crosswind Data:

34 8th graders from ISD622. In 06-07 16 are in the district. 5 at NHS and 11 at THS.

2004-05 Crosswind Data:

34 8th graders from ISD622. In 05-06 15 are in the district. 4 at NHS and 10 at THS.

2003-04 Crosswind Data:

28 8th graders from ISD622. In 05-06 15 are in the district. 6 at NHS and 9 at THS.

To: Tom Howley

From: Patty Phillips

Date: December 10, 2007

You raised numerous questions at your 622-EMID Committee meeting. I shared them with others in our district that will be getting back to you with their thoughts. Here is some information I had regarding some of the questions:

Where do students go after Crosswinds? (this information was obtained from Bryan in 622's Tech Department:

2006-07 Crosswind Data:

25 8th graders from ISD622. In 07-08 12 are in the district. 4 at NHS and 8 at THS. We don't have information where the other 13 went.

2005-06 Crosswind Data:

34 8th graders from ISD622. In 06-07 16 are in the district. 5 at NHS and 11 at THS. We don't have information where the other 18 went.

2004-05 Crosswind Data:

34 8th graders from ISD622. In 05-06 15 are in the district. 4 at NHS and 11 at THS. We don't have information where the other 19 went.

2003-04 Crosswind Data:

28 8th graders from ISD622. In 05-06 15 are in the district. 6 at NHS and 9 at THS. We don't have information where the other 13 went.

What is the Cost per student at 622 and EMID schools?

The financial information below is from MDE Reports on 3-23-06 (FY 05) which I received in one of my EMID packets.

North St. Paul General Fund Expenditures Per ADM=\$8697.84 less transportation costs of \$470.67=
\$8,227.17 (622 general fund expenditures per ADM)

622 Student Cost to Attend EMID Schools

622's 05-06 tuition revenue paid to attend EMID schools was \$1,265,333.

EMID General Fund Expenditures per ADM in FY 05 were \$11,700.23 minus \$1500.77 (in integration expenses for Project Common Ground, Five District Partnership, MRC, and the Coach-Partnership Facilitator which were programs available to member districts but were not accessible by EMID Magnet schools) for a net general fund expenditure per ADM of \$10,199.46

\$10,199 (EMID per Pupil cost) minus \$8,227.17 (622 Cost per pupil) = a difference of \$1972 so each student who attends an EMID magnet school cost \$1972 more to educate in FY 05.

WHENEVER 622 IS MAKING PROGRAM OR FINANCIAL CHANGES WE STUDY COMPARISON DATA, USING OUR SHEEHAN FINANCIAL PLANNING SYSTEM. THE DATA IS TAKEN FROM INFO SUBMITTED BY DISTRICTS TO THE MDE, WHICH IS THEN SHARED WITH THE STATE AUDITOR'S OFFICE. THIS IS A POWERFUL COMPARISON TOOL. I USED THE SHEEHAN SYSTEM AND RAN SUCH COMPARISON DATA FOR 9 SUBURBAN DISTRICTS AND EMID from 05-06 REGARDING MINORITY ENROLLMENT, LEP, FREE AND REDUCED, % SPEC ED, PUPILS PER LICENSED TEACHER, FUND BALANCE, DISTRICT ADMIN, SCHOOL ADMIN, REGULAR INSTRUCTION, INSTRUCTIONAL SUPPORT, TOTAL GENERAL FUND EXPENDITURE. I HAVE ATTACHED THE COMPARISON SHEETS. I AM QUESTIONING EMID'S DATA AND GUESSING THAT THE ADM NUMBERS ARE NOT ACCURATE. PLEASE RUN THIS DATA BY DENNY SULLIVAN FOR HIS INPUT AND ALSO BY CARL WHALSTROM.

Why do students attend Crosswinds/Harambee?

The answer we hear repeatedly is because of the year round school calendar. I am interested in hearing the other reasons, which I am hopeful the schools have documented.

Do EMID schools meet a need that we (622) are not?

Again, what we hear repeatedly is that the EMID schools meet the need of year round school. Perhaps the families have shared other reasons they are attending EMID schools. We will be interested in hearing the needs the EMID schools are meeting that it is perceived we at 622 are not meeting.

What is the demographic data of EMID's students?

I have included three charts which show the 2005-2006 Harambee Total and Member District Enrollment by Ethnicity; the 2005-2006 Crosswinds Total and Member District Enrollment by Ethnicity and the EMID and Member District Enrollment by ethnicity. This is information received in one of my EMID packets.

Here's a comparison of Harambee to our district in 05-06

<u>Ethnicity</u>	<u>Harambee</u>	<u>622</u>
Asian or Pacific Islander	20%	10%
Hispanic	7%	6%
Black	26%	35%
White	46%	49%

Here's a comparison of Crosswinds to our district in 05-06

<u>Ethnicity</u>	<u>Crosswinds</u>	<u>622</u>
American Indian	1%	1%
Asian or Pacific Islander	6%	4%
Hispanic	12%	7%
Black	25%	19%
White	56%	69%

PLEASE ALSO REFER BACK TO THE CHARTS WITH DEMOGRAPHIC COMPARISONS ATTACHED AND REFERRED TO ABOVE.

What are the challenges for the future for EMID?

Similar to all school districts, a challenge for EMID is obtaining sustainable, reliable, fair funding.

A second challenge is defining, continually refining and meeting the needs of the member districts and their students and staff.

While this is in no way a complete list of challenges, the April 2007 Administrator Survey listed areas of challenge obtained from the survey data. All current EMID superintendents, integration leaders and principals were surveyed, with 95 of 192 people completing the survey for a 49% response rate. The confidence interval for the survey results was 90% with a 6% margin of error. Here were the listed challenges:

*Most member district administrators are not actively promoting the magnet schools.

*Transportation is a potential barrier for student participation in programs.

*Most respondents are unsure if participation in EMID schools leads to positive interracial student contact.

*The majority of respondents are unsure if EMID schools, programs, and services lead to increased student academic proficiency.

Finally, the 05-08 strategic plan goals of EMID (and goals are typically drafted to help counter the influence of challenges) and their priorities suggest that:

Student Achievement/reducing the achievement gap/utilizing multiple Data sources to assess student achievement are a big challenge.

Equally challenging are: racial integration (recruiting and retaining staff of color and preparing local communities for racially integrated, inclusive learning environments) and promoting high level collaboration among EMID's member districts.

