

INDEPENDENT SCHOOL DISTRICT #832
STUDY SESSION – BOARD OF EDUCATION
Thursday, March 26, 2009 - 7:00 PM
Mahtomedi District Education Center - Community Room

The Mission of the Mahtomedi School District No. 832, as a multi-community public school system, is to provide individually challenging, lifelong learning experiences for all people, leading to productive and self-fulfilling roles in a global society, accomplished through partnerships with students, families, staff and communities all committed to excellence.

- AGENDA -

1. CALL TO ORDER
2. ROLL CALL OF ATTENDANCE
3. DISCUSSION/INFORMATION ITEMS
 - A. Hear Request from Northeast YMCA Regarding Facility Improvements 2
Presenter: YMCA Leaders
 - B. Review Preliminary Plan for Integration District Partnership 4
Presenter: Denise Waalen
 - C. Hear Progress Report on Q-Comp
Presenter: Beth Sneden and Denise Waalen
 - D. Discuss Proposed Zephyr Wind Project Resolution 31
 - E. Review/Discuss Proposed Spending Reductions for 2009-2010
Presenter: Mark Wolak
4. ADJOURNMENT

**YMCA of Greater Saint Paul
Association Office**

2125 East Hennepin Avenue, Suite 150
Minneapolis, MN 55413-2720
612-465-0450
fax: 651-292-8121



YMCA
We build strong kids,
strong families, strong communities.

January 20, 2009

RECEIVED JAN 23 2009

Mr. Mark Wolak, Ed. D
Superintendent of Schools
Mahtomedi Public Schools
1520 Mahtomedi Avenue
Mahtomedi, MN 55115-1900

Dear Mr. Wolak:

Volunteer General Board

*Michael Reeves **

Chair/CVO

John Bendt

Nancy R. Dana

Tim Dunnwald

David Graff

Michael Gustafson

Herschel Herndon

*Lisa Humphreys **

Reid Lindquist

Damian J. Luna

Michael J. McEllistrem

*Steve W. Meads **

Brock D. Nelson

Jeffrey Nelson

*Richard Niemiec **

*Robert Olafson **

Keith Olson

Victoria A. Reinhardt

Paul H. Seiferth

Brien Slawik

Scott Snyder

Greg Somerville

*Timothy Y. Wong **

Eileen Youds

Cathy Zappa

*Richard H. Zehring **

Thank you for your letter of January 9 expressing Mahtomedi Public Schools continued support of the Northeast Community Partnership. The YMCA is excited about this public private partnership that has the potential to meet many needs of individuals and families in the northeast communities.

Great progress has been made by the partnership and we are anxious to keep this momentum moving ahead. We hope to arrive at a decision point within the next few months to allow the municipalities, school districts and the YMCA to seek approval from their governing bodies in a timely fashion.

We believe strongly that this partnership can be an efficient and effective use of community resources to address a number of community needs through the cooperation and working together of the partnership.

Tom Holland and our staff are ready to assist the partnership in site and facility design planning. It is our hope that this work can be accomplished by early spring.

Thank you, Mark, for your commitment to the partnership and for your support and guidance throughout this process.

Sincerely,

Thomas R. Brinsko
President/CEO
YMCA of Greater Saint Paul

** Executive Committee*

*Thomas R. Brinsko
President/CEO*

Northeast Community Partners
Statement of Intent
January 5, 2009

Overview

The Northeast Community Partners, including the YMCA of Greater Saint Paul, the Cities of Hugo, Mahtomedi and White Bear Lake, White Bear Township, and the school districts of Mahtomedi, and White Bear Lake (hereinafter “Partners”), represents the formation of a public/private partnership to address current and future facility needs of the Northeast Metro community.

Through a survey conducted by Anderson, Niebuhr and Associates, Inc., 61 percent of non-YMCA members and 80 percent of YMCA members surveyed in August 2008 view such a partnership to develop a regional YMCA recreational center, favorably, and moreover, 85 percent of non-YMCA members want the proposed regional YMCA recreational center to become a part of the community.

The Partners have concluded that their needs may be more effectively and economically addressed by a cooperative venture rather than each entity acting separately.

The Partners participated in a planning process to assess the needs of the Northeast Metro communities, including the needs of school-age students, teens, families, seniors, and adults.

The Partners will summarize studies and surveys addressing community needs as part of a long-term plan of replacing or renovating the current Northeast Family YMCA facility at 2100 Orchard Lane with a self-sustaining recreational facility, develop a capital fundraising campaign, review potential lease agreements, and assess the need to develop a joint powers agreement.

