

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

BOARD OF EDUCATION

Special Work Session - March 13, 2012 - 5:00 PM

District Administration Building, 210 County Rd. 101, N., Plymouth, MN

AGENDA

- | | |
|---|----|
| 1. CALL TO ORDER - Board Chair Hesby | 3 |
| 2. FACILITIES DISCUSSION - <i>60 minutes</i> | |
| 3. SPECIAL MEETING CHARTER - <i>10 minutes</i> | |
| 4. ALL DAY KINDERGARTEN UPDATE - <i>10 minutes</i> | |
| 5. COMMITTEE STRUCTURE - <i>10 minutes</i> | |
| 6. RESPECT FOR BUSINESS AND ACHIEVEMENT - <i>10 minutes</i> | |
| 7. LEGISLATIVE PROCESS - <i>10 minutes</i> | |
| 8. WMEP UPDATE - <i>5 minutes</i> | 4 |
| 9. INTEGRATION TASK FORCE UPDATE - <i>5 minutes</i> | 12 |
| 10. ADJOURN | 34 |

AGENDA AMENDED 3/13/12

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

Vision

What We Intend to Create and Experience;

The Vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student – no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and valued employees;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

MISSION

Our Core Purpose;

The Mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Special Work Session – March 13, 2012

AGENDA SECTION: 1. CALL TO ORDER/ROLL CALL

ITEM: _____

COMMENTS BY: Board Chair Hesby

Susan Gaither, Board Clerk, will call the roll:

	<u>ABSENT</u>	<u>PRESENT</u>
Ms. Linda A. Cohen	_____	_____
Ms. Sue H. Droegemueller	_____	_____
Ms. Susan Gaither	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Ms. Cheryl Polzin	_____	_____
Dr. Chace B. Anderson, Ex Officio	_____	_____



MINNEAPOLIS
PUBLIC SCHOOLS

Urban Education. Global Citizens.

807 NE Broadway
Minneapolis, Minnesota 55413-2398
Phone: 612.668.0200
Fax: 612.668.0195

Bernadeia H. Johnson, Ed.D.
Superintendent of Schools

January 24, 2012

Dear Families of the West Metro Education Program,

Minneapolis Public Schools is committed to integration as an important value and strategy to enhance academic opportunities for all students. One strategy has been participation in the West Metro Education Program (WMEP), a voluntary school district integration partnership. I am writing to inform you that the Minneapolis Board of Education at its meeting on January 24 voted to give notice to WMEP that it intends to discontinue the partnership, effective for the 2013-14 school year.

I want to emphasize that **no final decision about the status of the WMEP partnership has been made.** WMEP bylaws require that member school districts give an 18-month notice before withdrawing from the partnership. In order for MPS to have the flexibility to end participation in WMEP for the start of the 2013-14 school year, notice must be given by February 1, 2012. A school board vote would be required to make any change in WMEP participation. If the school board determines after evaluation to continue the partnership, MPS will be able to withdraw the notice and remain a partner in WMEP.

The legislature has directed a taskforce to consider repurposing integration funding, which will impact resources available to MPS and other programs like WMEP. As a steward of public resources, the school district is charged with using funds efficiently and effectively. The uncertainty of obtaining funding for WMEP at the state level influenced the need to examine the effectiveness of the program in regards to integration and academic achievement. The recommendation to withdraw from WMEP will prepare MPS and our students, families and partners for potential changes related to integration funding.

The one-and-a-half year notice will give adequate time for an evaluation of the WMEP partnership. As with any partnership, MPS will examine data to determine whether the efforts closely align with and contribute to the newly updated academic strategic plan and, specifically, whether our students have achieved successful academic results and whether other benefits have been realized as a result of participation in WMEP.

I understand that school changes can be disruptive for families and students. We will clearly communicate our intentions with you so that you may make informed school choice decisions for the 2013-14 school year. We will work hard to ensure that any transition your child may experience is successful and seamless. The school board and I plan to engage WMEP families and stakeholders in the decision-making process in the coming months. Thank you for your continued partnership in your

student's education.

Sincerely,

Bernadeia H. Johnson, Ed.D.
Superintendent of Schools

SPECIAL SCHOOL DISTRICT NO.1
Board of Education

January 24, 2012

**RESOLUTION PROPOSING NOTICE TO WEST METRO EDUCATION PROGRAM BOARD
OF MINNEAPOLIS PUBLIC SCHOOLS INTENT TO WITHDRAW FROM THE WMEP
VOLUNTARY CONSORTIUM**

WHEREAS, Minneapolis Public Schools ("MPS") is currently a member of the West Metro Education Program ("WMEP"), a voluntary consortium of eleven (11) urban and suburban school districts in the Minneapolis metropolitan area that was formed in 1989 to cooperatively address integration issues in the west metro area; and

WHEREAS, WMEP bylaws require that members give an 18-month notice, due on February 1, 2012, before withdrawing from the partnership; and

WHEREAS, The Equity and Achievement Committee of the Minneapolis Public School Board recommends that the MPS School Board provide notice to WMEP pursuant to WMEP Bylaw Section V of its intent to withdraw from the WMEP Integration Consortium; and

WHEREAS, MPS remains committed to integration as an important value and strategy to enhance academic opportunities for all students, but must be a responsible steward of resources and enhance those strategies that are most effective for achieving academic and social equity; and

WHEREAS, The Equity and Achievement Committee of the Minneapolis Public School Board recommends that during the time this notice is given, and the effective date of the notice (June 30, 2013), MPS will evaluate the effectiveness of MPS and WMEP partnership and examine data to evaluate and determine whether the MPS and WMEP partnership efforts closely align and contribute to the newly updated MPS academic strategic plan and specifically, MPS will determine whether MPS students have achieved successful academic results and other benefits were realized as a result of the WMEP partnership.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors, Special School District No. 1, Minneapolis, Minnesota hereby authorizes the withdrawal of Minneapolis Public Schools from the WMEP voluntary consortium pursuant to WMEP Bylaw Section V, effective June 30, 2013. The Board directs the Chair to provide notice of withdrawal, including a certified copy of this resolution, to the Chair of the WMEP Board.

Signed by:

Alberto Monserrate
Board of Education Chairperson

Date

Richard Mammen
Board of Education Clerk

Date

StarTribune

Success spoiled by city's idea to walk away from FAIR school

Article by: STEVE BRANDT

Star Tribune

February 6, 2012 - 8:19 PM

Kevin Bennett remembers how he used to cry in his office with his colleagues as they tried to turn around the struggling FAIR integration school in Minneapolis.

Now Bennett, principal of the two FAIR schools, can point to success: 94 percent of the third graders at the downtown school -- the first grade to get full benefit of a revamped emphasis on literacy -- met or exceeded the state's reading proficiency standards last spring.

Another sign is that students attending FAIR's sister middle school in Crystal are coming downtown for high school, a choice most once shunned. Last month, Bennett found out he was selected as the state's middle school principal of the year.