EAST METRO INTEGRATION DISTRICT 6067
 EXPENDITURES PER ADM
 FY05

Member District	GENERAL FUND EXPENDITURES PER ADM	LESS TRANSPORTATION COSTS	GENERAL FUND EXPENDITURES PER ADM	LESS INTEGRATION EXPENSES SUPPORTING MEMBER DISTRICTS	NET GENERAL FUND EXPENDITURES PER ADM
South St. Paul - 006	8,587.31	307.14	8,280.17	0	8,280.17
West St. Paul - 197	9,191.84	480.71	8,711.13	0	8,711.13
Inver Grove Heights - 199	8,863.07	468.08	8,394.99	0	8,394.99
North St. Paul - 622	8,697.84	470.67	8,227.17	0	8,227.17
Roseville - 623	8,967.43	438.65	8,528.78	0	8,528.78
White Bear Lake - 624	8,804.67	383.96	8,420.71	0	8,420.71
St. Paul - 625	11,094.80	536.37	10,558.43	0	10,558.43
Mahtomedi - 832	7,167.51	326.93	6,840.58	0	6,840.58
South Washington County - 833	7,419.04	333.89	7,085.15	0	7,085.15
Stillwater - 834	8,214.33	509.34	7,704.99	0	7,704.99
EMID - 6067	11,700.23	0	11,700.23	1500.77	10,199.46

*INTEGRATION EXPENSES INCLUDE THE COST OF PCG, 5 DISTRICT PARTNERSHIP, MRC, AND THE COACH/PARTNERSHIP FACILITATOR.
 ALL ARE PROGRAMS THAT ARE SERVICES AVAILABLE TO THE MEMBER DISTRICTS AND ARE NOT ACCESSIBLE BY EMID MAGNET SCHOOLS



FOURTH AMENDED JOINT POWERS AGREEMENT

Pursuant to Minnesota Statute 471.59 and other applicable statutes, Special School District 006 (also known as South Saint Paul School District), Independent School District 197 (also known as West Saint Paul School District), Independent School District 199 (also known as Inver Grove Heights School District), Independent School District 622 (also known as North Saint Paul-Maplewood-Oakdale School District), Independent School District 623 (also known as Roseville Area School District), Independent School District 624 (also known as White Bear Lake Area School District), Independent School District 625 (also known as Saint Paul School District), Independent School District 832 (also known as Mahtomedi School District), Independent School District 833 (also known as South Washington County School District), and Independent School District 834 (also known as Stillwater School District), hereinafter collectively referred to as "the Members" or "Member Districts" and individually referred to as "Member" or "Member District," enter into this Fourth Amended Joint Powers Agreement on this Nineteenth day of February 2003 or March, 2003. This Agreement constitutes the Fourth Amendment of that Joint Powers Agreement dated May 18, 1995 by and between the North Saint Paul-Maplewood-Oakdale School District, the Roseville Area School District, and the Saint Paul School District. The May 18, 1995 Joint Powers Agreement was first amended in January 1998, again in January 1999, and again in March 2003.

ARTICLE ONE: PURPOSE

The purpose of this Fourth Amended Joint Powers Agreement is to provide for the creation of a Joint Powers School District which shall govern and manage the construction and/or operation of joint use educational facilities, programs, and services to benefit learners of the Member Districts and foster voluntary, interdistrict integration among East Metro urban and suburban school districts by providing opportunities for students, families and staff from diverse backgrounds to learn from and with each other.

ARTICLE TWO: NAME

The name of the Joint Powers School District shall be East Metro Integration District #6067 and also known by such name as shall be determined by the Joint Powers Board, hereinafter referred to as the EMID Board.

ARTICLE THREE: COMPOSITION OF EMID BOARD

- A. The organization shall be governed by a Joint Powers Board, called the EMID Board.
- B. The EMID Board shall have one representative from each of the Member Districts.
- C. The Board of each Member District shall appoint a seated School Board member to serve as the representative on the EMID Board. They shall also appoint an alternate to serve on the EMID Board in the absence of the Member District representative. In the absence of the Board member and alternate, a Member superintendent or designee may serve as a voting member of the Board. The EMID Superintendent shall serve as an ex-officio member of the EMID Board.
- D. EMID Board representatives and alternates shall serve at the pleasure of their Member Districts and shall serve until their successors are duly appointed.

- E. EMID Board representatives may serve an unlimited number of terms if reappointed by their Member District School Board.
- F. A Member District shall promptly fill any vacancy in the Member District's representative seat on the EMID Board.

ARTICLE FOUR: OFFICERS

- A. The officers of the EMID Board shall consist of a chairperson, a vice chairperson, a clerk and a treasurer, each of whom shall be elected by the EMID Board.
- B. The officers shall be elected at the annual organizational meeting.
- C. Officers shall hold office for a one-year term.
- D. Any officer may be removed from the office on the EMID Board by a minimum of a two-thirds vote of the representatives of the EMID Board.
- E. EMID Board officers shall be empowered with all parliamentary duties typically ascribed to their offices.
- F. The chairperson shall preside over all meetings of the EMID Board. The vice chairperson shall preside over EMID Board meetings in the absence of the chairperson.

ARTICLE FIVE: QUORUM

A quorum of the EMID Board shall consist of a simple majority of the Member representatives of the EMID Board.

ARTICLE SIX: VOTING

- A. Each Member District representative to the EMID Board shall be entitled to cast one vote.
- B. A majority of votes cast shall be required to affirm any matter acted upon by the EMID Board, except as otherwise provided in this Agreement or by state law.

ARTICLE SEVEN: MEETINGS AND NOTICES

- A. Public notice of regular and special meetings of the EMID Board shall be prepared and posted in a conspicuous location. Meetings shall be open to the public as required by Minnesota statute.
- B. Special meetings of the EMID Board may be called by the EMID Board chairperson or any three EMID Board representatives.
- C. The EMID Board shall convene an annual meeting of the EMID Board in January to elect officers, establish a schedule of meetings for the ensuing year, and take other actions as deemed necessary.
- D. The EMID Board shall annually invite the Members' School Boards and Superintendents to a meeting to discuss issues of common interest.