The Partners agree to the following in principle:

1. To identify facility design features desired by each of the Partners for the enhancement, refurbishment, or replacement of the current Northeast Family YMCA facility at 2100 Orchard Lane.
2. To commit to developing a facility design and financial feasibility plan during the period that would commence on or about January 15, 2009 and be completed by April 15, 2009.
3. To identify capital and operational funding sources, releasing this in a report to each of the Partners.
4. Following the receipt of the report, each of the named Partners is committed to consider formal action within each respective organization by seeking appropriate approvals to go forward with the capital, operational, or other necessary funding toward the development of a new or enhanced recreational center on the current site of the Northeast Family YMCA located at 2100 Orchard Lane.



Integration/Equity Plan 2009-2010
Lynne Viker, Integration Coordinator
Ann Capeder, Integration Facilitator

Purpose:

To address the Minnesota Desegregation Law, *improving equity in education and providing equitable educational opportunities for all students*, in collaboration with North St. Paul/Maplewood/Oakdale School District 622, EMID District 6067, and Mahtomedi School District 832.

EMID Program Goals:

Student Achievement-

EMID will support inclusive learning environments of high expectations where all students have opportunities to achieve academic success.

Racial Integration-

EMID will design and strengthen initiatives that increase interracial contact, expand cultural understanding and support academic achievement.

Leadership-

EMID will promote high-level collaboration among member districts.

Mission of ISD 622:

District 622 will create a community collaborative dedicated to educating and empowering all learners to excel in our changing world.

District 622 Educational Equity Mission Statement:

The Office of Educational Equity will provide equitable learning opportunities for learners as we focus on developing inter-culturally competent leadership and instruction in an inclusive environment.

District 622 Collaborative Goals:

1. Multi-district collaboration and system change: student centered, courageous, shared learning.
2. Student achievement.
3. Increase of cross-cultural interactions and opportunities.
4. Increase percentage of staff of color and teaching staff to reflect student demographics.
5. Increase intercultural competency of staff and students (and board members).
6. Satisfy the Desegregation Law through MDE approval and board/superintendent satisfaction.

The Office of Educational Equity Strategic Plan (ISD 622):

Assist with creating an environment that posits integrated learning in culturally appropriate ways; affording each student the opportunity to make their own connections to the curriculum which will better prepare them to excel academically.

Provide opportunities, resources and tools for implementing respectful and comprehensive professional staff development where cultural exploration and personal connections are fostered, creating culturally proficient leadership and instruction.

Empower parents to be actively engaged in the educational process.

Encourage and mobilize community resources to be an integral part of our collaborative process.

Mission of District 832:

The Mission of the Mahtomedi School District #832, as a multi-community public school system, is to provide individually challenging, lifelong learning experiences for all people, leading to productive and self-fulfilling roles in a global society, accomplished through partnerships and students, families, staff and communities all committed to excellence.

District 832 Strategic Goals:

- 1. Student performance will increase through continuous improvement practice in the schools and school district.*
- 2. The economic health of the school district will be maintained through strategic program review and the formation of effective partnerships.*
- 3. The public trust and confidence in the performance of the school system will increase through improved communications and meaningful participation.*

District 832 Goals:

- 1. Increase equity in education and student achievement through continuous improvement strategies.*
- 2. Strategic program development and collaboration with racially isolated sites to increase equitable educational opportunities and improve student outcomes for all students.*
- 3. Create classrooms that reflect the belief that there are individual differences in student and teacher talents, cultural and cognitive styles, and experiences that address the climate of culturally compatible classrooms.*
- 4. Increase intercultural competency of staff and students, preparing them for our ever changing global society.*

Multi-District Community Collaborative Council

Diane Moody- Parent/Guardian
Lisa Winn-Smith- Parent/Guardian

Mary George- Community Member

Davend Giddings- Student
Anjali Seshadi- Student

Mary Bell Wolff- Staff
Gretchen Brunner- Staff

Mahtomedi Community Integration/Equity Council

Diane Moody- Parent/Guardian
Lisa Winn-Smith- Parent/Guardian
Stacy Fesser- Parent Guardian
Nancy Melquist- Community Education
Cheng Vang- Comm. Ed. Student Worker

Davend Giddings- Student
Anjali Seshadi- Student
Molly/Abby Vang- Student
Neil Insdahl-Student

Gretchen Brunner- WW Teacher
Thad Tumbleson- WW Teacher
John Petronek- OHA Teacher
Kirsten Bouwens- OHA Administrator
Mary Bell Wolff or
Kathy Mackin- MS Teacher
Anthony Govrik- MS Teacher
Angela Buckingham- MLC Teacher
Chris Moore- HS Administration
Patrick Crothers- Technology

Goal 1: Increase inter-racial/inter-cultural student contact.

EMID Program Goal:

Racial Integration- *EMID will design and strengthen initiatives that increase interracial contact, expand cultural understanding and support academic achievement.*

NSP Collaborative Goals:

Increase of cross-cultural interactions and opportunities.

Increase intercultural competency of staff and students (and board members).

