



EAST METRO INTEGRATION DISTRICT 6067

COLLABORATIVE INTEGRATION PLAN

2008-2012

“Be the change you wish to see in the world.” ~ Ghandi



I. INTRODUCTION

In compliance with the Permanent Rules Relating to Desegregation, East Metro Integration District 6067, having consulted with community leaders representative of the diversity of its member communities, has designed this Collaborative Integration Plan for 2008-2012. The purpose of this plan is to provide inclusive learning environments that are multicultural, diverse, integrated and academically challenging.

II. BACKGROUND

A. MEMBER DISTRICTS

East Metro Integration District (EMID) brings ten districts together to address the educational issues resulting from dramatic demographic changes and inequities. Suburban districts partner with St. Paul to create world class learning opportunities so that all students are equipped to participate fully in the social, economic and democratic life of their communities. All students will be academically proficient and will learn in environments that are culturally responsive. Participating districts include:

- St. Paul, ISD 625
- Inver Grove Schools, ISD 199
- Mahtomedi Schools, ISD 832
- North St. Paul-Maplewood-Oakdale Schools, ISD 622
- Roseville Area Schools, ISD 623
- White Bear Lake Schools, ISD 624
- South Washington County Schools, ISD 833
- Stillwater Area Schools, ISD 834
- South St. Paul Public Schools, SSD 6
- West St. Paul-Mendota Heights-Eagan, ISD 197

B. EMID PROGRAMS

EMID's ten participating districts have Integration Leaders working to create local inclusive learning opportunities that complement the work of EMID programs. East Metro Integration District provides the following programs and services designed to support and enhance voluntary integration to the ten collaborative member districts:

- Harambee Community Cultures/Environmental Science School
- Crosswinds Arts and Science School
- EMID Office of Equity and Integration
- Multicultural Resource Center
- Interdistrict Classroom Partnership Initiative



HARAMBEE COMMUNITY CULTURES/ENVIRONMENTAL SCHOOL

Harambee Community Cultures/Environmental Science School is a year-round magnet school serving students in kindergarten through 5th grade. All Harambee classrooms are team-taught, multiage environments in which we work hard to create a unique, exciting, and effective learning experience for our students. We strive to provide an education that helps children understand and appreciate their own personal strengths and limitations so they can become confident, self-affirming, and empowered learners. Students are challenged to look outward to the world around them — widening their perspectives through connections with others, their environment, and their communities.

CROSSWINDS ARTS AND SCIENCE SCHOOL

Crosswinds Arts and Science School is a year-round magnet school serving students in 6th through 10th grades. Our academic program integrates arts and science into all subject areas and emphasizes hands-on, group work that helps students connect what they are learning to the world beyond school. By providing a culturally diverse educational community, we seek to address each student's special talents and needs as he or she becomes a responsible citizen and an environmental steward. Additional features of Crosswinds include:

- Challenging, standards-based curriculum
- Interdisciplinary, experiential learning experiences
- Flexible student groupings
- Intersession offerings
- A multicultural perspective
- Extracurricular activities

EMID OFFICE OF EQUITY AND INTEGRATION

EMID's Office of Equity and Integration provides student programs, professional development, and technical assistance to its member districts and schools. These services address issues of equity in education in an effort to improve academic achievement, increase interracial student learning, and lead to organizational effectiveness.

MULTICULTURAL RESOURCE CENTER

The Multicultural Resource Center (MRC), located at Arlington Senior High School, is a collaborative initiative of the East Metro Integration District. The MRC houses a collection of innovative resources that help teachers infuse culture and academic rigor into their subject areas.

INTERDISTRICT CLASSROOM PARTNERSHIP INITIATIVE

The Interdistrict Classroom Partnership Initiative is a collaborative effort of EMID and its member-districts. The mission of the Inter-District Classroom Partnership Initiative is to help infuse academic and cross cultural learning experiences that help support connections between students, teachers, school districts, and communities.