ARTICLE EIGHT: POWERS

The EMID Board shall be vested with all those powers granted to independent school districts by Minnesota statute. Powers of the Board shall include but not be limited to the following:

- A. To acquire, maintain, and dispose of real and personal property.
- B. To enter into contracts for goods and services, including lease purchase agreements, deemed to be in the best interests of the East Metro Integration District.
- C. To employ and discharge employees and to contract for other services.
- D. To prosecute and defend actions by or against the EMID Board.
- E. To apply for and accept grants, gifts, bequests, and donations and to assist in the formation of a foundation to accomplish these purposes.
- F. To acquire and maintain insurance as deemed necessary by the EMID Board.
- G. To adopt polices governing the use of facilities and the operation of programs governed by the EMID Board.
- H. To work cooperatively with any non-profit or governmental organization to provide for community recreational and open space needs.
- I. To adopt by-laws.
- J. To establish and maintain financial accounts.
- K. To contract with and define the duties of an executive administrator or Superintendent to administer the affairs of the organization on behalf of the EMID Board.
- L. To utilize short term borrowing powers granted to independent school districts under Minnesota law as is deemed necessary.
- M. To adopt rules and regulations concerning the composition and number of delegates on the Representative Assembly described in Article Ten hereof, and the Advisory Site Councils described in Article Eleven hereof.

The EMID Board shall not have the power to issue bonds or obligations except as specifically provided by this Agreement unless permitted by Minnesota statute.

ARTICLE NINE: ADMINISTRATIVE EXECUTIVE LEADERSHIP

- A. The EMID Board shall select and contract the services of a licensed superintendent or an executive administrator to provide executive leadership for the organization, implement EMID Board policies, and enact administrative procedures to ensure the effective and efficient operation of the organization.
- B. The superintendent or executive administrator shall serve as a non-voting, ex-officio member of the EMID Board.
- C. The superintendent or executive administrator shall recommend an administrative organization to assist in planning for the effective and efficient operation of the organization, subject to approval by the EMID Board.

ARTICLE TEN: REPRESENTATIVE ASSEMBLY

- A. The EMID Board shall establish a Representative Assembly.
- B. The purposes of the Representative Assembly shall be to create a forum to discuss issues of common interest to the Member Districts, non-member districts, and invited organizations/programs and to make advisory recommendations to the EMID Board and its superintendent on East Metro desegregation policy and planning initiatives and contact with and outreach to the Minnesota Legislature, Minnesota Department of Education, and other organizations and agencies as may be appropriate.
- C. Membership on the Representative Assembly shall be determined by the EMID Board. In so constituting this Representative Assembly, the EMID Board shall strive for racial, socioeconomic, and gender composition that is representative of the student population.
- D. The Representative Assembly shall be convened on an annual basis.
- E. The Representative Assembly meeting shall be convened by the Chairperson of the EMID Board.

ARTICLE ELEVEN: ADVISORY SITE COUNCILS

- A. The EMID Board recommends the formation of advisory (site) councils in each of the EMID schools and programs.
- B. The purpose of each advisory (site) council shall be to provide advisory recommendations to school and program leadership.
- C. Each advisory (site) council shall be comprised of representatives from among parents whose children attend and staff members who are employed in a particular EMID School District school or program.
- D. The EMID Board shall strive, insofar as is possible, to achieve advisory (site) council membership that is representative of the racial, socioeconomic, and general, composition of each school's or program's student population.

ARTICLE TWELVE: STAFFING

- A. The EMID Board shall employ licensed educational staff, including building and program administration, as it deems necessary. The licensed educational staff so employed shall be deemed to be employees of the EMID Board for all purposes including, but not limited to, salaries, fringe benefits, workers' compensation, unemployment compensation, teachers retirement, social security, collective bargaining, and continuing contract rights.
- B. The EMID Board may employ persons directly to provide all services needed to operate the EMID schools or programs and not covered by Section A (Staffing) above. Alternatively, the EMID Board may contract for services on terms deemed to be in the best interests of the organization.

ARTICLE THIRTEEN: RECEIPTS/STATE AID

- A. Financial support for students attending the EMID School District shall be comparable to that from which they would have benefited if they had attended Member District schools.

- B. Resident pupils of each Member District that are educated in the EMID School District shall be counted as resident pupils of their resident district in the calculation of pupil units for all state aid and levy purposes. The district of residence of the pupils attending the EMID School District shall not be deemed to have changed by reason of their attendance at a Joint Powers school.
- C. Except for transportation revenue not specifically designated by the State for EMID School District use, each Member District shall transmit to the EMID School District all pupil-based state aid and local tax levies received by the Member District for each resident pupil attending an EMID school. Pupil-based aid and local levies include, but are not limited to general education revenue, integration revenue, capital building and capital equipment revenue, and excess levy referendum revenues.
- D. Each Member District shall also transmit to the EMID School District a pro-rata share of all non-pupil based revenues received by the Member Districts, which revenues relate to or arise directly out of services provided by, for, or at the EMID School District and its schools. The pro-rata share shall be determined based on the ratio of the number of weighted average pupil units (WADM) attending the EMID School District from the Member District in a given year to the total number of weighted average pupil units (WADM) in attendance in that Member District in that year.
- E. Member Districts shall transmit to the EMID School District the total amount of compensatory aid they receive on behalf of their students attending the EMID School District. Total compensatory revenue received is based on the number of free and reduced school lunch applicants attending the EMID schools.

ARTICLE FOURTEEN: BUDGET

- A. The fiscal year for the EMID Board shall be from July 1 through June 30.
- B. By June 30 of each year (except for the initial year or partial year of the Agreement), a budget shall be prepared by the EMID Board.
- C. The proposed budget shall be submitted to the School Boards of each Member for review purposes only.

ARTICLE FIFTEEN: GOVERNANCE

- A. The EMID Board shall have the authority to create and conduct programs and services for the benefit of EMID students and parents as may be determined necessary.
- B. The EMID Board shall adopt policies and procedures necessary to comply with state and federal laws and regulations and to effectively and efficiently operate the EMID.

ARTICLE SIXTEEN: TRANSPORTATION

- A. Each Member District shall be responsible for providing necessary transportation to resident students attending the EMID schools.
- B. The Member Districts may agree among themselves to a cooperative transportation system and to a method of cost sharing for such a system. Such agreements shall be signed by all participating parties.