Satisfy the Desegregation Law through MDE approval and board/superintendent satisfaction.

Mahtomedi Goals:

Increase intercultural competency of all staff and students, preparing them for our ever changing global society. Create classrooms that reflect the belief that there are individual differences in student and teacher talents, cultural and cognitive styles, and experiences that address the climate of culturally compatible classrooms.

Target Areas, Strategies and Evaluation:

Area A:

Increase opportunities for and participation in activities that will increase cultural understanding and inter-cultural competence in both students and staff. (Activities such as cultural clubs, Shade of Youth, Future Educators of America, and partnerships with NSP/SPPS students and staff.)

Strategies include but not limited to:

- Collaborate with NSP/SPPS (EMID) to provide training for advisors and partnership staff.
- Encourage, provide, and communicate partnerships opportunities with North St. Paul and/or St. Paul teachers/students.

Evaluation:

- Participation data from both students/staff in these groups/activities.
- Partnership feedback.

Area B:

Curriculum, building sites, and activities will be reflective and inclusive of our multi-cultural community.

Strategies include but not limited to:

- Partner with collaborating districts to create inclusive curriculum and activities.
- Equity walks will be performed at each site and a site based Equity plans/goals will be created.
- Incorporate culturally specific speakers, films and performers in schools and individual classrooms for students, staff and community members.
- Continue to promote use of MRC libraries.

Evaluation:

- Track number of materials borrowed from MRC libraries.
- Evidence of multiple perspectives will be seen in curriculum and activities created by staff members. Students will see their culture reflected in their school environment.
- Follow up on site based Equity plans/goals.

Area C:

To increase number of authentic and sustainable partnerships with North St. Paul/ St Paul , during the 2009-10 school year over the number of partnerships in 2008-09.

Strategies include but not limited to:

- Use technology, such as the Video Conference equipment to help overcome distance and travel barriers.
- Provide substitute or stipend for planning time.
- Support building Principals and staff with partnership opportunities, information, and training in collaboration with NSP/SPPS (EMID.)

Evaluation:

- Program and participation feedback.

Goal 2: Improve academic/behavioral programs and student activities to increase equitable educational opportunities for all students close the achievement gap.

EMID Program Goal:

Student Achievement-

EMID will support inclusive learning environments of high expectations where all students have opportunities to achieve academic success.

NSP Collaborative Goals:

Multi-district collaboration and system change: student centered, courageous, shared learning.

Student achievement.

Mahtomedi Goals:

Increase equity in education and student achievement through continuous improvement strategies.

Strategic program development and collaboration with racially isolated sites to increase equitable educational opportunities and improve student outcomes for all students.

Target Areas, Strategies and Evaluation:

Area A:

Differentiate the instructional strategies to meet the needs of the students at their appropriate instructional level and learning style.

Strategies include but not limited to:

- Disaggregate student data and use this information for instructional strategies.
- Provide staff training for different instructional strategies.
- Organize learner center environment.
- Use MAP and CBM testing to accurately place new and returning students in reading and math flexible tiers of instruction.
- Review data with collaborative to assess similarities and programming needs.

Evaluation:

- Collect assessment data and disaggregate to review for strengths and weakness in curriculum areas.

Area B:

Create and support after school programs and summer activities to increase academic skills that will help close the achievement GAP.

Strategies include but not limited to:

- Review student assessment and CBM to isolate the need area of academic instruction.
- Collaborate with NSP to create after school programs and summer activities.
- Support staff training and organization of program development.

Evaluation:

- Evaluate student area of targeted improvements.
- After-school and summer participant evaluation.

Area C:

Decrease the number of office referrals for behavior incidence by providing a structured culturally responsive classroom.

Strategies include but not limited to:

- Continue to communicate specific anti-bullying statements and procedures in all buildings
- Provide suggestions and training on Responsive Classroom
- Work with the buildings to develop Positive Behavioral Interventions across all settings

Evaluation:

- Review building office referral data
- Review data according to student ethnicity
- Compare minor and major infractions

Goal 3: Through professional development create classrooms that are equitable and reflect the individual differences in students.

EMID Program Goal:

Student Achievement-

EMID will support inclusive learning environments of high expectations where all students have opportunities to achieve academic success. Racial Integration- EMID will design and strengthen initiatives that increase interracial contact, expand cultural understanding and support academic achievement.

Collaborative Goals NSP:

Increase of cross-cultural interactions and opportunities. Increase intercultural competency of staff and students (and board members). Multi-district collaboration and system change: student centered, courageous, shared learning. Student achievement. Increase of cross-cultural interactions and opportunities.

Mahtomedi Goals:

Increase equity in education and student achievement through continuous improvement strategies. Strategic program development and collaboration with racially isolated sites to increase equitable educational opportunities and improve student outcomes for all students. Create classrooms that reflect the belief that there are individual differences in student and teacher talents, cultural and cognitive styles, and experiences that address the climate of culturally compatible classrooms.