But just as FAIR Downtown -- the acronym stands for Fine Arts Interdisciplinary Resource -- appears to have turned a corner, Minneapolis schools are mulling pulling out of the West Metro Education Program (WMEP), the 11-district voluntary integration program that operates the two schools. That's significant because Minneapolis supplies two of every five students to the FAIR schools.

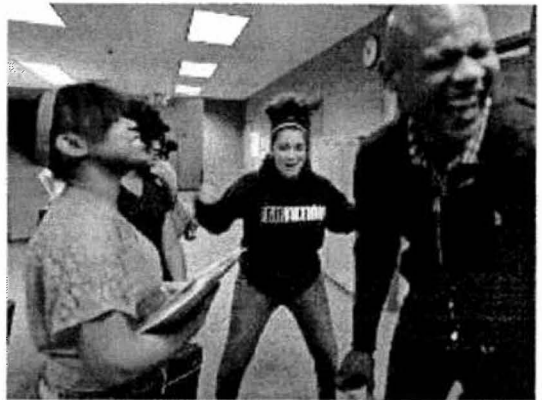
The potential pullout from the 22-year integration effort puzzles Bennett, who invites Minneapolis officials to look over the schools. He brings a message of personal accountability to his staff. "If kids fail, it's on us," he said, a philosophy that colleagues say sometimes leads to uncomfortable conversations in staff meetings.

Bennett had just three years of teaching under his belt in a Chicago public high school and was still in his 20s when he was hired by FAIR in 2004, rising from assistant principal to principal within a year. He was fresh from earning a masters degree in Chicago, and needed a state licensing waiver to serve initially as principal. Now 36, he supervises two schools -- shuttling between Crystal and 10 S. 10th St.

Although Bennett acknowledged that staff at each school might feel shorted by his dual gigs as principal, parent Laura Aulik of Edina said she's amazed at how ubiquitous he seems at school



Kevin Bennett walked back to school after a meeting in downtown Minneapolis. He recently was named the state middle school principal of the year.



Fellow students groaned and Principal Kevin Bennett c up as Santina Staydohar proudly showed off her new FAIRNATION sweatshirt. Part of Bennett's vision for the schools was to create a brand, something of which kids' parents alike can be proud.



Kevin Bennett high-fived some of his students before a basketball game. "I'm not the principal who looks at da day. I look at students all day."

events. "Mr. Bennett definitely does have a fire in him that I have not seen in principals," she said. "His presence is always there."

There's also been a transformation in Bennett since his earlier years at FAIR. Although he's still gray-suited some days, on others he can be found with plaid shirttails hanging out, often surrounded by laughing, excited students.

"I'm not the principal who looks at data all day," Bennett said. "I look at students all day. Those test scores should tell me things I already know."

Yet school leaders in Minneapolis are still concerned about whether spending increasingly scarce dollars on integration efforts like the FAIR schools is paying off in student achievement, according to city school board chairman Alberto Monserrate. Last month, the school board voted to give a formal notice of withdrawal from WMEP to keep its options open for the 2013-2014 school year. Its review is expected to finish in time for parents to make school choices before then.

Aulik calls the school board's action "a real slap in the face for FAIR." But district officials say they want to see data on whether Minneapolis students in FAIR schools are performing significantly better than their peers in other city schools. They promise that the review will offer plenty of opportunities for the families and students attending the two FAIR schools.

The city's issues with FAIR have two origins: the troubles of the original downtown school, and the lack of integration.

The downtown school struggled with a shaky opening year in 1998, frequent turnover of principals, and its kindergarten through 12th grade configuration.

Bennett changed that. He and WMEP Superintendent Dan Jett pared downtown's 13 grades to a K-3 and senior high grade combo that wrapped around the Crystal school's popular 4-8 grade span, and adopted the latter's arts-infused curriculum.

That paid off with more than 1,600 enrollment applications for about 150 openings at the two schools for this academic year. Almost all who finish third grade downtown go on to the Crystal school. But the biggest change is that more than half of Crystal's eighth grade graduates are entering FAIR downtown's ninth grade, rather than suburban high schools, compared to just a handful before. Ninth grade enrollment has quadrupled in two years.

"Three years ago, they wouldn't have considered coming here," Bennett said. "They said we couldn't get white kids to come to downtown."

Another issue for Minneapolis educators has been that five years ago, the two schools didn't seem to fulfill their integration goal: bringing more white kids to Minneapolis and more minority students to the suburbs.

Most of the Minneapolis students headed to the Crystal school were white, and most of the suburban students arriving in downtown were minorities. Since then, the minority share of students in Crystal has risen from 32 percent to 44 percent, and the white population downtown has grown from 30 percent to 36 percent.

Meanwhile, the revamped downtown school's focus shifted more toward literacy and the arts. The test scores reflect a payoff from the two hours that kindergartners through third graders spend each day on literacy. They also reflect increased expectations for volunteers, such as 250 Target workers who now are trained to interact with students about what they are reading rather than merely reading or listening. High school students can also work with arts organizations ranging from the Minneapolis College of Art and Design to Stages Theatre Company.



Bennett, a seemingly ubiquitous principal, poked his head into one of the kindergarten classrooms at the FAIR school in Minneapolis.

All this change under Bennett almost didn't happen. After several years at FAIR Crystal, he was set to take a better-pay job from the private Blake School several years ago when a phone call from Aulik pulled him back to reality. Aulik urged to think harder about where a principal with his track record could have the most impact.

"He did not take the easy way out," Aulik said. "He took the right way out."

Steve Brandt • 612-673-4438

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WEST METRO EDUCATION PROGRAM
An integration district focused on student success

Mission

Our Core Purpose with Distinction

West Metro Education Program's mission is to build our collective capacity to achieve educational excellence and racial equity.

We will serve our 100,000+ students and staff through regional leadership, collaboration, commitment, and mutual support.

Vision

What We Intend to Create

To live out our Mission Statement by creating and engaging in Programs and Services of:

- Regional Equity Leadership
 - ✓ Preferred resource for research of the linkage of race / poverty / mobility and learning at the District / school / grade levels.
 - ✓ Preferred resource for community and district conversations about race, poverty and equity in education.
 - ✓ Preferred resource for equity advocacy and legislative action in the State of Minnesota.
- FAIR Schools
 - ✓ Arts schools with an integration lens for students and staff providing learning performance which is "above the race and income demographics" with instructional and cultural practices studied and transferred to member districts.
- Staff Development
 - ✓ Valued and utilized resource for member district staff in professional development around issues of race and equity integrated with member district professional development.
 - ✓ Provided at the individual and network levels including teacher cohorts and principals, and in a variety of formats and modes.
- Student Programs
 - ✓ Valued and utilized resource for students across member districts which is proven effective around student learning and engagement in equity in learning, living, athletics, and activities.

**Integration Revenue Replacement
Advisory Task Force
Recommendations**

February 15, 2012

**As required by
2011 First Special Session, Chapter 11**

Legislative Charge

INTEGRATION REVENUE REPLACEMENT ADVISORY TASK FORCE.