ARTICLE SEVENTEEN: ADDITION OF MEMBERS

- A. Any independent school district under the laws of Minnesota may petition the EMID Board for membership. The petition shall be in the form of a resolution of the School Board of the School District desiring membership. The addition of a new member shall require an affirmative vote by a two-thirds majority of the membership of the EMID Board.
- B. Addition of school districts shall be on terms determined by the then existing EMID Board.
- C. Upon approval of a petition for membership, the Composition of the EMID Board shall be increased to include one representative from the joining School District who shall have the power to cast one vote.

ARTICLE EIGHTEEN: WITHDRAWAL OF MEMBERS

- A. A Member may elect to withdraw from the Joint Powers Agreement by a majority vote of its School Board. Notice of withdrawal shall be in the form of a resolution sent to the Members. Withdrawal notice shall be given on or before February 1, and shall be effective on June 30 of the calendar year following the Notice of Withdrawal.
- B. A withdrawing Member shall not be eligible to participate in any distribution of property or assets of the East Metro Integration District.

ARTICLE NINETEEN: TERMINATION

- A. This Joint Powers Agreement may be terminated if the School Boards of all Member Districts so vote. Any termination shall be effective at the end of the next fiscal year following the fiscal year in which the termination vote takes place (i.e., termination vote must occur before July 1, 2000 to be effective June 30, 2001).
- B. Upon termination all personal property assets of EMID shall be distributed to Member Districts in an amount, which the EMID Board determines is proportionate to their respective contributions. Real estate and fixtures owned by EMID shall first be offered for sale to Member Districts subject to any outstanding interests of third-parties, including the State of Minnesota. Any real estate and fixtures not sold in this manner shall be offered for sale on the open market on whatever terms are deemed desirable by EMID.
- C. After termination, dissolution, and sale of assets, any remaining liabilities shall be divided equally between current Member Districts and those Member Districts that withdrew within two calendar years prior to the date of termination of this Agreement as approved by Member District School Boards.

ARTICLE TWENTY: DISPUTE RESOLUTION

- A. Disputes between Member Districts arising out of the asset and debt distribution provisions contained in Article Nineteen of this Agreement shall be resolved utilizing the procedures set forth in Article Twenty. All other disputes shall be subject to resolution in the district courts.
- B. The parties to a dispute within the terms of Article Nineteen will first attempt to resolve outstanding issues at a face-to-face meeting. Each Member District will be represented by its Superintendent and one School Board member.

- C. If the subject dispute cannot be resolved under the procedures established in Article Twenty the parties will engage in non-binding mediation through a mutually acceptable mediator. In the event the Member Districts are unable to agree on a mediator, a mediator will be selected, through alternative striking, from a list of names of mediators provided by the Bureau of Mediation Services.
- D. If the subject dispute cannot be resolved through mediation, the parties shall submit the matter to binding arbitration as follows:

The arbitration panel shall consist of three members. One shall be a retired superintendent. One shall be a retired judge. The third member shall be knowledgeable in school district finance.

If the Member Districts cannot agree on the composition of the arbitration panel, then they shall each prepare lists of three panel candidates and alternate striking names until a panel is selected.
- E. No mediator or arbitrator shall be a resident of the Member Districts involved in the dispute. Nor shall a mediator be a current or former employee or officer of a Member District.

ARTICLE TWENTY-ONE: MISCELLANEOUS

- A. All notices required to be sent under this Agreement shall be in writing and sent by first class U.S. mail addressed to the Chairperson of the Member District Board at its administrative offices. All notices shall be deemed given when delivery is accepted or when delivery is refused.
- B. If one Member District commits a breach of this Agreement, as determined by resolution of the EMID Board, and if that breach is not remedied within 30 days after notice of the resolution, then that District's participation in this Agreement may be terminated by the EMID Board, but such termination shall not relieve the breaching party from any obligations under this Agreement.
- C. This Agreement shall not be amended except by approval or by resolution, of the School Boards of all Member Districts.
- D. The captions used in this Agreement are for reference purposes, and shall not be considered part of the Agreement.
- E. Should any provision of this Agreement be found to be in violation of state or federal law, the other provisions shall remain in force to the extent the purpose of the Agreement remains intact. As soon as reasonably possible after a provision is found to be unlawful, representatives of all Member Districts shall meet for the purpose of adoption of replacement provisions.

Desegregation Rule

3535.0100 PURPOSE.

The purpose of parts 3535.0100 to 3535.0180 is to:

A. recognize that the primary goal of public education is to enable all students to have opportunities to achieve academic success;

B. reaffirm the state of Minnesota's commitment to the importance of integration in its public schools;

C. recognize that while there are societal benefits from schools that are racially balanced, there are many factors which can impact the ability of school districts to provide racially balanced schools, including housing, jobs, and transportation;

D. recognize that providing parents a choice regarding where their children should attend school is an important component of Minnesota's education policy;

E. recognize that there are parents for whom having their children attend integrated schools is an essential component of their children's education;

F. prevent segregation, as defined in part 3535.0110, subpart 9, in public schools;

G. encourage districts to provide opportunities for students to attend schools that are racially balanced when compared to other schools within the district;

H. provide a system that identifies the presence of racially isolated districts and encourage adjoining districts to work cooperatively to improve cross-district integration, while giving parents and students meaningful choices; and

I. work with rules that address academic achievement, including graduation standards under chapter 3501 and inclusive education under part 3500.0550, by providing equitable access to resources.

STAT AUTH: MS s 124F.896

HIST: 24 SR 77

Current as of 11/05/04

3535.0110 DEFINITIONS.

Subpart 1. **Scope.** As used in parts 3535.0100 to 3535.0180, the terms defined in this part have the meanings given them.

Subp. 2. **Enrolled American Indian students.** "Enrolled American Indian students" means students who live on or off a reservation and are enrolled in a federally recognized tribe. Enrolled American Indian students have dual status as protected students under subpart 4 and members of sovereign nations.

Subp. 3. **Commissioner.** "Commissioner" means the commissioner of the Department of Education.

Subp. 4. **Protected students.** "Protected students" means:

A. students who self-identify or are identified in the general racial categories of African/Black Americans, Asian/Pacific Americans, Chicano/Latino Americans, and American Indian/Alaskan Native; and

B. multiracial students who self-identify or are identified as having origins in more than one of the categories described in item A or as having origins in one of the categories described in item A and in the category of Caucasian.