Target Areas, Strategies, and Evaluation:

Area A: Create classrooms that reflect the belief that there are individual differences in student and teacher talents, cultural and cognitive styles, and experiences that address the climate of a culturally compatible classroom.

Strategies include but are not limited to:

- Increase knowledge of different cultural groups for staff by providing training. (All district staff.)
- Provide a variety of instructional strategies/training. (Example- Culturally Responsive Classroom.)
- Continue to provide and expand SEED opportunities in collaboration with NSP/EMID.
- Continue IDI assessment plan/staff development.

Evaluation:

- Training evaluation forms.
- Staff development participation sheets.

Goal 4: Improve communication and collaboration with NSP, EMID, and SPPS.

Target Areas, Strategies, and Evaluation:

Area A: Educate families, students, and communities of Mahtomedi, North St. Paul/Maplewood/ Oakdale, and St. Paul about the school district and the district's integration programs.

Strategies include but not limited to:

- Use communication devices already in place to communicate programs with families/community.
- Develop district and building marketing plan to welcome all families, including those from diverse populations and lower socio-economic households.

Area B: Increase staff, student, and community understanding/involvement in EMID/NSP programs and activities.

Strategies include but not limited to:

- Staff updates
- Coordinator meets with staff at each site each year
- Include articles in individual school newsletters.
- Encourage mention of NSP/EMID activities in the Globe, as part of individual school columns.
- Provide a link to NSP/EMID on our website.

Evaluation:

- Track communications
- Track attendance.

Goal 5: The recruitment and retention of staff of color.

Collaborative Goals NSP:

Increase percentage of staff of color and teaching staff to reflect student demographics.

Mahtomedi Goals:

Increase intercultural competency of staff and students, preparing them for our ever changing global society.

Target Areas, Strategies, and Evaluation:

Area A: Strengthen FEA program and increase participation of students of color.

Strategies include but not limited to:

- Continue FEA partnerships currently established and explore other like programs. (I.e.- Elite Academy).
- Increase recruitment efforts in program, increase involvement of students of color.

Evaluation:

- Increased participation in program. (Especially students of color.)
- Graduating students of color enrolled in post-secondary education programs.

Target Areas, Strategies, and Evaluation:

Area B: Investigate hiring policies and procedures.

Strategies include but not limited to:

- Partner with other districts/collaboratives to research policies and practices that will increase recruitment and retention of staff of color.
- Develop partnerships with colleges and university to recruit teachers of color.

Evaluation:

- Increase number of staff of color in the district.
- Hiring policies/practices that are equitable, consistent, and strive to recruit applicants of color.

| Goal 1: Increase Interracial/Intercultural Student Contact. | Academic Programs | Student Activities | Transportation | Professional Development | Operations | Community Collaboration |
|--|---|--|--|--|---|---|
| A. Increase participation in cultural/diversity groups. | Classroom partnerships. | SOY Interact GSA New opportunities | Transportation for partnership activities. | Collaborate with EMID/NSP to provide SD for advisors. | Operation of clubs, staffing and materials. | Partnerships with SPPS and NSP. |
| B. Curriculum, building sites, and activities will be reflective and inclusive of our multi-cultural community. | Create inclusive curriculum and activities. | Inclusive curriculum, speakers, performers, and artifact reflection. | Transportation for partnership activities. | Work with EMID OEI staff and partner with NSP staff to create curriculum and activities. | Supplemental curriculum, supplies for training, and student activities. | Collaborate with EMID/NSP staff. |
| C. Increase the number of SPPS/NSP partnerships for the 2009-2010 school year. | Variety of classroom partnership opportunities. | Increase interaction with staff and students of color. | Transportation for partnership activities. | Work with SPPS/NSP to provide support and training for partnership activities. | Technology equip. to assist and support with distance/ travel barriers. | Work with SPPS/NSP to create ongoing valuable experiences for the students. |

| Goal 2: Improve student achievement (achievement GAP) through academic/behavioral programs, and student activities. | Academic Programs | Student Activities | Transportation | Professional Development | Operations | Community Collaboration |
|---|--|--|---|--|---|--|
| A. Differentiate the instructional strategies to meet the needs of the students at appropriate levels and learning styles. | SIOP | Zephyr Tutoring Program w/ ESL support | | SIOP Training for ESL Cluster teachers. | | Collaborate with NSP to train teachers in SIOP. |
| B. Create and support after school programs and summer activities to increase academic skills and support students in the achievement gap. | Tutoring, summer enhancement program, and CBM monitoring for all including ESL students. | Summer and afterschool programs, partnerships and in district. | As needed for out of district programming and summer classes in district. | Train support staff including ESL in the area of CBM monitoring. | | Collaborate with SPPS and NSP for summer program opportunities for students. |
| C. Decrease the number of behavior incidents by providing support in creating structured culturally responsive classrooms. | Responsive classroom. Positive Behavioral Interventions. | Classroom partnerships connected with using the RC and PBI strategies. | As need for classroom partnerships. | Training to support teachers in creating a cultural responsive classroom. (RC/PBI) | Technology to support classroom partnerships. | Collaborate with NSP on training and classroom partnerships. |

