

Community Meeting for Integration Planning

Apollo High School Auditorium

Saturday, March 15th, 2008

12:00 Noon – 4:00 P.M.



Lunch Supplied

Interpreters Available

Transportation Accessible

Child Care Provided



WHAT IS THE PURPOSE OF THE MINNESOTA DESEGREGATION RULE?

As stated in part 3535.0100, the purposes of the Desegregation Rule include the following:

- Recognize that the primary goal of public education is to enable all students to have opportunities to achieve academic success.
- Reaffirm the state of Minnesota's commitment to the importance of integration in public schools.
- 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, there are many factors which can impact the ability of school districts to provide racially balanced schools, including housing, job, and transportation.
- Recognize that providing parents a choice regarding where their child should attend school is an important component of Minnesota's education policy.
- Recognize that there are parents for whom having their children attend integrated schools is an essential component of their children's education.
- Prevent segregation in public schools.
- Encourage districts to provide opportunities for students to attend schools that are racially balanced when compared to other schools within the district.
- Provide a system that identifies the presence of racially isolated districts and encourage adjoining districts to work cooperatively in improve cross-district integration, while giving parents and students meaningful choices.
- Work with rules that address academic achievement, including graduation standards and inclusive education, by providing equitable access to resources.

*From the Minnesota Department of Education
Revised April 19, 2007*

Expectations from the Minnesota Department of Education for Districts:

- ✓ Get community input and inform community of integration planning
- ✓ Write a plan and budget
- ✓ Get School Board approval
- ✓ Administer the plan

Role of the Multi District Collaboration Council:

- ✓ Give input
- ✓ Help to spread the word about the Community Meeting
- ✓ Encourage people to come to the Community Meeting

Items that are not allowable:

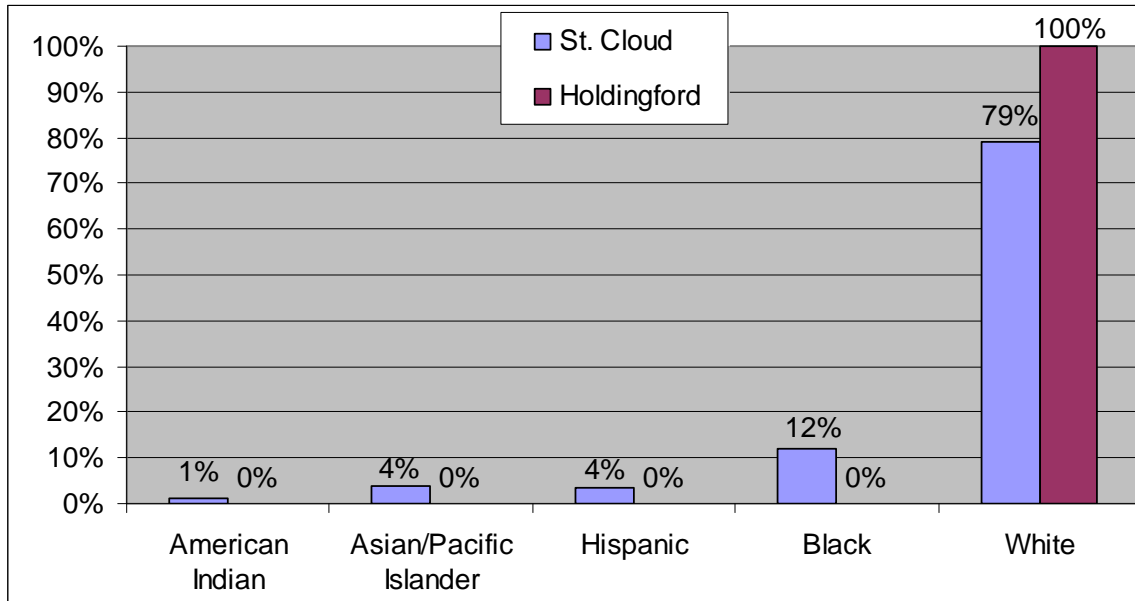
- ✓ Supplementing teachers' salaries
- ✓ Textbooks

Allowable expenses according to the Minnesota Department of Education:

