

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session - July 23, 2007 - 4:15 PM
District Administration Building, 210 County Rd. 101 N., Plymouth, MN 55447

AGENDA

- | | | |
|----|---|----|
| 1. | CALL TO ORDER - Board Chair Cohen | 3 |
| 2. | ADMINISTRATIVE | |
| 3. | CURRICULUM AND INSTRUCTION | |
| | A. Birchview Elementary and the University of St. Thomas Collaboration Math Project Update -
T. Koch, L. Payne | 4 |
| 4. | FINANCIAL | |
| | A. Additional Integration Revenue Recommendations - A. Hopeman | 9 |
| 5. | HUMAN RESOURCES | |
| 6. | SCHOOL BOARD | |
| | A. Tentative Board Agenda for August 13, 2007 | 17 |
| 7. | ADJOURN | 18 |

POSTED: July 19, 2007

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

VISION

A model of excellence among learning communities

MISSION

The mission of the Wayzata School District is to prepare all students for the future by providing a challenging education which builds academic competence, develops responsible citizenship, encourages creativity, promotes lifelong learning, advances critical thinking skills, instills a commitment to personal wellness, and fosters respect for self and others.

DISTRICT DIRECTIONS for 2005-2007

- ***Apply our vision to all components of the District***
- ***Erase organizational barriers that limit participation of all cultural groups***
- ***Strive for smaller class sizes***
- ***Work toward a more individualized model of education***
- ***Promote a “client-centered” District***

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – July 23, 2007

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Chair Cohen

	<u>PRESENT</u>	<u>ABSENT</u>
Mr. Gregory D. Baufield	_____	_____
Ms. Linda A. Cohen	_____	_____
Ms. Susan J. Droegemueller	_____	_____
Ms. Patricia L. Gleason	_____	_____
Mr. Gary W. Landis	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Mr. Bob J. Ostlund, Ex Officio	_____	_____

Partnership End of Year Evaluation 2006-2007

Birchview Elementary School and the University of St. Thomas

Since the 2005/2006 school year, Birchview Elementary School and the University of St. Thomas have engaged in a formal partnership to improve mathematics education. This partnership has investigated mathematics education for all involved (i.e., students, student teachers, teachers, support staff, university faculty, and administrator). First and most importantly, we have focused on the K-5 student learning at the school site. The members of the partnership have been involved in an on-going data driving decision making process to set goals for students and teachers. The purpose guiding the partnerships actions include:

Partnership Purpose

- Improve K-5 students understanding of and achievement in mathematics
- Develop our partnership based on NCATE PDS Standards
- Involve UST student teachers in action research projects with their cooperating teacher
- Improve UST teaching methods course by use of real world examples and experiences
- Support the development of school site teachers' knowledge of best practices in teaching and learning mathematics

Partnership Outcomes and Activities

Data Reflecting Partnership Goals

Improve K-5 students understanding of and achievement in mathematics

In analyzing Measures of Academic Progress (MAP) *growth* data in mathematics for the 2006/2007 school year, it was found that Birchview Elementary students performed at the high end of growth achievement for the Wayzata School District students and above the 95% for specific grade levels nationally. It should be noted that Birchview Elementary student mean RIT scores were very close to the Wayzata average range in third, fourth, and fifth grades, which is the above the 85 percentile nationally. The following data is of course only a single measure perspective of student performance and should be viewed with this consideration and caution in mind:

Mean Growth

Birchview Mean Growth 3rd Grade - 15.7 (expressed in RIT points)

Wayzata Mean Growth 3rd Grade - 13.0

Birchview Mean Growth 4th Grade - 13.2

Wayzata Mean Growth 4th Grade - 10.6

Birchview Mean Growth 5th Grade - 13.5

Wayzata Mean Growth 5th Grade - 10.2

Percentage of Students Meeting or Exceeding Growth Targets

Birchview Percent Meeting Growth 3rd Grade - 78.8

Wayzata Percent Meeting Growth 3rd Grade - 72.5

Birchview Percent Meeting Growth 4th Grade - 78.7

Wayzata Percent Meeting Growth 4th Grade - 65.9

Birchview Percent Meeting Growth 5th Grade - 81.1
Wayzata Percent Meeting Growth 5th Grade - 68.4

