

# **U.S. Department of Education**

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**FY 2007 APPLICATION FOR GRANTS UNDER THE MAGNET SCHOOLS ASSISTANCE  
PROGRAM**

**CFDA # 84.165A**

**PR/Award # U165A070101**

**Grants.gov Tracking#: GRANT00254088**

There were problems converting one or more of the attachments. Please see list below.

OMB No. 1855-0011. Expiration Date: 04/30/2007

Closing Date: APR 27, 2007

## \*\*Table of Contents\*\*

There was a problem converting the following attachments:

- (4524-Diversity\_Report\_Elem\_20061001.xls)
- (7538-feeder\_schools\_data.xls)
- (8683-magnet\_capacities\_2007-08.4.16.07.xls)
- (8993-Survey\_Spreadsheet.xls)

### Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e6
3. SF 424B - Assurances Non-Construction Programs	e8
4. Disclosure of Lobbying Activities	e10
5. 427 GEPA	e12
Attachment - 1	e14
6. ED 80-0013 Certification	e15
7. Dept of Education Supplemental Information for SF-424	e16

### Narratives

1. Project Narrative - (Abstract Narrative...)	e17
Attachment - 1	e18
2. Project Narrative - (Project Narrative...)	e19
Attachment - 1	e20
3. Project Narrative - (Other Narrative...)	e222
Attachment - 1	e225
Attachment - 2	e231
Attachment - 3	e237
Attachment - 4	e240
Attachment - 5	e242
Attachment - 6	e249
Attachment - 7	e253
Attachment - 8	e255
Attachment - 9	e260

<i>Attachment - 10</i>	e262
<i>Attachment - 11</i>	e268
<i>Attachment - 12</i>	e276
<i>Attachment - 13</i>	e283
<i>Attachment - 14</i>	e287
<i>Attachment - 15</i>	e288
<i>Attachment - 16</i>	e290
<i>Attachment - 17</i>	e291
<i>Attachment - 18</i>	e292
<i>Attachment - 19</i>	e293
<i>Attachment - 20</i>	e296
<i>Attachment - 21</i>	e297
<i>Attachment - 22</i>	e298
<i>Attachment - 23</i>	e299
<i>Attachment - 24</i>	e300
<i>Attachment - 25</i>	e302
<i>Attachment - 26</i>	e305
<i>Attachment - 27</i>	e308
<i>Attachment - 28</i>	e309
<i>Attachment - 29</i>	e310
<i>Attachment - 30</i>	e312
<i>Attachment - 31</i>	e313
<i>Attachment - 32</i>	e314
<i>Attachment - 33</i>	e315
<i>Attachment - 34</i>	e316
<i>Attachment - 35</i>	e319
<i>Attachment - 36</i>	e320
<i>Attachment - 37</i>	e321
<i>Attachment - 38</i>	e323
<i>Attachment - 39</i>	e325
<i>Attachment - 40</i>	e328
<i>Attachment - 41</i>	e329
<i>Attachment - 42</i>	e332
<i>Attachment - 43</i>	e336
<i>Attachment - 44</i>	e339
<i>Attachment - 45</i>	e342
<i>4. Budget Narrative - (Budget Narrative...)</i>	e343

<i>Attachment - 1</i>	e344
<i>Attachment - 2</i>	e364
<i>Attachment - 3</i>	e365
<i>Attachment - 4</i>	e366

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): [ ] * Other (Specify): [ ]
---	---	--

* 3. Date Received: 04/27/2007	4. Applicant Identifier: [ ]
-----------------------------------	---------------------------------

5a. Federal Entity Identifier: [ ]	* 5b. Federal Award Identifier: [ ]
---------------------------------------	--

State Use Only:

6. Date Received by State: [ ]	7. State Application Identifier: [ ]
-----------------------------------	---

8. APPLICANT INFORMATION:

\* a. Legal Name: Independent School District 196 Rosemount, Apple Valley, Eagan

* b. Employer/Taxpayer Identification Number (EIN/TIN): 416007792	* c. Organizational DUNS: 078688355
--	--

d. Address:

\* Street1: 14445 Diamond Path West  
Street2: [ ]  
\* City: Rosemount  
County: [ ]  
\* State: MN: Minnesota  
Province: [ ]  
\* Country: USA: UNITED STATES  
\* Zip / Postal Code: 55068

e. Organizational Unit:

Department Name: Integration and Equity	Division Name: [ ]
--	-----------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Ms. \* First Name: Michelle  
Middle Name: [ ]  
\* Last Name: deKam-Palmieri  
Suffix: [ ]

Title: Magnet School Coordinator

Organizational Affiliation:  
Independent School District 196

\* Telephone Number: 651-423-7911 Fax Number: 651-423-7614

\* Email: michelle.palmieri@district196.org

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

\* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

\* 12. Funding Opportunity Number:

ED-GRANTS-030907-002

\* Title:

Magnet Schools Assistance Program CFDA 84.165A

13. Competition Identification Number:

84-165A2007-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Independent School District 196 Elementary Schools

\* 15. Descriptive Title of Applicant's Project:

Independent School District 196 Magnet School Project to Meet the Goals of Desegregation

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424 Version 02

**16. Congressional Districts Of:**  
\* a. Applicant  \* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**  
\* a. Start Date:  \* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="6,536,435.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**\*\* I AGREE**

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:



**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

## Attachments

AdditionalCongressionalDistricts

**File Name**

**Mime Type**

AdditionalProjectTitle

**File Name**

**Mime Type**



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization: Independent School District 196 ...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

\*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [ ] Yes [ ] No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm dd yyyy)

Approving Federal agency: [ ] ED [ ] Other (please specify):

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[ ] Is included in your approved Indirect Cost Rate Agreement? or [ ] Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution Organization:  
Independent School District 196 ...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007  
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Previous Edition Usable

Authorized for Local Reproduction

Standard Form 424B (Rev. 7-97)  
Prescribed by OMB Circular A-102

Tracking Number: GRANT00254088

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Michelle deKam-Palmieri	* TITLE Magnet School Coordinator
* APPLICANT ORGANIZATION Independent School District 196 Rosemount, Apple Valley, Eagan	* DATE SUBMITTED 04-27-2007

Standard Form 424B (Rev. 7-97) Back

## DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year                      quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime    <input type="checkbox"/> SubAwardee    Tier if known:</p> <p>* Name: Independent School District 196</p> <p>* Address: 14445 Diamond Path West</p> <p>Rosemount</p> <p>MN: Minnesota</p> <p>55068</p> <p>Congressional District, if known: 2</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>	
<p>6. * Federal Department/Agency:</p> <p>U.S. Department of Education</p>	<p>7. * Federal Program Name/Description: Magnet Schools Assistance</p> <p>CFDA Number, if applicable: 84.165</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: none</p> <p>none</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: none</p> <p>none</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>* Signature: Michelle deKam-Palmieri</p> <p>* Name: none</p> <p>none</p> <p>Title:</p> <p>Telephone No.:</p>	

	Date: 04-27-2007
Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

**Public Burden Disclosure Statement**

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.



## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

## Attachment Information

File Name

1049-Section\_427\_of\_GPA.doc

Mime Type

application/msword

### **Section 427 of GPA: District 196**

The magnet schools that are being developed in District 196 have many assisted programs already in place for students, teachers, and other program beneficiaries with special needs in: gender, race, national origin, color, disability, or age. These barriers will not prevent District 196 students, teachers, etc. from such access or participation in, any part of the Federally-funded magnet school project or activity.

Here are some examples of what District 196 already does in this area:

In communicating with our community about the development of magnet schools, District 196 sent home parent surveys regarding what kinds of magnets families were interested in. These surveys were translated into Spanish. In addition, family liaisons personally interviewed families in their native languages so that they could contribute to the surveys.

District 196 also offered one of the Community Engagement sessions completely in Spanish. The Spanish-speaking community engagement session was very well attended.

Girls Excel in Math (GEM), a program offered by the U of Minnesota ITCEP will also have a strong presence at Cedar Park STEM Magnet School. Next year the ITCEP's GEM program is expanding and will offer more classes for the students, some of which will be held at Cedar Park. The students will have the opportunity to participate in GEM classes for three years with summer workshop opportunities as well.

---

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION
----------------------------

Independent School District 196 Rosemount, Apple Valley, Eagan
--

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
---

Prefix: Ms.    * First Name: Michelle    Middle Name:
* Last Name: deKam-Palmieri    Suffix:    * Title: Magnet School Coordinator

* SIGNATURE: Michelle deKam-Palmieri    * DATE: 04/27/2007
--

# SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

## 1. Project Director

**\* Name:**

Ms.

Michelle

deKam-Palmieri

**\* Address:**

14445 Diamond Path West

Rosemount

MN: Minnesota

55068

USA: UNITED STATES

**\* Phone Number:**

651-423-7911

**Fax Number:**

651-423-7614

**Email:**

michelle.palmieri@district196.org

## 2. Applicant Experience:

Yes  No  Not applicable to this program

## 3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

FileName

MimeType

Tracking Number: GRANT00254088

# Project Narrative

## Abstract Narrative

### Attachment 1:

Title: Pages: Uploaded File: 9821-ABSTRACT\_196.doc

## ABSTRACT

In this proposal for funding under the Magnet Schools Assistance Program, Independent School District 196 (ISD 196) continues to live out its mission to “*educating our students to reach their full potential*” by linking the integration efforts of our district to academic achievement for all students within our diverse community. In compliance with the Minnesota Desegregation Rule 3535, District 196 seeks to reduce minority group isolation at two state identified elementary schools and through a third, non-isolated school to assist with reducing disparities. ISD 196 has selected three magnet school themes that will support integration efforts. The target schools and their themes are **Cedar Park - Science, Technology, Engineering, and Math (STEM); Glacier Hills – Arts & Science; Diamond Path – International Studies**. The three magnet schools will open in fall, 2007. These themes have been established based on extensive community input and existing momentum in the district.

All three magnet themes will emphasize rigorous instruction through hands-on, engaging, active learning environment. All magnet schools will be using an inquiry based instructional and an interdisciplinary curriculum approach that will increase academic achievement for all students that is coupled with ongoing obligations and initiatives.

Magnet schools in ISD 196 anticipate achievement of several key objectives, among them, 1) Specific improvement in academic achievement for all critical sub-groups, especially in math, reading and science; 2) Reduction of minority group isolation at Cedar Park and Glacier Hills; 3) Increase parent choice in selecting a school for their student; 4) Serve as a model for future magnet schools and programs in our district.

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 1848-Mandatory\_GRANT\_FINAL.doc



## Table of Contents: Program Narrative for District 196

The program narrative addresses: the competitive priorities for need for assistance, expanding capacity to provide choice, and the MSAP selection criteria.

<b>Introduction.....</b>	<b>3</b>
<b>Competitive Priority 280.32(b) – Need for assistance.....</b>	<b>17</b>
<b>Competitive Priority Expanding capacity to provide choice.....</b>	<b>20</b>
<b>MSAP Section Criteria</b>	
<b>(a) <u>Plan of operation</u>.....</b>	<b>25</b>
(1) The Secretary reviews each application to determine the quality of the plan of operation for the project.	
(2) The Secretary determines the extent to which the applicant demonstrates--	
(i) The effectiveness of its management plan to ensure proper and efficient administration of the project;	
(ii) The effectiveness of its plan to attain specific outcomes that--	
(A) Will accomplish the purposes of the program;	
(B) Are attainable within the project period;	
(C) Are measurable and quantifiable; and	
(D) For multi-year projects, can be used to determine the project's progress in meeting its intended outcomes;	
(iii) The effectiveness of its plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project;	
(iv) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g., women and girls in mathematics, science, or technology courses, and disabled students; and	
(v) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.	
<b>(b) <u>Quality of personnel</u>.....</b>	<b>64</b>
(1) The Secretary reviews each application to determine the qualifications of the personnel the applicant plans to use on the project.	
(2) The Secretary determines the extent to which--	
(i) The project director (if one is used) is qualified to manage the project;	
(ii) Other key personnel are qualified to manage the project;	
(iii) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools; and	
(iv) The applicant, as part of its nondiscriminatory employment practices will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.	

- (3) To determine personnel qualifications, the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel's knowledge of and experience in curriculum development and desegregation strategies.
- (c) **Quality of project design**.....87
- (1) The Secretary reviews each application to determine the quality of the project design.
  - (2) The Secretary determines the extent to which each magnet school for which funding is sought will--
    - (i) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds;
    - (ii) Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school;
    - (iii) Implement high-quality activities that are directly related to improving student academic achievement based on the State's academic content standards and academic achievement standards or directly related to improving students' reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving vocational, technological, and professional skills; and
    - (iv) Encourage greater parental decision-making and involvement.
- (d) **Budget and resources**.....171
- The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--
- (1) The adequacy of the facilities that the applicant plans to use;
  - (2) The adequacy of the equipment and supplies that the applicant plans to use; and
  - (3) The adequacy and reasonableness of the budget for the project in relation to the objectives of the project.
- (e) **Evaluation plan**.....179
- The Secretary determines the extent to which the evaluation plan for the project--
- (1) Includes methods that are appropriate to the project;
  - (2) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and
  - (3) Includes methods that are objective and that will produce data that are quantifiable.
- (f) **Commitment and capacity**.....196
- (1) The Secretary reviews each application to determine whether the applicant is likely to continue the magnet school activities after assistance under the regulations is no longer available.
  - (2) The Secretary determines the extent to which the applicant--
    - (i) Is committed to the magnet schools project; and

- (ii) Has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available.

## INTRODUCTION

Independent School District 196 is requesting MSAP funding to assist with the establishment of three new magnet schools; Cedar Park Elementary, Glacier Hills Elementary, and Diamond Path Elementary School. These will be the first magnet schools in the districts 110 year history. The purpose of the magnet schools is to create racial balance that is more reflective of our district demographics by attracting students to those schools of different social, economic, and ethnic backgrounds. Cedar Park and Glacier Hills have populations that are substantially higher in minority student attendance than other ISD 196 schools while Diamond Path Elementary has a population that lacks representation of minority students. The Minnesota Department of Education has identified Cedar Park and Glacier Hills as racially isolated schools as defined by the Minnesota Desegregation Rule 3535. This rule identifies a school as racially isolated when the enrollment of protected class students is 20% above the district average at the elementary, middle or high school level.

District 196 was notified by the Commissioner of Education that two schools have been identified as racially isolated in April, 2004. This notification required ISD 196 to submit a plan, developed by the community, to reduce racial isolation. The plan was submitted to the Commissioner and was approved in June, 2005. The MN Department of Education concluded that the racial isolation was not the result of intentional efforts to segregate students, but rather due to housing changes over time, the addition of new schools, and changing demographics within our district.

The Integration and Educational Equity Plan consists of seven main goals. The goals of the Plan are comprehensive and are having a dramatic impact in our district.

These goals include:

**GOAL: Ensure that all students experience a learning environment that supports their academic growth.**

1. Ensure adequate support for effective learning of all students at Glacier Hills and Cedar Park elementary schools and to attract new students from open enrollment.
2. Encourage collaboration among district staff around integration best practices.
3. Extend student learning beyond the school day at Cedar Park and Glacier Hills elementary schools.
4. Integrate cultural artifacts and customs into student learning experiences.

**GOAL: Provide system-wide oversight, direction and support to ensure cultural effectiveness and integration at all levels and in all settings.**

1. Hire an Integration Program Coordinator to coordinate district-wide initiatives and provide district-wide leadership at all levels.
2. Ensure support and involvement by members of superintendent's cabinet.

**GOAL: Provide staff development for all levels and categories of district personnel to effectively understand diversity creating inclusive learning environments.**

1. Develop teacher leaders to lead district-wide and site-based equity and integration initiatives.
2. Provide ongoing leadership development opportunities for district leaders
3. Support the two racially identified schools and the six schools paired with them with diversity/cultural integration training.

**GOAL: Ensure the recruitment and retention of diverse staff.**

1. Research and develop a plan for recruitment and retention of diverse teaching staff, support staff and administrators.

**GOAL: Increase racial balance in the district.**

1. Explore and recommend strategic options related to school attendance boundaries.
2. Explore the creation of magnet schools based on existing needs and opportunities.
3. Develop academic programming to support interracial contact.
4. Enrich the elementary learning environment through curriculum
5. Explore and expand partnerships with key stakeholders in the community to enhance student and parent experiences in the different communities.

**GOAL: Create family and community outreach that provides all students and families equal access to school.**

1. Strengthen communication between the district, parents and communities.
2. Provide support to bridge the family/school connection.
3. Increase parent involvement at Cedar Park and Glacier Hills elementary schools.

**GOAL: Develop a comprehensive evaluation of the Integration/Educational Equity Plan.**

1. Design an evaluation protocol

The initiatives designed to reach these goals are primarily directed at the two identified schools, Cedar Park and Glacier Hills. Many of the initiatives at the identified schools are designed to make them attractive to parents to promote open enrollment. While we recognize that they have needed the most support, especially during the first years of the plan, there are some initiatives that are K-12 and also more centered around providing integrated learning opportunities between students. We believe that they address that fact that integration is a district wide, K-12 priority on the basis that in a large district such as ours, families have children that attend not just the elementary

schools, but also the middle and high schools. Also, many staff work in a variety of settings and schools throughout their day, week and career.

The Plan has laid the groundwork for parent choice as well as to promote interaction between students from diverse backgrounds and allow for collaboration between district staff, parents and community. It will improve student achievement through well prepared staff and a comprehensive curriculum that creates a supportive environment for all students and their families.

The main components of the plan are designed to help bring about system-wide change in attendance areas, school choice, and district staff preparation. Since the implementation of the Plan, the following has taken place or is ongoing:

- A magnet school study and attendance boundary assessment was conducted to find ways that will improve racial balance throughout the district.
- Professional development for all staff that will promote meaningful, effective strategies that will improve teacher effectiveness in closing the achievement gap by improving student learning.
- Enhancement of curriculum materials that reflect diverse students in cultures and reflect a variety of cultures will assist staff in meeting the needs of diverse learners.
- Soliciting support from the broader community to assist and participate in a variety of partnerships have allowed for collaboration and input on a variety of levels. Local businesses, religious institutions and civic leaders are important components of our success and move towards integration.

- Family participation and input on implementation of the plan has and will continue to take place through community and neighborhood forums. Discussion and information sharing about the choices that parents have about where they send their children to school are a critical component.
- Provide assistance to Cedar Park, Glacier Hills, and Diamond Path elementary schools to create magnet programs that will present learning opportunities for students that are desirable to parents and students and assist in decision making regarding school choice.

The three magnet schools share common themes that are critical trademarks - 1) a commitment to **interdisciplinary, inquiry based teaching and learning** offered in an academically rigorous, standards-based environment; 2) a commitment to ongoing and carefully sequenced **professional development**; 3) use of up to date **technology** for students and teachers used in a manner that improves student learning and teaching; 4) a **world language** offering to students in a cultural context; 5) access to **curriculum specialists** with expertise in content areas that will identify and share best practices with staff; 6) **meaningful, ongoing relationships with local businesses, colleges, and community agencies** that provide expert information and resources; 7) **two-way parental involvement activities** that connect the parents to curriculum and teachers to parents for the purpose of improving student achievement. These trademarks are consistent with ongoing initiatives aimed at improving student learning and instruction.

The magnet school themes were developed through a community engagement process that used a variety of measures to solicit parent and community input to develop and refine these themes. Parents and members of the community had the opportunity to submit their ideas for preferences online, through the mail, and in person through open



forums. Parents with students Pre-K-4 who attend ISD 196 schools were provided a survey (included) that asked for input on topics that included language, calendar, transportation, subject areas, and themes. Significant outreach to families through translated surveys, 1:1 surveying, and phone calling by family liaisons and ELL teachers. In October, 2005, the School Board approved the themes and locations of the themes of the magnet schools. The themes are consistent with district curriculum and on the ground initiatives that raise expectations for all students.

ISD 196 is new to the arena of school choice. For many years we believed that we had schools that were equal in every way. With housing changes and demographic shifts, schools face new and unique challenges that are in some ways similar to an urban setting, yet in specific ways, there are challenges that face suburban school districts that need to be addressed in order to improve our vision for all students to reach their full potential. One important vehicle to that end is to provide greater choice to our families. In doing this, we are working towards meeting the spirit of the *Brown v. Board of Education* decision as well as the No Child Left Behind Act. Through the use of magnet schools, ISD 196 is able to implement innovative, comprehensive educational methods that will have a dramatic and positive impact on our district.

## **BACKGROUND**

Independent School District 196 is located in the Twin Cities' south suburbs, in Dakota County, located 20 miles from Minneapolis and 15 miles from St. Paul.

Also known as Rosemount-Apple Valley-Eagan, District 196 is the fourth largest school district in Minnesota, serving approximately 28,300 students from early childhood through grade 12. The 110 square-mile district boundary includes all or part of seven

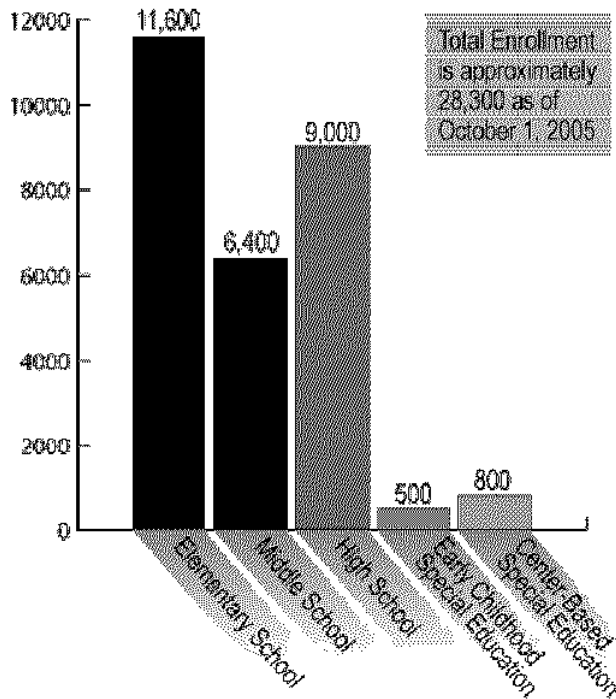
cities Rosemount, Apple Valley, Eagan, Burnsville, Coates, Inver Grove Heights and Lakeville and rural Empire and Vermillion townships.

District 196 has 18 elementary schools (grades K-5), six middle schools (grades 6-8), four high schools (grades 9-12), the School of Environmental Studies optional high school (grades 11-12), the Area Learning Center alternative high school (grades 9-12) and Dakota Ridge School for students with emotional and behavioral needs (grades K-12).

#### District 196 Demographics

- Total population · 147,000
- Total households · 52,000
- 12 percent of students are eligible for free or reduced priced lunch
- 43 percent of households have preschool and/or school-aged children
- 27 percent of district residents are under age 18
- 19 percent of total district enrollment is students of color
- 14 percent of students qualify for free or reduced-price meals
- 14 percent of students receive some level of special education services

### Student Enrollment by Category



ISD 196 is a diverse community that has a variety of neighborhoods. Until this Fall, students attended neighborhood schools that at one time, reflected a very homogenous population. Today, ISD 196 is vibrant with many traditions new and old that reflect a thriving community in many ways. Housing ranges from one extreme to the next. The western and northern portion of the district contains a larger concentration of high-density housing as well as an overrepresentation of rental and low-income housing. Our Title I Schools are located primarily in the western portion of the district as well.

In terms of ethnic representations, District 196 is 80.96% White, 7.42% Black, 4.53% Hispanic, 6.57% Asian, and .5% Native American. Concentrations of racial groups are clear recently defined.

In 2004, the Minnesota Department of Education designated Cedar Park and Glacier Hills as racially isolated because they had populations of protected class students at least 20 percentage points or more above the district average at the elementary level.

Large groups of non-white ethnic groups did not live in our district in significant numbers until around 1990 when the Somali population in Minnesota grew substantially. Much of the Somali population in the district lived in the northern portion, primarily in Eagan in a rental town home development called Wescott Square as did a large number of African American families. Wescott Square is in the Glacier Hills attendance area and largely consisted of Section 8 housing.

In 2005, the City of Eagan and Dakota County adjusted the rental value of the Section 8 housing from \$800 to \$1200 per month. Renters would only receive approximately \$800 for section 8 housing, requiring renters to look elsewhere for affordable places to live. Virtually overnight, Somali families moved to other locations; many of them trying to stay in the district as they had many connections to the schools. This single event caused Glacier Hills to lose its status as a racially isolated school because it fell slightly below the 20 percent threshold.

The growth of the Latino population is also fairly recent. Many families moved to Apple Valley and more specifically to a town home and mobile home complex known as Cedar Knolls; also known as sub-census area 13CK. This sub-census area had significant populations of Latino students who lived in poverty and would qualify for free or reduced price lunch as well as ELL services. These students attended Cedar Park until recently.

When the Minnesota Department of Education notified our district that we had two racially isolated schools, these locations (although not entirely) were quickly

identified as concentrated areas that significantly contributed to the racial isolated designation. At this time, the district was required to provide materials to the state so they could determine whether or not segregation was intentional. The state found that the district did **NOT** intentionally segregate its students. This was determined on the basis of historical documents and recent and rapid demographic changes.

In 2006, the School Board approved a boundary change for students who live in this area (13CK). This recommendation came from a task force named the Attendance Area Options Task Force which consisted of parents, teachers and administrators who considered attendance areas as they related to the two racially isolated schools. The task force evaluated projected enrollments, capacity of surrounding schools, and free/reduced lunch demographics.

Cedar Knolls (13CK) was a non-contiguous attendance area for Cedar Park and consisted of students who were largely, although not entirely, eligible for free or reduced price lunch. This placed a significant and disproportionate burden on Cedar Park. During this process and prior to recommendations being made to the School Board, a parent sessions was held at Cedar Park to solicit information from those who would be impacted by the recommendation. Parents were personally invited by Cedar Park staff and encouraged to attend.

As part of the approved recommendation, Cedar Knolls students who currently attend Cedar Park could choose to remain at Cedar Park or they could attend Diamond Path, Thomas Lake or Greenleaf Elementary (which is the closest school geographically). Incoming Kindergartners who had older siblings at Cedar Park were grandfathered in, however, students who were the oldest or only children in the household, would choose Diamond Path, Thomas Lake, or Greenleaf. They could also choose to open enroll to

Cedar Park knowing that at some point, the district would discontinue transporting these students. Students who are new to 13CK would not have Cedar Park as a choice school and would have the previously mentioned three schools available to them. All students would have transportation provided to them to the school of their choice.

To assist parents in making this choice, significant efforts were made to reach to families and provide them with quality information to make an educated decision. District staff held informational, bi-lingual meetings for parents who had this choice and lived in 13CK. Literature about each school was also provided to families in English and Spanish. Parents had the opportunity to tour each of the schools on several occasions that were more formal or they could visit the school at their leisure. Families were also offered translators to accompany them. Throughout the summer of 2006, principals and district staff held registration events within 13CK and met with parents one on one. In August 2006, a bi-lingual family choice liaison was hired to assist families in 13CK selecting a school.

Working simultaneously was the Magnet Program Options Task Force. This group which consisted of District administrators, principals, parents and teachers studied the feasibility of magnet schools and also investigated the academic viability of magnet schools for the purpose of meaningful integration. Over 15 magnet schools in the Twin Cities and Duluth area were visited as were magnet schools in Montclair, NJ and Tampa, FL. Montclair was chosen as a district to visit and research as they were cited in the publication "Creating Successful Magnet Programs" published by the U.S. Department of Education. A literature review was also conducted on past and recent research surrounding magnet schools and their efficacy. A parent survey was also conducted that surveyed over 2500 parents in the district. This survey asked parents if they supported

the concept of magnet schools and also surveyed themes, transportation, school calendar, and level of interest in each area. The survey also solicited comments and invited parents to participate in future surveys. Survey data was broken down by ethnicity, location, school, and more.

The Magnet School Task Force made the recommendation to the School Board the themes, location of each theme, and timeline for implementation at a Board Workshop on October 13<sup>th</sup> and approved by the Board on November 2nd, 2006. On November 27, 2006, the School Board approved enrollment and transportation guidelines.

Since the Board approval, marketing materials were developed for each school and a district brochure was made featuring the magnet schools and the other 15 elementary schools highlighting the unique features of each. This brochure is titled *"Independent School District 196: A Great Choice for Your Child."* Within this brochure, an application and transportation and enrollment guidelines were published and sent to every household with children Pre-K through fourth grade. Parents could apply using the enclosed form or they could apply online. Applications were due on February 10<sup>th</sup> 2007 and a random lottery was conducted.

In this lottery, students were assigned a randomized number and spaces were allocated based on capacity at each grade level and at each magnet school. This was a race-neutral process. Additional details of the enrollment process are included in the Plan of Operation.

Parents were then notified by mail their placement and were given two weeks to confirm their attendance. During this time, each magnet school and the other 15 schools held open houses called *Spotlight On Schools* to encourage parents to tour the schools and learn about what each school offered. Parents attended a brief informational session informing them about the details of each magnet school highlighting the features to be offered. During this time, childcare was provided at the magnet schools. Over 480 parents attended at least one session at all of the schools.

To date, 213 students will be attending a magnet school in District 196. There is currently a waiting list at each school. Students in Kindergarten, first grade and third grade had the highest number of applicants. To accommodate the demand, an additional section of Kindergarten was added at each school.



**Priority 1--Need for assistance**

The Secretary evaluates the applicant's needs for assistance by considering--

- (a) The costs of fully implementing the magnet schools project as proposed;
- (b) The resources available to the applicant to carry out the project if funds under the program were not provided;
- (c) The extent to which the costs of the project exceed the applicant's resources; and
- (d) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet schools project--e.g., the type of program proposed, the location of the magnet school within the LEA--impacts on the applicant's ability to successfully carry out the approved plan.

District 196 is known as being a fiscally responsible school for many years. It has won many awards including the Certificate of Excellence in Financial Reporting from the Association of School Business Officials (ASBO) International. This award recognizes excellence in the preparation and issuance of the district's Comprehensive Annual Financial Report for fiscal year 2005. One means to ensure that our district is accountable to our community is through the Budget Advisory Council (BAC) which is comprised of citizens in the community.

State aide to our district has remained frozen for two years without increase to account for inflation. This has had a dramatic effect on our general fund balance. District 196 recently passed a 10 year operating levy that will delete the general fund at a slower rate, but will still leave our district in financial crisis by 2015. The state caps the amount a district can levy its local residents and 196 has met that cap as have almost every district in the state. By levying the full amount possible, inflation and benefits cost are still outpacing revenue. Revenue for the 2004-05 school year was \$259,688,781 and expenditures were \$270,434,841 leaving a deficit of \$10,746,060.

The cost of special education in District 196 has increased dramatically also. This is due to the nature of Special Education and the increased staffing it requires. The state

has not appropriated dollars that will cover the cost to districts and as a result, general fund balances are depleted at a faster pace.

District spending per pupil ranks us in a favorable position. District 196 spending per pupil places us in the 25<sup>th</sup> percentile according to the Department of Education website for FY 2005.

Magnet school spending per pupil based on the cost of implementation is as follows:

Magnet School	District Spending/Pupil by School Based on 2005 data	Magnet Expenditure Per Pupil 2006-07 (over and above district allocation)	2007-08	MSAP 2007-08	MSAP 2008-09	MSAP 2009-10
Cedar Park	\$8823	\$ 1397	\$1,902	\$ 1533	\$ 1288	\$ 1319
Glacier Hills	\$9825	\$ 1709	\$1,414	\$ 1143	\$ 1287	\$1195
Diamond Path	\$9017	\$ 907	\$ 641	\$ 986	\$ 1114	\$ 1140
District Contribution	\$8304					

The district contribution is anticipated to follow the same formula for FY 2008-2010 as it does now. This formula is based on student enrollment, facilities and operations, etc. This will support the magnet schools when MSAP revenues are no longer supporting the schools. The additional cost of transportation will be paid out of

integration dollars. Once integration goals are met, that cost will be the burden of the district for years to come.

**The costs of the proposed magnet schools project are significant and exceed the districts resources.** As discussed above, the district estimates that the annual cost of the project to be approximately \$2,175,000. As discussed above, district expenses are rising significantly to cover the cost of students with special needs and indirect expenses. The community is supportive of our schools and we insist on being responsible to them while maintaining a high quality education for all students.

Without MSAP funds, the three magnet schools will function as much of the upfront expenses have been paid for out of district integration funds from the state and local levy. Funds for marketing, professional development, additional staffing and materials have been paid for out of integration revenue to this point. With limited integration funds, the MSAP funds will allow for the development of a more significant magnet program as well as relieve the property tax burden of our community.

State funds are not guaranteed and are allocated by the MN legislature on a bi-annual basis. The district is currently in its second year of a three year plan and will submit another three year plan in 2008 if any schools remain racially isolated. The state funding formula is basically calculated on the Average Daily Membership (ADM) multiplied by \$129 per pupil. The state will pay (b)(4) of the expenses and the district can levy (b)(4) of the eligible funds through a non-voter approved levy. This is a reimbursement program that is delayed by two years. As additional districts in Minnesota qualify for Desegregation funds, state resources are spread increasingly thin.

Should District 196 receive MSAP funds, integration dollars can either forego the non-voter approved levy or reallocate the dollars for other academic programming.

District integration funds would be used to pay for transportation for as long as these funds are available.

**Priority 4--Expanding Capacity to Provide Choice**

- (1) Help parents whose children attend low-performing schools (that is, schools that have been identified for school improvement, corrective action, or restructuring under Title I of the ESEA) by--
  - (a) Selecting schools identified for school improvement, corrective action, or restructuring under Title I as magnet schools to be funded under this project and improving the quality of teaching and instruction in these schools; or
  - (b) Maximizing the opportunity for students in low-performing schools to attend higher-performing magnet schools funded under the project and thereby reduce minority group isolation in the low-performing sending schools; and
- (2) Effectively inform parents whose children attend low-performing schools about choices that are available to them in the magnet schools to be funded under the project.

Magnet schools are a new concept to District 196 at the elementary level. At the secondary level, the School of Environmental Studies (SES) was opened in 1994 as an option for students to learn in a theme based environment, located at the Minnesota Zoo. Each year, SES has an enrollment of approximately 400 students.

At the elementary level, approximately 1,200 of the 11,800 students attend a school outside their attendance area comprising approximately 10% of the elementary population. Through open enrollment, families that have the means to transport their children do so either through the daycare their children attend before or after school. Parents who don't have the ability or desire to send their children to schools outside their attendance area have limited choices. As the district developed the goals of magnet schools, a clear goal was to increase parent choice. Research shows that when parents choose a school for their student, even if they choose to stay at the school they currently

attend, parent involvement increases (Willie, 2002) as will student achievement (Hoxby, 2002).

The Minnesota Comprehensive Assessments- Series II (MCA-II) is the state test in reading, mathematics and science that meet the requirements of the federal No Child Left Behind (ESEA) Act. These tests are given every year to measure student performance on the Minnesota Academic Standards, which define what our students should know and do in a particular grade. The Reading and Mathematics MCA-II began in 2006, replacing the previously given MCA test. The Science MCA-II is being piloted in 2007 and will be given state-wide beginning in 2008. Since the MCA-II is a newly developed assessment and was first given in 2006, its results are not comparable to the previously administered MCA. The only comparable data between the two tests is the measure of adequate yearly progress (AYP). Schools are required to show that students are making adequate yearly progress with the goal of all students reaching the proficient level by 2014.

In the spring of 2006, the Minnesota Comprehensive Assessments- Series II (MCA-II) tested students in reading in grades three through eight and grade ten, and mathematics in grades three through eight and grade eleven. The MCA-II results inform curriculum decisions at the district and school level, inform instruction at the classroom level, and demonstrate academic growth from year to year.

