



## Integration Plan Components

The following information should be included in your integration plan. You may complete an electronic version of this document or include the information requested below in a different format.

<b>District Name:</b> <b>Buffalo Hanover Montrose</b>		<b>District Number:</b> <b>877</b>
<b>Superintendent:</b> <b>Scott Thielman</b>	<b>Phone Number:</b> <b>682-8702</b>	<b>Email Address:</b> <b>sthelman@buffalo.k12.mn.us</b>
<b>District Office Address (Mailing Address, City, State, ZIP):</b> <b>214 1<sup>st</sup> Avenue NE</b> <b>Buffalo, MN. 55313</b>		
<b>Name/Title/Phone Number/Email Address of Person who Prepared Plan:</b> <b>Barb Janski/Pam Miller 682-8767/682-8777</b> <b>bjanski@buffalo.k12.mn.us/pmiller@buffalo.k12.mn.us</b>		
<b>Date of Board Approval:</b>	<b>Date of Submission to MDE:</b>	

### Type of Integration Plan:

- ☐ Four year **inter-district** plan (please complete page 2 only)
- ☒ Three year **intra-district** plan (please complete page 3 only)
- ☐ Combined **inter- and intra-district** plan (please complete pages 2 and 3)

**Beginning and End Dates of *Inter-district* Integration Plan** (e.g. June 2012—June 2016):  
**July 1, 2012 - June 30, 2016**

**Integration Collaborative Members:** List all districts in your integration collaborative and their Racially Isolated, Adjoining, or Voluntary status.

Anoka-Hennepin – Adjoining  
Brooklyn Center – Racially Isolated  
Buffalo-Hanover-Montrose – Adjoining  
Elk River – Adjoining  
Fridley – Adjoining  
Mounds View – Adjoining  
Osseo Area – Racially Isolated  
Rockford Area – Adjoining

**Multi-District Collaborative Council (MDCC):** Provide a description of the extent of community outreach that preceded development of the inter-district plan.

Northwest Suburban Integration School District has a standing Parent Community Collaboration Council. In addition, it is governed by a Joint Powers School Board. For purposes of developing the inter-district plan, NWSISD utilized the standing/ongoing Parent Community Collaboration Council to develop the plan, with additional members from the Joint Powers School Board (Chairperson and another board member), the NWSISD Executive Director, the NWSISD Director of Educational Services, and the NWSISD Executive Assistant.

**Cross-district Integration Issues:** List issues identified by the MDCC and used as the basis for this plan.

**Two districts are racially isolated - Osseo and Brooklyn Center. Fridley is not racially isolated, but has over 40% students of color. Two districts are fairly diverse (around 25% students of color): Anoka-Hennepin and Mounds View. Three districts have diversity levels at 10% or less: Elk River, Buffalo, and Rockford.**

**Issue:** Districts and schools have quite varied demographics, both between districts and within some of the larger districts.

**Issue:** Districts all have achievement gaps of some type, based on race/ethnicity, ELL, Special Education, and/or gender.

**Issue:** Districts have inconsistent overall academic performance/outcomes at school levels, regardless of diversity.

**Issue:** Districts staff ethnicities do not reflect the same diversity of the students they serve, and there is a desire/need to increase the number of staff of color.

**Issue:** Districts staff training is varied as it relates to cultural competency and diversity

**Issue:** Districts have varied and inconsistent multicultural curricula.

**Issue:** Districts and schools have a fairly wide range of parent engagement.

**Statement of Integration Goals:** Provide specific goals premised on valid and reliable measures, effective and efficient use of resources, and continuous adaptation of best practices. MDE recommends that these goals be developed and written as SMART goals.

Goal 1: NWSISD will work to create culturally inclusive learning environments by creating awareness, opportunities, training, and resources for them, and by providing inter-district opportunities to work together around them. Specifically, NWSISD will use AVID, JMNG, Magnet Programs, the Multicultural Resource Center, Future Educators Clubs, Absent Narratives initiative, the Boys Step Up Program, and Family and Community Empowerment workshops and activities to accomplish this goal.