Percent of Target

Birchview Percent of Target 3rd Grade - 167.6
Wayzata Percent of Target 3rd Grade - 141.0
Birchview Percent of Target 4th Grade - 163.9
Wayzata Percent of Target 4th Grade - 133.4
Birchview Percent of Target 5th Grade - 167.2
Wayzata Percent of Target 5th Grade - 135.4

Mean RIT Score

Birchview Mean RIT Score 3rd Grade - 215.6 (at the 87th percentile nationally)
Wayzata Mean RIT Score 3rd Grade - 215.3
Birchview Mean RIT Score 4th Grade - 225.0 (at the 87th percentile nationally)
Wayzata Mean RIT Score 4th Grade - 225.6
Birchview Mean RIT Score 5th Grade - 234.3 (at the 86th percentile nationally)
Wayzata Mean RIT Score 5th Grade - 235.0

Action Research

St. Thomas student teaching placements in cooperation with their master teachers at Birchview Elementary will begin to explore processes of action research in the classroom.

J-term 2007 student Renee Collier completed an independent study research project. Renee completed hour-long number sense interviews to four students at each grade level 1-5. The students interviewed were selected by the grade level teams as students who had developed strong number sense. Renee wrote, prepared, gave, and video taped each interview. These interviews were then used as part of the Wayzata Academy course developed and facilitated by Birchview Elementary faculty. Renee also began initial analysis of the videos before starting her student teaching. Renee completed her third clinical and student teaching at Birchview.

Spring 2007 student teacher Renee Robinson is still in progress with her action research. She showed great interest in completing a project in May and June. In initial conversation with Renee and her master teacher, Renee has outlined a project that would examine ways to get struggling student to attack a problem-solving situation. Many third grade students struggle in novel problem solving situations due to lack of problem “attack” skills.

Fall 2006 student teacher Marlene Jerrell was not able to complete an action research project. She was a good student teacher, but she did not have the extra time due to family and other issues to dedicate to this work during her student teaching semester.

During this academic year, we have learned that addressing action research projects during student teaching can prove challenging when initiation comes later in the placement. We have also noted that student teachers with proficient competencies in planning and instruction are more likely to manage the rigors of action research during student teaching. They view the work as a practicing teacher does and see their project as

integrated into the teaching experience. Action research is what good teachers do, usually using informal methods, to identify areas of instructional intervention and evaluate effectiveness. We are currently re-thinking how to conduct action research projects during student teaching activities. One idea under consideration is having student teachers initiate a targeted assessment of students early in their student teaching, complete the analysis of this assessment data, and make specific modifications to their instruction in response to analysis content. This would also be consciously connected to student teaching expectations.

UST Faculty as Resource and Learning

Dr. Payne will act as resource to Birchview Elementary faculty, but also as a site based learner when interacting with students and staff. It is anticipated that Dr. Payne will regularly participate in school site meetings as well as informal conversations and classroom observations. Through these interactions, methods courses offered to UST students will improve by reflecting context based issues and instructional demands. Dr. Payne will also assist faculty in designing informal assessments for elementary students in mathematics, offer resources and interventions for students struggling with particular mathematics concepts, be a resource for staff development (presentations and reading resources), and support Birchview Elementary's effort to educate parents (through PTA presentations, newsletter contributions, math game nights, curriculum night). Additionally, teachers at the school site will have the opportunity to earn CEU or grad credits for the professional development experiences coordinated by UST. UST will explore the option of offering Qcomp courses at Birchview.

The main focus for staff development this year surrounded the Wayzata Academy Course. This course was developed by two Birchview teachers, Ramona Braun and Marianne Brinda, in conjunction with Dr. Payne and Dr. Koch. The teachers were responsible for the course instruction. This course was held on site and was designed to help teachers reach the building site Q-comp goal. 90% of Birchview Elementary teachers participated in the course (all full time classroom teachers were involved as well as many building specialist). University of St. Thomas student teachers also participated in these sessions during their experience at Birchview. Additional school site funds were used to fund the participation of building instructional paraprofessionals.