| Goal 3: Through Professional development create classrooms that reflect the individual differences of students. | Academic Programs | Student Activities | Transportation | Professional Development | Operations | Community Collaboration |
|---|--------------------------|---|---------------------------|---|--|---|
| A. Create classrooms that reflect the belief that there are individual differences in students and teachers talents, cultural and cognitive styles, and experiences that address the climate of a culturally compatible classroom. | Responsive classroom. | Work with Shades of Youth group to promote acceptance and inclusion of other cultures. Evidence of that reflected in our hallways and classrooms. | As needed with SOY group. | Responsive Classroom. Train and promote the use of the MRC. | Materials needed for training and books. Materials needed by SOY group to create a more inclusive environment. | Partner with another district SOY group to help support inclusive culture. |
| B. Continue to provide a variety of staff development opportunities that support a inter-cultural competent staff. | | | | SEED Promote EMID/NSP staff development opportunities. Offer a variety of diversity/tech training. | | Offer SEED with NSP and/or EMID. Promote EMID/NSP staff development opportunities. Collaborate with EMID/NSP tech training. |

| Goal 4: Improve communication and collaboration with EMID, SPPS, and NSP. | Academic Programs | Student Activities | Transportation | Professional Development | Operations | Community Collaboration |
|---|--------------------------|--|-----------------------|---------------------------------|-------------------|--|
| A. Educate families and communities of Mahtomedi, SPPS, NSP, and EMID about the school district and the districts integration program. | | | | | | Use communication devices already in place to share information school newsletter, Globe, and community ed. Involve Parent Groups in communication efforts. |
| B. Increase staff and community understanding/ involvement in EMID/NSP programs and activities. | | Work with youth groups to promote EMID programs and materials. | | | Staff newsletter. | Collaborate with districts to distribute information regarding programs and programming. Use means listed above. Use parent groups in communication efforts. |

| Goal 5: The recruitment and retention of staff of color. | Academic Programs | Student Activities | Transportation | Professional Development | Operations | Community Collaboration |
|--|--------------------------|--|--|-----------------------------------|-------------------------------------|--|
| A. Strengthen FEA program and increase participation of students of color. | | After-school program. To include college visits, assistance in application and assessment testing. Increase recruitment efforts. | As needed for partnership activities, college visits, ect... | Training and support for advisor. | Meeting supplies, Field trip costs. | Continue work with EMID FEA Collaborative group. Foster NSP FEA collaboration. |
| B. Investigate hiring policies and procedures. | | | | | | Partner with other districts/collaborative. Develop partnerships with colleges and universities. |

**Mahtomedi School District
Integration Equity Professional Staff Development Plan 2009-2012**

**Year I EMID/NSP Collaborative Budget- \$43,052.00
Year II-III NSP Collaborative Budget- \$99,020.00**

Goal 1:

Increase intercultural competence district-wide.

Objectives:

To increase cultural awareness and competence in school board members, administrators, district office staff, and community education in the 2009-2010 school year.

To increase cultural awareness and competence in staff members from the following sites, Wildwood Elementary, Mahtomedi High School, and the Mahtomedi Area Learning Center in the 2010-2011 school year.

To increase cultural awareness and competence in staff members from the following sites, OH Anderson Elementary and Mahtomedi Middle School in the 2011-2012 school year.

Collaboration:

Collaborate with EMID for assessment, evaluation, planning, and staff development.

Collaborate with NSP to provide additional staff development.

Steps/Strategies:

- 1. Intercultural Development Inventory (IDI) assessment and profile review.**
- 2. Individual coaching conferences.**
- 3. Development of individual action plans.**
- 4. Provide staff development opportunities to support growth.**

Evaluation:

Evidence observable in the attitudes and behaviors of our members showing increase knowledge, skills, and abilities needed to interact across cultural contexts.

Conduct IDI reassessment, (5 years.)

Goal 2:

To create schools/classrooms that are both equitable and reflect the individual differences in students.

Objectives:

Mahtomedi's curriculum, building sites, and activities will be reflective and inclusive of our multi-cultural community.

All Mahtomedi students will have equitable educational opportunities.

Collaboration:

Collaborate with EMID for assessment, evaluation, planning, and staff development.

Collaborate with NSP for curriculum writing and review.

Steps/Strategies:

District-wide Equity walk conducted by EMID, completed 2008/2009 school year. EMID presentation on components of an equitable district/school and to provide a snap-shot into equity in Mahtomedi.