- ✓ A full time employee to coordinate the Integration Plan.
- ✓ A consultant for professional development relating to staff issues regarding a cultural understanding continuum.
- ✓ Stipends for teachers to promote a greater understanding of cultural understanding.
- ✓ Professional development related to meeting the needs of students of various cultures.
- ✓ Regular and ongoing classroom partnerships to promote cultural experiences, based upon local curriculum content standards.
- ✓ After school programming and related transportation and food.
- ✓ Cultural Navigators in the schools, to promote cultural understanding.
- ✓ Recruitment and retention of school staff of color.
- ✓ AVID, Advancement Via Individual Determination, which is a Middle Level and High School Level program designed to help underachieving middle and high school students prepare for and succeed in colleges and universities. Students in the program commit themselves to improvement and preparation for college. AVID offers a rigorous program of instruction in academic "survival skills" and college level entry skills. The AVID program teaches the student how to study, read for content, take notes, and manage time. Students participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding.
- ✓ Transportation to current World Language Immersion programs, to provide more demographic equity.
- ✓ Creation of programs the transportation to those programs, to provide more demographic equity.

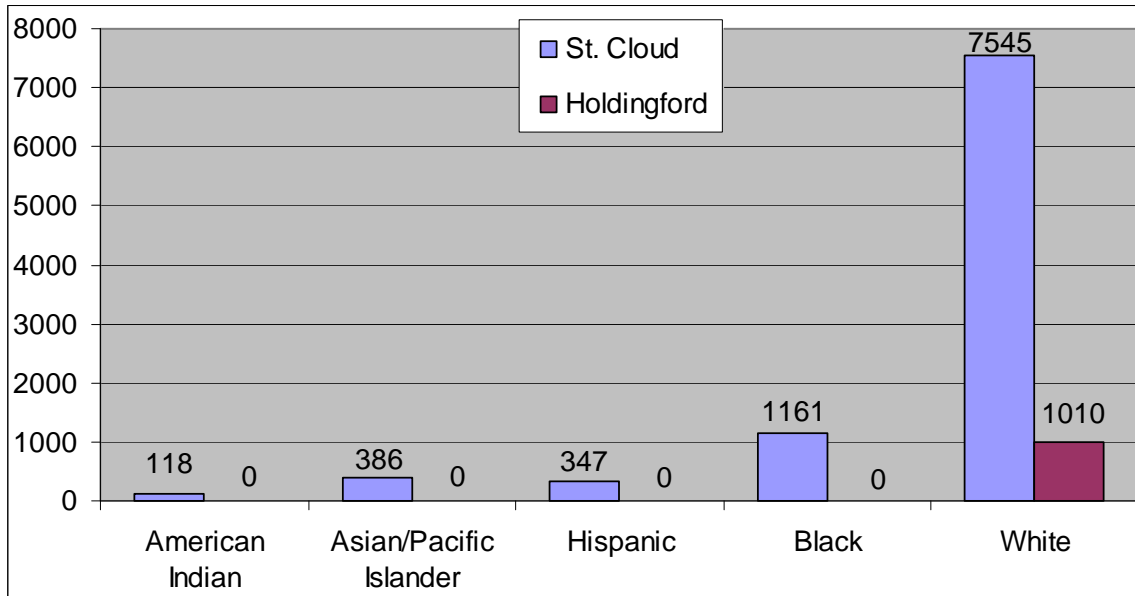
Source: Personal communication with Bondo Nyembwe, Program Administrator for School Choice School Choice Programs, 1.25.08.

Ethnic Percent Distribution of District Population as Categorized by the Minnesota Department of Education (2006 – 2007):



Looking at the percentage of the White Population, there is a 21% difference between these two districts. A 20% or greater difference in this population signals to MDE that there is a Racially Isolated School District. In June 2007, St. Cloud has been identified as a Racially Isolated School District.

Actual Student Counts (2006 – 2007):





INTEGRATION REVENUE FY 2008

Cities of 1st Class Revenue (M.S. 124D.86, subd. 3 (1), (2) and (3)):

- Revenue is 70% aid and 30% levy.
- The rate is applied to the district's FY 2007 adjusted pupil units (not marginal cost) and varies by district:
 - ⇒ Minneapolis \$445 plus an additional \$35 levy
 - ⇒ St. Paul \$445
 - ⇒ Duluth \$206
- The state must approve a budget for the amount the exceeds the revenue generated for FY 00.