- (a) The commissioner of education must convene a 12-member advisory task force to develop recommendations for repurposing integration revenue funds to create and sustain opportunities for students to achieve improved educational outcomes. The advisory task force, among other things, must consider how districts may effectively narrow and close the academic achievement gap and foster academic success for students by:
 - (1) pursuing specific academic achievement goals premised on continuous adapting of best teaching practices and efficient use of resources, and;
 - (2) identifying variables to show annual progress toward achieving student, school, and district goals for student's academic success.
- (b) The funding allocation for the new program should ensure funding stability for districts between the current integration program and the new program. The money shall be used for the purposes recommended and forwarded by the task force and approved and appropriated by the Legislature.
- (c) The advisory task force is composed of: six members appointed by the commissioner of education, three members appointed by the speaker of the house, and three members appointed by the Subcommittee on Committees of the Committee on Rules and Administration. The commissioner must convene the first meeting of the task force and offer assistance to the task force upon request. Task force members must seek input from organizations and individuals whose expertise can help inform the work of the task force and must develop recommendations to improve the academic achievement of students.
- (d) The commissioner, on behalf of the task force, must submit a report to the Legislature by February 15, 2012, recommending how best to allocate funds previously allocated under Minnesota Statutes, section 124D.86, to achieve improved educational outcomes for students.

Task Force Members

Commissioner's Appointees

Helen Bassett, West Metro Education Program and Robbinsdale School Board Member

William Green, Professor, Augsburg College and Former Minneapolis Superintendent

Myron Orfield, Executive Director, Institute on Race and Poverty, University of Minnesota

Betty McAllister, Retired Middle School Principal, Nobles County Integration Collaborative

State Representative Carlos Mariani, representing St. Paul

Scott A. Thomas (**Task Force Co-Chair**), Educational Equity Coordinator for the Rosemount-Apple Valley-Eagan School District

House Appointees

Robert A. Erickson, Lakeville School Board Member

Katherine Kersten, Center for the American Experiment Fellow

Peter A. Swanson (**Task Force Co-Chair**), Attorney, Golden Valley

Senate Appointees

Reverend Robert Battle, Senior Pastor of Berean Church of God in Christ, St. Paul

Arthur Brown, University of Minnesota Family Development Research Associate, Minneapolis

State Senator Pam Wolf, representing Spring Lake Park, Fridley, Mounds View and Blaine

Meetings and Information

The Integration Revenue Replacement Task Force met on November 15 and 29, December 13 and 20, January 10, 17, 24 and 31, and February 7.

The Task Force received written and oral submissions from parents, students, teachers, and concerned citizens. The Task Force also invited several experts and stakeholders to appear and provide information. The list of these presenters is as follows:

Minnesota Rule 3535

Anne Parks, Minnesota Department of Education (MDE) Integration Specialist

Statewide Integration Revenue Program

Judy Randall, Office of the Legislative Auditor

Demographic Changes in the State

Tom Gillaspay, State Demographer

Education Finance

Tom Melcher, MDE Program Finance Director

Metropolitan Area Integration Collaboratives

Dan Jett, WMEP and Pat Gleason, Wayzata

Mark Robertson, NWSISD

Jerry Robicheau, EMID; Cristina Gillette, EMID Board Chair; Robert Rostron, former EMID student

Minneapolis and St. Paul

James Burroughs II, Minneapolis Public Schools (MPS); Jim Grathwol, MPS Lobbyist; Shana Olagbaju, Integration Coordinator, MPS

Valeria Silva, St. Paul Public Schools (SPPS); Michelle Walker, Chief Accountability Officer for SPPS; Mary Gilbert, SPPS

Greater Minnesota Integration Collaboratives

Sharon Johnson, Nobles County Integration Collaborative

2010-11 Integration Task Force Report and Recommendations

Kathy Griebel, Minnesota School Integration Council

Review of Integration Revenue

Teresa Graham

Legal Perspectives on Integration

Cindy Lavorato

Margaret Hobday and Daniel Shulman

Derek Black, Howard University Law School

John Brittain, District of Columbia Law School

Social Impact and Increase of Achievement through Integration

Linda Tropp, University of Massachusetts at Amherst
Thomas Luce, Institute for Race and Poverty, University of Minnesota
David Armor, George Mason University
Roslyn Mickelson, University of North Carolina–Charlotte

Literacy Programs

Christy Hovanetz, Florida's Foundation for Excellence in Education

Magnet Schools of Minnesota

Kim Rasch, President, Magnet Schools of Minnesota
Gretchen Peel, Principal, Weaver Lake STEM
Liesl Chatman, Director of Professional Development, Science Museum of Minnesota

AVID (Advancement Via Individual Determination)

Maria Cobb, Minnesota State Director
Jill Ashley-Grochowski, AVID District Director, Northwest Suburban Integration School District
Barb Knudsen, Director of Teaching and Learning, Lakeville Public Schools
Stacy Wells, AVID District Director, Lakeville Public Schools

Partnering for School Success Cultural Guides

Pangjua Xiong
Victoria Campoverde
Nadifa Osman

Literacy Programs

Mike Savage, Eden Prairie Public Schools

Districts with Racially Isolated School(s) Receiving Integration Revenue

Jane Berenz, Superintendent, Rosemount-Apple Valley-Eagan School District

Voluntary District Receiving Integration Revenue

Eric Anderson, Equity and Integration Coordinator, Stillwater Area Schools

Districts Not Currently Receiving Integration Revenue

Keith Dixon, Superintendent, Centennial School District
Dan Huffman, Business Affairs, Centennial School District

Charter/Private Schools

Eric Mahmoud, Harvest Prep
John Alexander, Groves Academy
Mary Donaldson, Concordia Creative Learning Academy

Citizen Speakers

Eric Celeste, Dr. Jennifer Marker Johnson, Loren Towle, Sara Osman, Kristen Konop, Katie Radford, Sadia Ahmed, Eva Mitchell, Aneesha Parks, Ahmed Jama

Materials presented to and from the Task Force were posted following each meeting. These documents may be viewed at the following link.

<http://education.state.mn.us/MDE/Welcome/AdvBCT/IntegRevReplaceTaskForce/index.html>

Task Force Recommendations

Based on the information gathered and discussion at meetings, the Task Force recommends the following:

- 1. Create the “Achievement and Integration for Minnesota (AIM)” program funded through *existing categorical revenue* to address the concerns with the current program while focusing uses of the revenue in a manner that can be easily tied to student achievement. The new program must do the following:**
 - a. Develop a revised integration rule that is grounded in our state’s history and law, is sustainable, but also addresses a new vision that is measured beyond reading, writing and math and includes a more complete measure of achievement and access to opportunity.
 - i. Maintain language that prohibits intentional segregation in schools.
 - ii. Maintain current language defining racially isolated districts.
 - iii. Maintain current language defining racially isolated schools.
 - iv. All district plans must be locally developed and establish clear student achievement goals that address racial disparities, as well as other measurable goals to which they will be held accountable and report to their respective communities.
 - v. Reexamine the current exemption of Area Learning Centers (ALC’s) within the Rule.