The course explored number sense concepts across the elementary grades with an emphasis on creating learning environments that encourage students to become deep mathematical thinkers. Participants considered promising practices in the teaching of mathematics, contextualizing these to real students, and the developmental progression that these students demonstrate as they mature in their number sense abilities. Teachers developed a K-5 articulation of number sense concepts and considered instructional experiences including problem solving that promote these concepts and ideas.

The course was designed to meet 5 times over the course of the year. Each class session had a specific conceptual focus. Topics covered were: What is number sense?, Problem Solving, Formative Assessment, Place Value, and Estimation. Each class session started with a video clip of a student engaged in mathematics. The later class sessions used video clips of Birchview students. These clips were very effective at engaging teachers in thinking about the session topic and reflecting on their practice. Additionally, current research on the topic was presented by the instructors or by Dr. Payne. At each session

teachers were responsible for bringing student work and/or curriculum from their classrooms to review and discuss in grade level groups.

The course was a huge success. The feedback from participants was very positive. The course stimulated conversations and questions that engaged the staff in conversations well beyond the meeting time of this course. Instructional ideas that supported the construction of number sense concepts in students were translated quickly into classroom experiences resulting in students thinking deeper about mathematics. Clearly, the academy course on number sense provided specific and job embedded professional development experiences that impacted student learning.

Additional partnership supports:

- Dr. Payne shared resources with teachers as a follow up to the staff development day.
- Dr. Payne has averaged one day a week at the school site.
- Dr. Payne met with the new first grade teacher about the philosophy of the mathematics curriculum.
- Dr. Payne worked with a new kindergartner teacher on math curriculum.
- Dr. Payne consulted with a kindergartner teacher on struggling students.
- Dr. Payne consulted with a third grade teacher on a gifted student.
- Dr. Payne consulted with a third grade teacher on a struggling student.
- Dr. Payne worked with a fourth grade teacher on assessments of struggling students.
- Dr. Payne worked with kindergarten teachers on the implementation of Cognitively Guided Instruction (CGI) in their classrooms.
- Dr. Payne taught and co-taught problem solving lessons in classrooms.
- Dr. Payne presented problem solving and number sense to parents at the January 2007 PTA meeting.
- Dr. Payne has provided resources as needed to individual teachers.
- Birchview hosted Renee Collier for the academic year. Renee completed her Block 3 clinical and student teaching at Birchview (due to the success of this full year experience and demonstrated instructional competencies Renee Collier has been hired as a Long Term Reserve Teacher at Birchview Elementary for the 2007/2008 school year).

Data Driven Decision Making

School site administration and UST faculty will work together to use data driven decision making to improve mathematics education. Dr. Payne will use this school site experience to support SoE's efforts to use the same process in decision-making structures within the University and other partnership activities.

- Participated in the summer two-day data retreat with administration and teachers
- Encouraged student teachers to use data in their action research projects
- Supported the organization of curriculum based mathematics data for Just Five Clicks (data warehouse technology)
- Coordinated focus groups (teachers, parents) for qualitative data collection on the impact of the math initiatives at Birchview.

Guest Teaching

Teachers at Birchview Elementary will guest teach in UST methods courses. This will give preservice teachers “real world” connection and strengthen the SoE program. Birchview teachers will be hired as adjunct faculty to teach evening methods courses.

Shannon Starvel was hired to teach the Teaching Mathematics course TEGR 571 fall 2006 and spring 2007. Shannon will also teach TEGR 550 summer 2007.

Future Planning

Partners will continue to explore how to move the partnership to the next level according to the NCATE PDS Standards. Discussions will include options such as offering UST courses at the school site, professional conference presentations, and enhanced preparation practices.

Payne, L. and Koch, T. (September 2006) *Building a School-University Mathematics Partnership*. Presented at the Regional Meeting of the National Council of Teachers of Mathematics, Chicago, IL.

Payne, L., Koch, T., Rigoni, D., and Huber, S. (March 2007) *One School-University Partnership: One Goal, Four Perspectives*. Presented at the National Meeting of the Association for Supervision and Curriculum Development, Anaheim, CA.