Goal 2: NWSISD will work to create inter-district interactions among students, staff and parents that improve intercultural competency and increase student achievement. Specifically, NWSISD will coordinate interdistrict activities around the AVID and JMNG Programs; Magnet Programs and Schools; Multicultural Resource Center activities, resources and blog; its Family and Community Empowerment workshops, trainings, facilitations, and resources; and the Boys Summer Step Up and Future Educators Programs.

Goal 3: NWSISD and member districts will work to assist students, including students from racially diverse backgrounds to be prepared for post-secondary success. NWSISD will do so through its Future Educators Clubs, AVID and JMNG Programs, Family and Community Empowerment activities, and Boys Summer Step Up Program.

**Strategies for Meeting Goals:** Describe or list innovative and practical strategies and programs that will enable collaborative member districts to achieve annual progress in realizing the integration plan goals listed above. Please see Minn. Rule 3535.0170 Subp.6 B. for specific cross-district options to consider.

1. Magnet Schools/Programs: NWSISD will open six (6) new magnet programs in the fall of 2012, bringing the number of NWSISD magnets to 22. Three K-12 strands are supported, including International Baccalaureate, Science, Technology, Engineering and Math, and Fine and Performing Arts. The new magnets are all in the area of STEM, responding to a need for more seats, based on student/parent demand.

The magnets have been strategically placed in both white and diverse schools, and by geography so students and parents can make choices that fit their needs.

2. Family and Community Empowerment: NWSISD will continue to coordinate workshops and trainings, and provides support for schools and member districts in a number of areas, including but not limited to parent engagement, cultural competence and diversity, boys and girls groups, post-secondary success, and other. An addition for the new plan is to implement specific strategies in assisting ELL parents and families in understanding what it takes to be successful in the US education system.

3. Multicultural Resource Center(MRC): NWSISD will continue to support member schools and districts by maintaining an MRC, providing multicultural kits and resources to classroom teachers and cultural liaisons. In addition, specific workshops will be offered. The MRC will also continue its MRC blog to provide connectiveness and input opportunities for all teachers in the 8 district collaborative.

4. Future Educators Clubs (FEC): NWSISD will continue to coordinate all FEC programs in the member district high school, by providing resources, organizing college visits, shadow days, and other ongoing interdistrict activities, as well as sponsor the end of year all day workshop for participants. Students of color are specifically encouraged to participate.

5. Absent Narratives: NWSISD will continue to support the development, training, and administration of Absent Narratives (AN). Absent Narratives is a NWSISD/Minnesota Humanities Center partnership, which is a multicultural training, curricular resource bank, and an interactive input element, which are standards-based in various ethnic areas including African-American, Dakota, Ojibwe, Hmong, and Latino. The initiative is online, allowing affordability, replicability, and access to all. It is based on research around constructivist theory, and provides more relevant stories and resources for classroom teachers.

6. Advancement Via Individual Determination (AVID): NWSISD will continue to provide coordination, training, and support for member districts and their AVID programs. AVID is a nationally affiliated program which has closing the achievement gap as part of its mission, and it targets the middle 50% of students in middle and high school.

7. Jobs for Minnesota Graduates (JMNG): NWSISD will continue to provide coordination, training, and support for member districts and their JMNG programs. JAG is a nationally affiliated program whose goals include raising the academic bar for students and assisting students in their path for post-secondary success. It focuses on the bottom 25% of students, and assists them with study and life skills,

as well as vocational and academic skills to assist them to be job ready and/or post-secondary education ready upon graduation.

8. Boys Summer Step Up Program: NWSISD will continue to sponsor and coordinate the Boys Summer Step Up Program. The program is a week long program for 8th grade at risk boy from member district schools. The program is partnered with the University of St. Thomas and the University of Minnesota's "Ramp Up to Readiness" program. The program is designed to assist young men in understanding the importance of aspirations, expectations, opportunity, and achievement.

**Evaluation:** Your plan should establish valid and reliable measures designed to demonstrate the amount of annual progress made in realizing inter-district integration plan goals and, by extension, the statutory goals of increased interracial contact and improved educational opportunities and outcomes designed to close the academic achievement gap. NWSISD collects data and has an evaluation plan in place for each of its programs. Specifics are outlined below by program.