Subp. 5. **Racial balance.** "Racial balance" means the increased interaction of protected students and white students within schools and between districts that is consistent with the purposes of parts 3535.0160 to 3535.0180.

Subp. 6. **Racially identifiable school within a district.** "Racially identifiable school within a district" means a school where the enrollment of protected students at the school within a district is more than 20 percentage points above the enrollment of protected students in the entire district for the grade levels served by that school.

Subp. 7. **Racially isolated school district.** "Racially isolated school district" means a district where the districtwide enrollment of protected students exceeds the enrollment of protected students of any adjoining district by more than 20 percentage points.

Subp. 8. **School.** "School" means a site in a public school district serving any of kindergarten through grade 12. For purposes of parts 3535.0160 to 3535.0180 only, school does not mean:

A. charter schools under Minnesota Statutes, section 124D.10;

B. area learning centers under Minnesota Statutes, section 123A.05;

C. public alternative programs under Minnesota Statutes, section 126C.05, subdivision 15;

D. contracted alternative programs under Minnesota Statutes, section 124D.69;

E. school sites specifically designed to address limited English proficiency;

F. school sites specifically designed to address the needs of students with an individual education plan (IEP); and

G. secure and nonsecure treatment facilities licensed by the Department of Human Services or the Department of Corrections.

Subp. 9. **Segregation.** "Segregation" means the intentional act or acts by a school district that has the discriminatory purpose of causing a student to attend or not attend particular programs or schools within the district on the basis of the student's race and that causes a concentration of protected students at a particular school.

A. It is not segregation for a concentration of protected students or white students to exist within schools or school districts:

(1) if the concentration is not the result of intentional acts motivated by a discriminatory purpose;

(2) if the concentration occurs at schools providing equitable educational opportunities based on the factors identified in part 3535.0130, subpart 2; and

(3) if the concentration of protected students has occurred as the result of choices by parents, students, or both.

B. In addition to the factors in item A, it is not segregation for concentrations of enrolled American Indian students to exist within schools or school districts:

(1) if the concentration exists as a result of attempting to meet the unique academic and culturally related educational needs of enrolled American Indian students through programs developed pursuant to the federal government's trust relationship with American Indian tribes or through an agreement with an American Indian tribal government; and

(2) the concentration exists as the result of voluntary choices made by American Indian parents, enrolled American Indian students, or both.

STAT AUTH: MS s 124D.896

HIST: 24 SR 77; L 2003 c 130 s 12
Current as of 11/05/04

3535.0120 DUTIES OF DISTRICTS.

Subpart 1. **Report.** A school district shall annually submit to the commissioner, concerning each school site within

its district, a report that includes:

A. the racial composition of each school within its district; and

B. the racial composition of the grade levels served by each of the schools.

The report shall be submitted according to the Minnesota Automated Reporting Student System (MARSS) deadlines as established annually by the commissioner and noticed to all districts.

Subp. 2. **Data collection.** A district shall collect for all students except American Indian students in subpart 3, the information required in subpart 1 by using one of the following racial identification procedures in the following order:

A. parent or guardian identification;

B. age-appropriate student self-identification, when parent or guardian identification is not an option;

C. if parent, guardian, or student self-identification methods are not possible, sight counts administered by the principal or designee, pursuant to written guidelines developed by the district.

Subp. 3. **American Indian students.** In districts where the American Indian population is ten or more students, the parent education committee under Minnesota Statutes, section 124D.78, subdivision 1, in consultation with the American Indian parents the committee represents, may select as their identification procedure one of the following:

A. parent or guardian self-identification;

B. the process for identification specified in United States Code, title 20, section 7881; or

C. the racial identification procedure used by the district for other students.

STAT AUTH: MS s 124D.896

HIST: 24 SR 77

Current as of 11/05/04

3535.0130 DUTIES OF COMMISSIONER.

Subpart 1. **Review of data.** The commissioner shall review the data provided by a school district under part 3535.0120 within 60 days of its receipt. If the commissioner determines that there is a racially identifiable school within a district, or if the commissioner receives a complaint alleging that a district is engaged in acts of segregation, the commissioner

shall request further information to determine whether the racial composition at the school or schools in question results from acts motivated at least in part by a discriminatory purpose. The commissioner's finding of a discriminatory purpose must be based on one or more of the following except that the commissioner shall not rely solely on item D or E, or both:

A. the historical background of the acts which led to the racial composition of the school, including whether the acts reveal a series of official actions taken for discriminatory purposes;

B. whether the specific sequence of events resulting in the school's racial composition reveals a discriminatory purpose;

C. departures from the normal substantive or procedural sequence of decision making, as evidenced, for example, by the legislative or administrative history of the acts in question, especially if there are contemporary statements by district officials, or minutes or reports of meetings that demonstrate a discriminatory purpose;

D. whether the racial composition of the school is the result of acts which disadvantage one race more than another, as evidenced, for example, when protected students are bused further or more frequently than white students; and

E. whether the racially identifiable composition of the school was predictable given the policies or practices of the district.

Subp. 2. **District information.** In order to determine whether a racially identifiable school exists as the result of acts motivated by a discriminatory purpose, the commissioner shall request and the district shall provide the following information related to the factors described in subpart 1:

A. information about how students are assigned to schools within the district, including:

(1) for schools which have been newly added or renovated or if attendance zones have changed, a description of what the attendance zones were and what the racial composition of each zone was at the time the school was planned and added or renovated;

(2) a description of the assignment and transfer options at each of the schools serving the grade levels in question, and the outreach efforts that were made to ensure parents received information about and were able to understand the availability of those options; and

(3) a comparison of the racial composition of the attendance area of the school in question as it relates to the composition of the district as a whole;

B. a list of curricular offerings;

C. a list of the extracurricular options available at each of the schools serving the grade levels in question;

D. a list that breaks down, by race and school, the teachers assigned to all of the schools serving the grade levels in question and, considering the average percentage of teachers of color in the district, an explanation of any concentration of teachers of color assigned at a school at issue;

E. a list that shows how the qualifications and experience of the teachers at the racially identifiable school compares to teachers at the sites which are not racially identifiable;

F. evidence that the racially identifiable school has been provided financial resources on an equitable basis with other schools which are not racially identifiable;

G. a comparison of the facilities, materials, and equipment at the racially identifiable school with schools that are not racially identifiable;

H. information that would allow the commissioner to determine whether the extent of busing is disproportionate between white students and protected students; and

I. any nondiscriminatory circumstances that explain why a particular school has exceeded the districtwide enrollment of protected students by more than 20 percentage points.