Closing Partnership Statement for the 2006/2007 School Year

The partnership between Birchview Elementary School and the University of St. Thomas has provided a mutually beneficial exchange of ideas and support. Our efforts to improve mathematics instruction have resulted in positive outcomes and continued exploration. Growing significant commitment to school-wide professional development focused on mathematics instruction continues to be a journey requiring expanded resources, evolving practice, and ongoing reflection. The collaboration between Birchview Elementary School and The University of St. Thomas has fostered authentic investment in elementary mathematics improvement and a solid commitment to student learning.

TO: Building Principals, Steve Mumma

FROM: Lois Robbins and Alan Hopeman

CC: Bob Ostlund, Lori Fildes, Annie Doughty, Carol Bergenstal, Jane Sigford, Bill Rueber, Jim Scheuer

DATE: July 13, 2007

RE: Integration Revenue Increase

As you know, this spring we learned that we will have a windfall of over \$400,000 in integration revenue. These monies are not due to a legislative change, but rather due to demographic change in and around our district. Because we now have over 15% kids of color in our student population, and because we are adjacent to a "racially isolated" district (Robbinsdale), we are now eligible for \$129 of integration revenue per pupil unit, not \$92. (Robbinsdale is defined as "racially isolated" because its total percentage of kids of color is 20% more than one or more of its neighboring districts. They are currently at about 42%.) This means \$418,372 of additional revenue for our district for 07-08.

In an earlier e-mail you were informed that a committee would be formed to discuss needs and make recommendations for the added basic integration funds. Members of this committee were: Carol Bergenstal, Annie Doughty, Lori Fildes, Dennis Grasmick, Alan Hopeman (convenor), Tom Koch, Steve Mumma, Bob Ostlund, Craig Paul, Lois Robbins, Jane Sigford, and Mike Trewick. This committee has met. Using the integration guidelines from the state, the committee developed a plan for the use of the integration funds. The committee developed a plan with the operational belief that the dollars should be as close to the students as possible. An outline of the plan is shown below.

1. \$110,000 for mini-grants to the schools to address closing the achievement gap. Each school will be allotted \$100 per child on free or reduced-price lunch. Schools must develop a plan for implementation and utilization of the dollars. Each school will submit a proposal to Lois that is acceptable for state guidelines. (More information in attached form.)
2. Clerical help in the Administration Building for Choice Is Yours enrollments and other WMEP programs. \$20,000
3. NUA training for all schools for the 2007-08 school year. This would require additional funds to the already existing integration revenue budget that has been developed. \$82,000 (Birchview has completed NUA training so will not participate. These funds will support one new cohort at each school, and two new cohorts at the high school).
4. NUA training for all staff over the course of time. We have 15 Wayzata staff attending the NUA training in New York this summer. This group will establish a plan for implementation, which may include a staff development day devoted to NUA training in 2008-09. A committee will be formed to plan this activity; this allocation is for planning and advance training. \$50,000
5. Initiate 4 to 5 Academy classes for increasing awareness of issues around integration issues. This money would pay instructors, participants and buy materials for the Academy courses. \$35,000
6. Recruitment and retention of staff of color. \$10,000
7. Target funds for resident students of color. Develop scholarships for resident students of color for participation in fee-based programs as we currently do for our Choice Is Yours students.

Guidelines will be developed. The guidelines will include transportation assistance. Requests for these funds will be filed with Lois. \$15,000

8. Academic services in the community (e.g. at residences and complexes). These dollars will be used to enhance what already is provided by several organizations in our community. \$28,000
9. Math Navigator program for high school students who have failed Integrated 1 or are not likely to pass GRAD test or have not passed algebra 1 in 8th grade. \$28,000
10. Expand the family/school liaison in the elementary buildings. \$40,000.

Your assistance is needed NOW to help us implement the first item, mini-grants to schools. The timeline is tight, because we need to submit a plan to the Minnesota Department of Education in mid-August for approval before we can proceed to implement any of this plan. **Please submit a plan to Lois by July 31, 2007, for your use of the mini-grant dollars.** Lois will review each proposal for compliance with state guidelines for use of integration revenue, with the assistance of Jane Sigford and possibly other administrators.

Attached is a spreadsheet showing the amount of the integration mini-grant for each school. The allocation is based on the October 1, 2006 count of students eligible for free or reduced-price lunch, which is the same number used by MDE for determining compensatory revenue for 2007-08. Alan has reviewed the numbers in light of last spring's boundary changes, and has made adjustments accordingly for EMS, CMS, Plymouth Creek, and Kimberly Lane.