1. Magnet Schools/Programs: MCA data is tracked annually to measure levels of students meeting or exceeding standards at each program or school level. Data is disaggregated by race/ethnicity, special education, ELL, free and reduced lunch, and gender. NWSISD, districts, and magnet schools analyze data annually to review trends, strengths and weaknesses, and work to develop plans for improvement. In addition, NWSISD annually does "outside" site visits using a magnet evaluation rubric to measure progress and allow schools to do a self-evaluation of their own progress.

2. Family and Community Empowerment: Data is tracked based upon participants. Each time a workshop, event or activity is held, NWSISD records the number of participants and the ethnicity of participants.

3. Multicultural Resource Center: NWSISD collects diagnostic reports on the types and numbers of items checked out from the MRC, the schools and teachers who checked them out, and the approximated number of students served, disaggregated by race/ethnicity. In addition, the MRC collects diagnostic data on the "hits" to its site and its blog.

4. Future Educators Club (FEC): NWSISD collects data from each school on participation, attendance, and memberships of students, disaggregated by race/ethnicity, in FEC groups in the collaborative. Data is collected on college visits and other interdistrict activities.

5. Absent Narratives (AN): NWSISD collects data on which teachers have participated in training. In addition, the online resource has a diagnostic tool to determine which teachers are accessing the portal, indicating the use of the resources.

6. AVID: NWSISD provides the coordination for its member district AVID programs. Nationally, AVID requires much data as it relates to post-secondary planning and access. Data collected includes participant numbers disaggregated by school/district/ethnicity, students taking ACT and SAT, students graduating, students applying to post-secondary institutions, along with other data.

7. JMNG: NWSISD provides coordination for the JMNG programs in the collaborative. Nationally, JMNG requires many data fields to be collected, including participant numbers disaggregated by school/district/ethnicity, graduation success, job placement, post-secondary access, and other areas.

8. Boys Summer Step Up Program: NWSISD collects data on each of the participants by school/district/ethnicity. In addition, "alumni" are assigned an adult mentor back in their own schools, and data and information is tracked on each student to measure long term success on an individual basis.

**Beginning and End Dates of *Intra-district* Integration Plan** (e.g. June 2012—June 2015):  
June 2012-June 2016

**Racially Identifiable School Sites:** List all current Racially Identifiable School Sites within your district as identified by MDE.  
none

**Community Collaboration Council (CCC):** Provide a summary description of the extent of community outreach that preceded development of the intra-district plan.  
Northwest Suburban Integration School District has a standing Parent Community Collaboration Council. In addition, it is governed by a Joint Powers School Board. NWSISD utilized the standing/ongoing Parent Community Collaboration Council to develop the inter-district plan, with additional members from the Joint Powers School Board, the NWSISD Executive Director, the NWSISD Director of Educational Services and the NWSISD Executive Assistant

**Intra-District Integration Issues:** List issues identified by the CCC and used as the basis for this plan.

Two districts are racially isolated; Osseo and Brooklyn Center. Fridley is not racially isolated, but has over 40% students of color. Two districts are fairly diverse (around 25% students of color: Anoka – Hennepin and Moundsview. Three districts have diversity levels at 10% or less: Buffalo, Elk River and Rockford.

Issue: Districts and schools have quite varied demographics, both between districts and within some of the larger districts.

ISSUE: Districts all have achievement gaps of some kind based on race/ethnicity, ELL, Special Education, and/or gender.

Issue: Districts have inconsistent overall academic performance/outcomes at school levels, regardless of diversity.

Issue: District staff ethnicities do not reflect the same diversity of the students they serve, and there is a desire/need to increase the number of staff of color.

Issue: District staff training is varied as it relates to cultural competency and diversity.

Issue: Districts have varied and inconsistent multicultural curriculum.

Issue: Districts and schools have a wide range of parent engagement.

**Statement of Integration Goals:** Provide specific goals premised on valid and reliable measures, effective and efficient use of resources, and continuous adaptation of best practices.

MDE recommends that these goals be developed and written as SMART goals.

**GOAL #1:** Build a culturally inclusive environment by creating awareness, inter-district opportunities, training and sharing of resources to enhance our learning environments at BHM.