Subp. 3. **Integrated alternatives.** If the enrollment of protected students at a school is more than 25 percent above the enrollment of protected students in the entire district, or if the enrollment of protected students exceeds 90 percent at any given school, whichever is less, the district must provide affirmative evidence to the commissioner that all students in that school have alternatives to attend schools with a protected student enrollment that is comparable to the districtwide average.

STAT AUTH: MS s 124D.896

HIST: 24 SR 77
Current as of 11/05/04

3535.0140 RESPONSE OF DISTRICTS.

School districts shall respond to the commissioner's request for information under part 3535.0130 within 60 days of its receipt. If supplemental information is requested by the commissioner, the district must respond within 30 days of the receipt of the request.

STAT AUTH: MS s 124D.896

**3535.0150 DEVELOPMENT OF PLAN FOR MANDATORY DESEGREGATION;
ENFORCEMENT.**

Subpart 1. **District plan.** If the commissioner determines that segregation exists, the district shall provide a plan within 60 days that proposes how it shall remedy the segregation. The plan shall address the specific actions that were found by the commissioner to contribute to the segregation. The plan shall be developed in consultation with the commissioner. If the commissioner rejects any or all of the plan, the commissioner shall provide technical assistance to help the district revise the plan. However, if the district and the commissioner cannot agree on a plan within 45 days after the original plan was rejected, the commissioner shall develop a revised plan to remedy the segregation that the district shall implement in the time frame specified by the commissioner. A finding of segregation, or a finding that the district's initial plan is inadequate, shall be based on written findings of fact and conclusions of law issued by the commissioner.

Subp. 2. **Remedy.** If the commissioner has made a finding of segregation, student assignments based on race that are made to remedy the finding of segregation are permissible in a plan for mandatory desegregation, so long as they are narrowly tailored to remedy the act of segregation.

Subp. 3. **Extension.** The commissioner may extend the time for response from a district under parts 3535.0140 and 3535.0150 if compliance with the deadline for response would impose an undue hardship on the district, for example, if the information is not easily ascertainable or the plan requires a complex remedy that includes consultation with outside sources.

Subp. 4. **Enforcement of desegregation.** If the district fails to submit data required by the commissioner, fails to provide or implement a plan to remedy the segregation, or fails to implement a plan developed by the commissioner as provided in subpart 1, the commissioner must:

A. notify the district that its aid shall be reduced pursuant to Minnesota Statutes, section 127A.42;

B. refer the finding of segregation to the Department of Human Rights for investigation and enforcement; and

C. report the district's actions to the education committees of the legislature by March 15 of the next legislative session with recommendations for financial or other appropriate sanctions.

HIST: 24 SR 77
Current as of 11/05/04

3535.0160 INTEGRATION OF RACIALLY IDENTIFIABLE SCHOOLS NOT THE RESULT OF SEGREGATION.

Subpart 1. Notice to district of plan including voluntary measures.

A. If a racially identifiable school reviewed under part 3535.0130 is not the result of segregation, the district shall be notified that it must develop and submit a plan to the commissioner for review that provides options to help integrate the racially identifiable school. The format of the plan shall be determined by the commissioner.

B. A racially identifiable school is not required to develop and submit a plan if the school is racially identifiable only as a result of:

(1) a concentration of enrolled American Indian students that exists as a result of attempting to meet the unique academic and culturally related educational needs of enrolled American Indian students through programs developed pursuant to the federal government's trust relationship with American Indian tribes or through an agreement with an American Indian tribal government; and

(2) the concentration exists as the result of voluntary choices made by American Indian parents, enrolled American Indian students, or both.

A racially identifiable school with a concentration of enrolled American Indian students is required to develop and submit a plan if the school is also racially identifiable as a result of the enrollment of other protected students excluding the enrollment of American Indian students.

Subp. 2. **Community collaboration council.** The district shall establish and use a community collaboration council to assist in developing the district's plan under this part. The council shall be reasonably representative of the diversity of the district. In communities with ten or more American Indian students, representation from the American Indian parent committee under Minnesota Statutes, section 124D.78 is required on the community collaboration council. If a district has an existing committee whose composition reasonably reflects the diversity of the district, for example, school site councils or district curriculum advisory councils, that committee may be used to provide the planning required by this part. The community collaboration council shall identify ways of creating increased opportunities for interracial contact, and establish goals for meeting this objective. After identifying these opportunities and goals, the council shall develop a plan for integration at each school that may include, for example, options under subpart 3.

Subp. 3. District plan.

A. After receiving the plan required under subpart 2 from its community collaboration council, the district shall provide a plan to the commissioner that describes how the goal of increased opportunities for interracial contact between students will be met, and the integration efforts the district plans to implement at each racially identifiable school. The plan shall be written and adopted by the end of the academic year in which the district received notice under subpart 1, or six months later, whichever is longer. The plan shall include:

- (1) the extent of community outreach that preceded the plan;
- (2) integration issues identified;
- (3) action goals of the integration effort;
- (4) how the action goals will be or are being accomplished.

B. All plans under this part must be educationally justifiable and contain options for intradistrict integration that may include, for example:

- (1) duplicating programs that have demonstrated success in improving student learning at schools that are racially identifiable;
- (2) providing incentives to help balance racially identifiable schools, for example, providing:
 - (a) incentives to low-income students to transfer to schools that are not racially identifiable;
 - (b) transportation; and
 - (c) interdistrict opportunities and collaborative efforts with other districts;
- (3) providing incentives to teachers to improve the distribution of teachers of all races at schools across the district, including:
 - (a) staff development opportunities;
 - (b) strategies for attracting and retaining staff who serve as role models; and
 - (c) strategies for attracting and retaining staff who have a record of success in teaching protected students, low-income students, or both;
- (4) greater promotion of programs provided at racially identifiable schools designed to attract a wide range

of students;

(5) providing smaller class sizes, greater counseling and support services, and more extracurricular opportunities and other resources at racially identifiable schools as compared to schools that are not racially identifiable or at schools with a higher concentration of low-income students; and

(6) providing programs promoting instruction about different cultures, including options uniquely relevant to American Indian students, including, for example, American Indian language and culture programs under Minnesota Statutes, section 126.48.