All students are required to take the MCA-II test or a designated replacement such as the alternative assessment for severely cognitively disabled students or the Test of Emerging Academic English (TEAE) for Limited English Proficiency (LEP) students. The MCA-II is the primary assessment used for ESEA accountability. There are four achievement levels for the MCA-II. The levels are: exceeds the standards (E), meets the

standards (M), partially meets the standards (P), and does not meet the standards (D). Students are assigned an achievement level based on their scale score for each section. A student who earns an achievement level of M (Meets the Standard) or E (Exceeds) is considered proficient on the Minnesota Academic Standards and is assigned 1 index point for the ESEA AYP calculations, a student who earns an achievement level of P (Partially) is assigned .5 index points, while a student at level D (Does Not Meet) is assigned 0 index points.

Cedar Park, Glacier Hills and Diamond Path Elementary have met the AYP requirements for No Child Left Behind every year the state test has been given. The Minnesota AYP plan looks at four areas in determining whether a school has made adequate yearly progress:

- Participation: Schools must test 95% of students in a tested grade.
- Proficiency: Students in tested grades must show adequate yearly progress toward proficiency and be 100% proficient in reading and mathematics by 2013-14.
- Attendance: Schools must have an average daily attendance rate of 90%
- Graduation: High schools must have an average graduation rate of 80% or show acceptable growth toward 80% to make AYP.

The No Child Left Behind Act also requires schools to break out their data into nine different subgroups or cells:

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Hispanic, Black
- White

- Limited English Proficient
- Specials Education
- Free/Reduced Price Meals

A school must have at least 40 students in a cell in order for it to report test participation data. Schools need at least 20 students in a cell for it to report proficiency with the exception of special education, and Limited English proficiency (LEP). There must be at least 40 students in the special education or LEP cell to be counted for proficiency. All schools are required to report data for AYP test participation in the cells for which there is the minimum number of students in the respective cell. AYP test participation was achieved in all reported cells.

Proficiency AYP data is reported for the cells of White, special education, and free and reduced-price meals students. Adequate yearly progress was met in all cells. Cedar Park, Glacier Hills and Diamond Path all have 100% of its teachers in compliance with state licensure requirements and 100%, 100%, and 98.44% respectively of its teachers meeting the federal requirements for highly qualified.

Since these schools have not been identified under Title I for school improvement, corrective action or restructuring, other significant factors need to be recognized. While students at Cedar Park and Glacier Hills have made exceptional gains, these two schools have seen a disproportionate number of white students open enroll to neighboring, less diverse schools. The schools that receive these students are less mobile and have higher socio-economic status as a whole. Student achievement at Cedar Park and Glacier Hills have been lower than the district average, and at some grades, lower than the state average.

Improving teaching that is already exceptional, still has room for growth.

Through intense, focused professional development that is ongoing, we will increase the effectiveness of the staff to better meet the needs and learning styles of all students.

Based on magnet school enrollments, the chart below indicated which schools students who will be attending the magnet school are coming from. Those coming from "Other" schools are students who currently attend a charter, non-public school, or home school.

**Magnet School Enrollment from Attendance Area Schools, March 30, 2007**

<b>Cedar Park</b>	<b>CP</b>	<b>DW</b>	<b>DP</b>	<b>EP</b>	<b>GH</b>	<b>GL</b>	<b>HL</b>	<b>NV</b>	<b>OR</b>	<b>PV</b>	<b>PW</b>	<b>RP</b>	<b>RE</b>	<b>SP</b>	<b>SV</b>	<b>TL</b>	<b>WV</b>	<b>WL</b>	<b>OTH</b>	<b>NON-RES</b>	
K				2		1	2		2	1			1		2		2			1	14
1			3			2	2							1	1	1	1		1		12
2			4	4			2		2	1		1	2	1	2	1	2			1	23
3		2	4	1		2	2		2				1		1		1		1		17
4				1		2	2		1	1				1	1						9
5			1	1	1	1			1						1				1		7
<b>Diamond Path</b>	<b>CP</b>	<b>DW</b>	<b>DP</b>	<b>EP</b>	<b>GH</b>	<b>GL</b>	<b>HL</b>	<b>NV</b>	<b>OR</b>	<b>PV</b>	<b>PW</b>	<b>RP</b>	<b>RE</b>	<b>SP</b>	<b>SV</b>	<b>TL</b>	<b>WV</b>	<b>WL</b>	<b>OTH</b>	<b>NON-RES</b>	
K	4	1		1		1	2			2		2	2		3		2				20
1				2				1		1			3						1		8
2						1	1			1			4	1							8
3				1						1			2	1	2				1		8
4					1					1											2
5																					0
<b>Glacier Hills</b>	<b>CP</b>	<b>DW</b>	<b>DP</b>	<b>EP</b>	<b>GH</b>	<b>GL</b>	<b>HL</b>	<b>NV</b>	<b>OR</b>	<b>PV</b>	<b>PW</b>	<b>RP</b>	<b>RE</b>	<b>SP</b>	<b>SV</b>	<b>TL</b>	<b>WV</b>	<b>WL</b>	<b>OTH</b>	<b>NON-RES</b>	
K		2	1	3		1	2	1	5		1	2	3			4		1		2	28
1		2		2			1	1	1								1		3	2	13
2			1	1			2		2		1		1						1	1	10
3		1	2	2				1	4							1	1		5		17
4		1					1				1		2		2	2			3		12
5				1					1			1	1							1	5
<b>Totals</b>	<b>4</b>	<b>9</b>	<b>16</b>	<b>22</b>	<b>2</b>	<b>11</b>	<b>19</b>	<b>4</b>	<b>21</b>	<b>9</b>	<b>3</b>	<b>6</b>	<b>22</b>	<b>5</b>	<b>15</b>	<b>9</b>	<b>10</b>	<b>1</b>	<b>17</b>	<b>8</b>	<b>213</b>



(a) **Plan of operation**

- (1) The Secretary reviews each application to determine the quality of the plan of operation for the project.
- (2) The Secretary determines the extent to which the applicant demonstrates-
  - (i) **The effectiveness of its management plan to ensure proper and efficient administration of the project;**

District 196 has carefully considered the long term impact that magnet schools will have on our district. Since the inception of the Integration & Educational Equity Plan, the concept of magnet schools has been explored in depth to determine whether or not it would be an effective option in our district.

Research completed by the Magnet Program Options task Force in 2005 and numerous surveys of the District 196 community (families, teaching staff, administration) concluded that magnet schools would be effective in reducing academic disparities between students as well as reducing racial group isolation. District 196 has the support of its community to move forward with this endeavor. Through effective collaboration at all levels in the district, and by enlisting the support of experts, a successful and viable magnet school plan is being implemented that will reduce racial isolation at Cedar Park and Glacier Hills Elementary Schools.

To ensure effective planning, development and implementation of the three magnet schools, the district established a **Magnet School Steering Committee**. This committee is responsible for the direction and overall development of the magnet schools at the district level. Responsibilities of this committee include the following:

- Write policy for School Board consideration and approval
- Develop guidelines for enrollment, transportation and recruitment
- Plan professional development based on current research and best practices

- Develop a community engagement program and information sharing/marketing plan
- Establish timelines for staff planning, budget development and marketing
- Use data to drive decisions and evaluate the effectiveness of the program
- Make recommendations to the School Board for necessary changes based on regular evaluation data
- Assess the overall impact on other district non-magnet schools

The District 196 Magnet School Steering Committee consists of the following members:

- John D. Currie, Superintendent (ADHOC)
- Dr. Julie Olson, Director of Elementary Education
- Jane Berenz, Director of Curriculum, Instruction, and Assessment
- Integration & Educational Equity Coordinator, Scott Thomas
- Michelle deKam Palmieri, Magnet School Specialist
- Dr. Kris Samsel, Elementary Curriculum Specialist
- Laurie Ollhoff, Integration Enrichment Specialist
- Andrew Baldwin Technology Specialist (Districtwide)
- Marge Gruenes, Cedar Park Principal
- Jeff Holten, Glacier Hills Principal
- Lynn Hernandez, Diamond Path Principal
- Amy Eich, Community Education Coordinator
- Barbara Nicol, Barb Nicol Public Relations (Consultant)
- Monica Foss, Cedar Park Magnet School Teacher on Special Assignment
- Tami Staloch-Schultz, Glacier Hills Magnet School Teacher on Special Assignment

- Janet Gulden, Diamond Path Magnet School Teacher on Special Assignment

The Magnet School Steering Committee is committed to educational equity and ensuring that all members of our community have fair access to rigorous academics. The Committee also works with the Student Information Department, Assessment Department, Human Resources Department, and the local teachers union. The Steering Committee continues to use the best available data and research to inform their decisions. Without the assistance of these departments and partners, we would not be able to sustain the level of excellence we have been working towards.

It has been essential for the Magnet School Steering Committee to build a knowledge base of best practices in magnet schools and in educational equity practices. Resources such as *Student Diversity, Choice and School Improvement* (Charles V. Willie, Ralph Edwards, and Michael J. Alves. Westport, CT: Bergin & Garvey, 2002.), *Results Now* (Mike Schmoker, ASCD, 2006); and *Creating Successful Magnet Programs* (US Department of Education 2005), have served as important tools for forming the direction we have taken. The members have also made numerous visits to both local and national magnet schools to learn from their experiences and to develop a support network of experts in the field.

The Magnet School Steering Committee has sought and used parent input through the entire planning and implementation process. The community surveys and the seven Community Engagement Sessions on Elementary Magnet Schools gave essential information to guide the Magnet School Steering Committee's choice of themes and program specifics. The magnet school principals and Magnet School Teachers on Special Assignment (TOSA) have gotten invaluable parent input from their schools' parent communities and Site Councils, parents who serve as an advisory group for the school

administrative team. Parent feedback was also gathered at the numerous Magnet School Open Houses.

The district created four new magnet positions with the sole responsibility of creating the magnet schools. The **Magnet School District Coordinator** supervises all magnet activities: curriculum development, staff training, recruitment, screening and selection, articulation and dissemination of innovative practices at the district level in cooperation with the Magnet School Teachers on Special Assignment. Additional responsibilities include establishing guidelines and assisting with the budget, financial reports, requisitions and inventory; facilitating the monitoring of program goals and objectives; and developing collaborative partnerships with community resources. Each of the magnet schools has a **Magnet School Site Teacher on Special Assignment**. The responsibilities of this position include the supervision of all magnet activities at the building level: curriculum development, staff training, recruitment, articulation and dissemination of innovative practices, and identification of curriculum needs in collaboration with staff. The TOSA also serves as the primary liaison with the district support programs and has district level responsibilities. The district has made the commitment to fund these four positions for a number of years.

The school principal and TOSA work in as seamless a fashion as possible.

Magnet School **Site Teams** have been established at each of the three schools. The Site Team members include the principal, TOSA, teachers representing the grade level teams, specialists, and parent representatives. The Site Team's overarching goal has been to create a magnet school that is organized for student and teacher success. Guiding questions have included: 1) What are the best practices in teaching? 2) What curriculum and resources will the magnet school need? 3) What professional development will be

needed? Many staff members have voluntarily participated in subcommittee study groups, worked at half-day or full-day magnet planning sessions, and signed up for various professional development training opportunities.

The entire teaching staff at each school has been directly informed and involved in the magnet design in many ways. The staffs have participated in specific magnet school staff meetings. Staff members who wished to visited one or more local magnet schools. Cedar Park, for example, sent staff on more than sixty magnet school visits to seven different schools. The staff at all three schools completed numerous questionnaires to evaluate old and new practices and curriculum, read committee and subcommittee minutes online, and used many team meetings to discuss magnet-related ideas.

The site-based decisions concerning the magnet program design, curriculum, equipment and resources needs, and professional development have primarily been made by the Site Team after much communication and discussion with the subcommittees, whole staff, and parent Site Council. The Magnet School Site Team will continue to oversee the magnet school program development at each school.

The District 196 School Board has established the following goals for the 2006-2007 school year that relate to the development of the magnet schools.

1. *Continue the review cycle for the language arts (K-5)* This includes the development of a world language curriculum at the elementary level that will be taught at each of the three magnet schools.
2. *Analyze state and local assessment information and make changes to instruction and programming to improve student learning.* Through the use of data, each school has developed a site plan to specifically address disparities among racial groups.

3. *Solicit community input to further define the focus for three elementary magnet schools scheduled to begin in fall 2007.* This has largely been accomplished, but we will continue to solicit community input on an ongoing basis.
4. *Complete construction and facilities improvements approved in the 2004 bond referendum.* Remaining dollars from construction projects have allowed us to include an addition to Cedar Park that will contain a science and engineering lab.

### **Supervision**

Superintendent John Currie is responsible for all district office staff. Specifically, each director reports to him and serve in his cabinet. Those directors include:

Finance, Jeff Solomon; Curriculum, Instruction and Assessment, Jane Berenz; Secondary Education, Dr. Mark Parr; Elementary Education, Dr. Julie Olson; Communications, Tony Taschner; Attorney, Jill Coyle Esq; Administrative Assistant, Kim Craven; Community Education, Ram Singh. This group makes essential decisions and sets the direction with the Superintendent. Building principals report to their respective directors.

Integration Coordinator Scott Thomas and Magnet School Specialist Michelle deKam Palmieri both report to Dr. Julie Olson who is the Director of Elementary Education. Scott Thomas and Michelle deKam Palmieri work collaboratively with each magnet school and principal and magnet school TOSA, however, each TOSA reports to the building principal under the auspices of the Director.

Scott Thomas is responsible for implementing the integration plan and supervising the budget. Michelle deKam Palmieri will oversee the MSAP grant funds and reporting along with the director of finance and elementary education as well.

Student Information coordinator Kim Reis reports to the Director of Finance and it is her

responsibility to assist with enrollment projections that will impact available spaces in the magnet schools.

Curriculum development and professional development is the responsibility of Jane Berenz who will assist with the oversight of the curriculum alignment and professional development. Jane works with Dr. Kristine Samsel who will work with each school also to develop curriculum.

Magnet school principals Marge Gruenes (Cedar Park), Jeff Holten (Glacier Hills) and Lynn Hernandez (Diamond Path) have the responsibility of hiring and observing staff, developing budgets, facilities and programming. Each principal reports to the Director of Elementary Education Dr. Julie Olson and are also accountable to the Superintendent.

District 196 is well known in the region as having exceptional staff. We work as a cohesive team that focuses on collaboration and strengths. Our atmosphere is extremely positive! The question we constantly ask ourselves is, "is this good for kids?" Keeping kids the focus is critical to everything we do. We believe that integrity with those we work with fosters critical trust and positive relationships which are essential to everything we do.

<p><b>(a) <u>Plan of operation</u></b></p> <p>The Secretary determines the extent to which the applicant demonstrates-</p> <p><b>(ii) The effectiveness of its plan to attain specific outcomes that--</b></p> <ul style="list-style-type: none"><li><b>(A) Will accomplish the purposes of the program;</b></li><li><b>(B) Are attainable within the project period;</b></li><li><b>(C) Are measurable and quantifiable; and</b></li><li><b>(D) For multi-year projects, can be used to determine the project's progress in meeting its intended outcomes;</b></li></ul>
---

The objectives of the three magnet schools are to:

1. Increase student achievement at each of the three magnet schools
2. Reduce minority group isolation at Cedar Park and Glacier Hills Elementary

## Schools

3. Increase minority group enrollment at Diamond Path Elementary School
4. Increase parental choice in District 196
5. Increase student participation in the areas of world language, math, science, and reading
6. Promote effective teaching strategies that can serve as a model for other District 196 schools through classroom observations and peer professional development.

**Goal 1:** To achieve the goal of increased student achievement, each school will offer its students a rigorous curriculum, teachers well trained in best teaching practices, and student programs that support the learning of all students.

To ensure meaningful interaction, classroom teachers have been trained or will be trained in Responsive Classroom and collaboration based on the work of Johnson & Johnson. Knowing that academic learning happens best within a positive social context, Cedar Park, Glacier Hills and Diamond Path chose to use Responsive Classroom to create a unified school-wide program to bring together social and academic learning and help children develop positive social skills. This ability to create a strong, positive school community will be essential as new students from around the district will come to the magnet schools next year. Many staff have participated in the week-long training in Responsive Classroom I as well as Responsive Classroom II training. We will provide this training to new staff next year to ensure an inclusive community climate and high expectations for all. Careful attention is paid to how children treat each other. Students learn the value of responsible community membership and the importance of balancing the needs of the individual with the needs of the community. Schools in District 196 who



use the Responsive Classroom approach throughout the school, find that problem behaviors have decreased and positive student relationships have increased.

The work of Johnson & Johnson teaches the importance of collaboration versus competition and individual assignments. The phrase, "what children can do together today, they can do alone tomorrow" (Vygotsky 1965) illustrates this philosophy well. The research of Johnson & Johnson indicates that group to individual transfer of information is greater than information transferred from the individual to the group. Their work also suggests that competitive environments create negative peer relationships while cooperative learning creates positive peer relationships. This philosophy is an essential component to creating meaningful relationships in the magnet schools.

The curriculum at the three schools will be inquiry-based, interdisciplinary, and aligned with state and national standards. Technology will be thoroughly integrated across the curricular areas. The teachers, through significant and ongoing professional development opportunities, will be well prepared to teach the special focus subjects at the schools. All students will have equitable access to challenging and meaningful learning. The schools are committed to identifying and addressing the varied learning needs of the students and will strive to provide a learning environment that nurtures and promotes the acceptance of students with diverse learning needs within the enriched academic program. In addition to the high academic standards, the schools will support the development of students' lifelong learning skills and interpersonal skills such as leadership, cooperation, self-discipline, citizenship, and problem solving.

Each school has engaged in dialogue by having speakers and using resources to examine the role racism, inequality and bias play in our national and person psyche. This is essential dialogue that is being facilitated under the leadership of the principal and the

trained Building Equity Coordinator. Positive growth is underway and we are committed to sustaining this momentum!

The schools will use multiple assessment instruments and methods of measuring student achievement that are formative and summative and improve learning. Examples of assessment tools used include state-mandated tests, district-mandated tests, teacher assessment through progress reports, teacher assignments and activities, student learning journals, presentations, projects, and portfolios. MAP tests in reading and math and MCA tests in reading, math, science and writing are reported to the state each year. The schools write Site plans each year that establish new growth goals specific to each school.

**Goal 2:** Magnet schools will reduce minority group isolation at Cedar Park Elementary by 4.8% each year for three years, and at Glacier Hills by 5% each year for three years. By 2010, Cedar Park will be below the 20% difference above the district average so it will not be a racially isolated school under Minnesota law.

Cedar Park is currently at 55% students of color, 34% above the district average. To meet state requirements, Cedar Park will need to be at or below 41% students of color to no longer be considered a racially isolated school. This requires that District 196 reduce minority group isolation by at least 14% in three years to not be identified as a racially isolate school.

At Glacier Hills, current minority group enrollment is at 36%. While minority group membership has fallen slightly (from 39% when it was cited by the state for being racially isolated), current housing trends within the traditional Glacier Hills attendance area indicate that the minority population could rapidly increase as stated in the introduction. Glacier Hills has the capacity, due to the declining enrollment, to increase its enrollment by 125 students. By ensuring that all district residents with children K-4

have equal access to attend Glacier Hills, the applicant pool will be reflective of the district. The goal is to reduce minority group isolation by increasing majority enrollment by 15% over three years, or the addition of twenty students per year at a minimum.

Goal two will be accomplished through effective student recruitment promoted to all parents with students preK-4 across the district, encouraging them to apply for the magnet school lottery. White residents make up 79% of the population in District 196 and we will work for proportional representation in applications to Cedar Park and Glacier Hills. To ensure that minority groups are well represented and have equal and fair access to magnet schools, we will continue to enlist the assistance of three district supported Family Liaisons who are culturally specific and/or bilingual. These liaisons will assist with communication efforts during recruitment times, parent information meetings, and outreach to families.

### **School Choice and Transportation**

To accomplish the goal of desegregation, the following guidelines were established and adopted by the School Board:

1. Any elementary student who lives in the district will have the opportunity to apply for any of the three magnet schools. Enrollment will be determined by the process described below.
2. Transportation will be provided using existing district transportation guidelines as defined in Policy 707 Student Transportation.
3. Kindergarten applicants who live outside of the attendance area of the magnet school will be encouraged to apply for Kindergarten Plus. There is a fee for this extended day experience. Scholarship dollars are available for those who qualify. If parents choose the half-day kindergarten program at a magnet school, district

transportation will be provided one way only; parents will be responsible for providing mid-day transportation.

4. Students who live outside district boundaries may apply to any magnet school but will be considered after the selection of district students is completed. No district transportation will be provided for non-residents except as defined in Policy 502 Student Transfers, section 3.6.

### **Guidelines**

1. District 196 will provide a fair and open process for enrolling students in the magnet schools. This process will be reviewed annually.
2. Each year, the district will publish the timeline and process for application and selection.
3. The annual application and selection process will be administered by the Magnet School Coordinator, with final approval from the Superintendent.
4. To qualify as an applicant for spaces remaining after all attendance area enrollments are complete, a family must complete and submit an application on or before February 1, 2007.
5. If the number of applicants exceeds available space, a random selection process will determine placement or wait list status for each of the elementary magnet schools.
6. Families will be notified of placement or wait list status by February 15, 2007. Those placed must accept or decline by March 1, 2007.
7. Once enrolled, students may remain at the magnet school as long as their enrollment continues uninterrupted.

8. Other student transfers will follow Policy 502 Student Transfers, and its related administrative regulations.

### **Enrollment Provisions**

#### **Attendance Area Enrollment**

The following students will be enrolled if they indicate their intent to attend the magnet school (no application necessary):

- Students who currently attend or live in the attendance area of a magnet school.
- Incoming kindergarten students who live in the attendance area of a magnet school.
- Applicants who live outside of the attendance area of a magnet school, but have one or more siblings currently enrolled there.
- Students who move into the attendance area of a magnet school.
- Students who are District 196 residents and attend daycare in the attendance area of a magnet school, in accordance with Policy 502 Student Transfers.

All other students must complete the magnet school application process to be considered for enrollment.

### **Enrollment Process**

Placements will be made by a random draw from the following applicant groups in the order listed below. To preserve gender equity, applicants within each group will be sorted by gender, and applications will be drawn alternately from each gender set. If a second choice school is indicated on the application, this will be considered after all first choices in the applicant group have been processed. If space no longer remains when a name is drawn, the student will be added to a waiting list for his/her first choice school.

**Magnet School Enrollment Process**

Order	Enrollment	Cedar Park	Diamond Path	Glacier Hills
1	Attendance Area Enrollment	Students currently enrolled and/or residing in the attendance area of a magnet school		
2a	Reserved Enrollment	Diamond Path* and Glacier Hills* students	Cedar Park* students eligible for free or reduced priced meals	Cedar Park* students
2b			Cedar Park* students	Diamond Path* students
2c			Glacier Hills* students	
3a	General Enrollment	District 196 residents		
3b		Non-district Residents		

*\*denotes current students and incoming kindergarten students*

**Reserved Enrollment Process**

Cedar Park Elementary meets the statutory description of a racially identifiable school and is named in the integration plan of District 196. Students in the Reserved Enrollment will be enrolled in the following order:

1. Cedar Park students (current and incoming kindergarten) who qualify for free or reduced-price school meals applying to Diamond Path.
2. Other Cedar Park students (current and incoming kindergarten) applying to attend Diamond Path.

3. Cedar Park students (current and incoming kindergarten) applying to attend Glacier Hills.
4. Diamond Path and Glacier Hills students (current and incoming kindergarten) applying for a magnet school other than their own.

### **General Enrollment Process**

Students in the General Enrollment will be randomly selected in the following order:

1. All remaining applicants who are District 196 residents.
2. All applicants who are non-district residents.

**Goal 3: Minority group enrollment at Diamond Path Elementary School will be increased by 3% annually for the next three years.** As reflected in the enrollment guidelines, students from Cedar Park who qualify for free or reduced price lunch have first priority to attend Diamond Path if it is their first choice. To achieve this goal, the International Studies theme and the offering of world languages was placed at Diamond Path to help draw students of color from Cedar Park. Parents at Cedar Park who are Latino, the largest population of protected class students, indicated that Spanish was the most demanded language to be taught at a magnet school. In fact, among almost every racial group, Spanish language was the language most frequently selected, with Chinese second. Diamond Path has had a long history of being culturally aware in their classes, teaching and celebrations. While world languages were clearly important to communities of color, Diamond Path was selected to have this emphasis using an in-depth FLES model of instruction.

**Goal 4:** Magnet schools offer parents choice. This is the first time the district has had elementary schools with different focuses, has offered parents transportation from

anywhere in the district to schools other than their neighborhood school, and has established a fair and equitable lottery system for acceptance into the magnet schools.

Following magnet school enrollment guidelines that were approved by the School Board late last year, the first step of the process was conducted in mid-January, when families with children currently attending the three schools were asked to indicate if they wanted their children to remain enrolled at these schools when the 2007-08 school year begins in September. More than 96 percent of these current students chose to remain at their school when it becomes a magnet this fall.

All other families interested in enrolling their child in one of the magnets were asked to submit an application by Feb. 1. The completed applications were included in a random-draw enrollment lottery conducted by the district earlier this month to fill the remaining spaces. Of the 354 applicants, 279 (nearly 80 percent) received letters of acceptance from the district for their first or second choice of school. The other 75 applicants, or approximately 20 percent, were informed that they have been placed on a waiting list. All available spaces could not be filled because of differences between the grade level of the applicants and the number of openings at each grade level and school.

At this time, the district is still receiving applications. These applications are placed on the waiting list.

The 279 applicants who received letters of acceptance have until March 1 to respond to the district either accepting or declining the placement. Any spaces that open as a result of a declined placement will be offered to the next applicant on that school's waiting list, in the order they were drawn in the lottery, until all spaces have been filled.



The waiting lists will remain in place until Dec. 31, 2007, when they will be wiped clean and the enrollment process will start over for the next school year.

District 196 will conduct a **parent satisfaction survey** annually to determine how satisfied parents are with their child's education progress at each of the three magnet schools as well as how accessible, user friendly, and clarity of the information provided to them. This information will be reviewed by the Magnet School Steering Committee as well as the Superintendents Cabinet and School Board.

**Goal 5:** All three schools will offer Spanish language instruction to their students. The district has a foreign language committee working to develop an elementary curriculum. The students will receive an enriched science program

**Goal 6:** Teachers will incorporate new and effective teaching strategies, classroom management practices, and tools into their pedagogy. They need to vary their teaching with differentiated instruction, interdisciplinary curriculum, flexible grouping, inquiry-based learning, and technology-infused lessons to meet the needs of individual students. The magnet schools will showcase new models of teaching for others to learn from and build on.

Teachers at the magnet schools will receive a great deal of professional development and mentoring over the next few years. All three of the school faculty will be trained in inquiry-based teaching and interdisciplinary curriculum development and will learn how to effectively create lessons with both significant, worthwhile content and high student engagement. The Subject Specialists (Language, Science, Math/Engineering, Technology and Art Specialists) at the magnet schools will work with our staffs to develop teaching skills that enhance students' deep understanding of content and use

various strategies to involve students and build on their previous knowledge, often using real-world examples and firsthand experiences. The District Math and Literacy Trainers have begun to work with the magnet school staffs on pilot programs for new curriculums (Project M3 math, Add+Vantage MR math, Stephanie Harvey's Nonfiction Reading Comprehension program, Full Option Science System FOSS 2007 modules, Investigations 2007 math, and a new foreign language elementary curriculum). The staff at the magnet schools will provide high-quality instruction for students.

"QComp" is a new quality compensation plan(pending Union Membership approval on May 1, 2007) in District 196 that is designed to compensate teachers based on their performance in the classroom and attainment of their instructional and professional goals. Staff at each of the three magnet schools will incorporate professional practice as it relates to the magnet school instructional strategies they are implementing in these goals that they will be evaluated on regularly. Trained Peer Leaders will observe each classroom teacher three times per year and work with them to develop their goals and improve the quality of their instruction on an ongoing basis. These peer leaders will also share the innovative strategies that are being used in the magnet school classroom with other teachers districtwide; effectively improving the teaching of staff across the district.

The schools will function as lab schools for disseminating educational excellence and innovation. District classes taught by the School Specialists, District Trainers, and School faculty will be held at the school sites. The research, development, and implementation of best instructional practices that will take place at the schools will be shared through organized classroom observations, educational articles written for periodicals, and workshop and conference presentations.

Just as we visited other magnet schools to observe innovative programs, District 196 magnet schools will become the destinations for other schools. The staffs will collaborate with other local schools to dialogue and share ideas. For example, Cedar Park has developed a working partnership with Crossroads Science School in St. Paul to collaborate on curriculum ideas and materials for the Inquiry Zone learning program and Edgewood Elementary Science School in Brooklyn Park to bring students together to work on real-life learning projects such as *Journey North*.

(a) **Plan of operation**

The Secretary determines the extent to which the applicant demonstrates-

**(iii) The effectiveness of its plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project;**

Staff at the three magnet schools will participate in summer professional development as well as ongoing training through out the year. This will be done by experts in the community and country who are hired on a consulting basis as well as by existing resources and will take place on an annual basis. These resources include **Literacy and Math Trainers** who are trained experts in these fields who observe and cognitively coach teachers to improve instruction. Specific professional development in the areas of **interdisciplinary curriculum, inquiry based instruction, picturing writing, humanities training, culturally responsive instruction and Responsive Classroom**.

The **project director**, Michelle deKam Palmieri, has been working in the field of education for sixteen years. She has been in District 196 for her entire career, and was hired in August 2006 as Magnet School Coordinator. The primary objective of this new

position was to oversee the development of the three elementary magnet schools in District 196.

Michelle's extensive knowledge of elementary curriculum and best teaching practices has been most helpful in the development of the magnet school framework for elementary schools. She has been a member of the Elementary Steering Committee which oversees the curriculum development cycle at the elementary level. She was a part of the district literacy committee as a building trainer where she would receive training and then disseminate it to her staff. She has also been a test contact at the building level and has extensive knowledge of comprehensive, standardized accountability systems. She has written specific curriculum to engage students in international and culture studies. Michelle has also worked with gifted students and received training in differentiated instruction and brain-based research. This is all imperative as she oversees the programs at the three schools with various themes. Her expertise is aligned with current program goals and design at the magnet schools.

Michelle has a Bachelor of Arts in Child Psychology and a Bachelor of Science in Elementary Education, both from the University of Minnesota. She holds a Master of Arts from the University of St. Thomas and is completing her Administrative License at Hamline University in May 2007.

She has the leadership skills and extensive graduate work in educational administration to guide the project. Michelle has a collaborative nature that promotes teamwork and builds capacity of others. Her interpersonal skills are excellent. In a previous role as an Instructional Assistant, Michelle led staff meetings, designed yearly schedules, mentored teachers and facilitated cultural family events. Michelle is respected

by the school principals, the magnet school staff and district office personnel and will be able to effectively communicate with and between the groups.

Michelle will be the liaison with the budgets, evaluation plans, contracted services, district staff and communications with developed policies and forms. She will be the primary contact in all magnet areas including district attendance, transportation, registration and recruitment of students.

**Mr. John Currie**, the Superintendent of District 196, is an established leader and lifelong educator and is giving significant administrative support to the magnet schools. Previous to becoming superintendent, Mr. Currie has been a science teacher, a middle school principal, and the Director of Secondary Education in District 196. John is well-respected by school district employees and is especially skilled at bringing together groups with opposing viewpoints. He approaches problems with a calm and collaborative manner. Last summer Mr. Currie traveled to China with a group of Minnesota educational leaders, and he has been instrumental in bringing a Chinese program to our District.

#### **Director of Elementary Education**

**Dr. Julie Olson**, Director of Elementary Education, has provided extensive leadership in numerous capacities to District 196. She has been the direct supervisor of the district magnet school steering committee in this planning year and will remain an integral member of the management of this program. Julie has been a teacher, a principal, curriculum coordinator, and currently the Director of Elementary Education overseeing all aspects of the elementary schools. Under her leadership, our District has expanded numerous programs. In addition to the magnet programs, Julie has led initiatives for continued math and literacy professional development, the realignment of

the gifted and talented program, and the beginning of a pilot program for Young Scholars, a program aimed at raising achievement levels for all students. Julie is a leader who is widely respected for her leadership style and her vision for new program design.

### **Integration and Equity Coordinator**

**Mr. Scott Thomas** is the Integration and Educational Equity Coordinator for District 196. Scott has served in this position for two years and a district employee for eight years. Scott received his Bachelors of Science at Minnesota State University, Mankato. He earned his Masters degree (M.Ed) in Teaching and Learning from Saint Mary's University in Winona, Minnesota. His graduate research focused on examining his classroom and school achievement gaps and best practices to close those gaps. Scott taught Social Studies at Apple Valley High School as well as at Rosemount Middle School. Scott is also currently enrolled in the administrative licensure program at Hamline University in St. Paul, Minnesota. He also teaches courses at Saint Mary's University Twin Cities Campus for graduate students earning their Masters degree in education. Courses include Human Relations, Diversity, and Indian History as well as Social Studies Teaching Methods.

### **Magnet School Principals**

**Mr. Jeff Holten** has been the principal at Glacier Hills Arts and Science Magnet School for five years. He has been a District 196 employee for 28 years. He was a classroom teacher for 19 years, teaching 3rd grade for 16 years and 6<sup>th</sup> grade science for 3 years. He was also an Instructional Assistant and Gifted and Talented teacher for three years. Jeff has worked with a wide range of students and community members through these district opportunities. He has served as the principal leader on the Gifted and Talented Task Force and the Community Collaborative Council. The latter was

instrumental in developing a positive integration plan for District 196. He understands the range of learning styles and methodologies needed to reach all learners and supports teachers in gaining more of that understanding. Jeff involves staff and parents in decision-making at the building level and seeks input from community members and students when appropriate. He often introduces himself as a science teacher and will be able to provide exceptional leadership for this program.

**Ms. Lynn Hernandez** has been principal at Diamond Path International Studies Magnet School since July 2004. Capitalizing on staff strengths, Diamond Path traditions, and her own experiences, Lynn has guided the staff toward the decision to become a magnet school, the selection of the theme, and the development of curriculum and objectives for the International Studies theme. Lynn's life experiences have taken her from Texas, to Oregon, to Germany, and then to Minnesota. Lynn began her journey in the district as a fourth grade teacher from 1996-2001. For the next three years she held the position of Instructional Assistant. Lynn then became Diamond Path's principal. The international theme is in capable hands as Lynn believes her goal as is to create an educational environment where all who enter feel valued and are empowered to reach their full potential. Lynn will be traveling to China in summer of 2007 with the Minnesota Delegation, sponsored by the Chinese Ministry of Education, to learn more about Chinese education and bringing a stronger component to the International Studies Magnet School at Diamond Path.

**Ms. Marge Gruenes** has been an elementary school educator for 33 years. Sixteen years as a classroom teacher and seventeen years as principal. She received her Bachelor of Arts from the College of St. Benedict, St. Joseph, MN; her Masters in Elementary Education from the University of Minnesota, Minneapolis-St. Paul; and a

Specialist in Administration from St. Cloud State University, St. Cloud, MN. As principal, she has led Cedar Park staff through several significant changes as a result of a changing demographics of the student population. Change began with the acknowledgement that all students can learn to their fullest potential and accomplishing results comes from high expectations of staff and students. She has prioritized Cedar Park's budgets to support staff development in best practices, lower class sizes, experiential learning through field trips and up to date curriculum for the classroom. She leads the staff as a professional learning community and meets weekly with staff teams and leaders to assure the Cedar Park Site Plan goals are on target and interventions are planned and appropriate. Believing that teachers should teach and students should learn and that principals should try to bring down the barriers that prevent that from happening, Margaret has initiated several programs that have benefited Cedar Park families as well as families districtwide. She Co-chairs the Family Services Collaborative which provides emergency support to families who are in danger of eviction or need of other critical help. She designed the summer academy program for Cedar Park through a collaboration with the Apple Valley Police Department. The program was approved by the State Department of Education and is currently supported through targeted services and is implemented districtwide. Three District 196 superintendents have tapped her leadership to organize district levy and bond referendums which require hundreds of hours of work with district staff, community leaders and volunteers to assure the public has the information they need to make their decisions at the ballot box. As principal, she will use her background, experience, work ethic and passion to help lead Cedar Park as it successfully changes to a STEM Magnet this fall.