- 2. Ensure accountability and oversight at the Department (MDE) to ensure districts are effectively using, reporting, and measuring the effectiveness of the revenue uses by doing the following:**
 - a. An adequate number of *AIM* staff (are available) to provide oversight, accountability and technical support for districts receiving *AIM* revenue.
 - b. Ensure progress monitoring, efficiency, and evaluate the effectiveness of the program overall.
 - c. Convene districts receiving revenue annually to facilitate training on uses, effective practices, and measurement of *AIM* revenue.
 - d. MDE will create an evaluation process that does the following:
 - i. Evaluate the successes and failures of current initiatives in order to provide feedback and support for improving districts use of *AIM* revenue to achieve goals.
 - ii. Evaluate the cost-effectiveness of districts use of *AIM* revenue to provide opportunities to achieve goals.
 - iii. Inform policy discussions at state and local levels by analyzing districts’ ability to efficiently and effectively use *AIM* revenue to achieve integration and achievement goals.
 - e. Require annual external evaluation and reporting to ensure progress monitoring of districts.
 - i. Districts must develop metrics in collaboration with MDE, to which their programs will be measured within their plans and have them approved by MDE.
 - ii. Metrics must include (at minimum) academic growth based on standardized assessments (i.e., NWEA, MCA), graduation rates, attendance, and parent surveys.

- iii. MDE will withhold money if districts are not making adequate progress towards goals as defined by standardized assessments and making progress in reducing disparate demographic enrollment between districts or schools.
- iv. Develop structures for support, feedback and intervention.

3. Clearly focus and define limited uses of AIM revenue. Districts must submit plans, develop measureable goals (consistent with 2e), and budgets that limit their use (districts may not supplant) within any of the following areas:

- a. ***Innovative and integrated learning environments***, including magnet schools, which promote *all* of the following: integration, achievement through innovative approaches to instruction and learning, and school choice for parents.
 - i. Resources can only be used for budget items related to the unique setting the school provides.
 - ii. Create opportunities to scale up innovative practices and interventions that increase achievement of protected-class students.
 - iii. Full-Day Kindergarten and preschool programming for families who qualify for free or reduced-price lunch.
 - iv. Operating a "student choice" system, (i.e., applications, parent notices, placing students, etc.).
 - v. Transportation for programming/public school choice.
- b. ***Family engagement*** that promotes involvement in the academic life and success of the student. This includes:
 - i. Parent classes to support successful navigation of school systems that empower parents to be involved in the life of the school community and achievement of their students.
 - ii. Family Liaisons who help bridge the cultural divide between home and school environments.
 - iii. Recruiting and engaging parent leaders from underrepresented communities for leadership roles within schools and districts.
 - iv. Promotion of public school choice information.
- c. ***Professional development*** that is focused on increasing the achievement of students of color and low-income students. This *may* include the following:
 - i. Focused literacy instruction training.
 - ii. Culturally Responsive Teaching.
 - iii. Inquiry, differentiation, and assessment training.
 - iv. Focused Math Recovery training.
 - v. Training for instruction of rigorous (advanced-level) courses.
 - vi. Deliver formal and informal training to staff that prepares them to provide instruction across race and culture.
 - vii. Professional development programs which present multiple perspectives on issues and respect the right of conscience.
- d. ***Access to opportunity*** programming that is proven to increase access to rigor, and focuses on college and career readiness for underserved populations (including low-income). Funding would support programs *like, but not limited, to*:
 - i. Advancement Via Individual Determination (AVID)
 - ii. Dual Enrollment or College in the Schools
 - iii. ACT/SAT classes and test
 - iv. Gifted and Talented preparation programs (i.e., Young Scholars)

- v. Academic camps
 - vi. Jobs for America's Graduates (JAG)
- e. ***Increase the diversity of teachers and administrators.***
- i. Develop and implement recruitment and retention programs that attract candidates from diverse backgrounds, who have been admitted to a teacher preparation program, and provide support and cooperative training with earned financial assistance with the expectation that upon successful completion of the program, the individual would teach for at least two years in a Minnesota public school.
4. **Examine the merits of one collaborative *Metropolitan Integration School District* that folds in the services of the existing integration districts to create efficiencies and eliminate duplication of services. This Collaborative Metropolitan School District serves all metro-area districts within the seven-county area that receive integration revenue.**

Fiscal Principles for Recommendation

1. Cap the existing revenue program at the current level.
2. Level the fiscal disparities between demographically similar districts:
 - a. Reduce the disproportionality between tiers starting in FY 14.
 - b. Create incentives for districts to cooperate to reduce racial enrollment disparities using voluntary measures (public school choice).
3. Set aside .02 percent (%) of revenue to ensure oversight and accountability at the Minnesota Department of Education.
 - a. Consistent with 2, e, iii, MDE will withhold revenue for districts not making progress towards goals.
4. Create a fiscal model that is predictable over time and stable in two-year increments.
5. Define percentages of allowable expenditures in statute:
 - a. At least 80 percent (%) of revenue is spent on students.
 - b. Twenty percent (20%) spent on professional development and administration.
 - i. Administrative costs may not exceed 10 percent (%).

Integration Revenue Replacement Advisory Task Force Minority Report of Peter A. Swanson

Although I am co-chair of the Integration Revenue Replacement Task Force, this minority report represents my individual opinion. I voted against the final report and am submitting this minority report reluctantly, as I do believe the majority report represents improvements over the current system. The task force expanded its schedule to include additional meetings and was able to come to remarkable consensus on many issues before running out of time. The final report does include many of the ideas that I brought forward and with which I agree. Mindful of the many positive aspects of the final recommendations, I believe there are too many details left open to interpretation that could ultimately undermine the great work of the task force. For the following reasons, I respectfully dissent.

UNINTENDED CONSEQUENCES

The final recommendations include a fiscal principle that we should “level the fiscal disparities between demographically similar districts.” If the racial composition of a district (or adjoining district) continues to be the sole factor for determining how much per-pupil Achievement and Integration funding a district receives, there is a financial incentive to continue to be racially isolated. Even if racial composition is used to set the initial tiers for per-pupil funding in FY 14, districts should not be punished financially for reducing racial enrollment disparities as the funding levels continue to flatten and equalize over the years.

When encouraging districts to cooperate to reduce racial enrollment disparities, care should be taken that districts do not use Achievement and Integration funds to enact non-voluntary, race-conscious enrollment rules. This is true even if such measures are generally allowed by statute, rule, or court decisions. Achievement and Integration funding should not result in a student being denied admission to the school of their choice because of the student's skin color.

Finally on the issue of unintended consequences, the final recommendations suggest a number of metrics, but only the lack of progress on two of them result in the Minnesota Department of Education withholding Achievement and Integration funds – standardized assessments and reducing disparate demographic enrollment. Including these two different goals should not water down the focus on one of them, namely achievement. A district should not be able to make up for a lack of progress on academic achievement and retain full funding by making progress only on reducing racial isolation.