III. COLLABORATIVE PLANNING PROCESS – 2008-2012

A. COMMUNITY INVOLVEMENT

A Multi-District Collaboration Council (MDCC) consisting of thirty-one members, representing each of the member school districts was appointed to participate in the development of this plan. This council was recruited through personal contact by the districts' integration leaders and through solicitation from the broader community via EMID's website and other outreach activities. Of the thirty-one members appointed, an average of twenty-three members regularly attended the six meetings of the MDCC.

The MDCC meetings were held on December 3, 2007; January 7 & 28, 2008; February 11; and March 3. In addition, on February 25, members of the MDCC presented their draft plan to a community meeting. The community meeting was advertised through flyers distributed throughout the member districts and within EMID. The flyer was also posted on EMID's website and that of some of the member districts. A press release promoting the community meeting was distributed to local papers including the St. Paul Pioneer Press. EMID provided transportation, child care and translation services to those who needed these services in order to participate in the MDCC process.

In addition to the scheduled MDCC meetings, four meetings of a "leadership committee" of four volunteers from the MDCC were held with the consultant/facilitator, Mr. Bill Larson, to collaboratively plan the MDCC meetings and discuss the outcomes of prior meetings.

EMID developed and distributed a survey containing the draft plan through its website and through the member districts' integration leaders. This survey solicited comment on the draft plan. A total of 67 surveys were returned with comments. The data collected from the surveys, discussion at the community event and feedback forms from that event were compiled and presented for discussion at the March 3, 2008, meeting of the MDCC.

B. MDCC PROCESS

During the initial meeting of the MDCC the EMID superintendent, Dr. Carl Wahlstrom, emphasized the importance of the process and thanked the members for their commitment to diversity and the EMID mission. The chair of the EMID School Board also addressed the members and delivered the charge for the Council and the facilitator, Bill Larson, gave a description of the process to be followed. Carlos Mariani, the Executive Director of the Minnesota Minority Education Partnership, made a presentation on The State of Students of Color in Minnesota. Mr. Bondo Nyembwe, of the MDE staff reviewed the Desegregation Rule and the role of the MDE.



The second meeting of the MDCC was devoted primarily to discussions of key integration issues. The MDCC brainstormed these issues and developed a composite list the various elements which were rewritten and combined into two key issues. Preliminary goals were then developed to address these issues.

The third meeting of the MDCC featured a panel discussion by the superintendents of the two other integration districts, a member of the EMID administrative staff, two member-district integration leaders and the diversity coordinator from ISD 196, Rosemount/Apple Valley/Eagan. The purpose of this discussion was to learn more about effective integration approaches being employed throughout the metro area.

The remainder of the third meeting and the entire fourth meeting were devoted to refining the issue statements, goals and the development of supporting objectives.

The fifth meeting of the MDCC was the community event. Eight members of the MDCC attended this event and the eleven community participants provided valuable feedback on the issues and the overall plan.

On March 3, the MDCC met to review and consider the data collected from the surveys, comment sheets and the dialogue from the community event. The result of this consideration is the Plan document submitted to the MDE.



IV. SUMMARY OF COLLABORATIVE INTEGRATION PLAN

A. PURPOSE

The Collaborative Integration Plan is intended to promote communication, collaboration, and information sharing among and between EMID and the ten member districts. The Plan provides direction for EMID integration and equity efforts.

B. KEY INTEGRATION ISSUES

In designing the Collaborative Integration Plan the MDCC identified two primary integration issues:

1. Many students of color feel disrespected and marginalized due to a lack of cultural awareness, sensitivity and understanding of race and white privilege among staff/students/families/community members.
2. Too many students and families are unaware of the diversity benefits available to them through EMID programs due to issues related to:
 - communication,
 - cooperation, and
 - knowledge of EMID's function and purpose.