The format of the integration plan shall be consistent with, and if possible included into a district's comprehensive plan.

Subp. 4. **Commissioner's duties.**

A. The commissioner shall:

(1) evaluate any plans developed under this part at the end of each academic year after which a plan is implemented to determine whether the collaboration plan was implemented and whether the goals have been substantially met;

(2) each academic year after a plan is implemented, report to the house and senate education committees any reduction in the percentage of protected students at racially identifiable schools; and

(3) each academic year after a plan is implemented, report to the house and senate education committees if the enrollment of protected students remains constant or increases at racially identifiable schools.

B. The commissioner may recommend financial incentives that are aimed at compensating or rewarding districts for programs or activities that have been successful.

C. The commissioner may recommend legislative action to address the condition of racially identifiable schools within the district.

Subp. 5. **Timeline.** Each integration plan shall remain in place for three years from the date of review by the commissioner, unless earlier modified by the district and reviewed by the commissioner. Schools that are newly identified as racially identifiable or that were included in a plan under this part but remain racially identifiable after three years from the date of review by the commissioner shall be subject to the procedures outlined in parts 3535.0130 to 3535.0160.

Subp. 6. **Schools that did not meet earlier goals.** Schools that were included in a plan under this part but remain racially

identifiable after three years from the date of review by the commissioner shall work in consultation with the commissioner to develop a new plan that shall include an analysis of why the previous plan did not achieve its goals, a list and explanation of new or continuing barriers to achieving the plan's goals, and a new plan and rationale for achieving the goals of the plan.

STAT AUTH: MS s 124D.896

HIST: 24 SR 77
Current as of 11/05/04

3535.0170 INTEGRATION OF RACIALLY ISOLATED SCHOOL DISTRICTS.

Subpart 1. Evaluation.

A. The commissioner shall annually evaluate the enrollment of protected students in each district to determine whether the district as a whole is racially isolated. If the commissioner determines that a district is racially isolated, as defined in part 3535.0110, subpart 7, the commissioner shall immediately notify the district and its adjoining districts. The commissioner may also send notice to other districts that are not adjoining if the commissioner determines that it would be geographically feasible for such districts to participate in cross-district planning. Districts that are not adjoining may choose whether to participate in the cross-district planning.

B. A racially isolated district shall not be required to follow subparts 2 to 8 if the district is isolated only as a result of the enrollment of American Indian students whose unique academic and culturally related educational needs are being addressed by district programs and the district has established a parent committee under Minnesota Statutes, section 124D.78. A district racially isolated as a result of the enrollment of American Indian students shall be required to follow subparts 2 to 8, if the district is also racially isolated as a result of the enrollment of other protected students excluding the enrollment of American Indian students.

Subp. 2. Establishment of multidistrict collaboration council. Upon receiving notice under subpart 1, the isolated and adjoining districts shall establish a multidistrict collaboration council, as provided in subpart 3, to develop a plan under this part. The council shall work as provided under subpart 5 to identify ways to offer cross-district opportunities to improve integration.

Subp. 3. Membership of multidistrict collaboration council. Each isolated district and each of its adjoining districts shall appoint individuals to participate in the multidistrict collaboration council. The council shall be reasonably representative of the diversity of the participating districts. If any of the participating districts have an American Indian parent committee formed under Minnesota Statutes, section 124D.78, a representative of those committees

shall also be appointed.

Subp. 4. Alternatives to a multidistrict collaboration council.

A. Participating districts that are members of joint powers boards that have advisory councils meeting the requirements of subpart 3 may use those joint powers boards and advisory councils in lieu of creating a new council under subpart 2.

B. Participating districts that have an existing committee whose composition reflects the membership requirements of subpart 3, may use this committee in lieu of creating a new council under subpart 2.

Subp. 5. Council cooperation and plan. The multidistrict collaboration council shall identify ways of creating increased opportunities for interracial contact and establish goals for meeting this objective. After identifying these opportunities and goals, the council shall develop a joint collaboration plan for cross-district integration that may include the incentives contained in subpart 6, item B.

Subp. 6. District plan.

A. After receiving the plan required in subpart 5 from its council, each district shall review, modify if necessary, and ratify the integration plan. Each district shall provide a plan to the commissioner that describes how the goal of greater opportunities for interracial contact between students will be met and that describes the interdistrict integration efforts the district plans to implement. The plan shall be completed and ratified no longer than 12 months after the district receives notice under part 3535.0180, subpart 1. The plan shall include:

(1) the extent of community outreach that preceded the interdistrict plan;

(2) cross-district integration issues identified;

(3) goals of the integration effort; and

(4) how the goals will be or are being accomplished.

B. All collaboration plans under this part must be educationally justifiable and contain options for interdistrict integration that may include, for example:

(1) providing cooperative transportation that helps balance racially isolated districts;

(2) providing incentives for low-income students to transfer to districts that are not racially isolated;

(3) developing cooperative magnet programs or schools designed to increase racial balance in the affected districts;

(4) designing cooperative programs to enhance the experience of students of all races and from all backgrounds and origins;

(5) providing cooperative efforts to recruit teachers of color, and encouraging teacher exchanges, parent exchanges, and cooperative staff development programs;

(6) encouraging shared extracurricular opportunities, including, for example, community education programs that promote understanding, respect, and interaction among diverse community populations; and

(7) documenting, in districts with ten or more American Indian students, how American Indian students are able to participate in program options uniquely relevant to American Indian students, including, for example, language and culture programs under Minnesota Statutes, section 124D.74, and how the students may participate in the district's voluntary integration efforts.

Subp. 7. Limits on participation in multidistrict collaboration councils. Notwithstanding subpart 2:

A. an isolated school district shall not be required to be part of two or more collaboration councils;

B. adjoining districts shall not be required to be part of two or more collaboration councils;

C. two adjoining racially isolated school districts shall not be required to participate together on the same collaboration council;

D. if a racially isolated district is a member of a joint powers board under subpart 4, its adjoining districts shall not be required to participate on the joint powers board; and

E. if an adjoining district is a racially isolated district exempted from subparts 2 to 8 under subpart 1, item B, the district shall not be required to be part of an interdistrict collaboration council and shall not be required to provide a plan of interdistrict integration efforts to the commissioner.

Subp. 8. Timeline for reports. Once a multidistrict collaboration plan has been filed with the commissioner, it does not need to be renewed for a period of four years from the date of filing.