**Monica Foss, Magnet School Specialist for Cedar Park**

Monica Foss has taught in a variety of school settings, grade levels, and subject matters over her 34 years of teaching. A common goal, wherever she has taught, has been to design classrooms that recognize, understand, appreciate, and accommodate the needs and individuality of all students. She knows how to apply different instructional strategies and management techniques to address academic differences among students, taking into consideration individual readiness levels, strengths, interests, and learning styles. She has a Masters in Curriculum and Instruction from the University of Minnesota and worked as a reading specialist for a number of years. While teaching at Breck School, Monica's primary responsibility was to address the learning needs of individual students, whether it was to make accommodations in the regular classrooms, provide tutoring, address emotional needs, design new classes using the students' learning strengths, or teach study skills. She wrote interdisciplinary, multi-age, arts-infused, constructivist curriculum at Prairie Creek Community School. She has taught in the Gifted/Talented/Enrichment program in District 196 for eight years and will soon complete a Masters in Gifted Education from St. Thomas University. She has designed a number of all-school programs that have offered enrichment opportunities through accelerated academics, the arts, and community service at Cedar Park. All of the learning experiences over the years have been tapped as she has worked this year in the Teacher on Special Assignment (TOSA) position to support Cedar Park in designing a new magnet program.

**Janet Gulden, Magnet School Specialist for Diamond Path**

Janet Gulden has been a teacher in District 196 for twenty-eight years working as a special education teacher, a primary and intermediate elementary classroom teacher, a teacher-on-special assignment for professional development, and the developer and

instructor in a program for academically at-risk elementary students. She holds a Masters degree from the University of Minnesota, is licensed to be a k-12 principal, has been an adjunct college instructor, and is currently a doctoral student in Educational Leadership and Organization. She plans to center her doctoral research on the development of world language programs in the elementary school. Janet has done extensive graduate work in literacy instruction and gifted education. Before coming to Diamond Path to be the magnet resource specialist, she worked extensively with the development of school achievement goals at the site level and the use of data to drive instruction. One of Janet's strengths is the ability to facilitate collaborative groups.

#### **Tami Staloch-Schultz, Magnet School Specialist for Glacier Hills**

Tami Staloch-Schultz has been an educator in District 196 for 20 years. She has taught second through fifth grade students as a classroom teacher, Assurance of Mastery for second and fifth graders, and numerous elective classes. Tami has been an Instructional Assistant supporting three different principals, staff and students. This role has included leading professional learning communities, organizing standardized testing in the building, facilitating professional development for teachers, representing the school on various district and building committees and providing learning experiences for students such as residencies, lyceums and field experiences. She was involved in the first year opening of an elementary school initiating innovative practices for staff and students. Tami has a Masters in Educational Administration and Leadership and is pursuing a Specialist degree and licensure in K-12 administration.

#### **Glacier Hills Science Specialist**

Jill Jensen will be the Science Specialist at Glacier Hills. She has been a science teacher for 12 years working with multiple age groups. She has opened a middle school

science magnet school in Minnesota and written the science curriculum for the school. She is currently working with elementary students teaching the FOSS science curriculum and collaborating with teachers to support their classroom instruction. The role of the science specialist will be to provide a rigorous, hands-on experience in science topics. She will also provide training for our staff and collaborate with the specialists in art, music, physical education, media and technology.

### **Glacier Hills Visual Arts Specialist**

Erin Grimsrud has been teaching art at Glacier Hills for the past two years. She has an Art and Art History major from the University of Minnesota and a Master of Arts in Teaching from Minnesota State University, Mankato. As the visual arts specialist, she will provide students with opportunities and experiences in painting, drawing, color, ceramics, textiles and other mediums. She will provide historical and bibliographic perspectives of art pieces, people, and cultures. Students will discover art as a communication tool and a personal reflection. The understanding of other cultures through the arts will be emphasized. Discovering artists and their various styles will be incorporated. Erin will collaborate with teachers and students to help integrate art into the other curricular areas for deeper understanding.

### **Glacier Hills General Music Specialist**

Kylee Spencer has been teaching music at Glacier Hills for the past two years. She is a graduate of St. Olaf College in music with a K-12 teaching license. She is completing her Master's in Michigan. Students in K-5 will have regular instruction with the general music specialist. Kylie will lead them to make discoveries in voice, movement, instrument, note reading and performance. Authentic instruments from around the world will be available for students to explore and integrate cultural

knowledge. Theory and composition skills are encouraged and explored more fully through Garage Band, which will integrate technology. Rhythmic and folk dances are part of instruction. Under Kylie's instruction, each grade level has a large scale musical performance highlighting the learned skills of songs, movement, instruments, speaking, and acting. These provide opportunities for all school assemblies and evening family gatherings.

#### **Diamond Path Spanish and Mandarin Chinese specialist**

Janjiang (Jon) Pan will be the full-time Mandarin Chinese specialist at Diamond Path. He is a native of China and was educated in China until he came to the United States in 1994 to study at Ohio University. In addition to being a licensed K-12 Mandarin Chinese teacher, Mr. Pan also is licensed as an English Language Learner (ELL) teacher. He currently works in District 196 as an ELL teacher one hour per day at the high school level and spends the rest of his teaching time as the Chinese Cultural Specialist at Diamond Path. Jon has been a member of the State of Minnesota Chinese language task force.

Senor Ivan Ayon is our Spanish specialist, and is licensed as a K-12 Spanish teacher. Ivan's parents are from Mexico and he grew up in a Spanish-speaking home in California. He started elementary school as a non-English speaker. Ivan studied in Spain and is able to share elements of both the Mexican culture and the Spanish culture. Ivan's experience as a non-English speaker in an American school has enabled him to develop relationships with our ELL students and families.

#### **Cedar Park Mathematics/Engineering Specialist**

Kristine Bye Strandness has extensive experience and expertise in the area of elementary school mathematics/engineering and teacher professional development. As a

teacher in Eden Prairie for thirty years, she specialized in mathematics. She was one of the primary district resources for math in-service training. She developed and taught an accelerated math program for fifth and sixth graders during the last five years with Eden Prairie. As an instructor for the Center for Innovation in Education, the originators of “Math Their Way” and “Math, A Way of Thinking,” she taught workshops to math teachers around the country and benefited from the extensive training opportunities offered by the Center. During the past two years she has worked with the ITCEP office at the University of Minnesota, writing enrichment units for their Saturday Math Enrichment student programs and developing and instructing teacher in-service workshops. She has also worked with Pearson Achievement Solutions facilitating sessions around the country on how to improve teacher effectiveness by applying the principles of lesson study learning through the TIMSS video analysis.

#### **Cedar Park Technology Specialist**

A Technology specialist is essential in a STEM school. Tony Eatchel has an extensive background in computer software and hardware, having worked for eleven years in that professional field. He received his Bachelor of Science degree in Elementary Education from the University of Utah in 2006. He has served as the Technology Specialist at Cedar Park this past year and has developed an exemplary program, serving the needs of the staff as well as teaching the students. He has brought innovation through a number of new programs including Garage Band and the Cedar Park Student News Broadcast. He worked very cooperatively with each staff member, kindergarten through fifth grade, to integrate technology into their curriculum needs. He has worked diligently to support the professional training of the staff. He has guided the STEM magnet school plans with patience and wisdom.

### **Cedar Park Science Specialist**

Cathy J. Kindem's expertise in the field of science will serve Cedar Park well. She most recently was the Fifth Grade Team Leader at Diamond Path Elementary School in District 196 where she taught for six years. She is currently working on a Doctorate in Education and Administrative Licensure through Hamline University. Her Elementary Education minor was in science and chemistry. She has taught three graduate classes co-sponsored by Hamline University and District 196: Spectacular Science, Using Questioning Techniques to Differentiate the Curriculum, and Geometry. She is also a workshop presenter for the district. In 2006 she was the recipient of an Aerospace Education Foundation Grant. She has a special interest in science fairs and has judged science fairs, written a science fair coordinating handbook, and participated herself in the International Science and Engineering Fair, winning first and fourth place in Environmental Science.

Laurie Ollhoff, who is the District 196 Integration Enrichment Specialist will continue to train staff on how to develop classroom strategies for teachers to create opportunities for students, within the curriculum, and identify them for enrichment/gifted services. The goal is to increase the participation of students from under-represented populations to be seen as gifted students and receive those services.

**(a) Plan of operation**

The Secretary determines the extent to which the applicant demonstrates-

**(iv) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g., women and girls in mathematics, science, or technology courses, and disabled students;**

Through the integration plan, District 196 has focused on equity initiatives across the district through professional development, data analysis, and dialogue through

professional learning communities. We have a clear mission and that is to educate our students to reach their fullest potential. We have begun the process of looking at our weaknesses in terms of student participation in academic programming and lack thereof.

We have encouraged any student that has an interest in one of the magnet themes to consider applying. We do not use any entrance criteria or have any eligibility requirements with the exception of accommodating students who have severe needs and require a center based classroom.

To ensure that more students from underrepresented populations, the district developed a new program under the integration umbrella called **Integration Enrichment**. This program began in six of our eighteen elementary schools and has grown to eleven schools in 2006-07. The Integration Enrichment teachers work in collaboration with classroom teachers to identify students, who are not currently identified as gifted and talented, and then deliver enriched thinking skills, math, science, and literacy lessons. These teachers train staff on how to develop classroom strategies for teachers to create opportunities for students, within the daily curriculum. The goal is to increase the participation of students from under-represented populations who are identified for gifted and talented and received those services.

Next year, District 196 will bring in a new aspect to the Integration Enrichment model: **Young Scholars**. Five of the district's eighteen elementary schools will pilot Young Scholars next year, with the hopes of expanding the program to all eighteen schools the following year. Cedar Park STEM magnet will be one of the pilot sites for Young Scholars next year.

**Young Scholars** will be one facet of District 196's approach to **closing the achievement gap** that exists between white and underrepresented minority students. The

Young Scholar model embraces current thinking and researched-based practices for identifying and nurturing the gifted potential in students who have historically been overlooked for gifted services. It works with students who are not likely to be identified for gifted services using traditional identification methods and who, without an opportunity like Young Scholar, are less likely to pursue advanced levels of learning on their own. Historically, these students have lacked access to gifted services, advocates for their high potential, and affirmation of their advanced abilities.

Young Scholars are held to the same **high standards and performance** as other gifted students. The main difference is in the amount of support that is provided to promote and nurture their advanced ability. Early identification, coupled with early intervention, will allow Cedar Park and other district pilot schools to provide learning experiences that increase students' self-efficacy and the likelihood that they will be identified for gifted programs. Because gifted programs are a major gateway for participation in challenging and advanced classes in high school and higher education, access to these advanced learning opportunities must be provided to all students who have the potential to succeed. The long-term goal for the Young Scholars is that the students participate in Advanced Placement programs in high school and continue on to higher education.

District 196 hosted **Carol Horn**, the **Coordinator of Gifted and Talented in Fairfax County**, who oversees the Young Scholars Program. Carol was brought in to give a workshop to District 196 Integration Enrichment teachers, Gifted & Talented teachers, elementary principals, and district office staff in January 2007. It was after this workshop that district staff began to discuss the possibilities of Young Scholars in the elementary schools.



## World Languages at the Magnet Schools

The community surveys and engagement sessions showed the strong family interest for District 196 to offer world language instruction at the **new elementary magnet schools**. Members of the community have been asking for world language offerings at the elementary level for quite some time. District 196 staff saw that the new magnets would be the perfect opportunity to begin that programming.

A **World Language Task Force** for Elementary Magnets has begun to meet. This task force is researching world language best practices and will develop the curriculum frameworks and grade level goals and outcomes for the two elementary models. This will ensure that students at all levels can continue their language acquisition and thus have greater opportunities and develop meaningful relationships.

Glacier Hills and Cedar Park magnets will offer Spanish to all students, grades kindergarten-5<sup>th</sup> grade, in a **FLEX** (Foreign Language Exploration) model. The goals of FLEX programs are to introduce students to a foreign language and culture and to motivate them to pursue further language study. Fluency in the foreign language is not an objective. The classes are usually conducted in English with some basic communication in the foreign language. Classes will be offered during the school day as a scheduled activity. Any student wishing to take Spanish will be eligible.

Diamond Path International Studies magnet will offer a **FLES** (Foreign Language in the Elementary School) program in both Spanish and Mandarin Chinese. All students in grades kindergarten-5<sup>th</sup> grade will receive world language instruction in one language for a minimum of 90 minutes per week. Families at the school will be able to choose one of the two languages for their child to study. On April 18 & 19, 2007, Diamond Path hosted a world language introduction and presented to parents how to select a language

by giving an introduction to each by the teachers. Students could select any language they wanted.

There has been considerable interest in creating Chinese programs in the state of Minnesota. **Governor Tim Pawlenty** has led state efforts to bring **Mandarin Chinese** language classes to Minnesota schools. The Minnesota Department of Education (MDE) formed a state-wide group to research Chinese programs and has released a report that recommends expanding the availability of Mandarin Chinese language classes to more Minnesota schools.

“If our students are going to succeed in a more **globally competitive environment**, it’s essential that they learn a second language.” **Minnesota Education Commissioner Alice Seagren** said. “The recommendations in this report provide the groundwork for **preparing our students for the future** by making Mandarin Chinese language classes more available for Minnesota students.”

The **Mandarin Chinese FLES** program that is being put together at Diamond Path will follow the recommendations that are issued in this report. In fact, a member of the MDE group that released the report was Jon Pan, who is currently working at Diamond Path as a cultural Chinese teacher to develop this program. Mr. Pan is native Chinese and will be the Mandarin Chinese teacher for the FLES program at Diamond Path that will begin in fall 2007. The implementation of this new program has been widely accepted by the community, and parents of all backgrounds have applied for their children to attend Diamond Path because of the Mandarin Chinese program that will begin in Fall 2007.

The **Spanish FLES** program has also been a draw for families. Because the goals of a FLES program include reading and writing in a world language, native Spanish speakers are also drawn to this program. Students will leave Diamond Path with proficiency in listening and speaking, acquire an understanding of appreciation for other cultures, and acquire some proficiency in reading and writing.

The World Language Task Force includes teachers from all district levels: elementary, middle, and high school. The world language program has historically been a 6-12 grade program. This is the first time in the history of the world language department of District 196 that there will be a direct initiative for K-12 world language articulation. The work of this Task Force will continue into next year, as representatives from the world language departments from kindergarten-12<sup>th</sup> grade will begin an in-depth curriculum review study. In addition to reviewing curriculum at all levels, members of this committee will work on world language K-12 articulation.

**Girls Excel in Math (GEM)**, a program offered by the U of Minnesota ITCEP will also have a strong presence. This program is designed to increase the number of girls who participate in math and related disciplines. Cedar Park has had a long relationship with this program and will share that expertise with Glacier Hills.

**(a) Plan of operation**

The Secretary determines the extent to which the applicant demonstrates-

**(v) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.**

**District Level Recruitment Activities:**

Extensive work was done with the community to determine which schools should become magnet schools, which magnet themes should be considered and how best to

develop and promote the magnet schools. The work was done overseen by two district-level committees: The Magnet Program Options Task Force, which included district staff as well as community members; and the Magnet School Steering Committee, which currently included district staff. The recruitment research included staff and community input and surveys; task force efforts and recommendations; a review of magnet school best practices; visits to 26 magnet schools locally and nationally; attendance at magnet school conferences, and hosting several community engagement sessions.

Three key pieces of community research used in developing the recruitment plan were:

- Survey of district parents who enroll their child(ren) elsewhere In February 2006, the district sent a survey to resident parents whose children open enroll out of the district, are home-schooled or enroll in private or charter schools. The purpose was to ask why these parents choose to enroll their children elsewhere. Results showed that the vast majority of these parents enroll their children in schools that offer curriculum our district cannot offer (e.g. religious education), while a smaller number of respondents choose schools that offer programs our district does not currently offer (e.g. world languages in elementary school).
- Parent survey In March 2006, the district sent a survey to all district parents of elementary-aged children about their interest in magnet schools and specific magnet themes. Although this survey was available for response online or on paper, school staff and family liaisons worked with families in person and/or over the telephone to solicit responses. More than 2,500 parents responded to the survey: 33 percent of respondents had preschool-aged children at the time and 12 percent have children of color. Results showed that there is significant interest in

elementary magnet schools in the district and that science, technology, engineering and math (STEM) was the most popular magnet theme.

□ Community engagement sessions All district parents with children ages birth to 10 were invited to attend one of seven community engagement sessions held in September 2006. The sessions were broadly publicized and open to the public. Community members were made aware of the sessions through school newsletters, the district web site, as well as word of mouth through district staff and family liaisons. One session was held entirely in Spanish. The goals of the sessions were to share information about the three elementary magnet schools opening fall 2007 and to gather input from parents to help refine and shape the magnet themes. Four hundred people participated in the interactive sessions, using audience response system keypad technology which allowed for instant data gathering and immediate feedback for participants. Similar sessions were held with staff at each of the three magnet schools. Input from these sessions helped the district decide to offer an Arts and Science magnet theme, along with STEM and International Studies.

Information from the listed sources was analyzed and became critical pieces of information that drove many of the decisions that were made regarding the magnet schools.

**School Level Recruitment Activities:**

The first in school level recruitment activities involved working with the current families at each school. Parents were informed of proposed magnet changes through newsletters, parent informational evenings and staff communication. Over 96% of the current families chose to stay at their respective magnet school.

Increase overall enrollment and change the student enrollment mix to better reflect the district elementary average (22% in June 2006) at three elementary magnets as follows:

- Change the student enrollment mix at Cedar Park Elementary from 52% students of color by attracting more white students.
- Change the student enrollment mix at Diamond Path Elementary from 14% students of color by attracting more students of color.
- Change the student enrollment mix at Glacier Hills Elementary from 37% students of color by attracting more white students.

**District Level Recruitment Activities:**

District recruitment activities have included, in the last six months, developing materials such as well as making personal contact. **Target audiences** have been: all preschool families, all resident K-4 families who choose schools other than District 196 (open enrollment and one-year transfer out, charters, privates, home school), all current K-4 families, realtors, preschool teachers and child care centers, and daily and community newspapers (as a vehicle to reach others).

**Overview of district-level recruitment strategies**

The first strategy used was to develop a district infrastructure to support an effective, accurate and customer-friendly magnet school recruiting and registration process with consistent messages and materials; staff training and communication, and simple, clear and consistent registration rules.

Staff made a commitment to deliver information district-wide to ensure a common, consistent message; to deliver information in a timely fashion to target audiences through communication vehicles and people they trust; and to offer opportunities to learn more about magnets and experience them firsthand.

## **Recruitment Materials**

Mailings were done to families district-wide and to special groups. When appropriate, the mailings were translated into Spanish. Family liaisons also hand delivered materials to families. Recruitment materials included: postcards, a Guide to Elementary Schools in District 196, district newsletter articles, posters, fact sheets, and individual magnet school brochures. Resources such as the district website, which contains continual updates on process, tools, resources and background and the media, which contained news releases and articles on the new magnet schools, were also used.

Personal recruitment strategies were also used. These included working with district staff such as elementary school staff and early childhood staff, so they could in turn deliver consistent information to families. Family liaisons informed parents of magnet changes as well. Key influencers were also educated on the new magnet schools. District staff met with the following key influencers: preschool/child care providers, realtors, faith-based representatives, moms' groups, and gifted/talented parent groups.

Magnet school staff also provided "See it yourself" opportunities, which included:

- Special informational nights for families with children currently attending the three schools that will become magnets.
- *Spotlight on Schools*, which was held in January and included a special one-hour presentation at the three magnet schools.

**(b) Quality of personnel**

(1) The Secretary reviews each application to determine the qualifications of the personnel the applicant plans to use on the project.

District 196 magnet schools program will be overseen and implemented by a team of administrators who are exceptional leaders with a strong commitment to student achievement and innovative programs.

The salaries and fringe benefits of the full time project director, the Integration and Equity Coordinator, the Magnet School Resource Teachers and the Magnet School theme specialists will be assured by School District 196. In addition to these funded staff there are many district staff whose expertise in curriculum, integration, technology and leadership will be essential to the development of the schools. These are curriculum directors in various content areas, professional development coordinators, building principals and district technology staff. The district will continue to financially support these staff vital to our Magnet Schools.

**(b) Quality of personnel**

(2) The Secretary determines the extent to which—

**(i) The project director is qualified to manage the project;**

The **project director**, Michelle deKam Palmieri, has been working in the field of education for sixteen years. She has been in District 196 for her entire career, and was hired in August 2006 as Magnet School Coordinator. The primary objective of this new position was to oversee the development of the three elementary magnet schools in District 196.

Michelle's extensive knowledge of elementary curriculum and best teaching practices has been most helpful in the development of the magnet school framework for elementary schools. She has been a member of the Elementary Steering Committee which oversees the curriculum development cycle at the elementary level. She was a part



of the district literacy committee as a building trainer where she would receive training and then disseminate it to her staff. She has also been a test contact at the building level and has extensive knowledge of comprehensive, standardized accountability systems. She has written specific curriculum to engage students in international and culture studies. Michelle has also worked with gifted students and received training in differentiated instruction and brain-based research. This is all imperative as she oversees the programs at the three schools with various themes. Her expertise is aligned with current program goals and design at the magnet schools.

Michelle has a Bachelor of Arts in Child Psychology and a Bachelor of Science in Elementary Education, both from the University of Minnesota. She holds a Master of Arts from the University of St. Thomas and is completing her Administrative License at Hamline University in May 2007.

She has the leadership skills and extensive graduate work in educational administration to guide the project. Michelle has a collaborative nature that promotes teamwork and builds capacity of others. Her interpersonal skills are excellent. In a previous role as an Instructional Assistant, Michelle led staff meetings, designed yearly schedules, mentored teachers and facilitated cultural family events. Michelle is respected by the school principals, the magnet school staff and district office personnel and will be able to effectively communicate with and between the groups.

Michelle will be the liaison with the budgets, evaluation plans, contracted services, district staff and communications with developed policies and forms. She will be the primary contact in all magnet areas including district attendance, transportation, registration and recruitment of students.

Michelle's position is an in-kind contribution to this magnet project.

**(b) Quality of personnel**

(2) The Secretary determines the extent to which—

(ii) **Other key personnel are qualified to manage the project;**

**Superintendent of District 196**

**Mr. John Currie**, the Superintendent of District 196, is an established leader and lifelong educator and is giving significant administrative support to the magnet schools. Previous to becoming superintendent, Mr. Currie has been a science teacher, a middle school principal, and the Director of Secondary Education in District 196. John is well-respected by school district employees and is especially skilled at bringing together groups with opposing viewpoints. He approaches problems with a calm and collaborative manner. Last summer Mr. Currie traveled to China with a group of Minnesota educational leaders, and he has been instrumental in bringing a Chinese program to our District.

**Director of Elementary Education**

**Dr. Julie Olson**, Director of Elementary Education, has provided extensive leadership in numerous capacities to District 196. She has been the direct supervisor of the district magnet school steering committee in this planning year and will remain an integral member of the management of this program. Julie has been a teacher, a principal, curriculum coordinator, and currently the Director of Elementary Education overseeing all aspects of the elementary schools. Under her leadership, our District has expanded numerous programs. In addition to the magnet programs, Julie has led initiatives for continued math and literacy professional development, the realignment of the gifted and talented program, and the beginning of a pilot program for Young Scholars, a program

aimed at raising achievement levels for all students. Julie is a leader who is widely respected for her leadership style and her vision for new program design.

### **Integration and Equity Coordinator**

**Mr. Scott Thomas** is the Integration and Educational Equity Coordinator for District 196. Scott has served in this position for two years and a district employee for eight years. Scott received his Bachelors of Science at Minnesota State University, Mankato. He earned his Masters degree (M.Ed) in Teaching and Learning from Saint Mary's University in Winona, Minnesota. His graduate research focused on examining his classroom and school achievement gaps and best practices to close those gaps. Scott taught Social Studies at Apple Valley High School as well as at Rosemount Middle School. Scott is also currently enrolled in the administrative licensure program at Hamline University in St. Paul, Minnesota. He also teaches courses at Saint Mary's University Twin Cities Campus for graduate students earning their Masters degree in education. Courses include Human Relations, Diversity, and Indian History as well as Social Studies Teaching Methods.

### **Magnet School Principals**

**Mr. Jeff Holten** has been the principal at Glacier Hills Arts and Science Magnet School for five years. He has been a District 196 employee for 28 years. He was a classroom teacher for 19 years, teaching 3rd grade for 16 years and 6<sup>th</sup> grade science for 3 years. He was also an Instructional Assistant and Gifted and Talented teacher for three years. Jeff has worked with a wide range of students and community members through these district opportunities. He has served as the principal leader on the Gifted and Talented Task Force and the Community Collaborative Council. The latter was instrumental in developing a positive integration plan for District 196. He understands the range of

learning styles and methodologies needed to reach all learners and supports teachers in gaining more of that understanding. Jeff involves staff and parents in decision-making at the building level and seeks input from community members and students when appropriate. He often introduces himself as a science teacher and will be able to provide exceptional leadership for this program.

**Ms. Lynn Hernandez** has been principal at Diamond Path International Studies Magnet School since July 2004. Capitalizing on staff strengths, Diamond Path traditions, and her own experiences, Lynn has guided the staff toward the decision to become a magnet school, the selection of the theme, and the development of curriculum and objectives for the International Studies theme. Lynn's life experiences have taken her from Texas, to Oregon, to Germany, and then to Minnesota. Lynn began her journey in the district as a fourth grade teacher from 1996-2001. For the next three years she held the position of Instructional Assistant. Lynn then became Diamond Path's principal. The international theme is in capable hands as Lynn believes her goal as is to create an educational environment where all who enter feel valued and are empowered to reach their full potential. Lynn will be traveling to China in summer of 2007 with the Minnesota Delegation, sponsored by the Chinese Ministry of Education, to learn more about Chinese education and bringing a stronger component to the International Studies Magnet School at Diamond Path.

**Ms. Marge Gruenes** has been an elementary school educator for 33 years. Sixteen years as a classroom teacher and seventeen years as principal. She received her Bachelor of Arts from the College of St. Benedict, St. Joseph, MN; her Masters in Elementary Education from the University of Minnesota, Minneapolis-St. Paul; and a Specialist in Administration from St. Cloud State University, St. Cloud, MN. As principal, she has led

Cedar Park staff through several significant changes as a result of a changing demographics of the student population. Change began with the acknowledgement that all students can learn to their fullest potential and accomplishing results comes from high expectations of staff and students. She has prioritized Cedar Park's budgets to support staff development in best practices, lower class sizes, experiential learning through field trips and up to date curriculum for the classroom. She leads the staff as a professional learning community and meets weekly with staff teams and leaders to assure the Cedar Park Site Plan goals are on target and interventions are planned and appropriate. Believing that teachers should teach and students should learn and that principals should try to bring down the barriers that prevent that from happening, Margaret has initiated several programs that have benefited Cedar Park families as well as families districtwide. She Co-chairs the Family Services Collaborative which provides emergency support to families who are in danger of eviction or need of other critical help. She designed the summer academy program for Cedar Park through a collaboration with the Apple Valley Police Department. The program was approved by the State Department of Education and is currently supported through targeted services and is implemented districtwide. Three District 196 superintendents have tapped her leadership to organize district levy and bond referendums which require hundreds of hours of work with district staff, community leaders and volunteers to assure the public has the information they need to make their decisions at the ballot box. As principal, she will use her background, experience, work ethic and passion to help lead Cedar Park as it successfully changes to a STEM Magnet this fall.

### **In-Kind Staff Positions:**

The development of three new magnet schools in District 196 has taken a collaborative effort among many people. Positions at both the school level and district level that have worked on this include Superintendent John Currie, Director of Elementary Education Dr. Julie C. Olson, Director of Federal and State Implementation Rule Jane Berenz, Integration and Equity Coordinator Scott Thomas, Magnet School Coordinator Michelle deKam Palmieri, Assessment Specialist John Lindner, Elementary Curriculum Specialist Dr. Kristine Samsel, and Integration/Magnet School Secretary Patricia Kaiser. **All of these positions are in-kind contributions** to the magnet school development.

### **External Evaluators: Russell Communications, Ltd.**

Founded as a cellular telephone and accessories regional subsidiary of Verizon Wireless and T-Mobile in 2003, Russell Communications, Ltd. (RussComm<sup>®</sup>) has evolved steadily from a small retail outlet in Brooklyn Park, Minnesota to a full-fledged consulting practice. RussComm has 10 consultants, half located in Minnesota and half around the United States. Its work spans the public sector from municipal to federal, from education to healthcare. RussComm has the benefit of being knowledgeable about Minnesota while being engaged nationally and internationally in a wide-ranging set of public issues. The firm consists of a small group of thought educational leaders and advanced practitioners of the strategies required to turn promising ideas into workable solutions that produce better results for citizens. Regardless of the assignment, the firm continues to fulfill its historic aim to provide smart, strategic counsel to nonprofit, educational institutions, new and historic immigrant groups, corporate, state and federal

government clients, helping each organization identify opportunities, solve problems, and plan for the future.

We help organizations identify and focus on those programs and strategies that most clearly address long-term vision and mission and have the greatest potential for impact. We do this by:

- Assessing initiatives under consideration
- Identifying gaps in the field
- Creating opportunities for niche programming
- Exploring the potential to leverage resources through partnerships
- Developing action plans for achieving program goals

Specific services to K-12 and higher educational institutions, nonprofits, foundations, corporate, and community-based organizations include:

- Needs assessment and asset mapping
- Program design, evaluation, and implementation
- Diversity training and talent acquisition strategy
- Grant making strategy
- Multicultural curriculum design
- Social responsibility advisory services
- Workforce training and development
- Conducting organizational assessments and determining internal strengths and weaknesses

**Emmanuel Dolo, Ph. D.** is the Principal Investigator on the District 196 research/evaluation project. He earned a doctorate from the University of Minnesota in applied research and is currently the Director of Educational Equity and Integration at

South Washington County Schools. He has taught graduate courses at the University of Minnesota, Augsburg College, and Montreat College. He is a published author with nearly 50 articles, both in the popular and academic press as well as two books and a monograph. He has been an evaluator for nearly 12 consecutive years. He is the President and CEO of Lifeworks International, an applied research and strategic management consulting company which aligns organizations and human resources for strategic business results. His clients include Professional Association of Treatment Homes (PATH), Washington County Juvenile Corrections Department, Hennepin County Department of Human Services, the City of Brooklyn Park, Michigan Works, and many others.

**Keith Mayes, Ph. D.** is senior consultant with RussComm and an assistant professor in the Department of African American & African Studies at the University of Minnesota, Twin Cities. His teaching and research interests include the Civil Rights and Black Power Movements of the 1960s; the history and practice of Ethnic Studies; ethnic holiday traditions; race pedagogy; desegregation and civil rights policy. In addition, Keith Mayes is the owner of the Mayes Educational Group, which provides consultant services in the areas of institutional diversity and multiculturalism, curriculum redevelopment, and critical Ethnic Studies practices. He has appeared on various media outlets, such as KARE-11 News, WCCO Channel 4, Minnesota Public Radio, and Radio Minnesota, as well as lectured in churches, schools, and businesses throughout the state and the Twin Cities Metro area. Mayes received his Ph.D. from Princeton University.

**Wynfred Russell, MA** is CEO/managing partner with RussComm and senior consultant on this project. Currently an adjunct faculty member at North Hennepin Community College and Century College, and formerly taught in the Department of African



American & African Studies at the University of Minnesota, Twin Cities for five years. He specializes in community capacity building, multicultural curriculum development, program evaluation, African American and African relations, and HIV/AIDS prevention. Most recently, Russell served as the district-wide diversity and student services coordinator at Intermediate School District 281 in Plymouth. Russell has also made numerous appearances on MPR, NPR, BBC, CBS, CNN, WCCO, KARE-11, the Star Tribune, and the Detroit Free Press. He has also written several topical articles on African Americans and African immigrants in Minnesota. Russell holds a masters degree from Northern Michigan University and a graduate certificate in Third World Studies from NC State University is currently a Ph.D. student in curriculum and instruction at the University of Minnesota, Twin Cities.

**Barb Nicol, Marketing Consultant**

District 196 has hired Barb Nicol of Barbara Nicol Public Relations. Barb Nicol has **20+ years experience in the communications field**. She spent six years with an advertising agency and two years as Communications Director for a consortium of private colleges prior to founding Barbara Nicol Public Relations in 1990.

Barb's firm **serves the public relations needs of clients in the education and non-profit sectors**. Her services include strategic communications planning, publication development and marketing training.

Barb has **worked with dozens of school districts and educational associations**, and has presented at local, regional and national conferences on school marketing and communications strategies. She is a past-president of the Minnesota School Public Relations Association (MinnSPRA) and has received the Public Relations Society of America APR accreditation, a credential given to PR professionals who demonstrate expert knowledge, experience and judgment in public relations (APR – Accredited in Public Relations).

**Clients have included:** several Minnesota school districts; Jefferson County and Douglas County School Districts (Colorado); the National School Public Relations Association (NSPRA); MESPA (Minnesota Elementary School Principals Association); MASSP (Minnesota Association of Secondary School Principals); MASA (Minnesota Association of School Administrators); MACAC (Minnesota Association for College Admission Counseling); the Minneapolis Youth Coordinating Board; the Minnesota Private College Council; the University of Minnesota-Center for Early Education and Development; and Dakota County.

**Project work includes:** development and implementation of strategic marketing or communications plans; workshops on marketing and customer service; publication writing and development; project management; and program evaluation.

**(b) Quality of personnel**

(2) The Secretary determines the extent to which—

(iii) **Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools;**

**Qualifications of Magnet School Resource Teachers**

Each of the magnet schools will have a Magnet Resource Specialist. They will support all the activities described in this proposal pertaining to their specific program. They will be the primary coordinators of project planning and program design. Each Magnet School Resource Teacher, called a teacher on special assignment (TOSA), will lead staff through the first three years of the magnet school development, work with the building principal to establish program goals, and collaborate with building and district staff. These teachers will have the following qualifications: successful teaching experience with children of diverse ethnic, cultural and socioeconomic backgrounds; experience leading collaborative curriculum development; ability to work cooperatively and

effectively with children, teachers, administrators, staff, parents, volunteers and community members; and have experience in teacher training.

### **The Role of the Magnet School Resource Specialist**

Each Magnet School Resource Specialist, or teacher on special assignment (TOSA), will facilitate the writing and development of themed curriculum, organize staff development opportunities, infuse the magnet theme through specific activities, events and materials; organize and maintain records for individual school budgets and student achievement data, assist with the creation and dissemination of communication about the magnet programs, meet with prospective students and families, establish community partnerships and collaborate with staff as needed. They will be asked to assist district committees in promoting and establishing magnet school protocols. They will be continually evaluating the program to maintain a high level of academic rigor in core subject areas.