**GOAL #2:** Create interactions among students, staff and parents that improve intercultural competency and increase student achievement through inter-district opportunities.

**GOAL #3:** BHM will work to assist students, including students from racially diverse backgrounds to be prepared for post-secondary success.

**Strategies for Meeting Goals:** Describe or list integration efforts the district plans to implement at each racially identifiable school. All strategies and programs must be educationally justifiable and provide options for intra-district integration; that is, they must have both academic and integrative value relative to the racially identifiable school(s) within your district. Please see Minn. Rule 3535.0160 Subp.3 B. for specific options to consider.

1. Magnet School/Programs: The Arts Magnet Program at BHS has been very successful, and will continue to provide opportunities in an arts infused curriculum for students throughout NWSISD. Tatanka Elementary

school will open a STEM elementary program to open more seats based on student and parent need throughout NWSISD.

2. Multicultural Resource Center (MRC): NWSISD will continue to maintain the MRC, providing multicultural kits and resources to classroom teachers and cultural liaisons. Specific workshops are also offered through the MRC. BHM staff have found the MRC to be a positive resource for students in the classroom. The MRC has also started a blog to provide connectiveness and input opportunities for all teachers in the NWSISD collaborative.

3. Family and Community Empowerment/Parent Education & Family Literacy Program: BHM staff will continue to benefit from the workshops and trainings sessions coordinated by NWSISD staff. Areas to be addressed through the workshops and trainings will include but are not limited to parent engagement, cultural competence and diversity, boys and girls groups, post secondary success and others. A new plan for NWSISD will be to implement specific strategies in assisting ELL parents and families in understanding how a student can be successful in the US educational system. BHM schools will benefit from this new plan.

4. Future Educators Clubs (FEC): BHM will continue to participate in FEC programs within the NWSISD collaborative school. Specifically, students at BHS will continue to participate in the following FEC activities; college visits, shadow days, and other ongoing interdistrict activities, as well as the end of year all day workshop for participants. Students of color are specifically encouraged to participate.

5. Absent Narratives: BHM will continue to support the training opportunities of Absent Narratives (AN). Absent Narratives is a NWSISD/Minnesota Humanities Center partnership, which is a multicultural training, curricular resource bank, and an interactive input element, which are standards-based in various ethnic areas including African-American, Dakota, Ojibwe, Hmong, and Latino. The initiative is online, allowing affordability, replicability, and access to all. It is based on research around constructivist theory, and provides more relevant stories and resources for classroom teachers.

6. Advancement Via Individual Determination (AVID): BHS will begin to offer an AVID program. NWSISD will provide coordination, training, and support for this new AVID program. AVID is a nationally affiliated program which has closing the achievement gap as part of its mission, and it targets the middle 50% of students in middle and high school.

7. Boys Summer Step Up Program: NWSISD will continue to sponsor and coordinate the Boys Summer Step Up Program. BHM plans to participate



in this opportunity. The program is a week long program for 8th grade at risk boys from member district schools. The program is partnered with the University of St. Thomas and the University of Minnesota's "Ramp Up to Readiness" program. The program is designed to assist young men in understanding the importance of aspirations, expectations, opportunity, and achievement.

8. Young Males group/Girls Group: BHM will continue to provide groups for secondary students of color. These groups will work with outside speakers and consultants to assist the young men and women in developing goals and meeting those expectations.

9. SEED training, materials and cultural library: BHM continues to make a commitment to SEED (Seeking Educational Equity and Diversity) training over the past three years. Results have been positive, and continuing interest has been shown. The SEED Resource Library provides materials and resources for use by all teachers across the district.

10. Transportation for Academic support: BHM has provided after school Homework Help at the secondary level. Transportation will be provided to students 1x week to Hanover and Montrose to help promote the attendance of students of color.

11. Student Leadership Exchange programs: BHM will continue to promote student leadership in all cultures with a focus on inter-racial contact and cultural awareness. This will be facilitated by outside experts as well as current staff members. The Impact Retreat will help current 8<sup>th</sup> graders with an introduction and transition to High School. Student exchanges with leaders of other schools within NWSISD collaborative will also promote integration efforts.