HIST: 24 SR 77
Current as of 11/05/04

3535.0180 EVALUATION OF COLLABORATIVE EFFORTS.

The commissioner shall biennially evaluate the results of collaborative efforts under part 3535.0170 to determine whether the collaboration plan was implemented and whether the action goals have been substantially met. After reviewing the results, the commissioner shall report to the house and senate education committees whether a district implemented its collaboration plan and substantially met its action goals. The commissioner may also make recommendations for appropriate legislative action.

Integration Revenue

124D.86 Integration revenue.

Subdivision 1. **Use of revenue.** Integration revenue under this section must be used for programs established under a desegregation plan filed with the Department of Education according to Minnesota Rules, parts 3535.0100 to 3535.0180, or under court order. The revenue must be used to create or enhance learning opportunities which are designed to provide opportunities for students to have increased interracial contacts through classroom experiences, staff initiatives, and other educationally related programs.

Subd. 1a. **Budget approval process.** Each year before a district receives any revenue under subdivision 3, clause (4), (5), or (6), the district must submit to the Department of Education, for its review and approval a budget detailing the costs of the desegregation/integration plan filed under Minnesota Rules, parts 3535.0100 to 3535.0180. Notwithstanding chapter 14, the department may develop criteria for budget approval. The department shall consult with the Desegregation Advisory Board in developing these criteria. The criteria developed by the department should address, at a minimum, the following:

(1) budget items cannot be approved unless they are part of

any overall desegregation plan approved by the district for isolated sites or by the Multidistrict Collaboration Council and participation individual members;

(2) the budget must indicate how revenue expenditures will be used specifically to support increased opportunities for interracial contact;

(3) components of the budget to be considered by the department, including staffing, curriculum, transportation, facilities, materials, and equipment and reasonable planning costs, as determined by the department; and

(4) if plans are proposed to enhance existing programs, the total budget being appropriated to the program must be included, indicating what part is to be funded using integration revenue and what part is to be funded using other revenues.

Subd. 1b. **Plan components.** Plans submitted by each district under Minnesota Rules, parts 3535.0160 and 3535.0170, must be approved by the district's board each year before integration revenue will be awarded. If a district is applying for revenue for a plan that is part of a multidistrict council, the individual district shall not receive revenue unless it ratifies the plan adopted by its multidistrict council or approves a modified plan with a written explanation of any

modifications. Each plan shall contain:

(1) an identification of the integration issues at the sites or districts covered by Minnesota Rules, parts 3535.0100 to 3535.0180;

(2) a description of the community outreach that preceded the integration plan, such that the commissioner can determine whether the membership of the planning councils complied with the requirements of Minnesota Rules, parts 3535.0100 to 3535.0180; and

(3) the specific goals of the integration plan.

By June 30 of the subsequent fiscal year, each district shall report to the commissioner in writing about the extent to which the integration goals identified in the plan were met.

Subd. 2. **Separate account.** Integration revenue shall be maintained in a separate account to identify expenditures for salaries and programs related to this revenue.

Subd. 3. **Integration revenue.** Integration revenue equals the following amounts:

(1) for Independent School District No. 709, Duluth, \$206

times the adjusted pupil units for the school year;

(2) for Independent School District No. 625, St. Paul, \$445 times the adjusted pupil units for the school year;

(3) for Special School District No. 1, Minneapolis, the sum of \$445 times the adjusted pupil units for the school year and an additional \$35 times the adjusted pupil units for the school year that is provided entirely through a local levy;

(4) for a district not listed in clause (1), (2), or (3), that must implement a plan under Minnesota Rules, parts 3535.0100 to 3535.0180, where the district's enrollment of protected students, as defined under Minnesota Rules, part 3535.0110, exceeds 15 percent, the lesser of (i) the actual cost of implementing the plan during the fiscal year minus the aid received under subdivision 6, or (ii) \$129 times the adjusted pupil units for the school year;

(5) for a district not listed in clause (1), (2), (3), or (4), that is required to implement a plan according to the requirements of Minnesota Rules, parts 3535.0100 to 3535.0180, the lesser of

(i) the actual cost of implementing the plan during the fiscal year minus the aid received under subdivision 6, or

(ii) \$92 times the adjusted pupil units for the school year.

Any money received by districts in clauses (1) to (3) which exceeds the amount received in fiscal year 2000 shall be subject to the budget requirements in subdivision 1a; and

(6) for a member district of a multidistrict integration collaborative that files a plan with the commissioner, but is not contiguous to a racially isolated district, integration revenue equals the amount defined in clause (5).

Subd. 4. **Integration levy.** A district may levy an amount equal to 37 percent for fiscal year 2003, 23 percent for fiscal year 2004, and 30 percent for fiscal year 2005 and thereafter of the district's integration revenue as defined in subdivision 3.

Subd. 5. **Integration aid.** A district's integration aid equals the difference between the district's integration revenue and its integration levy.

Subd. 6. **Alternative attendance programs.** (a) The integration aid under subdivision 5 must be adjusted for each pupil residing in a district eligible for integration revenue under subdivision 3, clause (1), (2), or (3), and attending a

nonresident district under sections 123A.05 to 123A.08, 124D.03,
124D.06, and 124D.08, that is not eligible for integration
revenue under subdivision 3, clause (1), (2), or (3), and has
implemented a plan under Minnesota Rules, parts 3535.0100 to
3535.0180, if the enrollment of the pupil in the nonresident
district contributes to desegregation or integration purposes.
The adjustments must be made according to this subdivision.

(b) Aid paid to a district serving nonresidents must be
increased by an amount equal to the revenue per pupil unit of
the resident district under subdivision 3, clause (1), (2), or
(3), minus the revenue attributable to the pupil in the
nonresident district under subdivision 3, clause (4), (5), or
(6), for the time the pupil is enrolled in the nonresident
district.

HIST: 1Sp1997 c 4 art 2 s 18; 1998 c 389 art 2 s 4,5; 1998 c
397 art 2 s 164; art 11 s 3; 1999 c 241 art 1 s 7; art 9 s
26,27; 2000 c 489 art 2 s 6-10; 1Sp2001 c 6 art 2 s 47; 2002 c
220 art 3 s 2,3; 2002 c 377 art 5 s 1; 1Sp2003 c 9 art 2 s 31-35