### **Monica Foss, Magnet School Specialist for Cedar Park**

Monica Foss has taught in a variety of school settings, grade levels, and subject matters over her 34 years of teaching. A common goal, wherever she has taught, has been to design classrooms that recognize, understand, appreciate, and accommodate the needs and individuality of all students. She knows how to apply different instructional strategies and management techniques to address academic differences among students, taking into consideration individual readiness levels, strengths, interests, and learning styles. She has a Masters in Curriculum and Instruction from the University of Minnesota and worked as a reading specialist for a number of years. While teaching at Breck School, Monica's primary responsibility was to address the learning needs of individual students, whether it was to make accommodations in the regular classrooms, provide tutoring, address

emotional needs, design new classes using the students' learning strengths, or teach study skills. She wrote interdisciplinary, multi-age, arts-infused, constructivist curriculum at Prairie Creek Community School. She has taught in the Gifted/Talented/Enrichment program in District 196 for eight years and will soon complete a Masters in Gifted Education from St. Thomas University. She has designed a number of all-school programs that have offered enrichment opportunities through accelerated academics, the arts, and community service at Cedar Park. All of the learning experiences over the years have been tapped as she has worked this year in the Teacher on Special Assignment (TOSA) position to support Cedar Park in designing a new magnet program.

**Janet Gulden, Magnet School Specialist for Diamond Path**

Janet Gulden has been a teacher in District 196 for twenty-eight years working as a special education teacher, a primary and intermediate elementary classroom teacher, a teacher-on-special assignment for professional development, and the developer and instructor in a program for academically at-risk elementary students. She holds a Masters degree from the University of Minnesota, is licensed to be a k-12 principal, has been an adjunct college instructor, and is currently a doctoral student in Educational Leadership and Organization. She plans to center her doctoral research on the development of world language programs in the elementary school. Janet has done extensive graduate work in literacy instruction and gifted education. Before coming to Diamond Path to be the magnet resource specialist, she worked extensively with the development of school achievement goals at the site level and the use of data to drive instruction. One of Janet's strengths is the ability to facilitate collaborative groups.

### **Tami Staloch-Schultz, Magnet School Specialist for Glacier Hills**

Tami Staloch-Schultz has been an educator in District 196 for 20 years. She has taught second through fifth grade students as a classroom teacher, Assurance of Mastery for second and fifth graders, and numerous elective classes. Tami has been an Instructional Assistant supporting three different principals, staff and students. This role has included leading professional learning communities, organizing standardized testing in the building, facilitating professional development for teachers, representing the school on various district and building committees and providing learning experiences for students such as residencies, lyceums and field experiences. She was involved in the first year opening of an elementary school initiating innovative practices for staff and students. Tami has a Masters in Educational Administration and Leadership and is pursuing a Specialist degree and licensure in K-12 administration.

### **Magnet Theme Specialists**

#### **Glacier Hills Science Specialist**

Jill Jensen will be the Science Specialist at Glacier Hills. She has been a science teacher for 12 years working with multiple age groups. She has opened a middle school science magnet school in Minnesota and written the science curriculum for the school. She is currently working with elementary students teaching the FOSS science curriculum and collaborating with teachers to support their classroom instruction. The role of the science specialist will be to provide a rigorous, hands-on experience in science topics. She will also provide training for our staff and collaborate with the specialists in art, music, physical education, media and technology.

### **Glacier Hills Visual Arts Specialist**

Erin Grimsrud has been teaching art at Glacier Hills for the past two years. She has an Art and Art History major from the University of Minnesota and a Master of Arts in Teaching from Minnesota State University, Mankato. As the visual arts specialist, she will provide students with opportunities and experiences in painting, drawing, color, ceramics, textiles and other mediums. She will provide historical and bibliographic perspectives of art pieces, people, and cultures. Students will discover art as a communication tool and a personal reflection. The understanding of other cultures through the arts will be emphasized. Discovering artists and their various styles will be incorporated. Erin will collaborate with teachers and students to help integrate art into the other curricular areas for deeper understanding.

### **Glacier Hills General Music Specialist**

Kylee Spencer has been teaching music at Glacier Hills for the past two years. She is a graduate of St. Olaf College in music with a K-12 teaching license. She is completing her Master's in Michigan. Students in K-5 will have regular instruction with the general music specialist. Kylie will lead them to make discoveries in voice, movement, instrument, note reading and performance. Authentic instruments from around the world will be available for students to explore and integrate cultural knowledge. Theory and composition skills are encouraged and explored more fully through Garage Band, which will integrate technology. Rhythmic and folk dances are part of instruction. Under Kylie's instruction, each grade level has a large scale musical performance highlighting the learned skills of songs, movement, instruments, speaking, and acting. These provide opportunities for all school assemblies and evening family gatherings.

### **Glacier Hills Spanish Specialist**

A Spanish teacher will enrich all students with 30-50 minutes of language/ culture each week working in a FLEX (foreign language exposure) model. Students will learn basic phrases and vocabulary in Spanish. The goal of this FLEX program is to introduce students to Spanish language and culture, and to create enthusiasm for pursuing further language in middle school and high school. This teacher will be fully licensed to teach Spanish at the elementary level. We anticipate hiring this position in the spring/summer of 2007.

### **Glacier Hills Technology Specialist**

A Technology specialist will enhance the use of the mobile lab, interactive whiteboards, specific themed software, communication, and other technology tools to promote the science and art initiatives and to help students become part of global society through visual literacy. The technology specialist will work in partnership with classroom teachers to build capacity for a teacher's independent use of technology. Our goal is to have all staff in the building proficient in the use of technology and able to work with technology independent of the specialist. We anticipate hiring this position in the spring/summer of 2007.

### **Diamond Path Spanish and Mandarin Chinese specialist**

Spanish and Mandarin Chinese teachers will teach in a FLES (foreign language in the elementary school) model. This model focuses on the development of listening and speaking skills along with cultural awareness. It follows the natural sequence of language learning: understanding, speaking, reading, and writing.

Because we want our students to develop a level of proficiency, Diamond Path students will receive instruction in one language only. They will select either Spanish or

Mandarin Chinese and be expected to remain with that language throughout their elementary years. Students will receive ninety minutes of language instruction each week. Because more students have selected Spanish as their language, Diamond Path will require two Spanish teachers and one Chinese teacher. Each teacher will be fully licensed to teach their language at the elementary level.

Janjiang (Jon) Pan will be the full-time Mandarin Chinese specialist at Diamond Path. He is a native of China and was educated in China until he came to the United States in 1994 to study at Ohio University. In addition to being a licensed K-12 Mandarin Chinese teacher, Mr. Pan also is licensed as an English Language Learner (ELL) teacher. He currently works in District 196 as an ELL teacher one hour per day at the high school level and spends the rest of his teaching time as the Chinese Cultural Specialist at Diamond Path. Jon has been a member of the State of Minnesota Chinese language task force.

Senor Ivan Ayon is our Spanish specialist, and is licensed as a K-12 Spanish teacher. Ivan's parents are from Mexico and he grew up in a Spanish-speaking home in California. He started elementary school as a non-English speaker. Ivan studied in Spain and is able to share elements of both the Mexican culture and the Spanish culture. Ivan's experience as a non-English speaker in an American school has enabled him to develop relationships with our ELL students and families.

We anticipate hiring our second Spanish specialist in the spring/summer of 2007.

#### **Diamond Path Technology Specialist**

A Technology teacher will enhance the use of the mobile lab, interactive whiteboards, specific themed software, communication and other technology tools to help students learn more about the global world. The opportunities for global video-



conferencing are especially significant for an International Studies School. This specialist will work in partnership with classroom teachers to build capacity for a teacher's independent use of technology within the classroom. Our goal is to have all staff in the building proficient in the use of technology and able to work with technology independent of the specialist. We anticipate hiring this position in the spring/summer of 2007.

#### **Cedar Park Mathematics/Engineering Specialist**

Kristine Bye Strandness has extensive experience and expertise in the area of elementary school mathematics/engineering and teacher professional development. As a teacher in Eden Prairie for thirty years, she specialized in mathematics. She was one of the primary district resources for math in-service training. She developed and taught an accelerated math program for fifth and sixth graders during the last five years with Eden Prairie. As an instructor for the Center for Innovation in Education, the originators of "Math Their Way" and "Math, A Way of Thinking," she taught workshops to math teachers around the country and benefited from the extensive training opportunities offered by the Center. During the past two years she has worked with the ITCEP office at the University of Minnesota, writing enrichment units for their Saturday Math Enrichment student programs and developing and instructing teacher in-service workshops. She has also worked with Pearson Achievement Solutions facilitating sessions around the country on how to improve teacher effectiveness by applying the principles of lesson study learning through the TIMSS video analysis.

#### **Cedar Park Technology Specialist**

A Technology specialist is essential in a STEM school. Tony Eatchel has an extensive background in computer software and hardware, having worked for eleven

years in that professional field. He received his Bachelor of Science degree in Elementary Education from the University of Utah in 2006. He has served as the Technology Specialist at Cedar Park this past year and has developed an exemplary program, serving the needs of the staff as well as teaching the students. He has brought innovation through a number of new programs including Garage Band and the Cedar Park Student News Broadcast. He worked very cooperatively with each staff member, kindergarten through fifth grade, to integrate technology into their curriculum needs. He has worked diligently to support the professional training of the staff. He has guided the STEM magnet school plans with patience and wisdom.

#### **Cedar Park Science Specialist**

Cathy J. Kindem's expertise in the field of science will serve Cedar Park well. She most recently was the Fifth Grade Team Leader at Diamond Path Elementary School in District 196 where she taught for six years. She is currently working on a Doctorate in Education and Administrative Licensure through Hamline University. Her Elementary Education minor was in science and chemistry. She has taught three graduate classes co-sponsored by Hamline University and District 196: Spectacular Science, Using Questioning Techniques to Differentiate the Curriculum, and Geometry. She is also a workshop presenter for the district. In 2006 she was the recipient of an Aerospace Education Foundation Grant. She has a special interest in science fairs and has judged science fairs, written a science fair coordinating handbook, and participated herself in the International Science and Engineering Fair, winning first and fourth place in Environmental Science.

### **Cedar Park Spanish Specialist**

A Spanish teacher will enrich all students with 30-50 minutes of language/ culture each week working in a FLEX (foreign language exposure) model. Students will learn basic phrases and vocabulary in Spanish. The goal of this FLEX program is to introduce students to Spanish language and culture, and to create enthusiasm for pursuing further language in middle school and high school. This teacher will be fully licensed to teach Spanish at the elementary level. We anticipate hiring this position in the spring/summer of 2007.

### **Professional Development for Classroom Teachers**

Staff professional development will be partnered with the resources to assure proper use of materials and knowledge. This will increase the longevity of the plans. There has already been clear impact of professional development dollars from our state integration plan towards diversity training, Responsive Classroom, and various arts training. Initial training this summer in Inquiry and writing of interdisciplinary curriculum this summer shows our structural plans for meaningful professional practices to be in place prior to opening the doors to new students as magnet schools. With increased funding to provide innovative curriculum and hands-on resources for the students to explore and apply knowledge, our programs will be sustainable. We have district funds that currently support ongoing training in literacy and math for all classroom teachers, Title 1 teachers and special education staff. This local commitment in these core curricular areas allows us to focus other resources on the professional development particular to our project.

Key staff members have worked to secure local grants and business partnerships in the past, and are looking to the future. Some of these funds have already given our

school the ability to offer extra quality opportunities for our students. These resources will continue to be sought out to provide rich experiences. Many of these grants and partnerships have been established for over five years and the likely hood of these supplemental sources to continue is strong.

Each of the three magnet schools has created a professional development plan specific to their theme and the needs of their school. In addition, the schools have contracted with specific organizations, consultants, and universities to conduct professional development and provide ongoing support. Glacier Hills has contracted with Hamline University, Mr. Todd Carlson, Origins, and the University of New Hampshire. Cedar Park has contracted with the Science Museum of Minnesota, Mr. Todd Carlson, The Bell Museum of Minnesota, and Origins. Diamond Path's contracts are Hamline University, Mr. Todd Carlson, Origins, and the Minnesota Humanities Commission. The District is requesting funds for teacher stipends for professional development, interdisciplinary curriculum writing, and curriculum alignment with district and state standards. These activities will take place after regular school hours.

Each magnet school will integrate the magnet theme into the district curriculum and state standards and create expanded interdisciplinary and inquiry based lesson plans specific to the magnet theme while meeting the needs of diverse learners.

Teachers need professional development to carry out the new, innovative magnet themes and the inquiry-based curriculum that will be developed. Professional development will also provide a high quality academic program that meets the needs of diverse learners.

**(b) Quality of personnel**

(2) The Secretary determines the extent to which—

(iv) The applicant, as part of its nondiscriminatory employment practices will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.

District 196 follows all federal and state laws regarding hiring practices. This is made public through employee handbooks, the district intranet for employees, posters in schools and district buildings. Union representatives are made aware of these practices through their membership information as well. The School Board reviews these policies on a regular basis and structural administration (Human Resources) ensures that they are fully implemented. See attached district policies for non-discriminatory practices.

**(b) Quality of personnel**

(3) To determine personnel qualifications, the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel's knowledge of and experience in curriculum development and desegregation strategies.

**Curriculum Development:**

A key member of our Magnet School Steering Committee is Dr. Kristine Samsel. Dr. Samsel is a regional expert of early literacy strategies. She has trained at The Ohio State University and the University of Minnesota in numerous literacy programs including Reading Recovery and Early Literacy Learning Initiative. Dr. Samsel is currently facilitating the elementary social studies committee and co-facilitating the elementary world languages committee. Kris works closely with coordinator Dr. Renee Ervasti. The two of them train literacy and math trainers and facilitate the professional development of all elementary teaching staff in District 196. The two of them have in-depth knowledge of best instructional practices and lesson design. They also specialize in Differentiated Instruction and lead the elementary cluster teachers through their professional learning.

Dr. Julie Olson, Director of Elementary Education, and Jane Berenz, Director of Federal and State Implementation Rule, also have significant experience developing curriculum and leading district initiatives.

**Desegregation Strategies:**

The Minnesota Department of Education hosts an annual conference on desegregation with specific training on integration best practices. Members of the Magnet School Steering Committee have attended this conference regularly. Significant research has been made available to the Magnet School Steering Committee to inform them of desegregation best practices through visits, research, experts in the field, and dialogue..

Scott Thomas is a member of the Cultural Competency Advisory Board hosted by the University of Minnesota College of Education and Human Development. This board meets five times per year and brings in speakers whose expertise is cultural competence as it relates to desegregation issues and strategies. Members of this Board consist of Integration Coordinators and specialist staff in the field in the Twin Cities area.

Scott Thomas also serves on the Board of the Saint Paul Urban League and is also a member of the Lakeville/Burnsville Community Collaboration Council that has developed the integration plan between the two districts.

**(c) Quality of project design**

(1) The Secretary reviews each application to determine the quality of the project design.

The main components of the magnet school plan are designed to help bring about system-wide change in attendance areas, school choice, student achievement, and district staff preparation.

The three magnet schools share common themes that are critical **trademarks** - 1) a commitment to **inter-disciplinary, inquiry based teaching and learning** offered in an **academically rigorous, standards-based environment**; 2) a commitment to ongoing and carefully sequenced **professional development**; 3) use of up to **date technology** for students and teachers used in a manner that **improves student learning** and teaching; 4) a **world language offering** to students in a cultural context; 5) access to **curriculum specialists** with expertise in content areas that will identify and share best practices with staff; 6) meaningful, ongoing **relationships** with local businesses, colleges, and community agencies that provide expert information and resources; 7) two-way **parental involvement activities** that connect the parents to curriculum and teachers to parents for the purpose of improving student achievement. These trademarks are consistent with ongoing district initiatives aimed at improving student learning and instruction.

**(c) Quality of project design**

(2) The Secretary determines the extent to which each magnet school for which funding is sought will--

- (i) **Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds;**

**Through the use of magnet schools, District 196 will expand on the implementation of innovative, comprehensive educational methods that will have a dramatic and positive impact on our district.**

District 196 has 22.26% student of color at the elementary level. Cedar Park, the district's racially isolated school, is currently at 55.15% students of color. Glacier Hills, who was initially identified as a racially isolated school, is now at 37.73% students of color. See the **District 196 Diversity Report** for feeder school comparisons, in the attachment section. The magnet school plan will reduce the number of students of color

at Cedar Park and Glacier Hills, and draw students of color into Diamond Path, who currently has 15.45% students of color.

To address racial isolation, the following guidelines were developed and adopted by the School Board (see attached Board Exhibit) to ensure access for all students to be eligible for school choice.

### **School Choice and Transportation**

1. Any elementary student who lives in the district will have the opportunity to apply for any of the three magnet schools. Enrollment will be determined by the process described below.
2. Transportation will be provided using existing district transportation guidelines as defined in Policy 707 Student Transportation.
3. Kindergarten applicants who live outside of the attendance area of the magnet school will be encouraged to apply for Kindergarten Plus. There is a fee for this extended day experience. Scholarship dollars are available for those who qualify. If parents choose the half-day kindergarten program at a magnet school, district transportation will be provided one way only; parents will be responsible for providing mid-day transportation.
4. Students who live outside district boundaries may apply to any magnet school but will be considered after the selection of district students is completed. No district transportation will be provided for non-residents except as defined in Policy 502 Student Transfers, section 3.6.

### **Guidelines**

9. District 196 will provide a fair and open process for enrolling students in the magnet schools. This process will be reviewed annually.



10. Each year, the district will publish the timeline and process for application and selection.
11. The annual application and selection process will be administered by the Magnet School Coordinator, with final approval from the Superintendent.
12. To qualify as an applicant for spaces remaining after all attendance area enrollments are complete, a family must complete and submit an application on or before February 1, 2007.
13. If the number of applicants exceeds available space, a random selection process will determine placement or wait list status for each of the elementary magnet schools.
14. Families will be notified of placement or wait list status by February 15, 2007. Those placed must accept or decline by March 1, 2007.
15. Once enrolled, students may remain at the magnet school as long as their enrollment continues uninterrupted.
16. Other student transfers will follow Policy 502 Student Transfers, and its related administrative regulations.

### **Enrollment Provisions**

#### **Attendance Area Enrollment**

The following students will be enrolled if they indicate their intent to attend the magnet school (no application necessary):

- Students who currently attend or live in the attendance area of a magnet school.
- Incoming kindergarten students who live in the attendance area of a magnet school.

- Applicants who live outside of the attendance area of a magnet school, but have one or more siblings currently enrolled there.
- Students who move into the attendance area of a magnet school.
- Students who are District 196 residents and attend daycare in the attendance area of a magnet school, in accordance with Policy 502 Student Transfers.

All other students must complete the magnet school application process to be considered for enrollment.

**Enrollment Process**

Placements will be made by a random draw from the following applicant groups in the order listed below. To preserve gender equity, applicants within each group will be sorted by gender, and applications will be drawn alternately from each gender set. If a second choice school is indicated on the application, this will be considered after all first choices in the applicant group have been processed. If space no longer remains when a name is drawn, the student will be added to a waiting list for his/her first choice school.

<b>Order</b>	<b>Enrollment</b>	<b>Cedar Park</b>	<b>Diamond Path</b>	<b>Glacier Hills</b>	
<b>1</b>	<b>Attendance Area Enrollment</b>	Students currently enrolled and/or residing in the attendance area of a magnet school			
<b>2a</b>	<b>Reserved Enrollment</b>	Diamond Path* and Glacier Hills* students	Cedar Park* students eligible for free or reduced priced meals	Cedar Park* students	
<b>2b</b>			Cedar Park* students		Diamond Path* students
<b>2c</b>			Glacier Hills* students		
<b>3a</b>	<b>General Enrollment</b>	District 196 residents			
<b>3b</b>		Non-district Residents			

*\*denotes current students and incoming kindergarten students*

### **Reserved Enrollment Process**

Cedar Park Elementary meets the statutory description of a racially identifiable school and is named in the integration plan of District 196. Students in the Reserved Enrollment will be enrolled in the following order:

5. Cedar Park students (current and incoming kindergarten) who qualify for free or reduced-price school meals applying to Diamond Path.
6. Other Cedar Park students (current and incoming kindergarten) applying to attend Diamond Path.
7. Cedar Park students (current and incoming kindergarten) applying to attend Glacier Hills.
8. Diamond Path and Glacier Hills students (current and incoming kindergarten) applying for a magnet school other than their own.

### **General Enrollment Process**

Students in the General Enrollment will be randomly selected in the following order:

1. All remaining applicants who are District 196 residents.
2. All applicants who are non-district residents.

The enrollment guidelines using a non-racial identifier will allow for the full participation of all students. To further ensure the inclusion of students within the magnet school setting, the following programs have been developed or will be developed.

A new program under the integration umbrella called **Integration Enrichment**. This program began in six of our eighteen elementary schools and has grown to eleven schools in 2006-07. The Integration Enrichment teachers work in collaboration with classroom teachers to identify students, who are not currently identified as gifted and talented, and then deliver enriched thinking skills, math, science, and literacy lessons. These teachers

train staff on how to develop classroom strategies for teachers to create opportunities for students, within the daily curriculum. The goal is to increase the participation of students from under-represented populations who are identified for gifted and talented and received those services.

Next year, District 196 will bring in a new aspect to the Integration Enrichment model: **Young Scholars**. Five of the district's eighteen elementary schools will pilot Young Scholars next year, with the hopes of expanding the program to all eighteen schools the following year. Cedar Park STEM magnet will be one of the pilot sites for Young Scholars next year.

**Young Scholars** will be one facet of District 196's approach to **closing the achievement gap** that exists between white and underrepresented minority students. The Young Scholar model embraces current thinking and researched-based practices for identifying and nurturing the gifted potential in students who have historically been overlooked for gifted services. It works with students who are not likely to be identified for gifted services using traditional identification methods and who, without an opportunity like Young Scholar, are less likely to pursue advanced levels of learning on their own. Historically, these students have lacked access to gifted services, advocates for their high potential, and affirmation of their advanced abilities.

Young Scholars are held to the same **high standards and performance** as other gifted students. The main difference is in the amount of support that is provided to promote and nurture their advanced ability. Early identification, coupled with early intervention, will allow Cedar Park and other district pilot schools to provide learning experiences that increase students' self-efficacy and the likelihood that they will be identified for gifted programs. Because gifted programs are a major gateway for

participation in challenging and advanced classes in high school and higher education, access to these advanced learning opportunities must be provided to all students who have the potential to succeed. The long-term goal for the Young Scholars is that the students participate in Advanced Placement programs in high school and continue on to higher education.

District 196 hosted **Carol Horn, the Coordinator of Gifted and Talented in Fairfax County**, who oversees the Young Scholars Program. Carol was brought in to give a workshop to District 196 Integration Enrichment teachers, Gifted & Talented teachers, elementary principals, and district office staff in January 2007. It was after this workshop that district staff began to discuss the possibilities of Young Scholars in the elementary schools.

#### **World Languages at the Magnet Schools**

The community surveys and engagement sessions showed the strong family interest for District 196 to offer world language instruction at the **new elementary magnet schools**. Members of the community have been asking for world language offerings at the elementary level for quite some time. District 196 staff saw that the new magnets would be the perfect opportunity to begin that programming.

A **World Language Task Force** for Elementary Magnets has begun to meet. This task force is researching world language best practices and will develop the curriculum frameworks and grade level goals and outcomes for the two elementary models. This will ensure that students at all levels can continue their language acquisition and thus have greater opportunities and develop meaningful relationships.

Glacier Hills and Cedar Park magnets will offer Spanish to all students, grades kindergarten-5<sup>th</sup> grade, in a **FLEX** (Foreign Language Exploration) model. The goals of

FLEX programs are to introduce students to a foreign language and culture and to motivate them to pursue further language study. Fluency in the foreign language is not an objective. The classes are usually conducted in English with some basic communication in the foreign language. Classes will be offered during the school day as a scheduled activity. Any student wishing to take Spanish will be eligible.

Diamond Path International Studies magnet will offer a **FLES** (Foreign Language in the Elementary School) program in both Spanish and Mandarin Chinese. All students in grades kindergarten-5<sup>th</sup> grade will receive world language instruction in one language for a minimum of 90 minutes per week. Families at the school will be able to choose one of the two languages for their child to study. On April 18 & 19, 2007, Diamond Path hosted a world language introduction and presented to parents how to select a language by giving an introduction to each by the teachers. Students could select any language they wanted.

There has been considerable interest in creating Chinese programs in the state of Minnesota. **Governor Tim Pawlenty** has led state efforts to bring **Mandarin Chinese** language classes to Minnesota schools. The Minnesota Department of Education (MDE) formed a state-wide group to research Chinese programs and has released a report that recommends expanding the availability of Mandarin Chinese language classes to more Minnesota schools.

“If our students are going to succeed in a more **globally competitive environment**, it’s essential that they learn a second language.” **Minnesota Education Commissioner Alice Seagren** said. “The recommendations in this report provide the groundwork for **preparing our students for the future** by making Mandarin Chinese language classes more available for Minnesota students.”

The **Mandarin Chinese FLES** program that is being put together at Diamond Path will follow the recommendations that are issued in this report. In fact, a member of the MDE group that released the report was Jon Pan, who is currently working at Diamond Path as a cultural Chinese teacher to develop this program. Mr. Pan is native Chinese and will be the Mandarin Chinese teacher for the FLES program at Diamond Path that will begin in fall 2007. The implementation of this new program has been widely accepted by the community, and parents of all backgrounds have applied for their children to attend Diamond Path because of the Mandarin Chinese program that will begin in Fall 2007.

The **Spanish FLES** program has also been a draw for families. Because the goals of a FLES program include reading and writing in a world language, native Spanish speakers are also drawn to this program. Students will leave Diamond Path with proficiency in listening and speaking, acquire an understanding of appreciation for other cultures, and acquire some proficiency in reading and writing.

The World Language Task Force includes teachers from all district levels: elementary, middle, and high school. The world language program has historically been a 6-12 grade program. This is the first time in the history of the world language department of District 196 that there will be a direct initiative for K-12 world language articulation. The work of this Task Force will continue into next year, as representatives from the world language departments from kindergarten-12<sup>th</sup> grade will begin an in-depth curriculum review study. In addition to reviewing curriculum at all levels, members of this committee will work on world language K-12 articulation.



## **Responsive Classroom**

The District 196 magnet schools will be a collaborate effort between staff, students and community. The magnets will foster all relationships and build new partnerships as additional students, families and businesses join the schools. The main mode of **building community** with students in District 196 is the Responsive Classroom approach.

The Responsive Classroom approach to teaching and learning fosters safe and challenging schools through practical strategies **bringing together social and academic learning**. Components of the Responsive Classroom approach include: morning meeting, rules and logical consequences, guided discovery, academic choice, classroom organization and reaching out to parents and guardians. The strategies report increases in student investment, responsibility, and learning and decreases in problem behaviors. The learning environment promotes: children having time during the day to engage in active learning; opportunities for children to experiment, solve problems and make mistakes; using an inquiry approach, asking thoughtful, open-ended questions that stimulate and stretch children's thinking; children making choices about learning each day; careful attention to how children treat each other and respect in interactions and children's ideas, creations, and discoveries are valued and displayed around the room.

One underlying belief of the Responsive Classroom approach is that it is important to know children **individually, culturally, and developmentally**. When teachers take the time to observe and understand the children, they can make decisions about curriculum, classroom organization, classroom management, and discipline that allow all children to reach their potential. Another underlying belief is that academic learning happens best within a positive social context; therefore, in the Responsive

Classroom approach much attention is paid to helping children develop positive social skills. There is value in responsible community membership and striving to balance the needs of the individual with the needs of the community. Teachers in District 196 who have implemented Responsive Classroom into their classrooms have seen a dramatic increase students' sense of community.

The seven guiding principles of the Responsive Classroom approach are: 1) the social curriculum is as important as the academic curriculum; 2) how children learn is as important as what they learn; 3) the greatest cognitive growth occurs through social interaction; 4) there is a specific set of social skills that children need to learn and practice in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control (CARES); 5) knowing the children we teach-individually, culturally and developmentally-is as important as knowing the content we teach; 6) knowing the families of the children we teach is as important as knowing the children we teach; 7) how we, the adults at school, work together is as important as our individual competence. Staff at the three magnet schools who have taken the RC training have integrated these principles into their daily schedule as well as their curricular areas.

District 196 has worked with Origins to train a majority of the teaching staff at the three magnet schools, including specialists in music, art, media, physical education and administration in the Responsive Classroom approach. Many staff have completed the Responsive Classroom II training as well. We would like to continue this training to every staff member at the three magnets to institute a school-wide environment of Responsive Classroom to ensure a climate of community and high expectations for all.

Another opportunity through this organization is a workshop called *Building Academic Communities Through the Arts (BACTA)*. This is a weeklong workshop to

practice ideas for integrating storytelling, drawing and other visual art-making, casual singing, movement, and poetry into the learning day. There is emphasis on the basic importance of differentiating curriculum and instruction so that all children can learn in the way they learn best. The point of the workshop is to engage and empower children towards high achievement by providing them multiple, attractive doorways into learning. There is a powerful correlation to community building within the imaginative mode of the arts and student engagement that leads to achievement in learning. When students are able to use the visual and kinesthetic means the arts present to explore, practice, and represent their understanding, they have a variety of tools sufficient to learn. Another tie to our philosophy in creating the magnet school focus is inquiry. The Quest component of BACTA encourages a cycle of planning, doing, and reflecting. This reflection is modeled within the course as each component, each arts medium, each project is approached through an awareness experience, after which there is inquiry and planning, followed by experiential work on a task, culminating in a sharing of the work and reflecting upon it. Efforts to pose important, open-ended questions for inquiry are essential. The emphasis placed on social skills and building respectful communities is fundamental to academic success. The arts activities occur within a social context of collective planning, collaboration, and group reflection. A handful of staff members from all three magnet schools have already completed this training. With the MSAP grant funding, more teachers from the three magnets will have the opportunity to attend this powerful workshop.

Staff at each magnet school have begun to seriously examine the role of racism and injustice through various resources in the past year. Author Julie Landsman (*White*

*Teachers/Diverse Classrooms*, and *A White teacher Talks About Race* Corwin Press 2006; 2002) conducted two workshops for staff to examine classroom equity and teacher bias. Iva Smith from the great Lakes Equity Assistance Center also visited each magnet school on a recent visit to discuss classroom environment and dealing with new students and perceptions and expectations about them. The work of Dr. Ruby Payne (*Bridges Out of Poverty; A Framework for Understanding Poverty* Aha Process Inc. 2000) was presented to school staff through a half-day workshop presented by Jodi Pfarr (of Aha Process). Each school has a Building Equity Coordinator who has received at least 40 hours of training to facilitate and lead equity initiatives in each school through book discussions, article/journal sharing, film, and data collection and analysis to learn how to better meet the needs of a diverse population of students. Staff have also explored culturally specific resources that have also generated sincere dialogue - all with the focus of examining their own bias and how their practice will impact student learning.

Staff will also begin to have formal professional development in the area of Culturally Responsive Teaching. Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.

Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings,1994).

Some of the characteristics of culturally responsive teaching are:

1. Positive perspectives on parents and families
2. Communication of high expectations
3. Learning within the context of culture
4. Student-centered instruction
5. Culturally mediated instruction
6. Reshaping the curriculum
7. Teacher as facilitator

Through the use these measures, we will ensure that all students, regardless of their background effective teacher training to promote awareness and provide strategies for student inclusion. We are committed to ensuring that all children and their parents feel a sense of community. The magnet schools have invited new families to school events prior to their enrollment as well as encourage their participation on the Site Councils and to be parent volunteers. Each principal has also sent our welcome letters to each family that are specifically new to the magnet school.

**(c) Quality of project design**

(2) The Secretary determines the extent to which each magnet school for which funding is sought will--

- (ii) **Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school;**

All three magnet themes will emphasize rigorous instruction through hands-on, engaging, active learning environment. All magnet schools will be using an **inquiry**

**based instructional model** that will **increase academic achievement for all students** that is coupled with ongoing obligations and initiatives.

The **Minnesota Comprehensive Assessments- Series II (MCA-II)** is the state test in reading, mathematics and science that meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota Academic Standards, which define what our students should know and do in a particular grade. The Reading and Mathematics MCA-II began in 2006, replacing the previously given MCA test. The Science MCA-II is being piloted in 2007 and will be given state-wide beginning in 2008. Because the MCA-II is a newly developed test and was first given in 2006, its results are not comparable to the previously given MCA. The only comparable data between the two tests is the measure of adequate yearly progress (AYP). Schools are required to show that students are making adequate yearly progress with the goal of all students reaching the proficient level by 2014.

In the spring of 2006, the Minnesota Comprehensive Assessments- Series II (MCA-IIs) tested students in reading in grades three through eight and grade ten, and mathematics in grades three through eight and grade eleven. The MCA-II results inform curriculum decisions at the district and school level, inform instruction at the classroom level, and demonstrate academic growth from year to year.

All students are required to take the MCA-II test or a designated replacement such as the alternative assessment for severely cognitively disabled students or the Test of Emerging Academic English (TEAE) for Limited English Proficiency (LEP) students. The MCA-II is the primary assessment used for NCLB accountability. There are four achievement levels for the MCA-II. The levels are: exceeds the standards (E), meets the

standards (M), partially meets the standards (P), and does not meet the standards (D). Students are assigned an achievement level based on their scale score for each section. A student who earns an achievement level of M (Meets the Standard) or E (Exceeds) is considered proficient on the Minnesota Academic Standards and is assigned 1 index point for the NCLB AYP calculations, a student who earns an achievement level of P (Partially) is assigned .5 index points, while a student at level D (Does Not Meet) is assigned 0 index points.

Diamond Path Elementary, Cedar Park Elementary, and Glacier Hills have met the AYP requirement for No Child Left Behind every year the state test has been given. The Minnesota AYP plan looks at four areas in determining whether a school has made adequate yearly progress:

- Participation: Schools must test 95% of students in a tested grade.
- Proficiency: Students in tested grades must show adequate yearly progress toward proficiency and be 100% proficient in reading and mathematics by 2013-14.
- Attendance: Schools must have an average daily attendance rate of 90%
- Graduation: High schools must have an average graduation rate of 80% or show acceptable growth toward 80% to make AYP.

For the 2006-2007 school year, Cedar Park will continue to make "Adequate Yearly Progress" (AYP) as measured by the Minnesota Comprehensive Assessments Series II (MCA-II's) in spring 2007.

The percentage of students scoring at or above the state defined proficiency level on the MCA-II reading and math tests on spring 2007 will increase by at least 2% at each grade level resulting in the following percentages below:

For the 2006-2007 school year, Cedar Park will continue to make adequate yearly progress (AYP) as measured by the Minnesota Comprehensive Assessment Series II (MCA-II) in spring, 2007. Baseline data is not available for current third grade students.

The percentage of students scoring at or above the state defined proficiency level on the MCA-II reading and math tests will increase by at least 2% at each grade level resulting in the following percentages below. We are anticipating this growth will continue as we add new students through school choice. The baseline data for 2008 does not include any of our new magnet enrollees.

<b>2007</b>	<b>Math</b>	<b>Reading</b>
Grade 3	*	*
Grade 4	69	83
Grade 5	64	65
<b>2008</b>	<b>Math</b>	<b>Reading</b>
Grade 3	*	*
Grade 4	*	*
Grade 5	71	85

The No Child Left Behind Act also requires schools to break out their data into nine different subgroups or cells: American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, Black, White, Limited English Proficient, and special education.

AYP test participation was achieved in all reported cells for all three magnet schools last year. Adequate yearly progress was met in all cells as well. The 2007 MCA-II will be given state-wide in May of 2007.



District 196 also uses the Northwest Evaluation Association's (NWEA) computerized Measurements of Academic Progress math assessment in the fall and again in the spring in grades two through five. The test measures individual student as well as entire grade level progress. Teachers use the assessment information for instructional planning for individuals and classes. The difficulty of the test is adjusted for each student, since the difficulty of each question is based on how all of the questions up to that point have been answered. MAP records are kept over the years, allowing historical student progress reports to be generated.

The student achievement goal for District 196 is: *For the 2006-07 school year, District 196 will continue to provide a comprehensive curriculum for all students that reflects best curricular practices, provides quality instruction, and uses assessment data from state and district approved standardized assessments (MAP and MCA II) to increase student achievement to reach high standards, at a minimum obtaining proficiency or better in language arts and mathematics.* Each of the magnet schools submit a yearly site plan to the Director of Elementary Education which extends the district goal to the site level.