C. GOALS AND OBJECTIVES

For each key issue, the MDCC identified goals and objectives for EMID to address.

Key Issue #1 Many students of color feel disrespected and marginalized due to a lack of cultural awareness, sensitivity and understanding of race and white privilege among staff/students/families/community members.

Goal#1 Students feel accepted and respected within their school and in their community at large.

Objective #1A (Curriculum) Create and sustain rigorous curricula within EMID schools and programs that raise awareness about culture, race, racism, and white privilege that are consistently updated and culturally relevant.

Objective #1B (Instruction/Staff Development) Develop and implement practices that focus on diverse teaching methods, which are effective with students of diverse backgrounds.



Objective #1C (Staffing) Achieve a measurable increase of racially diverse staff.

Objective #1D (Staffing) Hire and retain employees with culturally and social-economically diverse backgrounds.

Objective #1E (School Climate) Expand student and staff activities that promote inter-student acceptance and celebration for diversity.

Key Issue #2 Too many students and families are unaware of the diversity benefits available to them through EMID programs due to issues related to:

- communication,
- cooperation, and
- knowledge of EMID's function and purpose.

Goal#2 Effective communication, cooperation and knowledge of EMID's function and purpose are prevalent and pervasive among and within member districts and their communities.

Objective #1A (Communication) Actively engage families, staff, students, and the community at large in dialogue and outreach activities that foster broader understanding of EMID's function and purpose.

Objective #2B (Communication) Streamline active communication for student information and staff development with the assistance of integration leaders.

Objective #2C (Communication) Enact measures to effectively communicate to all stakeholders' information about programs that increase intercultural contact (exchanges).

Objective #2D (Communication) Develop additional informational and promotional material that provides the background and rationale for EMID's function and purpose to be disseminated by member district integration leaders.

Objective #2E (Cooperation) Devise and implement additional cooperative activities and programs to further interracial interaction for member districts.



V. EVALUATION

An important component of any plan is a method to evaluate the effectiveness of the implemented strategies in meeting the indicators of success. Evaluation methodology will use a variety of assessment tools including surveys, formal and informal observations and self-reflection. The process will include both quantitative and qualitative interpretation and analysis of results.

EMID will conduct both internal and external evaluations of the strategies implemented as a result of the Collaborative Integration Plan. EMID's evaluation plan includes the following processes:

- Identify indicators of success for each goal
- Collect baseline data for each indicator
- Design and administer instruments to assess progress toward goals
- Utilize existing instruments, tools and data sources to assess progress toward goals.
- Analyze data, interpret findings, and communicate results

EMID will provide leadership in evaluating the effectiveness of initiatives designed for all ten member districts.

VI. APPENDICES

Appendix A – Membership for EMID Multi-District Collaboration Council

Appendix B – Charge Statement for Multi-District Collaboration Council



Appendix A

Membership for EMID Multi-District Collaboration Council

Name	District
Bhas Jasthi	White Bear Lake
Elizabeth Dunleap	White Bear Lake
Carol Tollefsrud	Stillwater
Cornelius Rish	Stillwater
Donna Spencer	Stillwater
Kerri Rosebear Channer	North St. Paul-Maplewood-Oakdale
Efe Agbamu	North St. Paul-Maplewood-Oakdale
Sharon Freeman	North St. Paul-Maplewood-Oakdale
Mona Langston	Roseville
Nick Allen	Roseville
Hannah Augustin	Roseville
Jennifer Sexauer	So. St. Paul
Bernadette Wood	So. St. Paul
Kim Danielson	So. St. Paul
JoAnn Clark	St. Paul
Tameka Miller	St. Paul
Donna Borchert	St. Paul
David Borchert	St. Paul
Sharla Scullen	St. Paul
Nimo Hassan	St. Paul
Ann Capeder	Mahtomedi
Florence Odegard	Mahtomedi
Mary Jane Bigelbach	Inver Grove Heights
Vicki Brotzman	Inver Grove Heights
Andy Stickney	South Washington County
Antonia Ricks	South Washington County
Mynda Lewis	South Washington County
Tom Benson	West St. Paul-Mendota Heights-Eagan
Provector Evans	West St. Paul-Mendota Heights-Eagan
Pablo Matamaros	West St. Paul-Mendota Heights-Eagan