Also attached is a budget form for you to use to describe the mini-grant proposal for your school. This is the form we would like you to submit to Lois by July 31.

Please note that this integration revenue money must be spent in 2007-08 in accordance with the plan that we submit. If we do not spend the money, our aid will be reduced. **Unspent dollars cannot be carried over.**

The guidelines from MDE for expenditure of integration revenue are at times vague. We have had a little difficulty navigating the MDE approval process in the past. For the approval of the budget for this additional \$418,372, we will simply have to do the best we can to submit an acceptable proposal, and modify it if we have difficulty with the state approval process. To help you make decisions about the use of your mini-grant dollars, we are enclosing an excerpt from an MDE document containing "Frequently Asked Questions" about the use of integration revenue. We also are enclosing a list of suggestions that Lois compiled regarding Wayzata's integration revenue plan that may be helpful. In general, using the dollars to reduce the achievement gap for students in poverty has been acceptable in the past, and should be now.

Thanks for your assistance. Please call one of us or contact one of the other committee members if you have questions.

Enc (4)

School	Oct. 2006 # Free	Oct. 2006 # Reduced	Boundary Change	Total F & R	Integration Grant \$
Wayzata Sr.	224	72		296	\$ 29,600
West Middle	40	13		53	\$ 5,300
East Middle	103	25	2	130	\$ 13,000
Central Middle	67	22	(2)	87	\$ 8,700
Birchview	92	20		112	\$ 11,200
Greenwood	10	5		15	\$ 1,500
Oakwood	76	8		84	\$ 8,400
Sunset Hill	102	23		125	\$ 12,500
Plymouth Creek	17	2	21	40	\$ 4,000
Gleason Lake	90	19		109	\$ 10,900
Kimberly Lane	25	5	(21)	9	\$ 900
TAP-IS	6	-		6	\$ 600
TAP ALC	29	1		30	\$ 3,000
Total	881	215	-	1,096	109,600

Note: 21 F & R students moving from KL to PC due to boundary changes
2 F & R students moving from CMS to EMS due to boundary changes

Frequently Asked Questions

Appropriate Uses for Integration Revenue

Please read Minnesota Statute [124D.86](#), which provides for Integration Revenue and specifies the requirements a school district must meet to receive it. Also, please review the specific purposes of the Desegregation Rule as outlined in the section of this document entitled “Getting Started and General Questions.”

By what authority does MDE review and approve a district’s proposed integration revenue budget?

According to the “budget approval process” described in the Integration Revenue statute, “Each year before a district receives any revenue . . . , the district must submit to the Department of Education for its review and approval a budget detailing the costs of the desegregation/integration plan filed under Minnesota Rules, parts [3535.0100](#) to [3535.0180](#). . . [T]he department may develop criteria for budget approval.” ([124D.86, Subdivision 1a](#))

What are the requirements specified in law that MDE must consider before approving a district’s integration revenue budget?

As stated in the Integration Revenue statute ([124D.86, Subdivision 1a](#)), “the criteria developed by the department [for review and approval of a district’s budget] should address, at a minimum, the following:

- (1) budget items cannot be approved unless they are part of any overall desegregation plan approved by the district for isolated sites or by the Multidistrict Collaboration Council and participating individual members;
- (2) the budget must indicate how revenue expenditures will be used specifically to support increased opportunities for interracial contact;
- (3) components of the budget to be considered by the department, including staffing, curriculum, transportation, facilities, materials, and equipment and reasonable planning costs, as determined by the department;
- (4) if plans are proposed to enhance existing programs, the total budget being appropriated to the program must be included, indicating what part is to be funded using integration revenue and what part is to be funded using other revenues.”

In addition, the law requires that, “[Integration] plans submitted by each district under Minnesota Rules [3535.0160](#) and [3535.0170](#), must be approved by the district’s board each year before integration revenue will be awarded. If a district is applying for revenue for a plan that is part of a multidistrict council, the individual district shall not receive revenue unless it ratifies the plan adopted by its multidistrict council or approves a modified plan with a written explanation of any modifications.” ([124D.86, Subdivision 1b](#))

What are the budget requirements if a district plans to use integration revenue to expand a program that is currently funded by general education revenue or other resources?