DEFINING FUNDS SPENT ON STUDENTS

Current Minnesota Department of Education budget guidelines provide that “[a]t least 60 percent of a district’s proposed budget must have direct student value through initiatives such as research-based programs to improve the performance of protected students with lower measured achievement on state or local assessments or out-of-school time programs that have clear academic value.” The increase to 80 percent in the task force final recommendations is a very positive development, provided that “direct student value” is codified in statute and means what it says. The “innovative and integrated learning environments” described in paragraph 3a appear to include both direct student value and administrative costs. All of the programs described in the majority recommendations should be categorized in statute as either direct student value, professional development, or administrative expenditures.

BUSING

The percent of Achievement and Integration funding that districts spend on transportation should be scrutinized and capped in statute. If busing is deemed to be spent “on students,” that could significantly reduce the portion of the 80 percent of funding that is spent on achievement. Moreover, there is a difference between 1) a district containing a racially isolated school, and 2) an entire district that is racially isolated. It makes some sense for the former, within limits, to bus students within the district. When the entire district is racially isolated, intra-district busing makes less sense. It is important to note that The Choice is Yours program, which buses students between districts, is a separate budget item and is not funded with Achievement and Integration funds.

MISSION CREEP

Through the work of the task force, along with the 2005 report of the Legislative Auditor, it is clear that Integration Revenue under the old program means many different things to different people. Presentations to the task force included positive results from programs ranging from Girls in Science to special education. It was often stated that students need to prepare to compete in a “global environment.” Programs designed to sensitize Caucasian students were funded with Integration Revenue ostensibly because the programs make a more welcoming environment for minorities, which, in turn, is supposed to increase integration and shrink the racial achievement gap. It is important to note that these programs are thankfully not included in the majority's recommendations. Districts may choose to fund such programs with other dollars, but programs potentially of benefit to all students (we all have to compete in a global environment, for example) should not be funded with revenue that is only available to certain districts at disparate levels.

DO NO HARM

People have a right to choose to associate with whatever groups they want. When government steps in to encourage more interaction between the races, at least it should not make the situation worse. Programs and curricula that are targeted at a single race should not be funded with Achievement and Integration revenue. This is true even if it is currently permitted by statute, administrative rule, and court precedent, or if the programs are nominally open to all races. Such programs can create a “school within a school” that gives the outward statistical appearance of integration, but actually lessens the interaction between races. If the programs are legal and desirable, districts can fund them with other dollars.

FREEDOM OF CONSCIENCE

The final recommendations include provisions that would prevent individual teachers from being forced to attend one-sided, ideological presentations under the guise of professional development. This protection of Freedom of Conscience should be included in the Achievement and Integration legislation.

Integration Revenue Replacement Advisory Task Force Minority Report of Katherine Kersten

Minnesota’s racial and ethnic academic learning gap is a disaster. In fourth grade reading, our state’s black and Hispanic children lag three years behind their white peers—reading at essentially a first grade level. In recent years, only Washington, D.C. has consistently had a wider gap in this respect. At higher grades, the story is even worse.

On the 2011 MCA-II’s, 55 percent of our state’s white eleventh grade students were proficient in math—hardly impressive—while only 16 percent of black students and 22 percent of Hispanic students scored proficient. In high school science, 61 percent of white students were proficient, but only 21 percent of black students and 27 percent of Hispanic students performed at that level. Ninety-five percent of our white students graduate from high school in five years. Tragically, only half of our black and Hispanic students do.

In 2012, the lives of tens of thousands of Minnesota children are blighted by their inability to read, write, do math and master the rudiments of science. In today’s “information society,” academic deficiency of this kind will confine these young people to the lower rungs of our society. It will constrict their life chances, bar them from self-sufficiency and prosperity, and prevent them from joining the middle class. In short, it will keep them from achieving “the American Dream.”

As Minnesotans, we need to confront the toll that educational failure of this kind imposes:

- 43 percent of Americans with the lowest literacy skills live in poverty, while only 5 percent of those with strong literacy skills do, according to the National Institute for Literacy.
- 70 percent of Americans with the lowest reading skills have no job or only a part-time job.
- 70 percent of inmates in our prisons can’t read above a fourth-grade level.

The Integration Revenue Replacement Advisory Task Force was charged with addressing the urgent crisis this learning gap represents. Yet the Task Force never made the gap its priority. In fact—though we heard presentations on many topics (including a whole morning devoted to potential lawsuits against the State of Minnesota)—we never had a presentation on the nature and extent of the learning gap.

The reason: Many task force members had a different priority. Their passion—their sense of urgency—centered on putting our state’s students in racially balanced settings. This is a good thing. But it pales in comparison with the difficult, classroom-centered work required to help struggling youngsters master reading and math.

The learning gap springs from socioeconomic and family risk factors that leave many poor, minority youngsters deficient in the skills and knowledge required for academic success. These children need multi-faceted, classroom-centered educational reform to learn more effectively. They need an intense emphasis on fundamentals; targeted assessment and intervention; and a school climate that emphasizes order, discipline, high expectations, accountability and incentives for success.

In fact, these are the very traits associated with “beat the odds” schools like Harvest Preparatory School in Minneapolis and Concordia Creative Learning Academy in St. Paul, which have achieved remarkable results with poor and minority students.

For decades, Minnesota’s education establishment has taken a different approach to improving these youngsters’ academic performance. It has adopted strategies that view children—and education—through the lens of race and racial balance. This approach has a dismal track record of failure in terms of boosting academic achievement. For example:

- Schoolchildren in Minneapolis and St. Paul were bused on the basis of race for many years at great expense, yet *in both districts the learning gap remains a yawning gulf*. Just last year, the St. Paul public schools rejected a policy of racial balance, after a year-long study determined that minority students perform as well or better at neighborhood schools than at expensive magnet schools.
- Low-income Minneapolis students who attend school in ten suburban districts through “The Choice Is Yours” program have *scored lower* on state tests than their low-income peers who remained in Minneapolis public schools.
- The track record of Twin Cities-area “integration districts”—set up to create racially balanced magnet schools that would reduce the learning gap—is so disappointing that the Minneapolis school district recently announced its intention to withdraw from one (WMEP), and some suburban districts have pulled out of another (EMID). In January 2012, EMID leaders proposed a budget that would remove all integration funding from EMID’s two magnets—Crosswinds and Harambee—because these schools’ academic performance has failed repeatedly to meet expectations.

This litany of failure is powerful evidence that policies inspired by the same, race-based vision---as the Task Force’s is---will do little for struggling children in the future.

The Task Force report includes some positive elements. For example, it provides more specificity about how districts can spend the funds than in the past. It also includes provisions aimed at leveling funding differences between districts. These are both good things. In general, however—given the reality of the way the public education establishment works—the recommendations represent a perpetuation of the status quo, with a few bells and whistles.