Diamond Path's school goal for 2006-07 is: *Diamond Path will again make adequate yearly progress (AYP) as measured by the Minnesota Comprehensive Assessments Series Two (MCA II) in spring 2007. By spring 2007, 86% of the third, fourth, and fifth grade students will achieve at or above grade level in reading as measured by the MCA II. By spring 2007, 80% of the third, fourth, and fifth grade students will achieve at or above grade level in mathematics as measured by the MCA II.* Ten action steps have been developed with specific timelines and person(s) responsible to achieve this goal.

Diamond Path will continue to make adequate yearly progress (AYP) as measured by the Minnesota Comprehensive Assessment Series II (MCA-II) in spring, 2007.

Baseline data is not available for current third grade students.

The percentage of students scoring at or above the state defined proficiency level on the MCA-II reading and math tests will increase by at least 2% at each grade level resulting in the following percentages below. We are anticipating this growth will continue as we add new students through school choice. The baseline data for 2008 does not include any of our new magnet enrollees.

<b>2007</b>	<b>Math</b>	<b>Reading</b>
Grade 3	*	*
Grade 4	78	78
Grade 5	82	98
<b>2008</b>	<b>Math</b>	<b>Reading</b>
Grade 3	*	*
Grade 4	*	*
Grade 5	80	80

For the 2006-07 school year, Glacier Hills will continue to make Adequate Yearly Progress (AYP) as measured by the Minnesota Comprehensive Assessment Series II (MCA-II) in spring, 2007. Baseline data is not available for current third grade students.

The percentage of students scoring at or above the state defined proficiency level on the MCA-II reading and math tests will increase by at least 2% at each grade level resulting in the following percentages below. We are anticipating this growth will

continue as we add new students through school choice. The baseline data for 2008 does not include any of our new magnet enrollees.

<b>2007</b>	<b>Math</b>	<b>Reading</b>
Grade 3	*	*
Grade 4	81	80
Grade 5	85	88
<b>2008</b>	<b>Math</b>	<b>Reading</b>
Grade 3	*	*
Grade 4	*	*
Grade 5	87	90

(c) **Quality of project design**  
 (2) The Secretary determines the extent to which each magnet school for which funding is sought will--  
 (iii) **Implement high-quality activities that are directly related to improving student academic achievement based on the State's academic content standards and academic achievement standards or directly related to improving students' reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving vocational, technological, and professional skills;**

District 196 takes pride in carrying out **high quality, successful educational programs** at each of its 18 elementary schools. Elementary students in District 196 achieve at levels that are among the highest in the state (consistently in the top 20%). The

core curriculum of the district will continue at the three new magnet schools, in addition to the enhancements that the magnet themes will bring. We believe that the level of excellence is due in large part to quality curriculum and as we work to constantly improve it, the magnet focus will be centered around the curriculum viewed through a thematic lens.

District 196 has extensive, meaningful professional development opportunities for all classroom teachers, district-wide, in the form of literacy and math trainers. The literacy and math trainers offer professional development through classroom observations, coaching, meeting with teams, mentoring new teachers, and direct instruction. This has served as a model for other districts. They have been instrumental in starting a new Math Recovery program and have served as key leaders for Cognitively Guided Instruction.

The District 196 **Language Arts** program is based on a **balanced literacy program**. The literacy trainers work with teachers to implement best literacy practices in their classrooms by meeting with teams and individual teachers, giving staff presentations, modeling lessons, co-teaching lessons, and giving feedback. Trainers build on the following district student frameworks for literacy: 1. Skills and strategies in each area are **modeled, taught and practiced**, taking into account the unique needs of each learner, 2. Knowledge and skills are acquired through connected experiences between home, school and community, 3. Students read from a variety of texts, including fiction (short stories and whole books), poetry and nonfiction (textbooks, newspapers and magazines), and 4. Students read (or are read to) and write daily. Students write for a variety of purposes across all areas of the curriculum. The magnet school teachers will continue to use writing in other curricular areas as they implement an interdisciplinary

approach. Literacy trainers will work with magnet school staff in these areas, while focusing specifically on the magnet themes.

The District 196 **math** curriculum is based on connecting mathematical experiences to the world, while teaching young children mathematical concepts. The elementary mathematics curriculum builds on students' math understanding, skills, and proficiency at each grade level, as appropriate, by integrating concepts such as number and operations, algebra, geometry, measurement, and data analysis and probability. Students also engage in problem solving, reasoning, and communicating ideas while making connections to the world around them. District math trainers support this curriculum by modeling best practices in the classrooms, meeting with teams and individual teachers, and giving staff presentations. The math trainers have been trained in a variety of areas, including Project M3 Math, Math Recovery, and Add-Vantage MR Math. District math trainers will continue to work with magnet school teachers to increase student achievement by incorporating the magnet theme into regular lessons and units in mathematics instruction.

Magnet school classrooms need to be equipped with the appropriate **technology** placed in the hands of the students that engage them in the process and excitement of learning. The technology tools are used to enhance the curriculum, provide assistance to students who may need extra help, connect the classrooms to the educational and scientific real-world learning opportunities, and provide students with up-to-date information and resources, thus allowing students to learn through inquiry. Every classroom will be equipped with at least one computer and one laptop.

The **science** curriculum provides opportunities for students to learn science concepts through hands-on activities. Students learn to observe, compare, collect data,

organize and analyze information, and communicate what they have learned. The investigations focus on physical and life science concepts. The Full Option Science System (FOSS) is used successfully in all elementary schools. The FOSS units will be the basis for Glacier Hills Art & Science and Cedar Park STEM magnets. The students at those magnets will go further in-depth in those units, providing for a deeper understanding and stronger scientific knowledge base.

The **social studies** curriculum provides the opportunity for each student to acquire knowledge and develop skills necessary for social, political and economic participation in a diverse, interdependent and changing world. Diamond Path will build on this curriculum as they develop their International Studies theme. Meanwhile, each school will use an interdisciplinary curriculum that connects to their respective themes to allow students to demonstrate their knowledge in creative ways that connect to the social studies standards.

The magnet schools' instructional programs discussed above, along with the Minnesota state standards and District 196 curriculum frameworks will be the core for all instruction in each magnet school. Each magnet school will have a distinct theme with a specialized curriculum that will not be available to other students in District 196. A discussion of each of the three magnet school's theme follows.

### **Glacier Hills Arts & Science Magnet School**

**Glacier Hills Elementary School** opened the fall of 1993 as the sixteenth elementary school in the district. The population (currently at 450 students in grades kindergarten through 5) within the Glacier Hills community provides for much diversity. We have 38% ethnic diversity including Somali, Hmong, Vietnamese, Chinese, African American, Russian, Spanish, American Indian, German, Sudanese and others. We rank the second highest in the district for diversity. The number of students receiving free/reduced lunch is 35% and has always been among the top three schools in the district. The ELL (English Language Learners) population has increased 200% since 1995. The female-headed households are 20% of our families. Over 25% of our families live in low-income housing and several students reside in Dakota Woodlands, a homeless shelter. Currently, 65 students are receiving ESL services from 3 full-time licensed teachers. In 2005 the state recognized our school as being “racially identifiable”. This further identification indicates that we need to continue to provide excellent opportunities for all students to assist their compatibility within the larger school community. Eventually, these students join those from other schools in middle and high schools and we need to prepare them throughout their elementary experience to be successful and well rounded students. We want to encourage stability and enrichment in their educational environment by providing a positive culture of learning with respect to all varieties of taking in information, using it and communicating it with others.

An **Arts and Science magnet** school fosters and builds on children’s **natural curiosity an innovative nature**. Staff will provide students with opportunities to test scientific concepts through inquiry-based lab experiences. Students extend their creativity through enriching arts programs that develop both conceptual and technical

aptitude and artistic expression. A range of technology and communications systems are incorporated through out the school day. This interdisciplinary approach encourages students to explore and discover through challenging hands-on, student-centered learning. Rigorous, in-depth studies will energize young minds, utilize critical thinking and create well-rounded learners.

Three main words that define our project development of an Arts and Science magnet school are: **creativity, curiosity and innovation**. These define the **engaging, interactive environment being created to enhance student learning**. Magnet features and enhancements to an already focused essential core curriculum will create a rigorous student day. The core curricular areas are defined and will follow district core curriculum in math, language arts, and social studies. Science lessons will be based on the district FOSS curriculum, but will be more in-depth.

#### **Magnet features and enhancements**

- **Art specialist** for all students to create product while learning process

The visual arts specialist will provide students with opportunities and experiences in painting, drawing, color, ceramics, textiles and other mediums. She will provide historical and bibliographic perspectives of art pieces, people and cultures. The students will discover art as a communication tool and a personal reflection. The understanding of other cultures through the arts will be emphasized. Discovering artists and their various styles will be incorporated. The specialist will collaborate with teachers and students to help integrate art into the other curricular areas for deeper understanding.

- **Art fair, residencies and field experiences**

These enhancements will contribute to the hands-on inquiry nature of study the magnet school strives to be. The residencies will give in-depth experiences to students with an



expert in the area of study. Residencies with the Science Museum of Minnesota, Mask Theatre with Rhonda Lund, CLIMB and Mixed Blood Theatre, Dakota County Park and authors will provide students with a diverse, rich exposure to science and art options. Field experiences will allow students first hand knowledge in the environment whether it is a museum, theatre, nature center, concert or business. Various opportunities are available in our metro area as the Science Museum of Minnesota, the Minnesota History Museum, the Guthrie and Children's Theatre, the Minneapolis Institute of Arts, Weismann Museum, Bell Museum, University of Minnesota Arboretum, Nature centers, Minnesota Zoo, etc. The art fair is a way to showcase and validate student work and involve the community in that celebration. The fair is located at the magnet school and is readily available for all stakeholders to participate.

□ **Musical explorations and interactive hands-on lessons**

Students in K-5 will have regular instruction with a general music specialist. They will make discoveries in voice, movement, instrument, note reading and performance. Authentic instruments from around the world will be available for students to explore and integrate cultural knowledge. These range from piano, recorders, guitars, xylophones, world drums, rain sticks, maracas, castanets, etc. Theory and composition skills are encouraged and explored more fully through Garage Band, integrating technology. Rhythmic and folk dances are part of the annual instruction. Each grade level has a large scale musical performance highlighting learned skills; songs, movement, instrumental, speaking, acting, etc. These provide all school assemblies and evening family gatherings.

Currently, 5<sup>th</sup> grade students are able to have **instrumental band instruction** with an additional certified instructor. They have individual or small group instruction and whole group band practice and performances. We would like to expand this

opportunity to include instruction for string instruments and keyboard for our students as elective choices. This would include purchasing the instruments, storage units, music books and instructors.

□ **Exposure to drama, improvisation, speech/debate**

Differentiation of instruction and brain research findings support linguistic and kinesthetic avenues to reach various student learning styles. Students need multiple ways to think, create and learn. Cognition, attitude and confidence all have potential to increase through kinesthetic learning. Kinesthetic arts can be dramatic (dance, drama, theater, mime, musicals), industrial (sculpting, auto repair, design, electronics, building, metal or wood working), or recreational (recess, classroom games, physical education, sports, active health programs). (Jensen, p. 71) A licensed instructor in theatre and/or communications would enhance the learning environment and opportunities for many students. This person could also provide professional development opportunities for staff to learn strategies to use in the classrooms across curriculum.

□ **Science instruction designed to enrich and extend traditional learning**

FOSS science will be used at every grade level as the core science curriculum emphasizing life science, physical science, earth science and scientific reasoning. Teachers will need ongoing training to enhance their classroom instruction. We will partner with the Science museum of Minnesota for more intensive training using inquiry. Other professional field opportunities for teachers will also enhance their teaching. A science specialist will deliver guided lessons focused more in-depth with these areas, additional themes studies, etc.

□ **Hands-on lab experiences in all science areas**

Focused instruction in the classroom and lab will give students rich experiences in science process, discovery and innovation. A myriad of materials need to be available to the teachers and students to make this an authentic experience. There will be adequate space to conduct inquiry lessons, technology available to research, record and communicate data, and tools available to set up lessons. Other learning extensions can occur with the development of inquiry stations at the grade levels. The purchase of additional resources for the area will assure deeper connections.

An interactive lab experience unique to this magnet school would be to have a functional greenhouse on site. This would be maintained by school staff and have opportunities for parent involvement. Students would be able to experiment with authenticity to climate and other controlled variables. They would be able to experience growing options otherwise unavailable to them due to a short growing season during the school year. The greenhouse package includes heating and cooling systems, irrigation drips, ventilation and windows and doors. Other items necessary for this project would be flooring, growing tables, hanging pots, dirt, fertilizer, watering cans and hoses, plant seeds or starters and other tools in kind. Efforts would be made to include the study of solar energy into this lab experience.

□ **Technology lab and media center** equipped with opportunities for application of knowledge or research into inquiry focus

The technology lab and media center need to have highly qualified, certified teachers available to the staff and students. They can provide the biggest resource to be sure materials, data, information can be accessed quickly and efficiently to make the learning

continuous and connected. A variety of software to communicate learning and utilize these areas will be necessary to facilitate engaged lessons.

□ **Dynamic elective program of student choice in the arts and sciences**

To build a rigorous programming enhancing the arts and sciences, this elective program can provide students with additional experiences during the school year taught by teachers who have a shared interest with their selected students. This is another opportunity for student choice which can connect them more with the learning. Current staff, volunteer parents and community experts may be involved in this aspect of the project. These classes would meet intermittently throughout the school year and have a particular focus in the arts and/or sciences. Math, literacy and culture may be used as a connector to the intended learning outcomes. Designed classes will have hands-on experiences for the students.

□ **Spanish instruction** for beginning understanding of language and culture

Spanish instruction will be provided for all students K-5. The model for this instruction will be FLEX. The goals of FLEX programs are to introduce students to a foreign language and culture and to motivate them to pursue further language study. The classes are usually conducted in English with some basic communication in the foreign language. Fluency in the foreign language is not an objective. Spanish will be the only language that will be formally presented to students. There will be some level of proficiency with common words and phrases, but the ultimate goal will be to create enthusiasm for language study and a better understanding of other cultures. Classes will be offered during the school day and students will participate as a scheduled activity. A district task force will be determining a curriculum model to implement and a certified instructor for elementary teaching and language will be hired.

Glacier Hills **collaborates** with District 196 Community Education, the City of Eagan and the YMCA to extend some after school experiences, with transportation included, at Glacier Hills. These were well attended by a variety of students and gave them additional learning experiences on site. Our parent Site Council has indicated an interest for increased alternative studies in the arts and sciences during the regular school day.

The mission of the school district is “educating our students to reach their full potential”. The goals of Glacier Hills reflect this belief and extending those ideals into every aspect of student development; academic, social, emotional, cultural, physical and artistically. Many of these goals can be met through traditional classroom instruction, the benefit of a school social worker and psychologist on site, and creating a safe environment.

Creating an Arts and Science magnet school at Glacier Hills would allow our students to develop a better set of criteria for thinking, problem solving and interacting both with academic concepts and in interpersonal skills. Using the arts as a foundation for learning helps students gain a valuable understanding of themselves and the global world around them. Through the arts, students make connections to other academic subjects in a meaningful way. The study of math and science is enhanced. Abstract concepts can be more understood when reinforced through an artistic representation. Using art in the classroom has been shown to raise student achievement, which is our ultimate goal. This can be from music, dance, theater, visual art, media art, etc. “They learn to bring creativity and insight to the discipline of science, and method and order to the discipline of art. Through the connection of art and science, students increase their

appreciation of the natural world and develop an openness to the wonder and joy of life.”  
(Tolley, 1994)

The arts help students become visually and culturally literate. Lynell Burmark (2002) says visual literacy is the primary literacy of the 21<sup>st</sup> century. She explains, “Today images have become an integral part of communication. The primary literacy of the 21<sup>st</sup> century will be visual: pictures, graphic, images of every kind. It is no longer enough to be able to read and write. Our students must learn to process both words and pictures. They must be able to move gracefully and fluently between text and images, between literal and figurative worlds...images carry emotions and facts simultaneously. The effect of the image is virtually instantaneous...In this fast paced world the capacity to express ideas clearly and quickly is essential. Images not only communicate rapidly, they do so with lasting effect” (p.1).

**Arts and Sciences** are inclusive of elements of **best practices in learning/teaching strategies**. Some of these elements are: student and discover centered-constructivist, use of emotions and expression to deeply engage ideas, attends to student differences, learn by doing through lab experiences, challenging, grounded in higher order thinking, reflective, makes connections to the world beyond the classroom, collaborative.

Glacier Hills’ staff and students want the opportunity to even out the diverse experiences. We are specifically looking at programs that address and support respect for diversity and expand language arts, cultural experiences and appreciation, and arts enhancement. The goal of this additional funding would be to expose the students to various arts to help with communication and expression. This format of education tends to break down barriers and cultivate respect for differences and appreciate skills not

fostered in other academic deliveries. We would have the opportunity to expand the knowledge of all students. Some of the ways to meet this goal is to provide intense instruction/activity through residencies where artists, authors, and theater companies perform a large group idea and then follow up with small group instruction to revisit the large ideas. This provides time to process and experience the ideas in a more concrete way. Field trips and special lyceums also offer a different educational experience of meaning to most students. We use strategies, catch phrases, and instructional methods introduced to continue to motivate and encourage students throughout the year to extend these learning opportunities to their full potential. Most of these extensions are meant to be regularly revisited and our teachers and other staff promote these ideas.

The past four years, a grant through Thomson West has sustained our school and given experiences to all our students in the areas of visual arts and language arts with additional focus on respect. We have increased student respect through this partnership and one with Youth Frontiers. We have seen significant change over the past couple of years with increased attention to respecting others. The proactive methods incorporated with the monetary support of the Thomson West Grant have been evident. We created a successful Mask Theater blending art and storytelling with a culminating production. This has been an annual event that students look forward to because of the continued support. We were fortunate to have a Minnesota author and illustrator, Warren Hanson, spend two days with our students telling stories, sharing his books and drawings, and inspiring our young talent. The programs we have enlisted all require that students and staff evaluate the effectiveness of the objectives we collaboratively design. This holds each party accountable for making the hands-on learning meaningful to the school. The

artist and residencies who visited our school motivated students to read and discover other modes of expression.

We would expect the results of this funding to enrich the students in the various arts, accept and recognize cultural differences and experiences, share world and life adventures, and have some hopes and dreams for the future. It may appear lofty, but our goal is to help every student reach their full potential while recognizing their individuality.

Glacier Hills Elementary students have been fortunate to receive financial assistance from other funding sources in the past. As a public school we do a limited amount of fundraising for our site. However, the needs of schools are continuously changing and just keeping up with those changes requires this extra money. These gifts expedite our goal in providing art and cultural experiences that are accessible for all students. This grant has prompted us to expand and explore other areas of support, too. We were able to secure a peace grant through World Citizens, Inc. and become an International Peace Site this year. We value these innovative techniques to encourage and enrich all our students and would continue to offer programming to develop respect for diversity and uniqueness with these journeys as a backdrop. We believe these experiences cultivate educational, social and emotional growth for our students as they grow into contributing members of our greater community.



### **Diamond Path International Studies Magnet School**

Diamond Path Elementary is located in the southeast corner of Apple Valley, Minnesota, and serves students from both Apple Valley and Rosemount. It is set in a neighborhood of predominately single-family homes. Our school population is 558 students in kindergarten through fifth grade. Our students make up the following ethnic backgrounds: 84.55% White, 4.58% Asian, 5.94% Black, 0.85% Indian, and 4.07% Hispanic. We also are the home for the district CID (communication interactive disorder) program for elementary age children. This program serves twenty-seven severely autistic students in a center-based program.

Diamond Path opened in 1970 and received a major renovation in the summer of 2006. This renovation included a four-classroom addition, expansion of the media center, creation of a new computer lab, installation of classroom walls and student lockers, and general upgrades to the building.

Diamond Path has been involved in site-based management since 1986, when a Site Council was established and was given flexibility in hiring and decision-making with guidelines developed by the School Board, staff, and community members. Its purpose is to enhance the educational program at the school and within the community. This Council consists of four elected parents, four elected staff members, the president and vice-president of the student council, the volunteer involvement coordinator, the parent liaison to the district, and the principal. Terms run for two years, with two positions rotating each year. Elections take place at spring conferences.

Diamond Path strives to be the center of the community by offering educational opportunities. We work to make our international studies school reflective of our global society. As an international studies magnet school, our goal is to attract families with

diverse backgrounds who want their children to be exposed to a global view and as well as have the opportunity to learn a world language which may include their heritage.

Diamond Path offers a rigorous core curriculum in language arts, math, science and social studies. Language Arts includes reading, writing, listening, speaking, spelling, and handwriting. Knowledge and skills are acquired through connected experiences between home and school. Students read from a variety of texts. Math instruction integrates concepts such as numbers and operations, algebra, geometry, measurement, data analysis, and probability. Students engage in problem solving, reasoning, and communicating ideas while making connections to the world around them. Science provides opportunities to learn scientific concepts through hands-on activities. Students observe, compare, collect data, organize, and analyze information, and communicate what they have learned. Investigations focus on physical and life science concepts. Social Studies provides the opportunity for each student to acquire knowledge and develop skills necessary for social, political and economic participation in a diverse, interdependent and changing world.

Diamond Path also offers students regular physical education, art, music, and a choice of Spanish or Mandarin Chinese. Throughout the year, both remedial and enrichment classes are offered before, during, and after school. Our fourth grade students spend three days at the Wolf Ridge Environmental Learning Center in Northern Minnesota each fall. We host physical education, math nights, reading nights, science fairs, and music programs for our families to enjoy and participate in.

The Diamond Path community developed a new mission, vision, and value statement in the fall of 2006. Our school's mission states: *Diamond Path School of International Studies is a community where everyone loves learning.* Diamond Path's

vision is to create: *A society of life long learners building a global perspective for a better world.*

Diamond Path was selected to become a magnet school in the spring of 2006. Several factors contributed to this selection. Diamond Path's location is equidistant between the two other magnet schools making it a logical geographic location. Diamond Path had a slight decrease in enrollment in the last several years and has the physical space to enroll new students. Diamond Path also has a lower number of students of color, and has the capacity to draw students of color from both Cedar Park as well as the rest of the district. But the most significant factor in the decision was Diamond Path's history of cultural studies.

Diamond Path completed extensive school community assessments in 1991, 1994, and 1997 in which they surveyed beliefs and opinions related to how they were doing in meeting the school's mission. Though the feedback was very positive, the area with the greatest question or comment was in preparing students in the area of diversity.

Comments reflected that since the school lacked significant diversity in its population, it was hard to make a judgment as to the school's effectiveness in this area.

In 1993, Diamond Path added a specialist to work with students in the areas of Cultures and Communication. The goal was to "promote understanding, foster respect for, and to appreciate and celebrate the unique contributions of other cultures." Through this specialist area students were exposed to the art, literature, language, and customs of other cultures. The Diamond Path staff has, over the last seven years, received extensive professional development in the area of diversity. The teachers have incorporated this work into their classrooms. The art, music, and media specialists continue to focus on cross-cultural exchanges.

In 2000, Diamond Path formed a partnership with The Center for Cross-Cultural Health. The Center's mission is "to integrate the role of culture in improving health." The Center lives out its mission by assisting health, social service professionals, educators and researchers to develop the awareness, knowledge and skills that lead to cultural competency and cultural sensitivity when providing services to minority, refugees, immigrants, low-income, diverse communities in the state of Minnesota. Under the direction of Dr. Okokon Udo and the Center for Cross-Cultural Health and with generous grant funding provided through the Family Services Collaborative, Diamond Path embarked on a two-year cultural competency project that had four components:

- Determine Diamond Path Elementary School's need in the area of cultural competency through cultural assessment of staff, students, and parents.
- Develop programs for knowledge enhancement and skills development in the area of cultural sensitivity and awareness.
- Implement the designed program for students, staff, and parents.
- Conduct a post-evaluation at the end as to the program's effectiveness in achieving the set out objectives.

The Diamond Path staff, students, and community members participated extensively in this project in many ways. Evidence of the work with the Center for Cross-Cultural Health is still in existence at Diamond Path today. One example of this is the Festival of Nations event that is held every two years. The Festival of Nations.....

Even with the existing background of cultural studies, the decision to become an international studies school extended to other stakeholders in the community. In April, 2006, 2,501 community members responded to a magnet school survey using online technology or paper copies. Fifty-one percent of the respondents indicated interest in a

program where students learn to speak, read, write, and understand a language other than English.

Further input from stakeholders was gathered in September, 2006, when four community input sessions were held. Four hundred community members attended these sessions and responded to questions using keypad technology. Results indicated that 25.01% of the attendees indicated international studies as their first choice of magnet themes, ranking it second behind science, technology, engineering and math (41.09%). These sessions also gathered information regarding world language instruction. Forty-two percent of participants indicated Spanish as their first choice for world languages, followed by Mandarin Chinese (18%), and French (11%).

All of these factors led to the selection of Diamond Path Elementary as the international studies magnet school. It was also decided that Diamond Path would offer Spanish and Mandarin Chinese instruction using a FLES (foreign language in the elementary school) model.

#### International Studies magnet at Diamond Path

An international studies magnet school helps students understand the world's people, places, and problems. Our students develop an international perspective through the study of world languages, history, global issues, culture, and geography. Students gain a deeper understanding of the world and the role they play in it through a rigorous core curriculum and specialized classes that are active and engaging. World language learning is fundamental to the school and is offered to all students. Students learn to become knowledgeable, active citizens of our global society.

International education calls for the infusion of global perspective into all disciplines and at all grade levels. It is not a field or a separate subject in itself. Rather

than a patchwork of occasional attention to the world and our connections to it,  
international education is a thread woven into the fabric of the entire school curriculum.

Why Is International Education is Essential for American Students?

Diamond Path's curriculum supports this framework from the Wisconsin Department of  
Education text Planning Curriculum in International Education (2002).

It states that International Education...

- awakens students' awareness of the world.
- fosters creativity, critical thinking, and problem-solving skills.
- gives students opportunities to explore the world.
- develops communication skills through world languages.
- teaches students how to respond peacefully to conflict.
- involves students in solutions to environmental problems.
- instills an early sense of human rights.
- combats student disinterest and apathy.
- encourages attention to world news.
- models how to live respectfully in a diverse nation.
- builds bridges between school and communities.
- prepares students for higher education.
- ensures students' success in the twenty-first century job market.
- attracts visibility and funding for schools.
- reforms America's public and private schools.
- dispels misconceptions about U.S. foreign policy and foreign aid.
- nurtures global competency in future elected officials.
- contributes to national security and economic success

- promotes citizenship education.

#### Program Standards for International Education

Diamond Path will use the following program standards for International Education set out in the Wisconsin Department of Education text Planning Curriculum in International Education (2002) for program development and instructional implementation:

- Develop world-class curriculum by including more and deeper global and multicultural links at every grade level and within every subject.
- Provide a comprehensive foreign language program to enable all students to meet the world-class standard of proficiency in a language in addition to English.
- Provide enriched environments for learning by creating learning environments for students that affirm cultural diversity through visual art, music, drama, and dance, and through extracurricular activities.
- Outreach to multicultural communities by connecting to our community and bringing into the classroom global experiences of local citizens, businesses, and service organizations seeking out experiences and resources of people from a wide variety of cultural, ethnic racial, and socioeconomic groups.
- Provide global connections through technology by helping students become global citizens who are computer literate and media savvy and possess a variety of technical, scientific, and mathematical skills valued in new global world.
- Create a culturally diverse staff by hiring school staff who are highly qualified and reflect racial, ethnic, and cultural background of the students within and outside of the school.
- Invest in international and multicultural resources that will prepare students for participation in a global future.

### Specialist Instruction at Diamond Path

In addition to our Spanish and Mandarin Chinese specialists, Diamond Path has art, music, and physical education specialists. These specialists are full-time and students in grades one through five receive instruction in each of these specialty areas every fourth day for fifty-five minutes. These specialists meet the NCLB requirement for a highly qualified teacher.

Diamond Path also has a licensed full-time media specialist, a half-time computer specialist, and a half-time gifted and talented teacher. In 2006-07, a half-time integration enrichment teacher, whose main focus is providing enrichment opportunities to underserved populations, was added. These teachers also meet the NCLB requirement for highly-qualified teachers.

### World Languages at Diamond Path

Instruction in world languages is essential to the development of an international studies school. Diamond Path Elementary is one of the few elementary schools in the country to offer our students a choice of two languages: Spanish and Mandarin Chinese. World language instruction will follow the FLES (foreign language in the elementary school) model. Beginning in kindergarten, students select either Spanish or Mandarin Chinese as their language of focus, and will be expected to stay with this language throughout their years at Diamond Path. Ninety minutes of world language instruction will be taught each week by teachers who meet the NCLB definition of a highly qualified world language teacher. Since standards for elementary language programs do not exist in the state of Minnesota, national standards for language instruction will be used. The goal of the world language program at Diamond Path is to develop a program where



students exit fifth grade with proficiency in listening and speaking, acquire an understanding of appreciation for other cultures, and acquire some proficiency in reading and writing.

The importance of beginning world language instruction in the early elementary years should not be underestimated. In addition to acquiring language skills, there is a significant body of research to support the cognitive gains made by students studying a second language. Whether involved in a FLES or immersion program, children who begin the study of language at an early age manifest cognitive advantages over monolingual children (Robinson, 1998). Foster and Reeves (1989) claim that grade six FLES students outperform monolingual students in metacognitive processing in analysis, synthesis, and evaluation. In a study of 13,000 children in grades 3-5, Rafferty (1986) found that those who studied a language significantly outperformed students who were given extra English language arts instruction instead. Rafferty also found that by the third year of the FLES program, the FLES students outperformed monolingual students in math as well, although these results did not appear initially.

Diamond Path's foreign language in the elementary school (FLES) program will follow guidelines set by the Center for Applied Linguistics. The program will focus on the development of listening and speaking skills and on cultural awareness. Grammar is not ignored, but is learned indirectly rather than through direct instruction. FLES programs follow the natural sequence of language learning: understanding, speaking, listening, reading and writing. The primary stress is on understanding and speaking. Instructional techniques appropriate for young children have been developed; physical activity and concrete experiences play an important role. Visuals and manipulatives are a crucial part of the FLES classroom, and typical lessons include songs, rhymes, games and

playacting. The world language teachers who are already at Diamond Path this year have used some of these techniques. As the world language programs get fully underway in fall 2007, these instructors will have developed lessons and units that include all types of world language best practices.

Regardless of the world language selected, students will have cultural exposure to both Spanish and Mandarin Chinese through classroom instruction and the specialist areas of art, music, and media. Classroom teachers will provide opportunities for students to share their world language and cultural experiences in the classroom as well.

Through intensive training and practice, the Diamond Path staff has worked to implement *The Responsive Classroom Approach*. The Responsive Classroom approach to teaching and learning fosters safe and challenging schools through practical strategies bringing together social and academic learning.

Diamond Path has been able to fund training for a majority of the teaching staff in the Responsive Classroom approach. Several staff have completed the Responsive Classroom II training also. We would like to continue this training to institute a school-wide environment of Responsive Classroom to ensure a climate of community and high expectations for all. This will continue to be important as we add additional students from around the district into the magnet school.

#### Professional Development

Knowing that teachers are key to the quality of education offered at Diamond Path, we have a rigorous professional development palette of classes and support available to help our staff prepare for teaching in an International Studies school. Our professional development centers on building knowledge and capacity in our teachers so that when grant funds are depleted professional development will continue. Because

inquiry and inter-disciplinary curriculum are core components of our school, we are working in partnership with Hamline University to train our staff. Hamline will offer full-day inquiry training in June, 2007, and will provide further support throughout the 2007-08 school year.

Mr. Todd Carlson, an educator in Independent School District 196 and an adjunct professor at Hamline University, will teach a one-day introduction in interdisciplinary curriculum writing and provide support to teachers throughout the summer and into the 2007-08 school year.

Diamond Path will also receive training in June, 2007 with the Minnesota Humanities Commission. This training will have four goals: 1) Increase teacher awareness of the importance of international perspectives in the 21<sup>st</sup> century. 2) Increase teacher knowledge about key aspects of international studies such as perspectives, diversity, languages, and cultures. 3) Increase teacher knowledge of and about possible international studies themes to be used in coordinating international studies school wide, and 4) Introduce methods and opportunities for long-term academic program planning related to international studies in all disciplines. The training with the Minnesota Humanities Commission will develop into a collaborative partnership starting in fall 2007. Their expertise in the field of international education will be vital to the success of the magnet as the staff continues to develop curriculum in this area.

Built into our professional development plan is release time to allow teachers to work in teams to develop units of inquiry based on the international studies theme. Again, grant funds will be used to build on-going capacity and skills among our staff. This will provide our staff with the necessary knowledge to continue once grant funds have been depleted.

### Parent Volunteers at Diamond Path

Diamond Path believes that parent and community involvement are essential to our students' success. The Diamond Path building budget supports the position of a volunteer coordinator who is paid for twenty hours of work per week. Over half of our parents volunteer for various activities throughout the school year. Diamond Path also has community members who volunteer their time. Families and community members are invited to: work in grade level classrooms, chaperone class field trips, provide literacy and math support, volunteer in the art, music, and physical education classrooms, provide assistance in the media center by shelving books or working at the annual book fair, plan and staff the Diamond Path Annual Family Fun Fest, assist with the yearbook, organize fund raisers, as well as individual classroom volunteer activities.

### Cultural Programs at Diamond Path

Through its work with cultural competency, Diamond Path has had a commitment to providing our students with multicultural experiences through lyceum presentations and programs. In the 2006-07 school year our students watched a play about Jackie Robinson from the Mixed Blood Theatre, and saw these programs: Images of the World: Rainforests and Mayan Ruins; Nothandu Zulu: African American storytellers; Dragons, Flutes, and Monkeys: Chinese storyteller and flute; and Universal Dance Destiny: African American Dance.

Cultural programs have been a part of the Diamond Path student experience for over 15 years. These programs have been funded through grants and our Diamond Path parent booster club.

### Eastview Grant

For the past two years, Diamond Path has received funds through a partnership with the Eastview Community Foundation grant. The parents and community members of Eastview High School in Apple Valley, MN, created this foundation. Diamond Path is a feeder school for Eastview High School. These funds have been used to finance supplemental programs, lyceums and guest to enhance the students' academic and cultural experiences.

### G.E.M.S. After School Classes

In the 2005-06 school year Diamond Path began an after school program called G.E.M.S. (Generate, Enrich, Motivate, Succeed). This program enables students to experience enrichment beyond the traditional school day. G.E.M.S. offers after-school classes in reading, math, physical activity, homework help, science, and numerous special interests. The program runs for seven weeks and over half of the students participate in at least one class. There is no charge for G.E.M.S. classes and free transportation home is provided to students.

### **Cedar Park STEM Magnet School**

Cedar Park Elementary School has served kindergarten through fifth grade students for thirty years. The school is located in the southern section of District 196 in Apple Valley. Cedar Park families live in a blend of neighborhood single-family homes, apartments, subsidized housing units and a mobile home neighborhood a few miles from the school.

Cedar Park students reflect the growing multicultural neighborhoods in our suburban community. The school currently serves a population of 520 students with 56% diversity: 23.9% Hispanic, 21% African American, 9% Asian, 43.8% Caucasian, and 1.9% American Indian. Twenty-one percent of our students are designated as English language learners (ELLs). This number has been increasing each year.

Since Cedar Park had over 25% more minority students than the district average this past summer (2006), Cedar Park was required to offer a choice to their current families to attend another district elementary school. Six families decided to enroll their children in a different school.