As stated in the statute citation above, if a district proposes to “enhance existing programs” and pay for the cost of doing so with integration revenue, it must include in its budget proposal submitted to MDE information on (1) the total budget for the existing program and (2) the breakout of what part of the existing program is to be funded using integration revenue and what part is to be funded by general education revenue or other resources.

What are the procedures for amending a budget after MDE has given approval?

*For changes **representing increased spending of \$3,000 of any line item** or 10% of ~~any line item in the budget goal area of the budget~~ or in the overall expenditures proposed, the district must submit to MDE the original budget and the new budget highlighting the changes and evidence of board approval of those changes. The district should indicate where there are line item changes and/or changes in projected overall expenditures and include a rationale for the changes. MDE will review the proposed changes and rationale, and provide written approval or denial of the proposed changes.*

Can integration revenue be used to fund inclusive education efforts, including multicultural curriculum and diversity training?

Funding this important work with integration revenue can possibly be seen as a supplanting of a separate legal obligation under the Minnesota Inclusive Education Rule ([3500.0550](#)). This rule is not the same legal obligation as the Minnesota Desegregation Rule, nor do the two rules serve identical functions. All districts in Minnesota have a legal obligation under the Inclusive Education Rule to provide a learning environment and a curriculum inclusive of gender, diverse cultures and people with disabilities.

The Minnesota Desegregation Rule does not apply to all districts. The Integration Revenue Program is designed to reduce the racial isolation of specific schools and districts through cooperative planning with the identified school or district's neighbors. Therefore, if a district wishes to fund diversity initiatives or curriculum development with integration revenue, it is important that it explain how these activities appropriately tie to the requirements of the Desegregation Rule and Integration Revenue statute in terms of the following factors:

- There is a clear, focused link to the identified school or district.
- The diversity initiatives or curriculum development are tied to increasing awareness of racial and ethnic diversity (as opposed to broader inclusion initiatives) as a means to achieving the goals specified in the district's integration plan.
- The initiative enhances, but does not replace, what districts are already obligated to do under the Inclusive Education Rule.
- Expenditures included in the annual integration revenue budget must be part of an approved integration plan.
- When proposed integration activities are intended to enhance an existing program, a district must separately account for what portion of that program is to be funded using integration revenue.

Can integration revenue be used to fund programs focused on improving academic achievement for students or closing "achievement gaps" among groups of students?

The Desegregation Rule states that both intra-district and inter-district integration plans "must be educationally justifiable." (Please see [3535.0160](#), Subpart 3 and [3535.0170](#), Subpart 6.) In addition, one of the stated purposes of the rule is to "recognize that the primary goal of public education is to enable all students to have opportunities to achieve academic success." ([3535.0100](#)) MDE strongly encourages districts to develop programs and activities under their plans that simultaneously advance both the goal of improving student academic achievement and the goal of increasing opportunities for integration. (Also, please review the factors listed in the previous question on inclusive education and consider how they would apply in this scenario.)

Can integration revenue be used to fund English Language Learner (ELL) programming?

This is similar to the question above on inclusive education efforts. When ELL programming, staff or materials are required apart from the Desegregation Rule, using integration funding for these programs would appear to be a supplant and, therefore, not allowable. However, it certainly makes sense to involve students who receive ELL services in activities designed to reduce the racial isolation of a school or district. Therefore, enhancements of ELL programming that a district wishes to fund with integration revenue should also address the same factors that were specified in the first answer above. Again, for proposed activities that enhance an existing program, a district must separately account for what portion of the program is funded by integration revenue. (Also, please review the factors listed in the question above on inclusive education and consider how they would apply in this scenario.)

Can integration revenue be used to fund world language programs?