→ **Aid/Levy \$92/\$129 (124D.86, subd. 3 (4)):**

- Districts that submitted a budget by late August 2006 qualified for the initial levy in the 2006 pay 2007 levy report. An adjustment will be made in the 2007 pay 2008 levy based on the detailed plan and approved budget.
- Districts with more than 15% protected student enrollment are eligible for up to \$129 per adjusted pupil unit. Other districts, including non-contiguous districts and voluntary districts are eligible for \$92 per adjusted pupil unit.
- Revenue is 70% aid and 30% levy.
- The Pay 07 levy is recognized as revenue in FY 2008 except cities of the 1st class recognize the levy as revenue in FY 2007.
- Districts receive 31% of the aid portion of the revenue with the July 15, 2006 payment. The aid is recognized as revenue for the same fiscal year as the levy is recognized.
- Record expenditures related to the Aid/Levy Integration budget under Finance code 315.
- Revenue will be the lesser of the maximum eligible, or the budget, or the reported expenditures.
- Cooperatives should record related expenditures under Finance code 000 and Course code 315.

Alternative Attendance Adjustments (M.S. 124D.86, subd. 6):

- District must have a plan and approved budget.
- To be eligible students must be:
 - ⇒ Residents of Minneapolis, St. Paul or Duluth.
 - ⇒ They must have transferred under an eligible program to a district other than Minneapolis, St. Paul or Duluth that has a plan. Eligible programs are any one of five attendance options programs, including open enrollment, parent-initiated agreements between boards, and continued enrollment of juniors and seniors, specifically MARSS State Aid Categories 01, 04, 11, and 12 plus nonresidents enrolled in an Area Learning Center (ALC). However, students enrolled via graduation incentives in other than an ALC are ineligible.
 - ⇒ Eligible for free or reduced price meals.
- Aid per pupil unit equals the rate in the resident district minus the aid/levy revenue attributable to the student in the district of enrollment. Revenue is 100% state aid.
- Record expenditures related to the Alternative Attendance budget under Finance code 312.
- Aid will be the lesser of the maximum eligible, or the budget, or the reported expenditures.

Department contacts:

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**Frequently Asked Questions
Minnesota Desegregation Rule and
Integration Revenue Statute**

Revised April 19, 2007

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Getting Started and General Questions

Please read the Desegregation Rule carefully, especially the sections that pertain to the specific reasons your district is eligible to receive integration revenue.

What is the purpose of the Minnesota Desegregation Rule?

As stated in part 3535.0100, the purposes of the Desegregation Rule include the following:

- Recognize that the primary goal of public education is to enable all students to have opportunities to achieve academic success.
- Reaffirm the state of Minnesota's commitment to the importance of integration in public schools.
- 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.
- Recognize that providing parents a choice regarding where their child should attend school is an important component of Minnesota's education policy.
- Recognize that there are parents for whom having their children attend integrated schools is an essential component of their children's education.
- Prevent segregation in public schools.
- Encourage districts to provide opportunities for students to attend schools that are racially balanced when compared to other schools within the district.
- 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.
- Work with rules that address academic achievement, including graduation standards and inclusive education, by providing equitable access to resources.

How does a school district qualify for integration revenue?

Districts qualify for integration revenue through one or more of the following designations under the Minnesota Desegregation Rule:

- The district has a "racially identifiable" school site(s)
- The district is a "racially isolated" district
- The district adjoins a racially isolated district(s)
- The district has voluntarily joined an existing collaborative to assist in reducing the isolation of a racially isolated district(s).

Qualifying under more than one of the above criteria does not increase the maximum amount of integration revenue a district is eligible to generate.

What is the timeline for district and school identification under the Desegregation Rule and for budget review and approval under the Integration Revenue statute?