12. Cultural Liaison: The Cultural Liaison provides invaluable services and connections between students, school and community. Translation and interpretation services are provided, as well as valuable insights into the cultural relevancy of the classroom curriculum.

13. Academic Enrichment through Artists in Residence: Additional cultural components of the curriculum will be supplemented by a variety of Artists-in-Residence. Artists will also collaborate in a joint effort with high school and elementary students in bookmaking projects, as well as facilitating video story projects.

14. Cultures United program supplies: In BHM schools, Cultures United groups have been started at elementary and secondary levels. This organization is a very direct connect to the promotion of inter-racial contact in a more formal, student-oriented setting.

**Evaluation:** Your intra-district plan should establish valid and reliable measures designed to demonstrate the amount of annual progress made in realizing integration plan goals and, by extension, the statutory goals of increased interracial contact and improved educational opportunities and outcomes designed to close the academic achievement gap at your district's racially identifiable school site(s).

NWSISD collects data and has an evaluation plan in place for each of its programs. Specifics are outlined below by program.

1. Magnet Schools/Programs: MCA data is tracked annually to measure levels of students meeting or exceeding standards at each program or school level. Data is disaggregated by race/ethnicity, special education, ELL, free and reduced lunch, and gender. BHM magnet programs will analyze data annually to review trends, strengths and weaknesses, and work to develop plans for improvement. In addition, the BHS Arts Magnet Magnet program did participate with NWSISD in an on-site review using a magnet evaluation rubric to measure progress and allow schools to do a self-evaluation of their own progress. This information is then used to set improvement goals within the program for future progress.
2. Family and Community Empowerment/Parent Education & Family Literacy Program: Data is tracked based upon number of participants. Each time a workshop, event or activity is held, BHM records the number of participants and the ethnicity of participants.
3. Multicultural Resource Center: NWSISD collects diagnostic reports on the types and numbers of items checked out from the MRC, the schools and teachers who checked them out, and the approximated number of students served, disaggregated by race/ethnicity. In addition, the MRC collects diagnostic data on the "hits" to its site and its blog.
4. Future Educators Club (FEC): BHM collects data on participation, attendance, and memberships of students, disaggregated by race/ethnicity, in the FEC group. Data is collected on college visits and other interdistrict activities.
5. Absent Narratives (AN): NWSISD collects data on which teachers have participated in training. In addition, the online resource has a diagnostic tool to determine which teachers are accessing the portal, indicating the use of the resources. In addition, BHM staff who participate in Absent Narratives training are involved with an evaluation process to determine what level of local supports are needed to assist them in implementing ideas in their classroom instruction.
6. AVID: NWSISD provides the coordination for its member district AVID programs. Nationally, AVID requires much data as it relates to post-secondary planning and access. Data collected includes participant numbers disaggregated by school/district/ethnicity, students taking ACT and SAT, students graduating, students applying to post-secondary institutions, along with other data. BHM will also collect similar data for the district and will engage staff in qualitative program evaluation tools.
7. Boys Summer Step Up Program: BHM will collect data on each of the participants for this activity. In addition, "alumni" will be assigned an adult mentor back in their own schools, and data and information tracked on each student to measure long term success on an individual basis.

8. Young Males group/Girls Group: BHM will collect data on the number of participants for this activity. In addition, the participants will be asked to respond to a survey and/or to participate in a focus group. This data will then be used to evaluate the effectiveness of the groups and to assist in future planning.

9. SEED training, materials and cultural library: BHM staff will track the number of participants involved with SEED training annually. In addition, each SEED session utilizes an evaluation feedback model. This evaluation feedback is then used to plan the subsequent SEED sessions with participants for immediate response to participants' needs.

10. Transportation for Academic support: Numbers of students utilizing the transportation option will be tracked. These numbers will be used to determine if the level of participation in the academic support program is reliant upon the transportation available.

11. Student Leadership Exchange programs: Participant numbers in the inter-district and intra-district opportunities will be tracked, with particular attention noted in the participation of students of diverse backgrounds.

12. Cultural Liaison: The cultural liaison supervisor will evaluate performance and will develop an evaluation model collectively with the cultural liaison.

13. Academic Enrichment through Artists in Residence: The number of participating students, parents, and staff will be collected through these activities.