Yes, if the program ties to an integration strategy and otherwise meets the terms of the Integration Revenue statute as referenced above. For example, some Minnesota districts participating in a multi-district collaborative have instituted a Spanish language program and used integration funding for teachers and curriculum by including such components as inter-district summer language camps, inter-district curriculum planning among teachers, and inter-district cultural events that allow students to form ongoing friendships across district boundaries. Besides commonly taught second languages, districts may wish to consider less commonly taught world languages, such as Chinese, Japanese and Arabic. Some multi-district collaboratives choose to add world language courses to their curriculum to enhance interracial interaction and communication. (Also, please review the factors listed in the previous question on inclusive education and consider how they would apply in this scenario.)

Can integration revenue be used for “pull-out” support groups for students of color?

No. Pull-out or isolated activities that in any way decrease interracial contact or segregate students by race are not an allowable use of integration revenue.

Can adjoining districts without a racially identifiable school site or districts that voluntarily join an integration collaborative use a portion of their integration revenue for intra-district programming?

Yes, if the activities funded by integration revenue are part of the collaborative’s integration plan and its efforts to reduce the racial isolation of the identified school district. The planning process and implementation of integration programs should include the racially isolated district. In the case of either a voluntary district or an adjoining district without a racially identifiable school site, the Desegregation Rule does not address the use of intra-district plans or a “community council” that is comprised only of representatives from that district.

If our district is receiving integration revenue both because of a racially identifiable school within the district and as an adjoining district to a racially isolated district, which plan should take priority in terms of funding?

Your district is legally responsible to work on both intra- and inter-district integration plans in this situation. Setting funding priorities for integration revenue is a matter for your district to determine and negotiate with its inter-district collaborative. Districts should review the requirements of the Desegregation Rule with regard to racially identifiable schools, including the evaluation of efforts to reduce a school’s racially identifiable status and the specified remedies if the school remains racially identifiable after the district’s three-year integration plan expires. (Note: In cases where a district has racially identifiable schools and is also a racially isolated or adjoining district, the district’s integration plan should have separate sections for its intra-district and inter-district goals.)

Are there specific issues that districts that are voluntarily participating in a multi-district collaborative should address in their annual integration revenue budgets?

All integration revenue budgets are reviewed for the ability of their proposed programs and activities to reduce the racial isolation of the identified district. Because a voluntary district, by definition, does not adjoin the racially isolated district, addressing the reality of geographical distance must be a major component of both its integration plan and annual budget. Additionally, voluntary districts should discuss the additional contributions that they will make to the effort to reduce the racial isolation of the identified district.

Can we hire consultants to help us with planning, training or implementation?

Yes, but a district's budget should explain the identified need for a consultant and the deliverables specified in the contract with the consultant. MDE may question consultant expenses when a district is also proposing to use integration revenue to employ professionals with expertise in integration on its own staff.

What percentage of integration revenue can be used for administrative purposes?

MDE *requires* that a district's proposed budget designate no more than 10 percent of its integration funding for general administrative costs related to implementing its integration plan. The administrative costs directly associated with operating specific integration programs and activities included in a district's proposed budget *do not count toward the 10 percent limitation*.

Are there other requirements for budget submission or reporting to MDE?

As it has in the past, MDE will request a statement from the school district's superintendent and school board chair certifying the accuracy of the information submitted with the district's annual budget proposal and that it has been approved by the school board. In addition, it is expected that each school district will correctly code all integration revenue expenditures under UFARS (Uniform Financial Accounting Record System) after MDE approves its annual budget.

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - August 13, 2007 - 7:30 PM
Wayzata City Hall
600 Rice Street, Wayzata

AGENDA

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
 - A. Approval of Minutes
 - B. Finance and Business Recommendations
 - C. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
4. RECOGNITIONS
 - A. Wayzata Public Schools 2007 Retirees
 - B. Adapted Bowling State Championship
5. REPORTS FROM ORGANIZATIONS
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 1. Waive Statutory Requirement for Weekly Pledge of Allegiance
 - B. Curriculum and Instruction
 - C. Finance and Business Services
 1. Monthly Financial Reports
 2. Revised Integration Plan & Budget - 2007-08
 - D. Human Resource Services
7. OTHER BOARD ACTION
8. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD
This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.
9. BOARD REPORTS
10. NEW BUSINESS
11. ADJOURN

POSTED: 080907

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – July 23, 2007

AGENDA SECTION: 7. **ADJOURN**

ITEM: _____

COMMENTS BY: Board Chair Cohen

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