- *April 30th of each year: MDE notifies in writing newly identified "racially isolated" districts, newly identified "adjoining" districts, and newly identified "racially identifiable" school sites. MDE also notifies in writing districts with current obligations under the rule of any new or changing obligations. (For example, an adjoining district also becomes an isolated district.)*
- *June 30th of each year: All integration revenue budgets are due to MDE for review. If the district is newly identified by the Minnesota Desegregation Rule, its first budget proposal will be a modest "planning budget." For all other districts, an annual implementation budget proposal is required.*
- *August 15th of each year: MDE will notify districts of full approval, partial approval, or denial of funding in their integration revenue budgets.*

How often does a district need to submit an integration revenue budget to MDE for approval?

Annually. Budgets need to include substantial detail on the upcoming school year's expenditures and must be part of the district's multi-year integration plan. Please refer to the section of this document entitled "Appropriate Uses for Integration Revenue" for further information on requirements specified in the Integration Revenue statute.

When are multi-year integration plans and annual integration revenue budgets due to MDE?

MDE must receive plans and budgets by June 30 of each year so that the Department can meet the annual deadline for certifying levy limitations to school districts. **Please note:** If districts want to ensure that approved integration revenue is included in their first metered payment of the fiscal year on July 15, their plans and budgets must be received by MDE by June 1. Receipt of plans and budgets after June 1 may cause integration revenue metered payments to be delayed.

Does a district automatically get the maximum amount of revenue for which it is eligible?

No. MDE reviews a district's budget based on its alignment to the Desegregation Rule and the district's integration plan and the value of its proposed activities as integration strategies. When budgets are reviewed, MDE will consider how much the proposed spending is likely to reduce the racially identifiable status of the identified school(s) or the racial isolation of the identified district(s), and whether the expected outcomes justify the costs. Your budget should detail realistic estimates of how many students from both isolated and adjoining sites will be directly impacted by proposed programs and activities. *Integration revenue is paid to districts as a reimbursement for actual expenditures during the school year to implement integration programming identified in the budget approved by MDE. There is no carryover of integration revenue to the next fiscal year.*

Does MDE evaluate integration plans?

Evaluation of integration plans occurs at two levels. Each district must review the results of its integration plan prior to updating the plan and incorporate these findings into the revised plan. Moreover, according to the Integration Revenue statute, "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."

In addition, MDE is required by the Desegregation Rule to regularly evaluate and report on whether individual districts and multi-district collaboratives have met the goals specified in their integration plans. For districts with racially identifiable school sites, MDE is also required to report on the impact of the plan on those schools' racially identifiable status.

What guidelines may districts use to determine participation by students, families, and staff in integration programming?

The Desegregation Rule does not require the use of race or ethnicity as a test for anyone's participation in an activity funded with integration revenue. This includes school choice programs, magnet schools, teacher scholarship programs, or any other initiative or planning process. Districts may choose to use race-neutral guidelines for students, families, or staff to participate in programming, such as eligibility for the Free and Reduced Priced Lunch program or residency within a defined geographical area. (Please note: Special circumstances may exist where the Commissioner determines that a racially identifiable school was the result of intentional segregation.)

Integration

The St. Cloud Area School District and the Holdingford ISD have been identified by Minnesota's Desegregation Rule to qualify for funding to provide equal educational opportunities for all students to achieve academic success. Based on school year 2006-2007 data, the St. Cloud Area School District has been defined as racially isolated under the State of Minnesota's Desegregation Rule (Desegregation Rule 3535.0110, Subpart 7). A racially isolated school district is one in which district-wide enrollment of protected students is more than twenty percentage points higher than enrollment in an adjoining district. Please read more about Minnesota's Desegregation Rule, also referred to as Integration or Integration Revenue, by clicking the following link:

In cooperation, these districts are working in a planning year where the goal is to collaboratively establish a Desegregation Plan with multiple stakeholders from the schools, communities and families of the St. Cloud Area School District and the Holdingford Public School District. Throughout this planning process, we have been collecting input from community stakeholders to incorporate in establishing a Desegregation Plan. Another opportunity to provide community input is taking place on **March 15th, at the Apollo High School Auditorium, from Noon – 4 p.m.** Transportation, translators, child care and lunch will be provided for those who attend. Please bring with your thoughts and ideas on how we can work together to provide equal educational opportunities for all students to achieve academic success.