Cedar Park prides itself on being an enthusiastic, positive and culturally rich community of learners. Our staff is devoted to the growth and development of every child. They create responsive and stimulating environments that help children discover their strengths, learn disciplined study habits, foster respect for each other, and cultivate a love for learning. The school has used the State Integration Plan to lower the class size to 18 or fewer students per classroom for the last three years. The school also added a Technology, an Art, and a Spanish Specialist to the staff. The school, knowing the importance of supporting our students and families, also has 1.5 social workers, both an

African American and a Hispanic liaison, language translators, and an Academic Coach and Behavior Clerk on staff.

Cedar Park values excellence through strong academics. We are committed to giving our students the skills they need to be successful throughout their lives.

The Condition of Education 2006 study from the National Center for Education Statistics (NCES) concluded that certain family risk factors, such as poverty or the language spoken in the home, present challenges to students' educational achievement and progress. Recognizing the challenges that face our low-income and ELL students, Cedar Park has worked diligently to provide enriching educational opportunities and extra support to students so that, regardless of their socio-economic status or native language, they can all experience academic success. The work has paid off. Students who stay two or more years at Cedar Park show high student achievement, as demonstrated by comparing the 2003-2005 MCA reading and math test results of Grade 5 students with the overall District 196 average test results.

Cedar Park has 100% of its teachers in compliance with state licensure requirements and 100% of its teachers meeting the federal requirements for highly qualified. Fifty percent of the Cedar Park staff holds a master's degree.

In September 2007, Cedar Park Elementary STEM School will open its doors with a focus on science, engineering and math, and a commitment to preparing students for success in the 21st century. It will also be the first elementary magnet school to have the Engineering component in the state of Minnesota. The STEM magnet theme was selected for Cedar Park in part because of its already strong math program, its past and present interest in providing a strong science program through its regular curriculum and numerous grants (most recently the Dakota County POWER grant, MN Artists in

Residence program focusing on art and science, a National Electrical grant to study alternative energy sources, a Best Buy technology grant, and the Tree Trust grant), the voice of its parents and teachers asking the school to offer a strong technology program for its students, and the recognition of how important it is that our students understand how these academic disciplines and technology (STEM) function in the real world.

### **Need for a STEM school in the community**

While more and more jobs demand advanced STEM skills the number of American college students pursuing engineering and science degrees is decreasing. It is important to offer a strong STEM education in elementary school to capture and maintain student interest. (C.Cunningham, C. Lachapelle, and A. Lindgren-Streicher, *Elementary Teachers Understanding of Engineering and Technology Proceedings of the American Society for Engineering Education American Conference and Exposition (2006).*) According to a survey of more than 91,000 Minnesota eighth and tenth graders in 2005, only eleven percent of the middle school students and twenty-one percent of the sophomores were interested in careers in technology, math and science. ( Minneapolis Star Tribune, July 23, 2006)

The need to strengthen the teaching of science and math in the United States is very apparent. The National Governors Association's *Innovation America* initiative on "Building a Science, Technology, Engineering and Math Agenda" concluded that "A new workforce of problem solvers, innovators, and inventors who are self-reliant and able to think logically is one of the critical foundations that drive innovative capacity in a state. A key to developing these skills is strengthening science, technology, engineering, and math (STEM) competencies in every K-12 student." (National Governors Association)



There are widening math and science achievement gaps between students relative to race/ethnicity, gender, and socioeconomic status as found by the 2005 National Assessment of Educational Progress (NAEP) exam. (National Governors Association) An early and strong introduction to STEM subjects at the elementary level can encourage many students, especially girls and minorities, to become captivated, capable and confident in their study of science and math.

There is a teacher shortage of those who are highly qualified to teach STEM subjects. The development of a quality professional development program for teachers at Cedar Park can lead to important improvements in the classrooms.

**The four domains (science, technology, engineering, and math) cannot be taught in isolation.** New teaching models to support an effective STEM classroom and new interdisciplinary curriculum need to be created. For students and teachers to become STEM literate, classrooms must move toward learning situations where the **disciplines are woven together through problem-solving and understanding the interrelated facets of the world.** (Janice S. Morrison, *Attributes of STEM Education: The Students, The Academy, The Classroom*, (Baltimore, MN:TIES STEM Monograph Series, 2006).

#### **Mission of Cedar Park STEM Magnet School**

One of the first tasks the staff worked on once it was determined Cedar Park was to become a magnet school was to write a mission statement that would define the school's purpose and vision as a STEM elementary school. The writing involved both a subcommittee and the entire staff meeting a number of times before coming to consensus. Two faculty members from the University of St. Thomas faculty also provided advice. The following mission has been adopted by the staff for fall 2007, when the school will open its doors as a STEM magnet:

*Cedar Park students will become scientifically, technologically, and mathematically literate. They will use scientific, technological, and mathematical principles in real-life applications such as design engineering and service projects that contribute to the community. They will use what they know about what already exists (science, math, and technology) to create new ideas and products (engineering). Cedar Park students will celebrate and embrace diversity. They will learn to work with others respectfully and collaboratively.*

*We believe*

- *students, staff, families, the environment and ourselves deserve respect*
- *students can reach their full potential by having consistent high academic expectations and by building their sense of responsibility for learning and caring for each other*
- *students should know that many problems have multiple solutions*
- *learning is a process of active construction by the student*
- *learning is best when it is real, purposeful, and useful to the student*
- *curriculum should guide students in mastering key information, ideas and skills that are essential to the methodologies of the disciplines*
- *curriculum should be rooted in discovery, the manipulation of ideas, and the integration of subjects*

- *schools prepare students for the future by teaching them how to successfully deal with the present.*

## **Vision**

*Cedar Park Elementary STEM School welcomes and respects all students and their families as members of the Cedar Park community of learners. Offering a comprehensive education with high expectations and achievement, Cedar Park will prepare its students for life-long learning by developing their confidence and abilities as learners and problem-solvers. Cedar Park is committed to use innovative, cooperative methods and an interdisciplinary curriculum that embrace creativity as expressed through multiple intelligences and multiculturalism.*

## **Cedar Park STEM Magnet School Program Goals**

District 196 has established clear and rigorous grade level benchmarks in math, language arts, and science. These benchmarks are a contract between the school and the community that the established content and skills are the learning expectation for all children. They also serve as a critical tool for closing achievement gaps. The District Benchmarks guide all of the curricular decisions Cedar Park makes.

Stating the Cedar Park Mission/Vision in measurable program goals, the Cedar Park STEM Magnet School will provide:

### **Strong student engagement and learning**

- Students will become effective learners, developing the ability to take control of their own learning, defining learning goals, and monitoring their progress in achieving them.

- Students will develop competency in areas of inquiry by gaining factual knowledge, understanding ideas within the context of a conceptual framework, and organizing knowledge for retrieval and application.
- Students will demonstrate learning through measurable outcomes (standardized, criterion-referenced and performance-based assessments) in language arts, mathematics, and science.
- Students will express cooperative social behavior with a sense of responsibility for themselves, school, home, and community.
- Students will respect their heritage and the contributions of other cultures.

**Innovation in educational programs and best practices**

- Cedar Park will design and implement best learning practices in STEM education, developing interdisciplinary inquiry-based curriculum that supports diverse learning styles.
- Cedar Park will increase student access to real world experiences.
- Cedar Park will expand learning opportunities in after school and summer learning programs.
- Cedar Park will offer exemplary STEM teacher professional development.

**Increased family involvement**

Families will participation in their child’s learning and be equipped to provide guidance, mentorship, and academic intervention in their child’s education.

- Families will have continuing education opportunities.

**Increased community involvement**

- Cedar Park will develop collaborations and partnerships with educational institutions to provide rich learning opportunities for the students.
- Cedar Park will develop collaborations and partnerships with businesses and governmental agencies to provide rich learning opportunities for the students.
- Cedar Park will invite scientists and business people to the classrooms to share their work with the students.

**STEM Magnet Program Description**

Cedar Park Elementary Magnet School features an integrated curriculum emphasizing science, math, engineering and the use of technology. A Project 2061 premise concerning curriculum states, “The common core of learning in science, mathematics, and technology should center on science literacy, not on an understanding of each of the separate disciplines. (Mathematics is the oldest science – the science of patterns.) Moreover, the core studies should include connections among science, mathematics, and technology and between those areas and the arts and humanities and the vocational subjects.” (About Benchmarks <http://www.projwct2061.org/publications/bsl/online/bchin.htm>) The instructional practices will value diverse learning styles and provide rich experiences for all learners.

The development of the school has been an inclusive process involving all of the staff, parents, and a multitude of education institutions, government agencies and local businesses.

Cedar Park will use the resources of the Dakota County Parks, The Works Technology Museum, University of Minnesota ITCEP Department, University of Minnesota Bell Museum, and the Science Museum of Minnesota, as well as other institutions, to offer a comprehensive educational program for its children and families.

At Cedar Park the students will be actively involved in exploring the world in ways that resemble how scientists work. The school design will use an instructional program that is inquiry-based and focuses on the science process skills of questioning, observing, hypothesizing, predicting, investigating, interpreting, and communicating (Harfen and Jelly, 1997) and the use of tools to measure, design, record, and analyze. Research shows that giving students an opportunity to explore and experiment through open ended and guided inquiry is essential to developing competency in science and other disciplines. Inquiry reflects how children understand the world, and is at the heart of how students learn. The spirit of curiosity, questioning, self-reflection, flexibility, openness to new ideas, and respect for evidence, characterize science inquiry. Teachers will have a strong understanding of the inquiry process.

Cedar Park's **science curriculum** will adhere to the district science benchmarks and the **National Science Standards** and will focus on depth of exploration and conceptual understanding, rather than broad coverage. The program will use standards-based instructional materials. It will use multiple instructional strategies and provide students with multiple opportunities to master content. It will use the regular assessment of student knowledge to direct the lessons.

Students bring to the study of science preconceptions that are reasonable based on their experiences, but scientifically limited or incorrect. Teachers need to explicitly address those ideas if children are to refine or replace those ideas with those that are more accurate. Cedar Park will use the assessment instruments of Project MOSART (Misconceptions Oriented Standards-based Assessment Resources for Teachers) created as a NSF RETA (Research, Evaluation and Technical Assistance) MSP. Assessing

student preconceptions and designing instruction to respond to those preconceptions is essential to learning science.

The Full Option Science System (FOSS) modules will be the core curriculum and will be taught in-depth, interdisciplinary, and with guided inquiry. The learning environment will be active and conducive to inquiry, meaningful construction of knowledge, higher-order thinking, and strong habits of mind. The students will have time to reflect on what they have learned and communicate their procedures and findings.

**Special science features** at Cedar Park Magnet School include a Science Specialist, Science Lab, Inquiry Room, mobile science labs, and outdoor learning.

Cedar Park will have a **Science Specialist** on staff to teach the students, mentor the staff, bring a wealth of experiences and resources to the school, and guide the interdisciplinary program as the school works together to develop it.

Students will be able to learn in a **well-equipped science lab** as well as in the classrooms. The large Science Lab will be equipped with hands-on materials in a very functional space. It will also model best practices in environmental science, as it is built very energy efficient and with many “green” products and practices. The science lab will have the appropriate technology tools such as a Smartboard, digital microscope, computers with specialized scientific software, and sensor probes for different measurements available for student and teacher use.

Modeled after Crossroads Science School’s Inquiry Zone, Cedar Park students will be able to learn in a specially designed **inquiry room**. It will be a valuable learning environment where students can choose what they want to explore from a wide range of

educational math, science, and engineering stations as they ask questions, search for meaning, and communicate their thoughts and findings.

Since much of the science will continue to be taught in the classrooms, Cedar Park is working with Dr. Kevin Williams from the University of Minnesota's Bell Museum to design mobile science labs ensuring that the equipment necessary for studying specific units be well organized and readily available for science learning in the classrooms.

Outdoor learning will take many forms. A rain garden, an urban natural solution for water quality and control, will be engineered and planted on the east side of the science-wing addition. A Minnesota Native Habitat Learning Area will be planted on a third of an acre on the west side of the new building, complete with six examples of MN habitats (oak savanna, wetland prairie, upland grassland, ephemeral pond, shrubland, and mesic tallgrass) and an outdoor classroom created within the area. Students will be able to expand their knowledge of the natural world through direct experience and develop increasing levels of personal responsibility for environmental stewardship. This plan creates a wildlife habitat, a wetland area for rainwater use, environmental education opportunities for the community, and a natural area for the city's enjoyment and quality of life.

Cedar Park is working very closely with Jim Davidson and the Soil and Water Conservation District (SWCD) to design the areas properly. Wold Architects and Engineers will sculpt the land to create the different habitat landforms. Joel Wetzel, a landscape architect and Cedar Park parent, will oversee preparing the ground for planting. The School for Environmental Studies High School students working with Todd Carlson have volunteered to help prepare the ground and plant. The Cedar Park children will plant



the habitats. The Cedar Park SITE Council will involve many parents in this project.

Research shows that children learn best when involved in real-life learning and this project is real-life learning at its best. Environmental and life science curriculum that use the Minnesota habitat learning area will be written and incorporated into the school's educational program. The outdoor classroom is a living lab where students can observe, experiment, write, and play.

**Tree Trust** helped us plant a butterfly and a reading garden a few years ago, which the students and teachers use for research and study. We also have ample room for numerous outdoor class projects. The third grade planted a tulip garden for the Journey North project this past year in a garden area between the playground and the building. Cedar Park will add a student weather station in the fall of 2007 and raised bed vegetable gardens in the spring, 2008. The **Minnesota Arboretum's** schools gardening program will be used as Cedar Park designs its own gardens. The school's two courtyards will be more fully developed as learning environments.

Cedar Park Elementary School and the **Dakota County Park Department** have formed a **partnership** to offer an exciting and comprehensive environmental education program for the school's 590 K-5<sup>th</sup> grade students. Three times a year (fall, winter, and spring) the Cedar Park students will attend full-day **environmental workshops** in the regional parks taught by park naturalists, classroom teachers, and artists. The environmental curriculum taught in the workshops will be **collaboratively written** by the school staff, park naturalists, and artist to align with the State Standards and ensure an environmental science scope and sequence over the students' K-5 experience. Cedar Park Elementary School and the Dakota County Park Department have defined the following three measurable goals for this project:

- An environmental curriculum that aligns with the State Science Standards will be incorporated into the district science curriculum at each grade level for Cedar Park teachers to follow.
- A field trip model will be designed and implemented that will be able to accommodate a whole grade level (or 100 students) using school staff, park naturalists, and artists to teach integrated environmental lessons.
- Cedar Park students will participate in three field trips in 2007/08 to Dakota County parks.

Through all of these outdoor learning opportunities the students at Cedar Park will be able to expand their knowledge of the natural world through direct experience and develop increasing levels of personal responsibility for environmental stewardship.

Cedar Park STEM Magnet School will teach a **rigorous math curriculum** aligned with the **NCTM Principles and Standards for School Mathematics**, **Minnesota State Standards and District 196 Math Benchmarks**. The curriculum will emphasize how mathematics enables students to make sense of the world around them and the resources used will address the content defined in the Benchmarks. Math will be an integral part of the science and engineering studies, since the more mathematical experiences can be linked to real life, the more likely students are to retain and be able to use what they learn. The inquiry-based method of instruction will also be used in the teaching of mathematics.

The National Council of Teachers of Mathematics set forth six essential principles necessary for teaching mathematics that are fundamental to the high-quality program at Cedar Park.

## Six Principles for School Mathematics

1. Equity. Excellence in mathematics education requires equity—high expectations and strong support for all students.
2. Curriculum. A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well articulated across the grades.
3. Teaching. Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn well.
4. Learning. Students must learn mathematics with understanding; actively building new knowledge from experience and prior knowledge.
5. Assessment. Assessment should support the learning of important mathematics and furnish useful information to both teachers and students.
6. Technology. Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.

Equity does not mean that instruction is the same for all students, but that all students must be challenged wherever they are in their learning knowledge. Cedar Park will use the 2007 edition of *Investigations* for the core curriculum. *Investigations* is based on research on how students learn mathematics. In each unit, students explore the central topics in depth through a series of investigations as they use important mathematical ideas and mathematical reasoning to solve complex mathematical problems.

*Investigations* provides meaningful, repeated practice of basic facts and skills through activities and games. The investigations allow significant time for students to think and to model, write, draw, and talk with the other students and the teacher about their thinking.

Interventions, extensions, and support for English language learners are provided to meet

the needs of the range of learners in the classroom. The ARC Center Tri-State Student Achievement Study provides evidence that *Investigations* supports student achievement. The results of the study were that average scores of students in schools that fully implemented *Investigations in Number, Data, and Space Math* as their core mathematics curriculum were significantly higher than the average scores in matched comparison schools not using the curriculum. (ARC Center, 2003, available online at [www.comap.com/elementary/projects/arc/](http://www.comap.com/elementary/projects/arc/))

Cedar Park will continue to use sound instructional programs and practices. Part of the students' math instruction will be in small flexible groupings where trained teachers (Title I, ELL, resource, and classroom teachers) work using an inclusion model to instruct the students using purposeful and meaningful work. The ELL and Title I staff join the grade level team meetings once a week to plan the curriculum and discuss student needs.

Cedar Park will pilot **Project M3**, along with three other district schools, to serve as a major component of the accelerated math curriculum. The enrichment cluster teachers, the gifted/talented teacher, the Math Specialist and Shannon Gilmore, District Math Trainer, will work together to offer this curriculum. **Girls Excel in Math (GEM)**, a program offered by the U of Minnesota ITCEP will also have a strong presence at Cedar Park. Next year the ITCEP's GEM program is expanding and will offer more classes for the students, some of which will be held at Cedar Park. The students will have the opportunity to participate in GEM for three years with summer workshop opportunities as well.

Students bring **an intuitive knowledge of mathematics** to school and educators need to build on this existing knowledge, engage students' preconceptions, and use this

knowledge as the basis for developing the formal mathematical instruction at school. Many Cedar Park teachers have received training in **Cognitively Guided Instruction** (CGI), which is an approach to teaching mathematics where teachers learn to understand students' intuitive mathematical thinking and use that knowledge to help scaffold student learning. CGI explains the problem-solving and computational processes that most students use as their numerical thinking develops. The teachers then utilize what they know about children's understanding of the mathematics to select problems, pose those problems, question students, and engage them in discussions that show how the children are thinking. The CGI training also describes how classrooms can be organized to foster mathematical development, provides suggestions for what problems to give and insight into what responses to expect, and explains how children's thinking will evolve. The Cedar Park staff will benefit from additional CGI instruction over the next three years.

Many of the staff are also being trained in **Add+VantageMR** assessment training, a program where teachers learn how to administer student diagnostic interviews to understand what children know about numbers and arithmetic strategies in order to better direct their instruction. Twenty Cedar Park teachers took the class this year and by next year, the remaining kindergarten through second grade teachers will complete the training. After the training, the teachers were given subs for a day so they could complete the math assessments and work together to use the data to differentiate instruction to meet each student's needs. Building in assessment time for teachers is necessary because AVMR assessments are done one on one. Cedar Park's math resources/materials compliment the information gathered from the assessments and teachers are able to make better-informed decisions about which lessons and materials to use with the students. This assessment allows teachers to make better number choices for the students and place

them in appropriate flexible math groups. The District 196 report card rubrics align with AVMR results, making it easier to share students' mathematical progress with families.

The District uses the Northwest Evaluation Association's (NWEA) computerized Measurements of Academic Progress math assessment in the fall and again in the spring in grades two through five and when new students arrive at Cedar Park. The test measures individual student as well as entire grade level progress. Teachers use the assessment information for instructional planning for individuals and classes. The difficulty of the test is adjusted for each student, since the difficulty of each question is based on how all of the questions up to that point have been answered. MAP records are kept over the years, allowing historical student progress reports to be generated.

Cedar Park has hired a very qualified Math/Engineering Specialist to teach the students, mentor the staff, bring a wealth of experiences and resources to the school, and guide the interdisciplinary program. District 196 Math Trainers and the Math/Engineering Specialist will work closely with the staff to continue to develop instructional approaches that support the linking of procedural knowledge and conceptual understanding. Research in how students learn mathematics explains the importance of teachers' understanding of student learning paths and knowledge networks. Teachers must "help students build and consolidate prerequisite competencies, understand new concepts in depth, and organize both concepts and competencies in a network of knowledge. Furthermore, teachers must provide sustained and then increasingly spaced opportunities to consolidate new understandings and procedures." (How Students Learn, p 232)

Cedar Park needs to address the misconception that some people have a mathematical ability and some don't. This will be done through family math evenings.

after-school math enrichment classes, math game bags for families to play at home, grade level websites for resources parents can explore to help at home, monthly lists of suggestions parents can do with children to be actively involved in math, and participation in the University of Minnesota Institute of Technology Center for Educational Programs (ITCEP) Saturday classes. The ITCEP enrichment classes are for grade 3-5 students to learn about a variety of mathematical themes in a college setting. The innovative activities focus on exploration and fun challenges. For the last two years Cedar Park has used integration funds to offer scholarships for up to forty children to attend the classes and provided the bus transportation to the University. ITCEP also hosts a Family Math Fun Fair and Cedar Park also provides bus transportation for families to attend the event. Mathematical teaching and learning takes a collaborative effort among teachers, students, and parents.

Communication about mathematical thinking is essential and facilitates the students' metacognitive assessment of learning. Children at Cedar Park keep mathematical journals. Writing and drawing about their mathematical thinking helps children reflect about their understanding of math, helps them understand the process of getting an answer, encourages the invention of new ways to solve problems, and helps children learn to think with symbols. Expressing their mathematical ideas in journals promotes thinking.

The students will be able to learn in a well-equipped math/engineering lab as well as in the classrooms. A student kitchen will be located in the southwest corner of the school's cafeteria. The purpose of the kitchen is to offer real-life learning opportunities for children to understand and use fractions, measurement, chemistry, etc. It will allow teachers to be able to integrate curriculum very naturally.

In order to teach mathematics in a way that supports conceptual understanding and procedural fluency, teachers must understand the primary concepts underlying the math topic. Teachers have received and will continue to receive excellent mathematical training through the District Math Trainers, Cedar Park's Math Specialist, the University of Minnesota ITCEP programs, and conferences and seminars. Cedar Park teachers need to be knowledgeable about mathematical content, use many different instructional strategies and formative assessment as the basis for instruction to design effective student learning.

**Technology** will be integrated into the math by first looking at the math benchmarks --what students should know and be able to do -- and look at the ways technology tools can enhance the learning.

At Cedar Park the students will imagine, design, and create as engineers do. The **engineering curriculum** will be experiential and hands-on so that the students actively use what they know to explore and construct solutions. Research shows that there are many compelling reasons to teach engineering to children at the elementary level. The reasons include:

- Engineering projects integrate other disciplines.
- Engineering fosters problem-solving skills.
- Engineering embraces project-based learning, encompasses hands-on construction, and sharpens children's abilities to function in three dimensions.
- Learning about engineering will increase students' awareness of and access to scientific and technical careers.
- Engineering and technological literacy are necessary for the 21<sup>st</sup> century.



The special engineering features at Cedar Park STEM Magnet School include a Math/Engineering Specialist, Math/Engineering room, engineering curriculum woven into the interdisciplinary curriculum, after-school enrichment classes, and partnership with The Works Technology Museum.

The addition of the new **Math/Engineering room**, funded by District 196 and currently under construction, will add a number of special learning features designed to show how the building works. One of the outside brick walls extends into the classroom for students to see the brick and insulation construction. A section of the ceiling will be left open so the pipes and electrical wiring are apparent. The plumbing will include some transparent pipes. A simplified computer monitor screen recording the mechanical room operations will show the functioning of the machines necessary to heat and cool a building. The room itself will house a multitude of construction resources for students, from a woodworking shop and an electricity shop, to building manipulatives that include K'Nexs, Capsella, and Legos. The learning environment will be equipped with enough tools, building materials, and problems to please even Thomas A. Edison, who advised, "To invent, you need a good imagination and a pile of junk."

Cedar Park will refer to the **Massachusetts Engineering State Standards** to guide our program and will use curricular materials that integrate engineering and technology concepts and skills with the science and math lessons. The school will be instituting the **Engineering is Elementary curriculum from the Museum of Science** in Boston. These engineering units compliment and expand the science learned in the FOSS modules. The Engineering is Elementary units each focus on one field of engineering and one country and culture from around the world. Each lesson contains two levels of student handouts, basic and advanced, to support differentiated instruction. The Lego

engineering curriculum will also be used, beginning with simple machines and culminating in robotics.

The **Works Science and Technology Museum** is partnering with Cedar Park to offer school programs, field trips to the museum, and professional development for the Cedar Park teaching staff. Open to the public since 1995, The Works Museum has exhibits and programs that reflect a broad range of technologies - including mechanical, structural, electronic, chemical and imaging technologies - plus the science and mathematics behind them. Educational programs at The Works fulfill math and science curriculum standards as they introduce children, teachers and families to the worlds of technology. **Proactive programs target girls and students from ethnic backgrounds not yet well represented in technology-based professions.** The Works' hands-on programs are designed to educate, motivate and build confidence in students by introducing them to the fields of mathematics, science and technology. The Works staff will work with each classroom at Cedar Park on a hands-on engineering project that is integrated into the grade level's science or social studies curriculum once a year for three years. The students will take a yearly field trip to the museum. Cedar Park will participate in their new "Works on Wheels: Exploring Careers in Engineering" program. This program introduces students to engineering projects with the help of a local engineer. The Works will advise Cedar Park in how to design a strong engineering program and will provide engineering professional development for the staff.

There will be numerous after-school engineering opportunities for students, including the BEST program, Inventors Fair, and the High Tech Kids/First Lego League Competition.

The students at Cedar Park will benefit from the intelligent use of technology to provide meaningful content and powerful learning tools. The Cedar Park technology curriculum follows the **International Society for Technology in Education (ISTE)** standards and is integrating into the core curriculum. ISTE has created the National Educational Technology Standards for Teachers in which technology is an integral part of the teaching and learning process. The curriculum teaches technology operation and concepts, research, information retrieval and critical thinking skills. It also focuses on students using creativity and innovation to create products using technology. Cedar Park students will use technology as a tool and learn to select the proper tool for the job. They will learn new ways to communicate and collaborate with students in our school and throughout the world. They will have the opportunity to have a world-wide audience when presenting projects using Interactive Video Conferencing. Through technology, individual interests and learning styles can be used to direct the opportunities for students to learn how to take charge of their own learning. Cedar Park students will become part of the digital world and will be responsible digital citizens.

Students will have easy access to computers in the classrooms, media center, computer lab, and two mobile computer labs: one for the Technology Specialist's use and one for teachers to use in their classrooms.. Next year we will add a computer bank of five computers for each of the grade level areas as well a bank of laptops for teachers to checkout for use in their classrooms. The tools available for classroom use will include LCD projectors, wireless slates, interactive whiteboards, document cameras, digital cameras and video cameras, video conferencing hardware, GPS units, and data-collection thermometers, probes, and microscopes. The software for integrating technology into our curriculum will include Microsoft Office Suite, Kidspiration, Kid Pixs, Ezedia QTI,

Comic Life, the Apple iLife '06, Internet access, e-mail, webpage creation, and an assortment of purchased software written to help students with reading, math, and science concepts.

An essential technology feature at Cedar Park is a **Technology Specialist**. The technology specialist's job is to mentor and support the teachers as they learn along with the students. The mobile computer lab is used by the technology specialist to teach our students the district curriculum and to provide professional development opportunities for the teaching staff.

Cedar Park's classrooms need to be equipped with the appropriate technology placed in the hands of the students that engage them in the process and excitement of learning. The technology tools are used to enhance the curriculum, provide assistance to students who may need extra help, connect the classrooms to the educational and scientific real-world learning opportunities, and provide students with up-to-date information and resources, thus allowing students to learn through inquiry. Every classroom will be equipped with at least one computer and one laptop. Each grade level team (K - 5) will have a computer bank of five to ten computers. We have been testing the educational value of interactive whiteboards, LCD projector systems, interactive tablets, and digital cameras this year. When school starts next year the school will have interactive whiteboards in six classrooms and LCD projectors in six additional rooms. We are committed to purchasing the appropriate technology for teachers as they show an interest and are trained in its use.

Cedar Park will have its own **Video Production Studio** set up in the Band Room. The studio will be used for our Cedar Park News broadcasts which allow students to

learn how to write, create, and edit their own news broadcasts. The studio will also be used for live morning announcements and as a podcasting studio.

Cedar Park will subscribe to Discovery Education *Unitedstreaming* beginning 2007-08. Teachers evaluated the service this year using the company's 30-day trial and determined that it is a valuable teaching resource to enrich their lessons, enhance differentiated instruction, and meet students' different learning styles. With inquiry-based learning, students determine what they want to explore, participate in the planning, and research their questions. *Unitedstreaming* offers students relevant resources to further their research. For teachers who do not have a classroom projector, Cedar Park will have 2 video iPods for use so teachers can download videos, and by plugging into the television input jacks, use the classroom TVs for viewing. Cedar Park also has the added benefit of being connected to Internet2. Internet2 allows for high speed video, sound, and data files to be transferred over our fiber-optic network. This gives students the opportunity to have access to live video conferencing as well as websites with HD quality video, pictures, primary resource documents, and research. Video conferencing provides exciting, authentic and alternative learning experiences. Students can be directly connected to museums, libraries, science and cultural centers, aquariums, and other classrooms. Live video conferencing allows for real time collaboration, a connection with experts worldwide, and high quality real time video and audio.

The Cedar Park staff will have consistent access to professional development in support of using technology in teaching and learning. The Technology Specialist provides classroom modeling and support of the technology available in the building. Cedar Park Elementary is a member of TIES, which offers cutting-edge software applications, hardware and software, Internet services and professional development designed for

educators. Teachers also have the opportunity for District provided professional development.

Cedar Park's technology goals follow those established by the National Education Technology Plan for the United States Department of Education. They are to:

1. Strengthen leadership
2. Consider innovative budgeting
3. Improve teacher training
4. Support E-learning and virtual schools
5. Encourage broadband access
6. Move toward digital content
7. Integrate data systems

In District 196 reading, writing, listening, speaking, word study and handwriting are all important components of language arts. Skills and strategies in each area are modeled, taught and practiced, taking into account the unique needs of each learner. Knowledge and skills are acquired through connected experiences between home, school and community. Students read from a variety of texts, including fiction (short stories and whole books), poetry and nonfiction (textbooks, newspapers and magazines). Students read (or are read to) and write daily.

**Reading** is taught at Cedar Park through a balanced literacy approach that includes guided reading, shared reading, read aloud, and independent reading components. Using the interdisciplinary philosophy, science and math will be taught within the literacy block, when appropriate. The District 196 Literacy Trainers are working with the Cedar Park staff, offering guidance and training opportunities, as we refine how language acquisition is taught at a STEM school. Research completed by the

Elementary Science Integration Projects (ESIP) and supported by the National Science Foundation under Grant No. 9912078 concluded that science is best integrated during read aloud and independent reading time. The read aloud is used to engage the students while developing background knowledge, increase comprehension skills, foster critical thinking, and model the use of reading strategies that aid in comprehension. Dr. E. Wendy Saul, lecturing at the NSTA National Conference in St. Louis, explained that reading non-fiction for content should not be the focus during guided reading instruction. During guided reading the student is focused on decoding and all of the various reading cues involved in learning to read and therefore is not able to interpret science concepts simultaneously. Cedar Park wants to improve the quality and quantity of the student reading materials and will purchase science-related literature for the school library, read alouds at each grade level, independent reading books for the classroom libraries. The school's reading resource library, where teachers get their sets of guided reading books, will benefit from additional titles, and we will choose the science titles with an eye for scientific accuracy and depth of content.

District 196 K-2 teachers have received training in the Lucy Calkins' Writing Program. The 3-5<sup>th</sup> grade teachers will receive instruction in implementing the Lucy Calkin's Grades 3-5 Writing Program during the 2007-08 school year. The Cedar Park staff is especially interested in how to teach nonfiction writing and the District Literacy Trainers are supporting our research in best writing practices. The students will use an inquiry/science notebook next year. The Science Specialist, Math Specialist, and representative teachers will design the student notebooks this summer, 2007.

District 196 K-2 teachers have received training in the Lucy Calkins' Units of Study Writing Curriculum. In this curriculum students study different genres and write

based on their own experiences. While writing How-To stories, All About stories and poetry, students are immersed in nonfiction writing, integrating the STEM curriculum with writing.

Cedar Park Elementary School started training its teachers in the **Responsive Classroom** approach to teaching and learning six years ago. Knowing that academic learning happens best within a positive social context, Cedar Park chose to use Responsive Classroom to create a unified school-wide program to bring together social and academic learning and help children develop positive social skills. . This ability to create a strong, positive school community will be essential as new students from around the district will come to Cedar Park next year. All of our staff have participated in the week-long training in Responsive Classroom I and five staff have completed the Responsive Classroom II training. We will provide this training to new staff next year to ensure an inclusive community climate and high expectations for all. Careful attention is paid to how children treat each other. Students learn the value of responsible community membership and the importance of balancing the needs of the individual with the needs of the community. Cedar Park has found that by using the Responsive Classroom approach throughout the school, problem behaviors have decreased.

Cedar Park strives to provide its students with “high challenge and high support” and has used funds to extend instruction in the ways that work best in our community: SOAR classes before and after school, choir and band before and during school, Study Buddies for third through fifth graders, Reading Recovery before and during school, after-school enrichment classes, Saturday U of MN math classes, Girls Excel in Math (GEM) classes, and summer school.



Cedar Park will be piloting the **Young Scholar** program next year. The Young Scholar model embraces current thinking and researched-based practices for identifying and nurturing the gifted potential in students who have historically been overlooked for gifted services. It works with students who are not likely to be identified for gifted services using traditional identification methods and who, without an opportunity like Young Scholar, are less likely to pursue advanced levels of learning on their own. Historically, these students have lacked access to gifted services, advocates for their high potential, and affirmation of their advanced abilities. The students are held to the same high standards and performance as other gifted students. The main difference is in the amount of support that is provided to promote and nurture their advanced ability. Early identification, coupled with early intervention, will allow Cedar Park to provide learning experiences that increase students' self-efficacy and the likelihood that they will be identified for gifted programs.

Cedar Park has offered a rich array of **after school classes** for the last three years. We will continue, as a STEM school, to have a full array of choices for our students. During the 2006 fall session 20 different classes were filled. For the winter session, children chose from 23 classes. To ensure that each student has full access to the class offerings, bussing and full scholarships are offered to all children who need the support in order to participate. We will want to include additional programs such as BEST, Destination Imagination, Math Masters, Science Fair, Inventors Fair, and Lego League to add a new level of challenge for the students. The YMCA also offers a before- and after-school SAC program at Cedar Park.

The **Explorations program** will be offered two times next year. In Explorations, teachers or other professionals will offer **special classes** that meet all day long for a

limited number of days (we are currently thinking three days). The regular school schedule will be suspended as children attend the class of their choice. The Explorations class topics will come from extensions of the regular curriculum, ideas the children want to explore, teachers' passions and expertise, opportunities in the community, and parents' talents.

### **Professional Development**

Knowing that teachers are the key to the quality of the education offered at Cedar Park, we have a rigorous professional development palette of classes and support available to prepare the staff for teaching in the STEM school. Effective teachers 1) possess deep knowledge of the subjects they teach, 2) engage students with relevant and important content, and 3) know how to anticipate, diagnose, and address student misconceptions. (Effective Teachers are Key, Educational Leadership, Jan.1, 2007) An invaluable component of the staff development is the hiring of three specialists (Technology, Science, and Math) whose primary role is to mentor the teachers using the Collaborative Specialists Model (Education Leadership Jan.1,2007) . These specialists will work directly with the teachers to teach the subjects, model integration of curriculum, add the appropriate technology tools to the curriculum, and demonstrate new resources and programs.