The Task Force report creates an aura of accountability. For example, it provides that “MDE will withhold money if districts are not making adequate progress” towards goals the districts choose themselves. However, the report provides that MDE will judge school districts’ performance in terms of both academic goals *and* racial and ethnic balance goals. The reality is that racial and ethnic balance in schools—misabeled “integration”—is one of MDE’s primary objectives. As a result, the department is likely to make this the controlling variable in doling out funds, unless the legislature requires that improved academic achievement be the centerpiece.

The Task Force report creates an illusion of accountability. It includes neither standards nor enforcement mechanisms that MDE must use to evaluate school district performance and eligibility for

funds. As a result, MDE will choose its own criteria for deciding whether a district should continue receiving money. The department's track record in this regard—i.e, withholding money from districts that fail to improve academic achievement—offers little grounds for hope that the MDE will make real academic progress a condition for receiving funds. On the contrary, MDE's natural reaction is often to award *more* money to a failing district.

The Task Force's recommendations to the legislature are—to put it mildly—a tepid response to Minnesota's catastrophic learning gap and the educational crisis it represents. Yet perhaps this is not surprising.

As I said at one task force meeting, “We need to remember that the voices in this meeting room are those of the ‘haves’. The ‘have-nots’—the children in desperate need of serious reform—are not represented here.” (Neither were the voices of school districts that currently receive no integration funds.)

The fact is, almost everyone in the Task Force meeting room—including the ever-present lobbyists—represented the educational status quo, the “powers that be.” Little is likely to change as a result of the Task Force's recommendations. The establishment's favorite programs and approaches are likely to continue—and so is our failure to move the needle on academic achievement enough to give poor, minority children the hope of a better life.

The Task Force's inability to manifest a sense of urgency proportional to the seriousness of the gap may shed light on why our state has such a monumental gap in the first place. We are good at averting our gaze from a fundamental truth: If we want young people to have meaningful inter-racial experiences, the most effective way to do this is by empowering them academically.

In this respect, it's important to remember the words of Minneapolis Mayor Sharon Sayles Belton in her 1996 State of the City address. At the time she spoke, the Minneapolis School District was spending \$8 million each year to cover the costs of school desegregation.

“Every day, Minneapolis children are bused a total distance equal to a trip to the moon,” Sayles Belton declared. But the city's children, she advised, would “be better served if we spent the money on strategies that would get them, at age 18 or 21, not to the moon but to the door of a well-paying employer.”



ISAI AH's Response: Integration Revenue Replacement Task Force Recommendations

ISAI AH leaders closely followed the progress of the *Integration Revenue Replacement Task Force* throughout its deliberations, because we believe that the path to a healthy and prosperous future for Minnesota is rooted in opening access to opportunity, restorative investment, and communities growing together. **We call on the legislature to follow the example of the Task Force, and come together across partisan lines to create the “Achievement and Integration for Minnesota” (AIM) program based on their recommendations.**

ISAI AH is committed to racial and economic equity, which we define as the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, opportunities, treatment, impacts and outcomes for all Minnesotans. We believe integration revenue, and all public policy, should increase equity, in order to advance our collective health and prosperity.

Despite significant differences among the Task Force members in approach, political orientation, and understanding of the charge and purpose of the Task Force, after many hours of learning together and serious discussion, they were able to come to agreement in support of a set of recommendations.

As people of faith, we know that our individual health and wholeness depends on the health and wholeness of our community. The health and prosperity of our entire community depends on our ability to learn, work and grow together, across race, class and geography. **The proposed AIM program would build our ability to do this, while addressing some of the equity gaps that have excluded and held back students and families of color.**

Truly integrated schools affirm the identity and cultures of all students, and provide equitable access to opportunities and to power. They break down stereotypes and barriers to full participation, build relationships across difference, and teach skills for working together and sharing power. They provide students and families of color with access to opportunity, power and resources, and white students and families with access to wholeness and the opportunity to exercise faith and hope. Integrated schools are essential for the health of our democracy, the foundation for a future of shared prosperity.

The AIM program as outlined in the Task Force Recommendations would create the accountability and transparency that were found to be lacking in the previous program. It would promote collaboration and shared learning among school districts across our state, increasing effectiveness and efficiency of district efforts. The limited resources dedicated to the AIM program would be leveraged through collaboration among districts, and the convening

role of the Department of Education. Promising practices would be identified, shared, and used to inform professional development, planning and policy discussion. When districts collaborate and learn from one another, our whole state benefits from local innovation.

We urge the legislature to act together, in the current session, to create the “Achievement and Integration for Minnesota” (AIM) program recommended by the bi-partisan Task Force, for the good of our whole state.

Specific Responses to Task Force Recommendations
(Referenced recommendations noted in parentheses)

We strongly support the recommendation that a revised integration rule “address a new vision that is measured beyond reading, writing and math and includes a more complete measure of achievement and access to opportunity.” (1.a.)

Because we believe that transparency and accountability to the community is an important aspect of the path to racial and economic equity, we support local establishment of goals, and accountability and reporting to local communities. (1.a.iv.)

The current exemption of Area Learning Centers within the integration rule has led to extreme examples of racial segregation across Minnesota. We support the elimination of this exemption, in order to provide equitable access to opportunity and quality education. (1.a.v.)

Accountability and oversight at the state level is crucial. An adequate level of AIM staffing is necessary to make this possible, and this has been part of ISAIAH’s agenda with the Governor since his election. (2.a.)

An evaluation process, with metrics that go beyond standardized assessments, to include a more complete measure of access to opportunity, is crucial for AIM to succeed. As noted, these metrics will require further work by MDE, in collaboration with districts. The Education Equity Collaborative, in which ISAIAH participates, is currently working with MDE to develop a set of metrics to track progress toward equity at the school level. Others, such as the National Equity Project, have experience AIM could build on. In addition to the metrics proposed in the recommendations, AIM evaluation should look at access to opportunity in advanced level programs, tracking based on race or class, staff diversity and parent involvement. (2.d, e.)

We strongly support the development of innovative and integrated learning environments that promote both integration and achievement. However, historically, ‘school choice’ has had the impact of segregating schools and leaving behind disadvantaged students and families. It has not been an equitable system. (3.a.)

Our state owes all students and families an adequate education and equitable access to opportunity. We support efforts to decrease barriers to ‘choice’ for families of color and low-income families. However, we believe that the emphasis on ‘choice’ allows us to ignore our responsibility to ensure that all students, in all schools, have equitable access to opportunity. (3.a.iv.)

We strongly support the use of AIM revenue for family engagement, particularly programs that increase parent power and their ability to impact what happens in schools. (3.b.)

We strongly support the use of AIM revenue for professional development. We need teachers that are ready, willing and able to validate the cultures of all of their students, and implement instruction strategies that support all their students in meeting high expectations. The student-teacher relationship is the key to classroom success. (3.c.)

We strongly support the use of AIM revenue for access to opportunity programming. (3.d.)

We strongly support the use of AIM revenue to increase the diversity of teachers and administrators. This is in the shared interest of teachers, students and families, and addresses one of the existing equity gaps in our schools. (3.e.)