- **March 2009- Equity Walk self-assessment conducted at District Center, (to include Community Education, and ECSE.) Completed by building administrators.**

May 2009- EMID equity walk conducted findings/recommendations reviewed. Equity site plans reviewed and revised.

- **March 2010- Equity Walk self-assessment conducted at Wildwood Elementary, Mahtomedi High School, and the Mahtomedi Area Learning Center. Completed by building administrators.**

May 2010- EMID equity walk conducted findings/recommendations reviewed. Equity site plans reviewed and revised.

- **March 2011- Equity Walk self-assessment conducted at OH Anderson Elementary and Mahtomedi Middle School. Completed by building administrators.**

May 2011- EMID equity walk conducted findings/recommendations reviewed. Equity site plans reviewed and revised.

Summer curriculum writing/review with NSP.

Needs assessment, to include students, staff, and families.

Evaluation:

Equity walks repeated- evidence observable in curriculum, building sites, and activities that are reflective and inclusive of our multi-cultural community.

Decrease in the achievement gap.

Needs assessment, to be completed annually for continuous improvement plan.

Goal 3:

Improve academic/behavioral programs and student activities to increase student achievement decrease the achievement gap.

Objective:

To provide staff with skills to differentiate the instructional strategies to meet the needs of all students at appropriate levels, learning styles, and cultural differences. Focus on but not limited to students in the achievement gap.

To provide staff with the skills to create climate of a culturally compatible classroom. Focus on but not limited to proactive approach and positive interventions.

Collaboration:

Collaborate with NSP to increase staff knowledge and skills in the areas of Responsive Classroom and PBIS. (Example- by working with Origins Facilitator, Lisa Bolin-Blake.)

Steps/Strategies:

Continuous collaborative RTI/PBIS staff development training.

Provide staff training for different instructional strategies.

Review data with collaborative to assess similarities and programming needs.

Evaluation:

Evidence of a decrease in the number of over-all behavior incidents and referrals to the office. Focus on but not limited to students in the achievement gap/students of color.

Evidence of a decrease in the number of students referred to special education due to behavior. Focus on but not limited to students in the achievement gap/students of color.



Integration Revenue Budget Worksheet FY10

Use this worksheet to provide updated budget data that will be used to calculate FY09 Integration Revenue. Address questions on Integration Revenue budget submission to the Office of School Choice Programs and Services, 651-582-8616. Return the completed worksheet with supporting pages from the locally approved budget by April 15th, 2008, to Joy.Moylan@state.mn.us. **Electronic submission is required.**

District Name: Mahtomedi Public Schools
District Number: 832
Collaborative: East Metro Integration District
District Contact: Lynne Viker
Phone: 651-407-2019
E-mail: lviker@mahtomedi.k12.mn.us

| | | | |
|---------------------------|-----------------|-----------------|---------------------|
| Partner Districts: | St Paul | South St. Paul | Inver Grove Heights |
| | Roseville | West St. Paul | Stillwater |
| | So Wash. County | White Bear Lake | Spring Lake Park |
| | | | |

List all Racially Identifiable school sites in your district:

| | |
|--------------------------------|----------------------|
| Integration Revenue | \$ 330,067.00 |
| Alternative Attendance Revenue | \$ 441.00 |
| TOTAL REVENUE | \$ 330,508.00 |

| | |
|--|---------------|
| Integration Revenue Contributed to Collaborative | \$ 186,560.00 |
|--|---------------|

Mahtomedi- \$ 143,508 .00
Aministrative Costs (10%)- \$14,350.00
Staff Development (30%)- \$43,058.00
Direct Student Impact (60%)- \$86,100.00

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2009 Integration Revenue budget that was approved by the school board.

Board Approval Date _____

School Board Chair _____ **Date** _____
Superintendent _____ **Date** _____

MDE Approval: _____ **Amount:** _____ **Date:** _____



**Integration Revenue Budget Worksheet
FY10
Inter-District Budget: Goal 1**

District Number: 832

District Name: Mahtomedi Public Schools

Goal 1 Increase Interracial/Intercultural Student Contact
Direct Student Contact- \$43,800.00
Staff Development- \$7,500.00

| Line Item Description | UFARS Code (Required) | | | | Budgeted Amount | Expenditures |
|---|-----------------------|------|-----|---------|---|---|
| Provide a short description of the expenditure. i.e. "Spanish Teachers" | ORG | PROG | FIN | OBJ | Provide the total amount budgeted for this line item. | Resubmit this form with the actual FY09 expenditures by 9/15/09 |
| Integrated Culture Club and Activities | -5 | 790 | 315 | 110/311 | \$ 2,000.00 | |
| Instructional Practices/Curriculum Writing | | | | 210,218 | \$ 5,000.00 | |
| | -5 | 790 | 315 | 185 | \$ 7,500.00 | |
| Supplemental Curriculum | | | | 430 | \$ 3,500.00 | |
| Integration Facilitator (Ann) | -5 | 790 | 315 | 114 | \$ 29,050.00 | |
| | | | | 210,214 | \$ 4,250.00 | |
| Sub Total DSI | | | | | \$ 43,800.00 | |
| Sub Total SD | | | | | \$ 7,500.00 | |
| TOTAL | | | | | \$ 51,300.00 | \$ - |