Because **inquiry-based learning** is a core component to our new curriculum, we are working closely with the Science Museum of Minnesota to train our staff. The Science museum staff met with the Cedar Park staff once this winter to introduce their program and get specific ideas about how to tailor their training. They will offer a week-long workshop the first week of summer break, and will continue to support us

throughout the year. Two more week-long Inquiry workshops will be taught the following two summers to add depth to our application of inquiry.

Todd Carlson will work with the staff on writing **interdisciplinary curriculum** during the second week of the summer break. After a one-day introduction, teams of teachers will meet to write curriculum. Dr. Kevin Williams from the Bell Museum will have staff and resources available to support the Cedar Park teachers. Todd Carlson will continue to work with the different teams in an advisory role over the summer.

The **district literacy and math trainers** are designing and offering special courses for the Cedar Park teachers, from **Add+VantageMR math** to **Stephanie Harvey's Nonfiction Comprehension** class. The math trainers offering the first level of Add+VantageMR to 27 teachers this fall. To support the implementation of their new learning, each teacher was given a full day to practice giving student assessments and work in grade level groups to interpret results and plan lessons. Add+VantageMR will be offered again this summer. The second level class will be offered next year. Lynn McGrane, a District 196 Literacy Trainer, will offer a Stephanie Harvey Nonfiction Reading Comprehension class to five staff members this spring and then again to more staff in the fall. The Literacy Trainers are working on how best to differentiate the district's new 3 - 5<sup>th</sup> grade writing initiative so that Cedar Park teachers can emphasize the writing of nonfiction.

Cedar Park will offer its teachers **subject content workshops** so that the science concepts taught in specific units will be understood from an adult point of view, adding important depth to the teaching. We will offer one specific content class for each grade level the first year. The grade level parents will also be invited to attend the workshop so that they too are prepared to understand and support the learning that their child will be

experiencing when the science study takes place. We will offer different content workshops to parents and staff in year two and three of the grant.

Cedar Park effectively employs the use of **Professional Learning Communities**. Professional Learning Communities provide teachers access to examples, a way of integrating examples into practice, peers to help analyze new practices, and the collegial sharing of skills and knowledge. The excitement and expertise of individual staff members can be used to model, support and sustain the growth of others. As the Cedar Park teachers embark on many different areas of new learning, Professional Learning Communities will prove to be an invaluable professional development tool.

Knowing that we want to continue to develop learning environments and lessons that are equitable and affirming, the Cedar Park teachers will be encouraged to continue Responsive Classroom training. A Book Group will study *Open Minds to Equality, A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity* by Nancy Schniedewind and Ellen Davidson.

The Cedar Park staff will have consistent access to professional development in support of using technology in teaching and learning. The Technology Specialist provides classroom modeling and support of the technology available in the building. Cedar Park Elementary is a member of TIES, which offers cutting-edge software applications, hardware and software, Internet services and professional development designed for educators. Teachers also have the opportunity for District provided professional development.

Cedar Park will provide structured time during the year for the staff to plan, write curriculum, complete student assessments, and reflect on pedagogy. Different creative scheduling plans, such as shortened days, before school meetings, pupil-free staff

development days, and use of substitute teachers will be used to provide teachers with time.

Cedar Park has begun to discuss how we can support the educational interests and needs of our parents and community. We plan to offer family science and math curriculum evenings, Community Education sponsored technology classes, environmental education classes sponsored by Dakota County, and family workshops offered by The Works.

Helping our community members understand and use technology furthers our mission as a STEM school. By lifting the understanding of technology and encouraging its use among all community members, we reinforce the lessons children learn during the school day and offer opportunities for them to interact with adults around the theme of technology. While some community members have had the opportunity to learn about and use technology through a number of sources (e.g., school, work, hobby), many in our population have not had these opportunities. To close this gap, we propose offering two types of opportunities -- a *formal course series*, for those who would otherwise not have the opportunity to use common software and complete common technology-supported tasks, and an *open lab environment*, for practice of new skills and intergenerational experience with technology.

The Community Education department in District 196 has the infrastructure and the personnel to support both the formal course series and the open lab environment, and can provide these services at reasonable rates.

1. Formal Course Series

Focusing on the standard tools commonly used in business and education today, the course series would provide community members with opportunities to build basic

through intermediate technology skills. Curriculum on basic computer operation, Internet use and basic e-mail operation, and Microsoft Excel, PowerPoint, and Word would provide a thorough basis for personal growth and support of student work. Instruction would be provided in ten, two-hour classes with practice exercises, for maximum retention. Costs would include staffing, curriculum, marketing, and registration support.

## 2. Open Lab Environment

Allowing customized experiences for community members who wish to practice their technology skills or experiment with educational software in use by magnet school students, the open lab environment would offer skilled assistance from a team of educators. Weekly open lab time would be published for the community, in eight-week blocks, four times per year. Staff would be available for supervision and to help community members advance their skills. Costs include staffing, marketing, and incidental supplies.

The **community** has been amazingly supportive of our school. **Wold Architects and Engineers** has been very creative in adding specially designed learning components to the new building. **Uponor** has donated the in-floor heating system for the new addition. Theresa DiMarco and Lori Frekot from the **Dakota County Environmental Department** have watched over the building design process and advised us as appropriate. **Dakota Electric** is working with the architects to offer energy rebates. Jim Davidson, from the **Soil Water Conservation District**, has been writing a grant with us to provide both expertise and resources in creating outdoor learning habitats and outdoor classrooms. Tom Goodwin, from the **School of Environmental Studies**, having experience in setting up a model science school, has been an invaluable advisor and liaison for our partnership with the high school. Dr. Bennett, Dean of the Engineering

Department, and Dr. Jan Hanson, Science Education faculty, from the **University of St. Thomas**, helped write the mission/vision statement. Rebecca Shafts, Director of **The Works Technology Museum**, has written a grant that will support having their staff teach engineering classes at Cedar Park. Dr. Harvey Keynes from the **University of Minnesota** has approached us to be a part of a grant he is writing to offer a much expanded **Girls Excel in Math (GEM) program** at Cedar Park next year. Dr. Bill Lindquist, **Crossroad Science Magnet School** in St. Paul's science specialist, will work with us to design an **Inquiry Room** modeled after the one at his school. Dr. Kevin Williams, from the University of Minnesota Bell Museum has offered to help us design and build mobile science labs. Dr. Williams is writing a grant to fund the placement of a science graduate student at Cedar Park next year. **Mary Hamann-Roland, Mayor of Apple Valley**, has met twice with Principal Marge Gruenes to offer her support. **The Governor of Minnesota, Mr. Tim Pawlenty**, is visiting Cedar Park on April 24 to speak to the students and staff.

The following are the **formal partnerships** that Cedar Park has established with local community institutions:

- Dakota County Environmental Department
- Dakota County Park and Natural Resources Department
- District 196 School of Environmental Studies
- University of Minnesota Bell Museum of Natural History
- University of Minnesota Institute of Technology Center for Educational Programs
- The Works Technology Museum
- The Science Museum of Minnesota

(c) **Quality of project design**

(2) The Secretary determines the extent to which each magnet school for which funding is sought will--

(iv) **Encourage greater parental decision-making and involvement.**

The integration plan for District 196 has laid the groundwork for parent choice as well as to promote interaction between students from diverse backgrounds and allow for collaboration between district staff, parents and community. It will improve student achievement through well prepared staff and a comprehensive curriculum that creates a supportive environment for all students and their families.

When District 196 decided to move ahead with developing magnet schools, it became clear that offering choice of schools to families meant offering free transportation to those schools. In fact, at the November 27, 2006 School Board meeting, the transportation guidelines were approved by the Board. They knew it would be costly, but they also knew that true school choice does not come without free, reliable transportation.

District 196 is the fourth largest school district (for number of students) in the state of Minnesota and the owner of the largest fleet of buses that travel more miles than any other district in the state. This would be no small feat to transport children across the district to a magnet school. The district transportation department has worked out magnet school routes that are efficient, use existing bus stops, and guarantee every district child who lives more than one-half mile from a school a bus ride that is less than the district bus ride time limit.

The applicant pool for the magnet schools reflected a wide selection of students that represented all ethnic backgrounds. It is believed that this is in part due to the transportation offerings.



Communicating with parents about the new magnet schools was a top priority for the district as the development began to unfold. District recruitment activities have included developing materials as well as making personal contact.

Once a district infrastructure was developed and in place for communicating accurate, consistent messages about the magnet schools, the parents of the community were reached. At this point, staff at schools and the district office were able to articulate magnet school recruiting and registration process with consistent messages and materials; staff training and communication, and simple, clear and consistent registration rules. Family liaisons worked closely with families to communicate in their native languages about the new school choices for their children.

Staff made a commitment to deliver information district-wide to ensure a common, consistent message; to deliver information in a timely fashion to target audiences through communication vehicles and people they trust; and to offer opportunities to learn more about magnets and experience them firsthand.

Parents of students currently attending the magnet schools were offered opportunities to learn more about the magnets through the form of parent informational evenings. Over 600 parents attended these three evenings.

The magnet schools also offered **Spotlight on Schools** for district parents to tour the schools to learn more about the magnet changes for next year. Nearly 500 parents attended these informational tours.

The magnet office received more than 300 applications for 200 spots at the magnet schools. These spots were available after 96% of current families chose to stay at the schools once they became magnets. Since these three magnets are the first magnet schools offered in District 196, this was considered an overwhelming response from the

community. This success was attributed to clear communication channels with district parents.

Once the students begin at the new magnets, there will be many opportunities for parents to continue their involvement in their children's education. Each of the magnet schools already offers extensive volunteer opportunities, and enjoys the good fortune of having parents who volunteer regularly.

The magnet schools recognize how valuable parents' and community involvement is to our students' success. Through Site Council, parent meetings, and numerous surveys, our parents have helped guide the direction of our school. Families are invited to:

- work in the classrooms
- join the Site Council
- chaperone classroom field trips,
- participate in planned adult education classes
- attend the school wide events designed to build community and support specific learning goals
- teach after school classes
- and volunteer specifically in the classrooms based on opportunities available.

Parents have been encouraged to participate in the magnet planning this year. The principals' newsletters throughout the year have kept families informed. This year's Site Council at each of the three magnets decided to wait until next fall to elect officials so the new parents will be a part of the decisions.

The magnet schools have begun to discuss how we can support the educational interests and needs of our parents and community. They plan to offer numerous family

evening opportunities such as family science and math curriculum evenings, Community Education sponsored technology classes, environmental education classes sponsored by Dakota County, and family workshops offered by The Works.

**(d) Budget and resources**

The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

**(1) The adequacy of the facilities that the applicant plans to use;**

In 2004, District 196 passed a bond referendum to improve and or expand existing facilities, replace desks, chairs and other items, and build a new site. Cedar Park and Diamond Path were both recipients of major projects to increase space and renovate existing classroom and non-classroom areas. Glacier Hills opened in 1993 and is a beautiful facility.

Cedar Park Elementary opened in 1977 and has served kindergarten through fifth grade students for thirty years. It currently has 520 students with the ability to invite 50 more students into their STEM program while maintaining lower class size than the district average. In 2005 they added an office addition which has created a bright welcoming area to the school. Spring 2007 will begin the construction of a two room addition specifically designed to accommodate learning around the STEM theme. This will be completely supported by District 196 bond money. In addition to the physical building space, Cedar Park is working with the Minnesota Soil Water Conservation District to design and plant a number of outdoor learning environments on part of the school's property. A partnership with Tree Trust brought in a butterfly and reading

garden in 2004. The school has two existing courtyards which will be more fully developed as learning environments for students.

Cedar Park is equipped to support a computer lab and multiple mobile labs so students have easy access to computers in multiple ways. Each classroom will have at least one computer and one laptop. The building is already completely wireless.

Diamond Path opened its original building in 1970 educating kindergarten through fifth grade students. In 1999, a six classroom addition was built and another four classroom addition was completed in 2006. The latest addition involved revamping of the computer lab and media resource center, both of which are located in the center of the building and serve as the heart of the school. These are key areas in the International Studies theme as students become global citizens. The building is capable of supporting mobile labs to allow students hands-on capacity to communicate and research internationally, as they are already wireless. The Diamond Path outdoor grounds boast opportunity for cultural studies and displays, some of which have already been made into outdoor art museums by visiting artists-in-residence. Diamond Path will host 615 students with the addition of new families choosing the school.

Glacier Hills opened its doors in 1993 and has the capacity for 615 students. The design of this building provides ample specialized space for arts instruction including music, visual arts, technology and movement. It has two levels that have open classrooms facing the center of the building which is the media hub. Students have access to research stations, reference materials, non-fiction books supporting core curriculum and magnet themes and an immense collection of multi-cultural fiction. There will be a classroom equipped for inquiry based science instruction with close proximity to an outside door to facilitate the use of outdoor learning spaces. Together

with Tree Trust, Glacier Hills has established many outdoor learning spaces. These include an outdoor classroom nestled in a circle of trees with benches, walking spaces with educational identification goals, a global garden, bird feeders and artistic stepping stones. This is a perfect location to establish and arts and science magnet.

**(d) Budget and resources**

The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

**(2) The adequacy of the equipment and supplies that the applicant plans to use;**

The MSAP proposal and budget for equipment and supplies for start-up costs to fully develop and implement three elementary magnet schools is adequate, necessary and cost efficient and will enable District 196 and each of the three magnet schools to successfully implement the plan and carry out all objectives. The requested funds will not supplant any local funds. District 196 will purchase all supplies and equipment needed to implement the required district curricula. The grant proposal requests only those supplies and equipment needed to implement the magnet themes. District 196 will not decrease the funds normally spent on supplies, equipment, computers, software, textbooks, or other necessary supplies. Allocations for these items will be the same in the magnet and non-magnet schools.

This proposal concentrates on start-up equipment, supplies and materials to establish the three magnet programs. Each of these programs strives to better meet the educational needs of all students and to strengthen academic skills in all subject areas and for all groups of students. Equipment and supplies are related to the school's magnet theme and will establish these as unique magnet programs that will attract a more diverse student body.

The magnet steering committee in each of the magnet schools met to determine the most adequate equipment and materials needed to carry out their programs. They also visited other magnet schools to learn about practices and materials associated with quality program implementation. The teams did cost comparisons of all equipment and materials. Although all three schools currently have technology, access to computers is a significant problem. Both Glacier Hills and Diamond Path have only one computer lab that contains 30 desk-top computers. Because these labs are used by all students in the building, teachers are usually only able to access the labs one class period per week. The existing lab is also used for state-wide testing in the spring of each year. Further restricting access is the MAP (Measures of Academic Progress) testing which is done online. This online testing requires exclusive use of the lab for four weeks in the fall and spring of each year. Mobile computer labs would significantly enhance student access to technology. Our themes also support the need for teleconferencing equipment and supplies that would allow us to connect with schools and organization throughout the world. The three magnet schools also recognize the importance of using interactive whiteboard technology. This will enable teachers to expose entire classrooms to hands-on and interdisciplinary learning, while increasing the use of technology for instruction. In order to maximize this technology the budget includes LCD projectors and carts so that the projectors can be moved to allow multiple access.

Diamond Path and Cedar Park already have the capacity to support wireless technology; Glacier Hills does not. Wireless technology for Glacier Hills has been included in the budget.

All equipment and supplies will be found in the budget related to the specific magnet school. The equipment and supplies requested are adequate and in partnership

with the district's existing resources will enable each school to meet the objectives of the program.

**(d) Budget and resources**

The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

**(3) The adequacy and reasonableness of the budget for the project in relation to the objectives of the project.**

The project represents a comprehensive Magnet Schools Assistance Plan for the start-up costs of three magnet schools. The budget is both reasonable and adequate to achieve the objectives of the project. All of these schools will have a strong level of implementation beginning year 1 of the grant. The requested budget for the project is Y1 \$2,169,377; Y2 \$2,204,019; Y3 \$2,163,039. Between the three magnet schools, this project will reach over 1,700 students. All objectives in this proposal are related to the program purposes and goals which include:

Resource Teachers to support the Magnet Schools

The District is requesting the salaries and benefits of fifteen magnet curriculum resource teachers. All of these positions are (b)(4) of their time will be spent on Magnet Schools Assistance Programs activities). These positions have been described in the Quality of Personnel section of the proposal.

Each of the three magnet schools will have one resource teacher allocated as a magnet school specialist. This teacher will work with classroom teachers and magnet theme specialists to align the district's curriculum with the specific magnet theme, to develop and deliver an integrated and interdisciplinary curriculum, to plan and participate in professional development, program implementation and parent involvement activities; to develop school-based recruitment materials and aid in the choice and recruitment process; to participate in developing workshops, seminars and connections with other

magnet schools with similar themes; to network with research-based programs and to support implementation of rigorous, inquiry based academic programs through modeling and collaboration. The funding of these three positions will be in-kind positions for Year one, but we are requesting funding for these positions for Year two and Year three.

Diamond Path will also have three world language teachers to accommodate our 615 students, their choice of Spanish or Chinese, and our goal of offering ninety minutes of world language instruction per week in a FLES model. We are also requesting a technology teacher to assist our staff in the use of interactive technology and to build our teachers capacity to use technology independent of a technology specialist.

Glacier Hills requests four specialists to support their Arts and Science theme. These specialists will also work to build classroom teacher knowledge and capacity in these fields. An art specialist, a science specialist, and a technology specialist will provide inquiry based and interdisciplinary curriculum instruction to our students. A Spanish specialist will provide language instruction in a FLEX model and work with classroom teachers to integrate language content into the classroom.

For their STEM theme, Cedar Park will need a math and engineering specialist, a science specialist, and technology specialist. These three specialists will provide direct instruction to students and also work in partnership with the classroom teacher to build knowledge and capacity among the instructional staff. In addition, a Spanish specialist will provide language instruction in a FLEX model and work with classroom teachers to integrate language content into the classroom.



### Professional Development

In addition, the District is requesting funds for teacher stipends for professional development, interdisciplinary curriculum writing, and curriculum alignment with district and state standards. These activities will take place outside of regular contract hours. Each magnet school will integrate their magnet theme into the district curriculum and state standards and create expanded interdisciplinary and inquiry based lesson plans specific to the magnet theme while meeting the needs of diverse learners. Teachers need professional development to carry out the new, innovative magnet themes and the inquiry-based curriculum that will be developed. Professional development will also provide a high quality academic program that meets the needs of diverse learners.

### Fringe benefits

Fringe benefits are a contractual obligation.

### Travel

The district is requesting a small amount of funds for staff travel to view exemplary programs in other districts, for conferences related to magnet themes, magnet implementation, inquiry based learning and interdisciplinary curriculum.

### Equipment

The District is requesting funds for equipment necessary to carry out the magnet program in the three magnet schools. All equipment requests are in the accompanying budget. Equipment for these magnet programs includes but is not limited to these requests. Schools have included computers as equipment if they need more than they currently have to implement the necessary technology to implement their theme. Equipment to support the regular academic program will be purchased with local funds.

### Supplies

All requested supplies are critical to the specific magnet program at each site. A list of supplies requested by each magnet school is in the project budget.

#### Contractual Services

Each of the three magnet schools has developed a professional development plan specific to their theme and the needs of their school. In addition, the schools have contracted with specific organizations, consultants, and universities to conduct professional development and provide ongoing support. Glaciers Hills has contracted with Hamline University, Mr. Todd Carlson, Origins and the University of New Hampshire. Cedar Park has contracted with the Science Museum of Minnesota, Mr. Todd Carlson, The Bell Museum of Minnesota and Origins. Diamond Path's contracts are Hamline University, Mr. Todd Carlson, Origins and the Minnesota Humanities Commission. These contractual services are used to provide content and instruction not available through district personnel. In addition, the magnet resource teachers will provide professional development support as part of their job description.

Funds will be used to allow the District to contract for the services of an outside evaluator to provide an independent evaluation of the magnet project and to provide the District with a summative and formative evaluation.

In summary, the budget for this project is reasonable as it covers all the areas related to the objectives of the project. It includes personnel, equipment, supplies, travel and contractual services related to the start-up costs of the three magnet schools. Because the building of capacity and professional development knowledge has been built into the plan, after three years of funding the District will assume the costs of maintaining the project.

### In-Kind Staff Positions

The development of three new magnet schools in District 196 has taken a collaborative effort among many people. Positions at both the school level and district level that have worked on this include Superintendent John Currie, Director of Elementary Education Dr. Julie C. Olson, Director of Federal and State Implementation Rule Jane Berenz, Integration and Equity Coordinator Scott Thomas, Magnet School Coordinator Michelle deKam Palmieri, Assessment Specialist John Lindner, Elementary Curriculum Specialist Dr. Kristine Samsel, and Integration/Magnet School Secretary Patricia Kaiser. **All of these positions are in-kind contributions** to the magnet school development.

**(e) Evaluation plan**

The Secretary determines the extent to which the evaluation plan for the project--

**(1) Includes methods that are appropriate to the project;**

The evaluation covers the entire three-year period of the MSAP grant making cycle. The evaluators will draw data for the proposed project from several distinct, yet related sources. At the end of each project year, we will submit a report detailing research design, data gathering, and analysis processes, coupled with the findings. The reports will be structured as follows - the first two will represent annual performance reviews and the final one would provide a summary of our findings. In all of these reports, the project objectives and MSAP Performance Indicators will be discussed in detail. Although the project objectives will cover a three-year period, meaning the length of the project, progress toward achieving these objectives will be measured annually. This will provide

an opportunity for adjustments of the components of the project to be made annually where such a need arises. Moreover, lessons learned from areas in which we are making lofty achievements would be studied so that we can continuously enhance the quality of our work. In addition, the evaluators will compile formative evaluation reports intended for the exclusive use of the school district. The formative evaluation report will be used as a tool for program review, reflection, and enhancements, which would be described in the report at a later point.

The Rosemount-Apple Valley-Eagan Public Schools magnet project evaluation will tap numerous data sources to construct the context and substantive content for both the formative and summative evaluation reports. Quantitative or existing data would include, but not be limited to demographic information and the results of standardized tests. This will be buffered and supported by data arising from questionnaires and focus groups and related interviews. Qualitative data or resources would also include school improvement plans, developed curriculum materials, parent activity logs, and professional development logs. This process would ensure the necessary methodological balance needed to engage in a robust program evaluation. Furthermore, developing an evaluation framework that is holistic in nature has the advantage of accruing the rich repository of information that project and school staff needs to make intermediate changes or adjustments to their intervention strategies. The reporting of project outcomes would occur at two levels: district-wide and on a school-by-school basis. We will seek to assess intervention strategies that are producing optimal outcomes at one school and conditions contributing to sub-optimal or failed outcomes at other schools. There might be anomalies (situations that are working well for undefined reasons), and we will

explore those reasons to maintain keen understanding of the possible or plausible explanations.

In the remaining portion of the plan, we will describe the data, data collection instruments (i.e., test and survey protocols) and data analysis methodologies, which would be utilized through the life of the project and its evaluation. In addition, this section will discuss the processes that would be employed in implementing the formative evaluation, a summary the data collection methodologies for specific project objectives, coupled with a description of the scope of the evaluation and an associated work plan.

**(e) Evaluation plan**

The Secretary determines the extent to which the evaluation plan for the project--

**(2) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement;**

**Data Collection Methodologies**

The Contractor (Russell Communications) will design a complete assortment of data collection instruments aimed at eliciting sufficient data to meet the project objectives and MSAP Performance Indicators. These instruments will include the following:

1. School Improvement Plans: All Rosemount-Apple Valley-Eagan schools produce school improvement plans. Each plan is comprised of a needs assessment, and analysis of student test data, including activities that are geared toward improving the quality of instruction and enhancing student achievement. Importantly, each of these plans consist of four sub-plans, notably, a) systemic reform/curriculum alignment; b) magnet theme development and implementation; c) professional development; and d) parent

participation. The Rosemount -Apple Valley-Eagan School District will give the Contractor full access to the plan for each magnet school.

2. Student Achievement, Demographic and Other Data: The Contractor will collect the relevant data appropriate for examining student achievement from a variety of vantage points using different variables. These would include how students are distributed racially and ethnically. An important process would be to glean insights on the success of strategies being employed to reduce, eliminate, and prevent minority student isolation. This would achieve both Program Purpose 1 objectives (related to mitigating student isolation) and Program Purpose 4 objectives (related to student academic achievement).
3. Document Request: The Contractor will request a broad list of documents from the participating magnet schools. Classroom teachers and MSAP support staff would be asked to assist in determining the extent to which MSAP services are delivered and the efficacy of their quality. Educators and support staff would be asked, for example, to provide sample copies of project-specific lesson plans and units to the evaluators for review and analysis. The Contractor will also request how MSAP human resources are utilized, materials managed, coupled with the application of instructional methods. The list of professional development opportunities afforded to all the people associated with the MSAP project would be obtained by the Contractor. The materials used in such professional development seminars would also be collected.
4. Observations: The Contractor, which consists of professionals trained in administering and evaluating the progress of magnet schools will gather data

on the racial/ethnic composition of the classes and the school in general. Such practices as how students are grouped, the diversity of groups, instructional strategies/practices, professional development offerings, and the visible impact of the magnet school staff and materials the school's programs would also be observed. The ways in which the magnet theme is integrated and sustained within daily lessons, student work, and the fabric of the school culture would also be observed. Lessons, lesson planning, and curriculum writing processes would also be observed; and interviews will be conducted with school staff, students, and parents, with specific regard to these issues. Noteworthy, all observers will be equipped with observation protocols to guide their interaction with school staff and students in an effort to standardize the process.

5. Principal, Teacher, Student, and Parent Surveys and Interviews: Survey items that are specific to MSAP will be used to fulfill these requirements of the evaluation plan. Through a collaborative effort between the Education Alliance of Brown University and the American Education Solutions (AES), an evaluation firm, teacher, student, and parent surveys were developed. They emanated from a six-year evaluation project involving MSAP-supported districts, whereby survey data and student test scores were collected and analyzed. These survey instruments are framed intentionally and consciously with MSAP purposes and objectives at the center. These surveys focus on 1) the interaction of students from different backgrounds in various aspects of the school program, and their lives outside of the school; 2) planning, systemic reform and curriculum alignment; 3) development and

implementation of the magnet theme; 4) parent involvement; 5) professional development; and 6) capacity building. These surveys will be used at the participating magnet schools.

The Contractor will administer teacher surveys to classroom teachers at the magnet and comparison schools. To gather student data, the Contractor will sample one grade from each of the participation schools. Students in grade 3 will be surveyed from each elementary school. Parents will be surveyed randomly, picking from a list of classes from each of the participating schools. Surveys will then be sent to their homes for the parents via their children in the selected classes.

Comparison schools (non-magnet) that have similar racial and socioeconomic compositions as the participating magnet schools will also experience the same data collection protocol described above. The goal here is to place the magnet school survey respondents within a much broader context. Not only that, the magnet school data will be measured against that of the comparison schools to isolate and distinguish differential impact. Also, the follow-up interviews conducted with magnet school teachers, administrators, and with the Project Director will also help add a richer depth to the survey responses.

### **Formative Evaluation and Reporting**

Russell Communications views its primary responsibility as an evaluation company not only to provide information related to the success or failure of specific projects, including the magnet program discussed in this plan. Instead, it believes that this



role is one that must contribute to meaningful continued improvements within the magnet program over the life of the funding period. Benchmarks and reporting on them should follow a trajectory that shows ongoing improvements, needed adjustments and modifications, and an ultimate achievement of program objectives. In the absence of such a tracking and monitoring, evaluators and staff lack the basic resources to provide the comprehensive picture that could engender maximum realization of the intended outcomes. Evaluators want a process that allows for ongoing assessments; increases the likelihood of achieving the project objectives, and the capacity to modify the objectives and/or activities, if necessary, before end of each school year. Formative evaluations are employed principally to alter, fine-tune, and boost interventions. They are not intended to justify the funding or prove that the intervention merits the financial investment. New programs such as this one benefit from formative evaluations in that they guide and direct their activities, giving it structure and form. Based on this underlying posture, teachers, school administrators, and district administrators are considered as co-evaluators - both as suppliers of data and users. The essence of a collaborative posture and mechanism is critical because it does not alienate potential sources of rich data; instead, it makes them invested because everyone has a shared goal of program success. Teachers are able to clearly identify the objectives and goals of the project, areas of improvement, and when the ultimate objectives are achieved, everyone is able to delight in such a milestone. Hence, the key markers of this process are communicating clearly and consistently, capacity building, and maintaining a shared and cohesive vision. For the project, the formative evaluation will proceed in the following phases: planning and goal setting; survey analysis and reporting; site visits, observations, and interviews; and recommendations.

*Planning and Goal Setting:* Data gathered by the Contractor would be directly focused on the goals, objectives, and activities of each school improvement plan. The school improvement plan is designed to comport with the purposes and objectives of the Magnet School Assistance Plan (MSAP) grant. To repeat, every participating school will engage in a comprehensive planning process hinged on the MSAP grant activities. The process would be earmarked around how resources are allocated around the following domains: a) curriculum alignment/systemic reform; b) magnet theme development/implementation; c) professional development; and d) parent participation. The tables are aimed at assisting MSAP staff, school administrators, and teachers to understand and discuss the allocation and utilization of resources to support MSAP activities. This segment of the evaluation has the role of ensuring that processes are refined and thought out clearly and grant activities are well-coordinated.

*Survey Analysis and Reporting:* The data gathered through these program-specific surveys are intended to help the evaluators to structure relevant interviews and observations within each participating site. The survey data are also going to serve as tools for ongoing assessments to determine if the program is achieving its targeted goals and objectives. Equally important, it will help increase efficiency and lead to adjustments when necessary. The choices of respondents ranging on a continuum from strongly agree to strongly disagree will be averaged and their means tested separately for the magnet school and the comparison schools using statistical analysis techniques to examine for significant differences between the means. Should abnormalities exist in the distribution of responses, the evaluators will likely resort to non-parametric equivalents such as the Mann-Whitney U- test to assess for significant differences of ranked scores.

Survey items that ask respondents to gauge the number of hours that they spend on specific MSAP-related task are intended to ascertain if the numbers of hours in each response are equal. Upon such a determination, the midpoint of each range of hours would be taken and then averaged to then be subjected to statistical analysis. The analysis would focus deciphering the number of hours that either a magnet school and a comparison school spent on given activities. Using a chi square test, the magnet and non-magnet sites would be compared to indicate the trends between the two groups of informants. The reports would include graphical data comparing the aggregate data from the magnet and comparison schools. Once the results are tested to determine if significant differences exist, the results would then be presented as pie, bar, or line graphs to make them accessible to school and district staff. Narratives will also be written to distinguish the trends in the magnet and comparison schools. When site visits occur, these narratives will inform and influence the structured observations, interviews, and discussions pertaining to the impact and quality of implementing the MSAP project.

*Site Visits, Observations, and Interviews:* Because surveys are used to inquire about the views of a relatively larger group of people that have extensive knowledge of the extent and quality of the program under review, they serve as critical tools for formative evaluation. Despite their noted strengths, surveys must always be complemented by site visits, which include classroom observations and interviews with teachers, administrators, students, and parents, even other stakeholders to give it the quality depth needed for robust insight. These visits were described in previous pages of the plan.

*Recommendations:* The recommendations are by-products of the cumulative understanding derived from the various processes outlined in the evaluation plan. Each

recommendation will be cultivated by going through the insights gleaned from planning and goal setting process, surveys, site visits, observations, and interviews, and the completion of the report, and follow-up discussions with all the stakeholders. An important point is that each and all recommendations will focus on the program objectives, performance indicators, and activities. The recommendations will also pinpoint and underscore exemplary areas of achievement.

### **Summative Evaluation and Reporting**

Considering that the evaluation discussed in this plan is a comprehensive one, the Contractor intends to also conduct a summative evaluation and report its findings. It will concentrate on assessing the effects and effectiveness of the MSAP on Rosemount-Apple Valley-Eagan Schools. Data sources that would be used for these purposes have already being provided in the preceding pages of the plan. The Contractor will design relevant data collection instruments where necessary, collect the data and analyze them, followed by performance reports and a final report. The final report would summarize the findings, and provide the Education Department and local school staff with briefings. The summative evaluation will be structured following this order:

1. Program Purpose: Elimination, reduction, and prevention of minority group isolation....
2. Summary of Objectives: For each project year,
  - 1:1 Minority group isolation will be reduced at each magnet school.
  - 1:2 The proportion of white students in the applicant pool for each magnet will exceed the proportion enrolled in the school by at least 10%; while

the number of students in the applicant pool for each school will be 10% greater than the number of seats available.

1:3 No feeder school will become minority group isolated (No feeder school will exceed the district-wide average of minority students for the grade level).

1:4 Classes will not deviate from minority: non-minority grade ratios by more than 15%.

**(e) Evaluation plan**

The Secretary determines the extent to which the evaluation plan for the project--

**(3) includes methods that are objective and that will produce data that are quantifiable.**

**Measuring the Objectives**

At the beginning of the school year, Rosemount-Apple Valley-Eagan District collects data on the racial and ethnic identities of its students. Every principal is expected to identify the composition of classes based on racial background. The racial/ethnic survey will be completed and published by October of each school year. The Project Director will be responsible to collect this data. The ethnic census data will be compiled by Rosemount-Apple Valley, Eagan Schools, coupled with all participating magnet and non-magnet schools. The data will be used to determine if these objectives are being achieved.

The evaluator will also assess and provide findings regarding what the data suggests about changes in project goals or activities. To promote the broad participation and interaction of students, the evaluator would also gather data on student participation. This data will be disaggregated to reflect the minority and non-minority status of students. Other data that would be collected by the evaluator are participation in

cooperative education groups based on the class observations as well as advanced or gateway science and math courses.

**Program Purpose 2:** Develop and implement magnet schools that will assist LEA's achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards.

*Summary of Objectives 2:1* Each magnet school will complete a school site plan with identified goals, objectives, and activities that support the structured and institutionalized reforms of the adoption of high standards for all students and consequent restructuring for diversity and equity and the expansion of activities for parents.

*Summary of Objectives 2:2* Surveys will measure the perceptions of teachers regarding the effectiveness of school planning.

*Summary of Objectives 2:3* Magnet resources for teachers will facilitate and support efforts to implement systemic efforts to reform and provide all students the opportunity to meet rigorous State academic content standards and student academic achievement standards.

*Summary of Objectives 2:4* At the end of each project year the number of parents that participate in various magnet school activities will increase.

**How would the following objectives be measured?**

[2:1; 2:2] School records of meeting minutes and agendas relating to the magnet school will be provided to the evaluators. Through site visits, interviews with and surveys of school staff and students, review of the documents, and lesson and unit plans, the evaluators will determine the extent to which the school site plan is being adhered to. The evaluators will then follow through with the relevant school personnel to ensure that

problems related to achieving specific goals and objectives are mitigated, whether it is related systemic reform, curriculum alignment, or the school's magnet theme.

[2:1; 2:2; 2:3] Program success on objectives 2:1 through 2:3 will be measured by using the teacher survey items related to the school improvement and magnet planning process; coupled with the use of magnet resource teachers.

[2:4] Parent participation in each activity will be measured by the use of sign-in sheets, as well as responses to meeting and workshop notices sent out to parents. Through the use of an evaluation checklist, parents will be asked to evaluate each activity that they participate in based on a modified Lichert Scale. These surveys will make allocations for more extensive written comments from parents – qualitative data that will be tallied and used to make the necessary adjustments and changes in response to parents' insights. Furthermore, the date, time, and locations of all meetings and workshops will be recorded and submitted to the evaluator to enable in-time planning to attend those meetings and glean relevant observational data. In addition, parents and students will be surveyed and/or interviewed - using strategies such as street intercepts (random process) to get information on the possible impact specific activities are having on students, their home learning environments and the attitudes of parents and children toward school and learning.

**Program Purpose 3:** Development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools and public education programs.

*Summary Objectives 3:1* Magnet resource teachers will facilitate and support the development and implementation of magnet themes.