ISAIAH supports the examination of the merits of one collaborative Metropolitan Integration District. Its service area would coincide with that of the Metropolitan Council, which would provide enhanced opportunities for collaboration on housing and transit to promote stable conditions and access to opportunity for students across the Metro area. (4)

Responses to Fiscal Principles

We disagree with the recommendation to cap the revenue program at the current level. As best practices are developed, and as the state becomes more diverse, we may find it in our collective interest to increase AIM revenues in the future. (1)

We agree there is a need to level fiscal disparities between demographically similar districts. (2)

We strongly agree with the idea of creating incentives for districts to cooperate to reduce racial enrollment disparities. This is a regional problem that demands regional solutions. The current system penalizes 'sending' districts, and this should be changed. (2.b.)

We strongly support adequate funding and staffing of AIM oversight and accountability by MDE. (3)

Conclusion

Past public policy has divided and stratified our society by race and class, and institutionalized inequities, often unintentionally. Schools that mirror this division and stratification can only perpetuate systemic racism, marginalizing students of color and socializing white students into the lie of white superiority. They create deep racial disparities in student outcomes. They sustain the divisions that rob us all of our wholeness, and put our democracy in peril. As long as we allow our current reality of deeply segregated schools, classrooms, and opportunities to stand, we abandon all hope of a bright future for any of us, whatever our race, in an increasingly diverse Minnesota.

Truly integrated, equitable schools can seem an impossible dream. But our history teaches us that when we act together with faith and courage, new things are possible. Either we believe that

all African American, all Latino, all Asian, all Native American children can achieve, or we don't. If we believe, then we know our institutions are failing these children and their families. If we believe, we do not have the choice to give up simply because it is not easy, or because we have not yet found the right approach.

Integration and the pursuit of equity is not a social experiment, but a moral and societal imperative. As people of faith, we deeply believe that healthy, equitable communities are possible. We must summon the courage to co-create bold solutions that can transform our society, and put us on a path to shared prosperity, grounded in racial and economic equity.

The Minnesota Legislature should come together courageously, as the Task Force did, to enact the Achievement and Integration for Minnesota (AIM) program outlined in the Task Force recommendations. It will be an important step toward the bright future we know to be possible.

AMSD Position on School Integration

The Association of Metropolitan School Districts urges the Governor and Legislature to reform the Integration Revenue Program using the recommendations developed by the Integration Revenue Replacement Task Force to enhance integrated and equitable learning opportunities for all students.

- Integrated and equitable learning environments enhance achievement for ALL students and prepare them to succeed in the 21st century global, multicultural world in which they will live.
 - Teacher effectiveness is increased with cultural proficiency training and staff development.
 - The Integration Revenue Program provides critical resources that allow school districts to provide magnet schools, cultural competency training for teachers and other inter-district collaborative interactions that increase student achievement in integrated learning environments.
 - Local school boards should continue to have the flexibility to create the internal programs and partnerships that meet the unique needs of their students and communities.

BACKGROUND

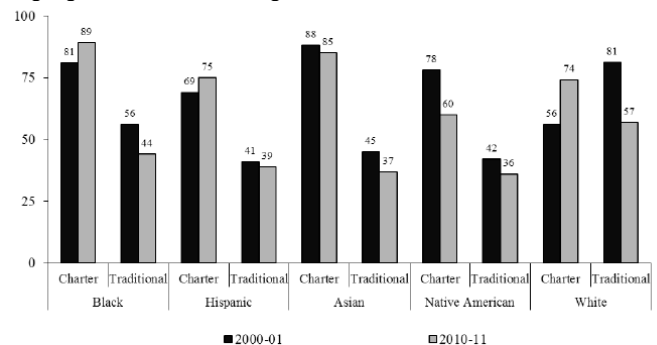
In 1972, in *Booker v. Special School District 1*, the U.S. District Court found that the Minneapolis schools were illegally segregated. The court ordered that no Minneapolis public school could have more than 35% minority students. In 1973, the Minnesota State Board of Education adopted a racial balance requirement known as the 15 percent rule. This rule prohibited a school from having a minority enrollment more than 15 percent higher than the district-wide average of minority students for the grades served by those schools.

Beginning in the 1980's, the state provided funding for the Minneapolis, St. Paul and Duluth school districts to assist with their integration efforts. In 1997, the legislature created the current Integration Revenue Program which made funding available to additional school districts to address integration issues. In 1999, the Minnesota Department of Education replaced the 15 percent rule with a new desegregation rule outlining eligibility criteria and requirements associated with a new Integration Revenue Program.

In November of 2005, the Office of the Legislative Auditor released an evaluation report of the Integration Revenue Program. The report made several recommendations including clarifying the program's purpose oversight of the program by the MN Department of Education. The legislature addressed a few of the issues raised in the report in 2009 including requiring MDE approval of the integration budgets for the school districts in the cities of the first class.

The 2011 education finance bill (Chapter 11), established an Integration Revenue Replacement Advisory Task Force charged with developing recommendations for "repurposing integration revenue funds to create and sustain opportunities for students to achieve improved educational outcomes."

Segregation Rates Among Charter and Traditional Schools



Source: Computed from Minnesota Department of Education data. "Segregated setting" is defined as non-white segregated schools for students of color and predominantly white schools for white students.

Source: Luce, Thomas. "Testimony to the Integration Revenue Taskforce." 20 Dec. 2011. Online PowerPoint. 25 Jan. 2012. <<http://education.state.mn.us/MDE/Welcome/AdvBCT/IntegRevReplacTaskForce/index.html>>



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Integration Revenue

This document provides a brief summary of integration revenue, levy, and aid calculations, as well as the reporting requirements for integration revenue and expenditures. Statutes and Rules are linked to the Minnesota Revisor of Statutes Office website, where you can read full text.

Districts required to file a desegregation plan under [Minnesota Rules, parts 3535.0100 to 3535.0180](#), are eligible to receive integration revenue according to [Minnesota Statutes, section 124D.86](#). Subdivision 1 of this section states that integration revenue “must be used for students to have increased and sustained interracial contacts and improved educational opportunities and outcomes designed to close the academic achievement gap between white students and protected students...through classroom experiences, staff initiatives, and other educationally related programs...” All integration revenue expenditures must be consistent with the approved budget plan required for receipt of integration revenue.