PARTICIPATION INFORMATION

| | Projected (7/1/08) | | Actual (9/15/09) | |
|--|--------------------|-----------|------------------|-------|
| | Students | Staff | Students | Staff |
| Participation from Identified Isolated District: | 100 | 25 | | |
| Participation from Your District: | 100 | 25 | | |
| Total Program Participation: | 200 | 25 | | |

Notes or Comments: *Plan totals:*



**Integration Revenue Budget Worksheet
FY08
Inter-District Budget: Goal 2**

District Number: 832

District Name: Mahtomedi Public Schools

Goal 2: Improve Academic and Behavioral Programs and Student Activities to help close the Achievement GAP.
Staff Development- \$10,000.00
Direct Student Impact- \$39,900.00

| Line Item Description | UFARS Code (Required) | | | | Budgeted Amount | Expenditures |
|---|-----------------------|------|-----|-------------------------------|---|---|
| Provide a short description of the expenditure. i.e. "Spanish Teachers" | ORG | PROG | FIN | OBJ | Provide the total amount budgeted for this line item. | Resubmit this form with the actual FY09 expenditures by 9/15/09 |
| Integrated Classroom Partnerships | -5 | 790 | 315 | 185/401 430/433 | \$ 7,500.00 | |
| Integrated Academic/ Behavioral Staff Devel | -5 | 790 | 315 | 185/401 430/433 | \$ 10,000.00 | |
| SOY Facilitator/supplies | 5 | 790 | 315 | 185 | \$ 2,400.00 | |
| Integrated After-school and Summer Programs | -5 | 790 | 315 | 185/433 | \$ 5,000.00 | |
| Educational Equity Specialist (Keith Miley) | 5 | 790 | 315 | 143,210 218,220 235,230 | \$ 25,000.00 | |
| Sub Total SD | | | | | \$ 10,000.00 | |
| Sub Total DSI | | | | | \$ 39,900.00 | |
| TOTAL | | | | | \$ 49,900.00 | \$ - |

PARTICIPATION INFORMATION

| | Projected (7/1/08) | | Actual (9/15/09) | |
|--|--------------------|-----------|------------------|-------|
| | Students | Staff | Students | Staff |
| Participation from Identified Isolated District: | 100 | 20 | | |
| Participation from Your District: | 100 | 20 | | |
| Total Program Participation: | 200 | 40 | | |

Notes or Comments:



**Integration Revenue Budget Worksheet
FY10
Inter-District Budget: Goal 3**

District Number: 832

District Name: Mahtomedi Public Schools

Goal 3: Through professional development create classrooms that are equitable and reflect the individual differences in students.
Staff Development- \$25,550.00

| Line Item Description | UFARS Code (Required) | | | | Budgeted Amount | Expenditures |
|---|-----------------------|------|-----|---------|---|---|
| Provide a short description of the expenditure. i.e. "Spanish Teachers" | ORG | PROG | FIN | OBJ | Provide the total amount budgeted for this line item. | Resubmit this form with the actual FY09 expenditures by 9/15/09 |
| Cultural Integration | 5 | 790 | 315 | 185/141 | \$10,000 | |
| Training w/ Equity Coac | | | | 430 | | |
| Academic Integration | 5 | 790 | 315 | 185/141 | \$ 10,000.00 | |
| Training w/ Equity Coac | | | | 430 | | |
| SEED | 5 | 790 | 315 | 185 | \$ 5,550.00 | |
| Facilatator/supplies | | | | 430 | | |
| Sub Total SD | | | | | \$ 25,550.00 | |
| TOTAL | | | | | \$ 25,550.00 | \$ - |

PARTICIPATION INFORMATION

| | Projected (7/1/08) | | Actual (9/15/09) | |
|--|--------------------|-------|------------------|-------|
| | Students | Staff | Students | Staff |
| Participation from Identified Isolated District: | 500 | 50 | | |
| Participation from Your District: | 500 | 25 | | |
| Total Program Participation: | 500 | 50 | | |

Notes or Comments:



**Integration Revenue Budget Worksheet
FY10
Inter-District Budget: Goal 4**

District Number: 832

District Name: Mahtomedi Public Schools

Goal 4: Improve communication and collaboration with EMID, SPPS, and NSP.
Administrative Costs- \$ 9350.00

| Line Item Description | UFARS Code (Required) | | | | Budgeted Amount | Expenditures |
|---|-----------------------|------|-----|---------|---|---|
| Provide a short description of the expenditure. i.e. "Spanish Teachers" | ORG | PROG | FIN | OBJ | Provide the total amount budgeted for this line item. | Resubmit this form with the actual FY09 expenditures by 9/15/09 |
| Communication (Marketing/Liasions) | 5 | 790 | 315 | 311/185 | \$ 6,500.00 | |
| PT Coordinator | 5 | 790 | 315 | 185 | \$ 2,850.00 | |
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| | | | | | | |
| Sub Total Admin | | | | | \$ 9,350.00 | |
| | | | | | | |
| TOTAL | | | | | \$ 9,350.00 | \$ - |

PARTICIPATION INFORMATION

| | Projected (7/1/08) | | Actual (9/15/09) | |
|--|--------------------|------------|------------------|-------|
| | Students | Staff | Students | Staff |
| Participation from Identified Isolated District: | 200 | 100 | | |
| Participation from Your District: | 200 | 100 | | |
| Total Program Participation: | 400 | 200 | | |

Notes or Comments:



**Integration Revenue Budget Worksheet
FY10
Inter-District Budget: Goal 5**

District Number: 832

District Name: Mahtomedi Public Schools

*Goal 5: The recruitment and retention of staff of color, inter-culturally competent staff.
Direct Student Contact- \$2400.00*

| Line Item Description | UFARS Code (Required) | | | | Budgeted Amount | Expenditures |
|---|-----------------------|------|-----|-----|---|---|
| Provide a short description of the expenditure. i.e. "Spanish Teachers" | ORG | PROG | FIN | OBJ | Provide the total amount budgeted for this line item. | Resubmit this form with the actual FY09 expenditures by 9/15/09 |
| FEA | 5 | 790 | 315 | 185 | \$ 2,400.00 | |
| Facilator/supplies | | | | 433 | | |
| Recruitment (Keith Miley) | 5 | 790 | 315 | 366 | \$ 5,000.00 | |
| Sub Total DSI | | | | | \$ 7,400.00 | |
| TOTAL | | | | | \$ 7,400.00 | \$ - |

PARTICIPATION INFORMATION

| | Projected (7/1/08) | | Actual (9/15/09) | |
|--|--------------------|-------|------------------|-------|
| | Students | Staff | Students | Staff |
| Participation from Identified Isolated District: | 200 | 100 | | |
| Participation from Your District: | 200 | 100 | | |
| Total Program Participation: | 400 | 200 | | |

Notes or Comments: \$143,500.00

| | |
|---|-------------------------|
| <i>Budget Allocations-</i> | <i>Budgeted Totals-</i> |
| Administrative Costs (10%)- \$14,350.00 | \$9,350.00 |
| Staff Development (30%)- \$43,050.00 | \$ 43,050.00 |
| Direct Student Impact (60%)- \$86,100.00 | \$91,100.00 |



Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION OF INDEPENDENT SCHOOL DISTRICT 832
(ZEPHYR WIND PROJECT)**

WHEREAS: A group of prominent district residents and organizational representatives have proposed a private fund-raising effort to fund improvements in the sustainability of district facilities and operations and increase educational opportunities in the areas of renewable energy, energy efficiency, and other sustainable and environmental technologies, and;

WHEREAS: The proposal includes a pledge and commitment that selected projects will be sustainable, require minimal time on behalf of the district's staff for implementation and maintenance, and priority will be given to projects that reduce the district's operational budget, ensuring that such facilities will not adversely affect the district's educational budget, and;

WHEREAS: The initial proposed projects will include a small wind turbine to be located on land now owned by the district or on a site located on neighboring property, provided approval by said landowners and appropriate governmental units, and;

WHEREAS: The district has a proud and well-established track record of taking steps to protect our environment in the district's facilities and operations and acknowledges the vital importance of environmental education in building student engagement in science, improving achievement in core subject areas, and providing critical tools for a 21st century workforce, and;

WHEREAS: The provision of highly sustainable facilities and operations serves an additional important role of demonstrating the district's commitment to model to our staff, students, and community the importance of being wise stewards of the very environment that sustains our families, communities, and future generations, which serves an additional important district goal of retaining and attracting qualified, talented, and motivated students, and;

WHEREAS: The plan includes the additional commitment that construction will not begin until funds are in hand;

BE IT RESOLVED THAT: Independent School District 832 endorses this community effort to raise funds for improvements in the sustainability of district facilities and operations and increase environmental education opportunities; expresses great appreciation for those community leaders willing to step forward with their leadership and their financial commitment in this effort; and looks forward to success in this privately managed campaign.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____, and the following voted against: _____, whereupon said resolution was declared duly passed and adopted.