Integration Overview – From Power Point Presentation provided by MDE

Topics to Be Covered

- Purpose of the Desegregation Rule
- How & why Integration Revenue is generated
- Growth of program
- Integration of racially identifiable school sites
- Multi-district integration planning
- Integration budgets
- Some promising practices
- Possible Advisory Council
- Response to your questions

“Making a difference in the lives of students requires care, commitment, and passion as well as the intellectual know-how to do something about it.”

“Moral purpose and knowledge are the two main change forces that drive success.”

Michael Fullan

Purpose of the Desegregation Rule

- Provide all students opportunities for academic success
- Reaffirm importance of integration in public schools
- Recognize role that factors beyond schools play, including housing, jobs and transportation
- Prevent segregation.
- Caveat: Desegregation Rule sets extremely high bar for what constitutes intentional segregation.
- Encourage racial balance in schools
- Work in tandem with Grad Standards and Inclusive Ed Rule to provide equitable access to resources

Specific reason for Integration Revenue

Revenue is always generated with in order to help integrate a racially identifiable school site or a racially isolated school district

Problem is that districts often want to expend Integration Revenue in ways that are not viable integration strategies (or worth the amount of money) for the identified district or site.

Problem is that eligible maximum dollar ties to number of students in district not to task at hand, i.e. Stillwater generates integration funding on all Stillwater students not on how many St. Paul students it helps.

Definitions

Racially identifiable school site –more than 20 percentage points higher than district wide average for same grade levels of protected class. Excludes ELL schools, charters, ALCs, corrections schools, etc.

Racially identifiable district –more than 20 percentage points higher than adjoining districts.

How Integration Revenue is Generated

Four ways districts get \$ --

- a) Racially identifiable school site
- b) Racially isolated district
- c) District adjoins a racially isolated district
- d) District voluntarily participates in a multidistrict collaborative –for example, Eden Prairie and Inver Grove Heights.

Multi-District Integration Planning

Starts with a community planning process that must involve community representatives from the adjoining and isolated districts

Multi-district community collaboration councils develop 3-year plans; Joint Powers Boards develop 4-year plan.

MDE required to report to Legislature on whether the resulting plan is meeting its locally-developed goals.

Integration Budgets

Line item approval process by school boards and, for most districts, MDE. Exceptions to MDE budget review are Duluth, Minneapolis, and St. Paul.

Spending must have both integration value for the identified racially identifiable school site or racially identifiable district and have academic value.

Supplants of other obligations are not allowed, i.e. Inclusive Ed, ELL.

Administrative costs limited to 10 percent in MDE approval process.

Must use MDE form that was due July 1.

Some Promising Practices from MDE

- Examine school boundaries
- Magnet programs and schools
- World language programs with inter district curriculum planning and immersion camps
- Identify underrepresented gifted students
- Teacher training on diversity and discipline tied to expanded student school choice options

Some Promising Practices from MDE

Professional Development on:

Guiding Assumptions About Culture

1. All cultures have strengths
2. Human development as it relates to cultural expectation and change experiences
3. Cultures change
4. The study of culture as they reveals patterns & variation

Some Promising Practices from MDE

General Competencies

1. Developing Cultural Awareness
 - Teacher develops awareness of his or her own cultural identity, values, attitudes, and biases.
 - Teacher is knowledgeable about the culture of the school and seeks ways to accommodate it to students' needs. (Dominant Vs non-dominant groups)

2. Providing High-Level, Challenging, Culturally Relevant Curriculum and Instruction

- Connecting lessons to students' lives
- Emphasizing Dialogue over Lectures

3. Collaborating with Parents and Families

- The teacher uses cultural knowledge to communicate with well with families
- The teacher promotes two way learning: F learn from the School

4. Making classroom assessment equitable and valid for all students

Evaluation

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.

The commissioner may also make recommendations for appropriate legislative action.

What makes a great Integration Program?

Transportation

- Providing a way for students to get to the programs

Relevant Programming

- Magnet school, Classroom partnership, & After School programs.

Care

- Intellectual Know How

Marian Anderson

1897-1993, African-American Opera Singer

“There are many persons ready to do what is right because in their hearts they know it is right. But they hesitate, waiting for the other fellow to make the first move –and he, in turn, waits for you.”