- **An Approved Budget Plan is Required**
 - All eligible districts—including Minneapolis, St. Paul, and Duluth—must annually submit a board-approved integration plan budget according to the requirements of Minnesota Rules 3535.0100 to 3535.0180 to the Minnesota Department of Education before they may receive integration revenue ([Minn. Stat. § 124D.86, subdivision 1a](#))
 - Budgets for the fiscal year beginning on July 1 must be submitted to MDE Division of School Choice by March 15 for review and approval by May 15

- **Revenue for Cities of the First Class: Minneapolis, St. Paul, Duluth**
[Minnesota Statutes, section 124D.86, subdivision 3, paragraphs \(1\) through \(3\)](#)
 - Minneapolis = \$480 x adjusted pupil units:
 - \$445 aid /levy, plus
 - \$35 - 100% levy
 - St. Paul = \$445 x adjusted pupil units
 - Duluth = \$206 x adjusted pupil units

- Revenue for Districts with Racially Identifiable School(s); Racially Isolated Districts; Districts Adjoining a Racially Isolated District; and Voluntary Districts Minnesota Statutes, section 124D.86, subdivision 3, paragraphs (4) through (6)
 - *Districts with Racially Identifiable Schools* have one or more schools with a protected race student enrollment concentration that is at least 20 percentage points greater than the entire district's for the same grade levels ([Minnesota Rules Part 3535.0160](#))
 - *Racially Isolated Districts* have a protected race student enrollment concentration that is at least 20 percentage points greater than that of adjoining districts ([Minnesota Rules 3535.0170](#))
 - *Adjoining Districts* are contiguous to, and have a protected race student enrollment concentration that is at least 20 percentage points less than that of a racially isolated district, and participate in a multidistrict collaboration council with the racially isolated district
 - *Voluntary Districts* are not contiguous to a racially isolated district, but belong to a multidistrict integration collaborative and, upon submission and approval of an integration plan and budget, may receive integration revenue ([Minn. Stat. § 124D.86, subd. 3, paragraph \(6\)](#))
 - Integration Revenue equals the lesser of:
 - District's actual cost to implement the approved integration plan (UFARS expenditures, Finance code 315, excluding costs paid from Alternative Attendance aid (see below), or
 - District's current year adjusted pupil unit count times a rate that varies according to the district's prior year October 1 protected student enrollment concentration:
 - \$129 if the district's protected student enrollment exceeds 15 percent;
 - \$92 if the district's protected student enrollment is 15 percent or less; or
 - \$92 if the district is a voluntary member of integration collaborative.

Integration Levy

- Levy Authority Equals 30 Percent of Revenue
- Initial Levy Limits, Set in the Prior Year, Are Calculated on *Estimated* Revenue
 - Minneapolis, St. Paul, and Duluth:
 - Formula rate x estimated adjusted pupil units, as reported by district on Electronic Data Reporting System (EDRS)
 - In addition, Minneapolis may levy \$35 per adjusted pupil unit; 100 percent levy
 - All Other Eligible Districts, the lesser of:
 - District's estimated integration plan budget (entered on Levy Information System) or
 - Maximum formula rate (\$129 or \$92) x estimated adjusted pupil units, reported on EDRS

- Revised Levy Limits, Adjustments Are Calculated in Following Levy Cycle
 - Levy adjustment is calculated if revenue estimate changes due to budget or pupil data updates:
 - Minneapolis, St. Paul, and Duluth districts' revenue may change with updated pupil estimates
 - All Other Eligible Districts' revenue estimates are revised to the lesser of:
 - MDE-approved integration plan budget (due in March following initial levy certification) or
 - Updated pupil estimates x formula rate (\$129 or \$92)

- Final Levy Adjustments Are Calculated in Third Following Levy Cycle
 - Final levy authority is based on final revenue
 - Minneapolis, St. Paul, Duluth final revenue equals formula rate x end-of-year adjusted pupil units reported on MARSS
 - All Other Eligible Districts' final revenue equals lesser of:
 - Actual expenditures reported on UFARS (Finance codes 315);
 - MDE-approved integration plan budget; or
 - Formula rate (\$129 or \$92) x end-of-year adjusted pupils reported on MARSS
 - Final adjustment reflects difference between initial and final levy authority, less any earlier adjustment certified

Integration Aid

- Aid Equals Revenue – Levy Authority
 - Integration aid is not pro-rated if a district levies less than the levy limitation
 - Final aid entitlement is calculated at 70 percent of final revenue, which is the lesser of the formula rate x adjusted pupils, the approved integration plan budget or the district's actual integration expenditures

- Alternative Attendance Aid [Minnesota Statutes, section 124D.86, subd. 6](#)

Districts eligible to receive integration revenue, except for Minneapolis, St. Paul and Duluth, can receive additional aid for serving Minneapolis, St. Paul, or Duluth residents whose enrollment contributes to desegregation or integration purposes.

 - Students must qualify for free or reduced-price meals and be enrolled under any of four attendance options programs :
 - Enrollment Options/Open Enrollment [Minnesota Statutes, section 124D.03](#) (Student records reported with MARSS State Aid Category 01)
 - Parent-Initiated Agreements between School Boards – [Minnesota Statutes, section 124D.08, subd. 2](#) (MARSS SAC 11)

- Continued Enrollment, 11th and 12th Graders – [Minnesota Statutes, section 124D.08, subd. 3](#) (Student records reported with MARSS SAC 04)
 - Graduation Incentives - [Minnesota Statutes, section 124D.68, subd.1](#) (MARSS SAC 03 if enrolled in an Alternative Learning Center only)
 - Maximum Alternative Attendance aid allowance per adjusted pupil unit equals the integration revenue rate of the student’s district of residence (\$480-Minneapolis, \$445-St. Paul, \$206-Duluth), less the amount of per-pupil integration (aid/levy) revenue the student generates for the enrolling district.
 - Alternative Attendance aid is the lesser of the maximum formula allowance or actual expenditures reported on UFARS, Finance code 312.
- Gross Aid Entitlement Equals Integration Aid + Alternative Attendance Aid
 - Aid Payments
 - Districts must have an MDE-approved integration plan budget by June 15 to be able to begin receiving payments on current year integration aid entitlements on July 15
 - 31 percent of the current fiscal year’s aid entitlement is paid on July 15 ([Minn. Stat. § 127A.45, subd. 12a \(a\)](#))
 - Districts are paid to 100 percent of final aid entitlements in the following fiscal year

Integration Revenue and Expenditure Reporting

- Revenue Recognition
 - Levies and levy adjustments certified in December are recognized as revenue in the fiscal year that begins on July 1 of the following calendar year by all districts, **except** for Minneapolis, St. Paul, and Duluth
 - Minneapolis, St. Paul and Duluth must early-recognize 100 percent of the integration levy and adjustments certified in the prior calendar year as revenue for the current fiscal year ([Minn. Stat. § 123B.75, subd. 5 \(b\)](#))
 - Integration aid is recognized as revenue in the same year as the integration levy is recognized ([Minn. Stat. § 127A.45, subd. 12a\(a\)](#))
- Uniform Financial Accounting and Reporting System (UFARS)
 - Use Finance 315 to record integration aid and levy revenue AND expenditures
 - Use Finance 315 to record alternative attendance aid *revenues*, but **use Finance 312 to record alternative attendance expenditures**
 - Joint powers districts and collaboration councils implementing multi-district integration plans must use Finance 000 and Course code 315 to record integration expenditures, to prevent duplication

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Special Work Session – March 13, 2012

AGENDA SECTION: 9. ADJOURN

ITEM: _____

COMMENTS BY: Board Chair Hesby

If there is no additional business before the School Board, the Chair will adjourn the meeting.