Appendix B

Multi-District Collaboration Council

EMID JOINT INTEGRATION PROJECT

Charge to MDCC

Background

The East Metro Integration District 6067 (EMID) was formed under Minnesota Statute § 124D.86 and Minnesota Rule 3535. EMID is a Joint Powers School District that governs and manages the operation of joint use educational facilities, programs, and services to benefit learners of the member districts and fosters voluntary, interdistrict integration among East Metro urban and suburban school districts. Participating districts include: St. Paul and nine suburban school neighbors: Inver Grove Heights Schools; Mahtomedi Schools; North St. Paul-Maplewood-Oakdale Schools; Roseville Area Schools; South St. Paul Public Schools; South Washington County Schools; Stillwater Area Schools; West St. Paul-Mendota Heights-Eagan; and White Bear Lake Schools.

For districts that are part of a multi-district collaborative required to address the racial isolation of a school district, a plan must be submitted to the Minnesota Department of Education (MDE) every four years. The development of the revised plan must include the formation and involvement of a Multi-District Collaboration Council – the MDCC.

Role of the MCC

The role of the MDCC is critical in the development or renewal of a voluntary integration plan. While the plan must be approved by the EMID school board prior to its submission to the Minnesota Department of Education, the MDCC will determine the structure and content of the plan to be submitted to the Board. Working closely with representatives of the ten school districts and the consultant who has been engaged by EMID, the MDCC will receive information from regional experts who are experienced in integration programs, be provided with data regarding EMID, the participating districts and the previous plan.

Composition of the MDCC

The MDCC will be composed of 40 persons who represent, to the extent possible, the diverse backgrounds of the students in each of the ten districts. Integration leaders from the ten districts will provide information and answer questions concerning their districts. EMID leadership staff will provide data and answer questions regarding the EMID structure and programs. There will be a “leadership team” of volunteers from within the membership of the MDCC to assist the consultant in the planning for MDCC meetings.



Commitment to Completion

Members of the MDCC must commit to attending all scheduled meetings and such other meetings as the Council may schedule. The MDCC is scheduled to meet at 6:00 p.m. on the following dates:

- ❖ December 3
- ❖ January 7
- ❖ January 28
- ❖ February 11
- ❖ February 25 (Community Meeting)
- ❖ March 3

Leadership Committee

Members of the MDCC will be asked to volunteer for a separate leadership committee, which will meet on the following tentative schedule. The role of this committee will be to confer with the consultant and plan future meetings. This group will also undertake some writing assignments and presentations to the community meeting and the EMID school board. Suggested meeting dates for the leadership committee are as follows:

- ❖ January 2
- ❖ January 23
- ❖ February 4
- ❖ February 28

All meetings will be held at the Harambee School. Meetings will begin at 6:00 p.m. and will be completed by 9:00 p.m. Child-care will be available and transportation will be provided to those who need it. A meal will be served to all participants in the form of a working supper.

In addition, there will be one meeting scheduled with the broader community where members of the MDCC will present a draft of the Key Integration Issues that they have identified and the goals that they have developed to address these issues. Feedback from this meeting will be considered when finalizing the plan.

Process Goals for the MDCC

- ❖ To become conversant with the issues related to race and public education including appropriate State and Federal laws and rules.
- ❖ To become aware of numerous “promising practices” used by school districts in Minnesota and throughout the nation to address integration issues.
- ❖ To renew the voluntary, multi-district, joint integration plan to address integration among EMID member districts.
- ❖ To present the plan to the EMID School Board for its acceptance, rejection or modification.