*Summary Objectives 3:2* Magnet theme-related units, lessons, and curriculum documents will be developed and used with students.

*Summary Objectives 3:3* Teachers will use innovative, student-centered, culturally appropriate instructional practices related to the magnet theme.

**How would the following objectives be measured?**

[3:1; 3:2; 3:3] The surveys involving teachers will contain questions directly related to implementing the magnet themes. It will center on the following: teachers' degree and quality of involvement in developing the magnet theme materials, the frequency with which they use the magnet theme within the classroom, and the types of pedagogical practices that they use in the classroom, seeking to find out if the latter is student-centered, culturally responsive, and developmentally appropriate. Moreover, questions dealing with curriculum alignment and teacher perceptions of human and material resource support will be analyzed and reported. Cumulatively, the survey data will be used to determine the extent to which new instructional approaches are being applied, and their effectiveness.

**Program Purpose 4:** Improvement of the capacity of local education agencies, through professional development offerings and operating the magnet schools at optimal level of service delivery that would be sustainable after the federal funding is terminated.

*Summary Objectives 4:1* By the end of the project year, 90% of the magnet school teachers will fulfill all training/professional development and capacity building objectives. This will include training objectives linked to the school improvement plans, as well as the number of hours and type of training with an emphasis on how training improves instruction and instructional practices.

**How would the following objectives be measured?**



The staff development plan will specify the number, content, sequence, and developmental appropriateness of all professional development offerings. Each magnet school administrator and teacher would be encouraged to complete a minimum number of hours of such training. Attendance at every professional development offering will be logged by each presenter. The school administrator and Project Director will assemble such data with special attention focused on the type of training received by each teacher or administrator, the number of participants, and the information vetted for accuracy through teacher surveys. The number of teachers applying for an attending the different professional development opportunities will be compared and follow up interviews will ensue to determine any barriers to accessing such opportunities.

The evaluators will use classroom observations, stakeholder interviews, and surveys to collaborate with the School Site Team to evaluate the efficacy of interventions aimed at generating magnet school change. Essentially, this will be an effort aimed at determining the cohesiveness of the school relative to effectiveness of strategies for advancing the magnet theme. It will also seek to determine if existing structures are capable of enhancing and sustaining collaborative efforts between the different constituencies throughout the life of the funding.

**Program Purpose 5:** Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

*Summary of Objectives:* All objectives related to equitable distribution of minority and non-minority students in each magnet school, discussed previously, addresses this particular program purpose. In addition, objective 3:3, which deals with innovative

instructional techniques in the classroom, attend to the specific program purpose.

Objectives [2:1, 2:2, 2:3, 3:1 and 3:2], which pertain to providing all students with the preparation and rigor to meet challenging State academic content standards and student academic achievement standards; and the writing of magnet curricula and the production of magnet curricula directly concentrate on and address this purpose as well.

## **Annual Evaluation Schedule**

**Task 1:** Informational meetings with district and project staff [Weeks 1 and 2]

**Task 2:** Develop and refine evaluation design, data collection plan and processes, and data analysis plan and processes. [Weeks 3-4]

**Task 3:** Data Collection, Analysis and Reporting

### **Sub-Task 3:1**

- Collect data for year one (ongoing throughout the year)
- Site visits; interviews; and observations [Weeks 4-35]
- Formative evaluation, including discussions of recommendations [Weeks 4-40]
- Administering surveys [Week 36]
- Collecting documents [Weeks 36-37]
- Reporting survey results [Week 40]

**Sub-Task 3:2** Analyze and process data [Weeks 36-38]

**Sub-Task 3:3** Prepare Annual Performance Report [Weeks 39-40]

**Sub-Task 3:4** Submit report to school district [Week 40]

**Sub-Task 3:5** Submit report to United States Department of Education [Week 41]

**(f) Commitment and capacity**

(1) The Secretary reviews each application to determine whether the applicant is likely to continue the magnet school activities after assistance under the regulations is no longer available.

The District will utilize its Title I, Title II, Title IV, and Title V to aid in ongoing funding of the new magnets schools. As a District and as each school continues to address the requirements of the *No Child Left Behind* Act, our schools develop comprehensive site plans that include *Measures of Academic Progress* (MAP) in the fall and spring in grades 2- 5 to measure each child's academic growth.

We also have systems in place to support the schools financially through budget formulas that support professional development, supplies, materials and staffing. Each school in our district writes a Site Plan. These School Site Plans help the individual school develop goals; these goals will need to be aligned with the district goals and student achievement goals. From here the schools develop action plans and then evaluate the plan at the end of year.

The comprehensive professional development teachers receive as part of the three-year magnet school plan will be invaluable in sustaining the magnet school into the future. In addition to the summer workshop series, the teachers at Cedar Park will be able to attend the National Science Teachers Association conference, the National Math Teachers Association, the Minnesota Environmental Educators Conference, the Minnesota State Integration Conference or the Magnet Schools of America conference. The teachers at Glacier Hills could attend the National Science Teachers Association Conference, the Minnesota State Integration Conference, or the Magnet School of American Conference. The teachers at Diamond Path will be able to attend the International Studies Schools of America Conference, the Minnesota State Integration Conference, or the Magnet Schools of America Conference.

Magnet schools will also direct allocated professional development dollars towards training new teachers. All schools in District 196 receive professional development dollars that are for use at the site level, and a certain percentage of those funds are allocated for new teachers. New staff will also be paired with a peer leader who will mentor them for three years and will assist in training them to teach effectively in the magnet school setting. The peer leader is part of a PAS (Performance Appraisal System) that District 196 uses to mentor and support new teachers in their instructional areas. The work of PAS is based on Charlotte Danielson's *Framework for Teaching*. It has been in place in District 196 since 2005, and we have had the opportunity for Charlotte Danielson to come and train our peer leaders and administrators first hand as part of this initiative. Supporting quality new teachers is a high priority in District 196, especially new teachers in magnet schools, who are expected to excel not only in best practices in the core curricular areas but in integrating the magnet theme as well.

District 196 is committed to the success of its magnet schools program. This commitment is also being demonstrated by the addition of two STEM classrooms at Cedar Park Elementary, which will include a science lab and an engineering/math lab. The science and math/engineering specialist staff will train classroom teachers and support staff to integrate these specialist areas into the regular curriculum and embed the skills necessary for classroom teachers and support staff to sustain the themes and work independently. We view the importance of each staff member being able to effectively use those labs as critical to the school's success. Furthermore, the labs and the instruction that takes place in those labs will serve as a model for other District 196 elementary teachers. Teachers will have opportunities for professional

development in curriculum and best practices by using the labs for training and development.

We also believe that students should be using technology in every classroom on a regular basis. District 196 supports the use of technology in the schools by providing new computers on a rotating schedule. Each elementary school also has a staff member who is a designated Technology Contact and attends monthly trainings and shares ideas with the staff. However, in order to meet this goal of technology being integrated into the curriculum daily, teachers must be effectively trained to use available technology as a tool for learning. They should also be provided with additional technology tools to further enhance the curriculum. This would include the use of Smart Boards, wireless labs, LCD projectors, portable carts, and software. Through the MSAP grant, more technology can be purchased for the students at Cedar Park, Diamond Path, and Glacier Hills. The staff will participate in intensive training to use technology throughout the curricular areas, and will only be provided with the equipment if they attend the training. We believe this will be a positive motivator.

Professional Learning Communities (PLCs) exist to further ensure collective knowledge sharing and collaboration on a long-term basis. These communities exist in several forms in our magnet schools, ranging from specifically organized teams to grade level communities. Again, the purpose is to ensure that learning is constant and sustained over time. Our goal is to bring in the best professional development possible to develop a sound foundation for each school to work from. It is in our interest to maintain focused professional development and constant learning to make these choice programs successful.

- (f) **Commitment and capacity**  
(2) The Secretary determines the extent to which the applicant--  
(i) **Is committed to the magnet schools project;**

Developing strong magnet schools requires that the three magnet schools develop theme-based educational programming to attract students from across the district to their schools. These theme-based schools are designed to build the capacity of the school through magnet school **professional development, resource development, and curriculum development.** These three areas are critical to maintaining and sustaining a magnet through curriculum development and interdisciplinary lesson planning.

From the very beginning, we believed that allowing parents to have school choice was a long overdue concept, and it has been finally possible to develop by using integration and MSAP dollars. Our District works with the belief that true choice means all students must have access to transportation to any magnet school. This commitment to equity has been demonstrated by the School Board approval of the transportation guidelines and policies. The School Board is also aware of the program's ongoing transportation costs, and they are committed to ensuring that all students have transportation.

As stated previously, Cedar Park will have an addition constructed to accommodate two STEM labs; one lab will be used specifically for science instruction and one lab will be used for math/engineering. Construction will begin in summer 2007. This construction is made possible due to remaining dollars from previous projects in District 196 that were completed under budget. This project has also become an avenue for corporate partnerships that are assisting with construction

efforts. Partners include Home Depot, the City of Apple Valley, Thompson-West, Lockheed Martin, Dakota County, and the School of Environmental Studies at the Minnesota Zoo. This addition has been planned carefully by Wold Architects as a “green addition,” using environmentally friendly products and construction. Wold will use this addition as a model “green space” for future school additions and renovations.

We are currently investigating the conversion of one or two classrooms into science labs at Glacier Hills. This will likely be possible in two years when enrollment in a center-based special education program will decrease and space will become available. We are additionally hoping to use MSAP grant funds to create a greenhouse space for students to use as part of their science instruction.

- |  |
|--|
| <p>(f) <b><u>Commitment and capacity</u></b><br/>(2) The Secretary determines the extent to which the applicant--<br/>    (ii) <b>Has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available.</b></p> |
|--|

The State of Minnesota has a basic yearly funding formula for schools that presently allocates \$4974.00 per pupil based on October 1 enrollment data. In addition local taxes are levied to provide funds for our district. The residents of District 196 have a long history of supporting increased property tax levies for program funding and the sale of bonds to build additional buildings and upgrade current facilities.

Corporate and civic relationships are key to continued support of the magnet schools. Glacier Hills has a long standing with the publishing company Thompson-West and are pursuing a relationship the engineering company Lockheed-Martin. Cedar Park



partners with the Science Museum of Minnesota, the Minnesota Bell Museum and Dakota County Parks. Diamond Path is a member of the International Studies Schools of America and has partnered with community members who have taught in schools abroad. Our District does provide specialist staff funding to each building based on student enrollment. Decisions as to how these specialists are allocated are made at the site level by building teams.

Transporting students to magnet schools is a significant cost. The School Board has publicly stated on numerous occasions that they are committed to funding the long-term transportation costs of the program. This has been demonstrated by the November 27, 2006 School Board vote of full approval of the magnet school transportation guidelines and policies.

One of the most significant ways to ensure the continued success of magnet programming after funding is no longer available is professional development at the site level. Our professional development plan provides rigorous and extensive professional development with the intent of building capacity for inquiry, interdisciplinary instruction and theme related learning among our teachers. The belief is that once this knowledge is embedded into instructional practice through a three-year plan of professional learning, it will continue after funds are MSAP funds are no longer available.

Minnesota state law requires that districts allocate two percent of their general fund dollars for professional development. This represents a substantial commitment of dollars. At the elementary level these dollars are primarily used for the core curriculum areas of literacy, math, social studies, and science. While this training is not specific to the magnet themes, it provides the opportunity for teachers to combine their specific magnet school professional development with district-wide professional development.

This provides another avenue of continued capacity building for teachers. Based on current activity at the Minnesota State Legislature, we believe the state will continue to require this professional development commitment.

# Project Narrative

## Other Narrative

### Attachment 1:

Title: Pages: Uploaded File: **5635-Mandatory\_District\_196\_INtegration\_Plan.doc**

### Attachment 2:

Title: Pages: Uploaded File: **5406-enrollment\_tables\_for\_grant.doc**

### Attachment 3:

Title: Pages: Uploaded File: **5547-Selection\_of\_Students.doc**

### Attachment 4:

Title: Pages: Uploaded File: **5318-06-07testingMatrix.pdf**

### Attachment 5:

Title: Pages: Uploaded File: **120-11-13-06\_Regular\_Mtg.doc**

### Attachment 6:

Title: Pages: Uploaded File: **1124-11-27-06\_Regular\_Mtg.doc**

### Attachment 7:

Title: Pages: Uploaded File: **939-201.6AR.pdf**

### Attachment 8:

Title: Pages: Uploaded File: **6295-405.7AR.pdf**

### Attachment 9:

Title: Pages: Uploaded File: **2136-2006-07DistrictGoals.pdf**

### Attachment 10:

Title: Pages: Uploaded File: **1863-032706min.pdf**

### Attachment 11:

Title: Pages: Uploaded File: **3916-101606min.pdf**

### Attachment 12:

Title: Pages: Uploaded File: **5652-111306min.pdf**

### Attachment 13:

Title: Pages: Uploaded File: **9678-112706min.pdf**

### Attachment 14:

Title: Pages: Uploaded File: **5661-BoundaryMap-ELEM.pdf**

Attachment 15:

Title: Pages: Uploaded File: **9220-District\_196\_Klobuchar\_Letter.doc**

Attachment 16:

Title: Pages: Uploaded File: **6480-District\_organization\_chart\_-\_duties.pdf**

Attachment 17:

Title: Pages: Uploaded File: **4524-Diversity\_Report\_Elem\_20061001.xls**

Attachment 18:

Title: Pages: Uploaded File: **7538-feeder\_schools\_data.xls**

Attachment 19:

Title: Pages: Uploaded File: **7265-Final\_Enrollment\_Document.doc**

Attachment 20:

Title: Pages: Uploaded File: **4568-Letter\_Magnet\_Schools.doc**

Attachment 21:

Title: Pages: Uploaded File: **6806-LetterCongressman\_Kline.doc**

Attachment 22:

Title: Pages: Uploaded File: **7185-LetterNormColeman.pdf**

Attachment 23:

Title: Pages: Uploaded File: **8683-magnet\_capacities\_2007-08.4.16.07.xls**

Attachment 24:

Title: Pages: Uploaded File: **1379-Magnet\_Program\_Options\_Task\_Force.doc**

Attachment 25:

Title: Pages: Uploaded File: **1652-Magnet\_Rcmdatns\_-\_New.doc**

Attachment 26:

Title: Pages: Uploaded File: **375-Magnet\_Rcmdatns\_-\_Old.doc**

Attachment 27:

Title: Pages: Uploaded File: **2066-Magnet\_School\_Coordinator.doc**

Attachment 28:

Title: Pages: Uploaded File: **2842-Magnet\_School\_Transportation.doc**

Attachment 29:

Title: Pages: Uploaded File: **7442-magnet\_schools\_MCA\_scores\_4\_25\_07.xls**

Attachment 30:

Title: Pages: Uploaded File: **1460-Spotlight\_on\_Schools-elementary\_magnets.doc**

Attachment 31:

Title: Pages: Uploaded File: **8993-Survey\_Spreadsheet.xls**

Attachment 32:

Title: Pages: Uploaded File: **6472-magnet.pdf**

Attachment 33:

Title: Pages: Uploaded File: **8923-BNPR\_resume\_Barb\_Nicol.doc**

Attachment 34:

Title: Pages: Uploaded File: **605-Erin\_Grinsrud\_resume.doc**

Attachment 35:

Title: Pages: Uploaded File: **2799-Ivan\_Ayan\_resume.doc**

Attachment 36:

Title: Pages: Uploaded File: **1971-Jianjiang\_Pan.doc**

Attachment 37:

Title: Pages: Uploaded File: **7495-Lynn's\_Resumeas\_Principal.doc**

Attachment 38:

Title: Pages: Uploaded File: **693-Michelle\_deKam\_Palmieri\_resume\_updated\_3\_07\_2.doc**

Attachment 39:

Title: Pages: Uploaded File: **7953-monica\_resume.doc**

Attachment 40:

Title: Pages: Uploaded File: **9443-Resume-2005\_Barb\_Nicol.doc**

Attachment 41:

Title: Pages: Uploaded File: **9770-Resume\_2007\_Scott\_Thomas.doc**

Attachment 42:

Title: Pages: Uploaded File: **7576-resume\_Tami\_Schultz.doc**

Attachment 43:

Title: Pages: Uploaded File: **5065-resume\_TOSAJanetGulden.doc**

Attachment 44:

Title: Pages: Uploaded File: **7118-vitae\_todd\_carlson.doc**

Attachment 45:

Title: Pages: Uploaded File: **8351-Table\_6\_Revised\_magnet\_school\_document.doc**

## Desegregation Plan Information Form

### Type of Desegregation Plan

(Check One & Attach the Appropriate Documents)



A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.

#### Attach the Following Documents

- A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan.
- Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice.

Any desegregation plan modification should be mailed to:

Steven L. Brockhouse  
US Department of Education  
Office of Innovation &  
Improvement  
400 Maryland Avenue SW, Rm  
4W229  
Washington, DC 20202-5970

A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.

#### **Attach the Following Documents**

- A copy of the plan
- A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

# Independent School District 196

## Desegregation Plan

The 2005-06 District 196 Integration/Equity Plan was developed through the work of the Community Collaboration Council, District 196 staff and gathering input from the community. **The plan was approved by the state in August 2005.** Glacier Hills and Cedar Park elementary schools spent considerable time discussing with staff and parents to assess their building's needs and how to achieve the goals outlined in the 2005-06 plan in a comprehensive and efficient manner. Assessment and input from various groups about the integration plan has resulted in a decision to take a system-wide approach. To achieve the goal of racial balance in our schools, district staff, parents, and the community need the tools and resources to accommodate the needs of all students. That preparation is achieved through the six goals outlined in the 2005-06 integration plan.

The plan lays the groundwork for parent choice, promotes interaction between students from diverse backgrounds and allows for collaboration between district staff, parents and community. It will improve student achievement through well-prepared staff and a comprehensive curriculum that creates a supportive environment for all students and their families.

The six goals outlined in the 2005-06 plan are listed below along with the objectives designed to help achieve each goal:

**GOAL: Ensure that all students experience a learning environment that supports their academic growth.**

1. Ensure adequate support for effective learning of all students at Glacier Hills and Cedar Park elementary schools and to attract new students from open enrollment.
2. Encourage collaboration among district staff around integration best practices.
3. Extend student learning beyond the school day at Cedar Park and Glacier Hills elementary schools.
4. Integrate cultural artifacts and customs into student learning experiences.



**GOAL: Provide system-wide oversight, direction and support to ensure cultural effectiveness and integration at all levels and in all settings.**

1. Hire an Integration Program Coordinator to coordinate district-wide initiatives and provide district-wide leadership at all levels.
2. Ensure support and involvement by members of superintendent's cabinet.

**GOAL: Provide staff development for all levels and categories of district personnel to effectively understand diversity creating inclusive learning environments.**

1. Develop teacher leaders to lead district-wide and site-based equity and integration initiatives.
2. Provide ongoing leadership development opportunities for district leaders
3. Support the two racially identified schools and the six schools paired with them with diversity/cultural integration training.

**GOAL: Ensure the recruitment and retention of diverse staff.**

1. Research and develop a plan for recruitment and retention of diverse teaching staff, support staff and administrators.

**GOAL: Increase racial balance in the district.**

1. Explore and recommend strategic options related to school attendance boundaries.
2. Explore the creation of magnet schools based on existing needs and opportunities.
3. Develop academic programming to support interracial contact.
4. Enrich the elementary learning environment through curriculum
5. Explore and expand partnerships with key stakeholders in the community to enhance student and parent experiences in the different communities.

**GOAL: Create family and community outreach that provides all students and families equal access to school.**

1. Strengthen communication between the district, parents and communities.
2. Provide support to bridge the family/school connection.
3. Increase parent involvement at Cedar Park and Glacier Hills elementary schools.

**GOAL: Develop a comprehensive evaluation of the Integration/Educational Equity Plan.**

1. Design an evaluation protocol to track progress and measure overall effectiveness of the Integration/ Educational Equity Plan.

The Integration/Equity Plan has been approved by the School Board, as well as required and approved by the state of Minnesota, and is being carried out as planned. The School Board approval is included as an attachment.

**Table #1: Enrollment Data—LEA-Level District 196**

Actual Enrollment October 1, 2006 (Current School Year)										Projected Enrollment Oct 1, 2007 (Year 1 of Project)					Projected Enrollment Oct 1, 2008 (Year 2 of Project)					Projected Enrollment Oct 1, 2009 (Year 3 of Project)				
GRADE	Minority No	Minority Pct	Non-Minority No	Minority No	Minority Pct	Total Students	Minority No	Minority Pct	Non-Minority No	Minority No	Minority Pct	Total Students	Minority No	Minority Pct	Non-Minority No	Minority No	Minority Pct	Total Students	Minority No	Minority Pct	Total Students			
LEVEL	Student No	Student Pct	Student No	Student No	Student Pct	LEVEL	Student No	Student Pct	Student No	Student No	Student Pct	LEVEL	Student No	Student Pct	Student No	Student No	Student Pct	LEVEL	Student No	Student Pct	Student No	Total Students		
K	471	25.1	1403	74.9	1874	K	464	26	1319	74	1783	K	534	28	1372	72	1906	K	596	30	1391	70	1987	
1	435	22.3	1512	77.7	1947	1	459	25	1376	75	1835	1	512	27	1386	73	1898	1	556	29	1362	71	1918	
2	428	22.7	1455	77.3	1883	2	456	24	1445	76	1901	2	500	26	1424	74	1924	2	554	29	1358	71	1912	
3	442	22.7	1500	77.3	1942	3	427	23	1431	77	1858	3	497	25	1490	75	1986	3	524	27	1416	73	1940	
4	421	20.8	1594	79.2	2015	4	420	22	1491	78	1911	4	466	24	1475	76	1941	4	541	27	1462	73	2003	
5	419	20.4	1635	79.6	2054	5	437	21	1548	78	1985	5	458	23	1534	77	1992	5	489	25	1467	75	1956	
6	407	19.0	1736	81.0	2143	6	425	20	1600	79	2025	6	474	23	1586	77	2060	6	516	25	1548	75	2064	
7	372	16.8	1841	83.2	2213	7	433	19	1731	80	2164	7	455	22	1612	78	2067	7	475	23	1591	77	2066	
8	386	17.6	1812	82.4	2198	8	423	19	1801	81	2224	8	487	22	1725	78	2212	8	477	23	1597	77	2074	
9	358	16.0	1877	84.0	2235	9	409	19	1743	81	2152	9	475	21	1787	79	2262	9	497	23	1665	77	2162	
10	357	15.6	1934	84.4	2291	10	399	18	1816	82	2215	10	439	20	1754	80	2193	10	502	22	1781	78	2283	
11	376	15.3	2078	84.7	2454	11	388	17	1892	83	2280	11	423	19	1802	81	2225	11	463	21	1744	79	2207	
12	383	16.2	1984	83.8	2367	12	444	17	2147	83	2587	12	469	19	1998	81	2467	12	510	21	1917	79	2427	
Tot	5328	19.0	22697	81.0	28025	Tot	5653	21	21267	79	26920	Tot	6241	23	20892	77	27133	Tot	6750	25	20249	75	26999	

**Table #2: Year of Implementation for Existing Magnet Schools Included in the Project**

School Name	First School Year as a Magnet School	School Name	First School Year as a Magnet School

<b>Table #3: Enrollment Data—Cedar Park Elementary STEM Magnet School</b> <b>Magnet School:</b>																										
Actual Enrollment as of October 1, 2006 (Current School Year)			Projected Enrollment as of October 1, 2007 (Year 1 of Project)					Projected Enrollment as of October 1, 2008 (Year 2 of Project)					Projected Enrollment as of October 1, 2009 (Year 3 of Project)													
GRADE LEVEL	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Minority Student Pct.	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Minority Student Pct.	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Minority Student Pct.	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Minority Student Pct.	Total Students									
K	51	56.7	39	43.3	90	48	48	52	52	100	48	48	52	52	100	24	38	40	62	64	27	33	54	67	81	
1	44	62.0	27	38.0	71	54	52	49	48	103	54	52	49	48	103	37	43	50	57	87	23	36	41	64	64	
2	48	55.2	39	44.8	87	46	55	38	45	84	46	55	38	45	84	42	47	48	53	90	36	41	51	59	87	
3	53	62.4	32	37.6	85	52	51	49	49	101	52	51	49	49	101	36	50	36	50	71	41	45	50	55	90	
4	40	46.0	47	54.0	87	55	55	44	44	100	55	55	44	44	100	41	47	47	53	88	33	46	38	54	71	
5	48	52.2	44	47.8	92	41	41	59	59	100	41	41	59	59	100	45	51	43	49	88	40	45	48	55	88	
6																										
7																										
8																										
9																										
10																										
11																										
12																										
<b>Tot</b>	<b>284</b>	<b>55.46</b>	<b>228</b>	<b>44.54</b>	<b>512</b>	<b>296</b>	<b>50.3</b>	<b>291</b>	<b>49.4</b>	<b>588</b>	<b>224</b>	<b>46</b>	<b>264</b>	<b>54</b>	<b>488</b>	<b>197</b>	<b>41</b>	<b>284</b>	<b>59</b>	<b>481</b>						

<b>Table #3: Enrollment Data— Diamond Path International Studies Magnet School</b> <b>Magnet School:</b>																				
Actual Enrollment as of October 1, 2006 (Current School Year)			Projected Enrollment as of October 1, 2007 (Year 1 of Project)				Projected Enrollment as of October 1, 2008 (Year 2 of Project)				PROJECTED ENROLLMENT AS OF OCTOBER 1, 2009 (Year 3 of Project)									
Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students
<b>K</b>	16	15.0	91	85.0	107	22	18	101	82	123	25	22	90	78	115	26	25	78	75	104
<b>1</b>	18	18.4	80	81.6	98	20	18	90	82	110	25	21	92	79	117	28	24	87	76	115
<b>2</b>	13	15.3	72	84.7	85	19	20	75	80	94	23	22	82	78	105	28	24	89	76	117
<b>3</b>	11	12.8	75	87.2	86	15	18	67	82	82	19	21	71	79	90	25	24	80	76	105
<b>4</b>	18	16.8	89	83.2	107	14	17	69	83	83	16	20	62	80	78	21	23	69	77	90
<b>5</b>	14	13.3	91	86.7	105	19	19	80	81	99	17	22	62	78	79	20	26	58	74	78
<b>6</b>																				
<b>7</b>																				
<b>8</b>																				
<b>9</b>																				
<b>10</b>																				
<b>11</b>																				
<b>12</b>																				
<b>Tot</b>	90	15.3	498	89.7	588	108	18.3	483	81.7	591	125	21.3	459	78.7	584	148	24.3	461	75.7	609

**Table #3: Enrollment Data—Glacier Hills Arts & Science Magnet School  
Magnet School:**

Actual Enrollment as of October 1, 2006 (Current School Year)		Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)						
GRADE LEVEL	Number of Minority Students	Minority Student Pct.	Number of Non- Minority Students	Non-Minority Student Pct.	Total Students	Number of Minority Students	Minority Student Pct.	Number of Non- Minority Students	Non-Minority Student Pct.	Total Students	Number of Minority Students	Minority Student Pct.	Number of Non- Minority Students	Non-Minority Student Pct.	Total Students	Number of Minority Students	Minority Student Pct.	Number of Non- Minority Students	Non-Minority Student Pct.	Total Students
<b>K</b>	25	40.3	37	59.7	62	28	28	73	72	101	11	24	33	76	44	10	20	42	80	52
<b>1</b>	29	43.9	37	56.1	66	23	31	50	69	73	20	26	57	74	77	9	21	35	79	44
<b>2</b>	36	44.4	45	55.5	81	26	33	53	67	79	15	28	37	72	52	18	23	59	77	77
<b>3</b>	22	28.2	56	71.8	78	31	34	59	66	90	16	28	42	72	58	12	23	40	77	52
<b>4</b>	26	32.1	55	67.9	81	19	21	71	79	90	12	17	57	83	69	6	11	52	89	58
<b>5</b>	25	39.1	39	60.9	64	22	25	66	75	88	14	20	52	80	69	10	15	59	85	69
<b>6</b>																				
<b>7</b>																				
<b>8</b>																				
<b>9</b>																				
<b>10</b>																				
<b>11</b>																				
<b>12</b>																				
<b>Tot</b>	163	33.73	269	66.27	432	149	28.7	372	71.3	521	88	23.8	281	76.2	369	66	18.8	286	81.2	352

**Table 4: Enrollment Data—Feeder Schools for District 196**

Schools	Actual Enrollment as of October 1, 2006 (Current School Year)								Projected Enrollment as of October 1, 2007 (Year 1 of Project)				Projected Enrollment as of October 1, 2008 (Year 2 of Project)					Projected Enrollment as of October 1, 2009 (Year 3 of Project)			
	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	
Rosemount	134	19.7	544	80.2	678	143	22	572	88	650	164	24	587	86	683	186	26	601	84	715	
Northview	102	17.3	486	82.7	588	95	19	405	81	500	106	21	397	79	503	108	23	360	77	468	
Westview	131	23.2	433	76.8	564	125	25	375	75	500	154	27	415	73	569	166	29	407	71	573	
Southview	172	22.8	582	77.2	754	160	24	508	76	668	178	26	507	74	685	189	28	487	72	676	
Parkview	160	23.6	517	76.4	677	167	25	502	75	669	199	27	538	73	737	222	29	545	71	767	
Greenleaf	177	20.1	701	79.8	878	178	22	630	78	808	215	24	681	76	896	236	26	671	74	907	
Thomas Lake	98	20.1	388	79.8	486	94	22	334	78	428	110	24	350	76	460	119	26	339	74	458	
Echo Park	217	28.6	541	71.4	758	201	30	469	70	670	228	32	483	68	711	243	34	472	66	715	
Highland	116	18.2	520	81.8	636	114	20	454	80	568	130	22	463	78	593	143	24	454	76	597	
Deerwood	145	28.2	369	71.8	514	141	30	329	70	470	165	32	350	68	515	177	34	345	66	522	
Woodland	72	13.6	456	86.4	528	66	15	373	85	439	79	17	383	83	462	90	19	382	81	472	
Pinewood	95	13.1	626	86.8	721	99	15	560	85	659	126	17	615	83	741	146	19	620	81	766	
Shannon Park	102	12.1	741	87.9	843	104	14	565	76	744	132	16	610	74	824	149	18	595	72	826	
Oak Ridge	222	35.4	404	64.5	626	213	37	362	63	575	236	39	370	61	606	243	41	350	59	593	
Red Pine	130	14.1	790	85.9	920	144	16	757	84	901	165	18	752	82	917	180	20	720	80	900	
Total	2013	20.7	8098	79.3	10111	2072	22.4	7177	77.6	9249	2416	24.4	7486	75.6	9902	2628	26.4	7327	73.6	9955	



## Table 5: Selection of Students

### Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School(s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

**Magnet Schools:** District 196 Cedar Park Science, Technology, Engineering, & Math Magnet, Diamond Path International Studies Magnet, and Glacier Hills Arts & Science Magnet

Check the appropriate box:

\*\*Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

### Elementary Magnet School Enrollment Process Updated November 22, 2006

Magnet schools are being established to help achieve racial balance in our district by providing parents choice for their children through theme-based, learning environments in addition to those in their neighborhood schools.

Members of the Magnet School Steering Committee have established the following guidelines for eligibility and selection of students for the magnet schools.

#### **School Choice and Transportation**

Any elementary student who lives in the district will have the opportunity to apply for any of the three magnet schools. Enrollment will be determined by the process described below.

Transportation will be provided using existing district transportation guidelines as defined in Policy 707 Student Transportation.

Kindergarten applicants who live outside of the attendance area of the magnet school will be encouraged to apply for Kindergarten Plus. There is a fee for this extended day experience. Scholarship dollars are available for those who qualify. If parents choose the half-day kindergarten program at a magnet school, district transportation will be provided one way only; parents will be responsible for providing mid-day transportation.

Students who live outside district boundaries may apply to any magnet school but will be considered after the selection of district students is completed. No district transportation will be provided for non-residents except as defined in Policy 502 Student Transfers, section 3.6.

### **Guidelines**

1. District 196 will provide a fair and open process for enrolling students in the magnet schools. This process will be reviewed annually.
2. Each year, the district will publish the timeline and process for application and selection.
3. The annual application and selection process will be administered by the Magnet School Coordinator, with final approval from the Superintendent.
4. To qualify as an applicant for spaces remaining after all attendance area enrollments are complete, a family must complete and submit an application on or before February 1, 2007.
5. If the number of applicants exceeds available space, a random selection process will determine placement or wait list status for each of the elementary magnet schools.
6. Families will be notified of placement or wait list status by February 15, 2007. Those placed must accept or decline by March 1, 2007.
7. Once enrolled, students may remain at the magnet school as long as their enrollment continues uninterrupted.
8. Other student transfers will follow Policy 502 Student Transfers, and its related administrative regulations.

### **Enrollment Provisions**

#### **Attendance Area Enrollment**

The following students will be enrolled if they indicate their intent to attend the magnet school (no application necessary):

- Students who currently attend or live in the attendance area of a magnet school.
- Incoming kindergarten students who live in the attendance area of a magnet school.
- Applicants who live outside of the attendance area of a magnet school, but have one or more siblings currently enrolled there.
- Students who move into the attendance area of a magnet school.
- Students who are District 196 residents and attend daycare in the attendance area of a magnet school, in accordance with Policy 502 Student Transfers.

All other students must complete the magnet school application process to be considered for enrollment.

#### **Enrollment Process**

Placements will be made by a random draw from the following applicant groups in the order listed below. To preserve gender equity, applicants within each group will be sorted by gender, and applications will be drawn alternately from each gender set. If a second choice school is indicated on the application, this will be considered after all first choices in the applicant group have been processed. If space no longer remains when a name is drawn, the student will be added to a waiting list for his/her first choice school.

Order	Enrollment	Cedar Park	Diamond Path	Glacier Hills
1	Attendance Area Enrollment	Students currently enrolled and/or residing in the attendance area of a magnet school		
2a	Reserved Enrollment	Diamond Path* and Glacier Hills* students	Cedar Park* students eligible for free or reduced priced meals	Cedar Park* students
2b			Cedar Park* students	Diamond Path* students
2c			Glacier Hills* students	
3a	General Enrollment	District 196 residents		
3b		Non-district Residents		

*\*denotes current students and incoming kindergarten students*

**Reserved Enrollment Process**

Cedar Park Elementary meets the statutory description of a racially identifiable school and is named in the integration plan of District 196. Students in the Reserved Enrollment will be enrolled in the following order:

1. Cedar Park students (current and incoming kindergarten) who qualify for free or reduced-price school meals applying to Diamond Path.
2. Other Cedar Park students (current and incoming kindergarten) applying to attend Diamond Path.
3. Cedar Park students (current and incoming kindergarten) applying to attend Glacier Hills.
4. Diamond Path and Glacier Hills students (current and incoming kindergarten) applying for a magnet school other than their own.

**General Enrollment Process**

Students in the General Enrollment will be randomly selected in the following order:

1. All remaining applicants who are District 196 residents.
2. All applicants who are non-district residents.

## District 196 schedule of assessments in 2006-07

Grade	Assessment	Subject Area	Dates
K-2	Work Sampling System (WSS) ☼ ☆	Reading and Math	Fall Winter Spring
K-5	DRA - Developmental Reading Assessment ☼	Reading	Fall Winter Spring
K-12	TEAELS - Test of Emerging Academic English - Listening & Speaking (ELL only) ☆ ☼	Listening and Speaking	Oct. 2-27 (Fall Test) March 5-30
K-12	MN SOLOM - Minnesota Student Oral Language Observation Matrix (ELL only) ☆	Listening and Speaking	April 16-27
1	Survey Assessment in Reading and Writing ☼	Reading and Writing	Summer
1-8	Physical Education Fitness Tests ☼	Fitness	Fall Spring
2-7	MAP - Measures of Academic Progress ☼ ☼	Reading and Math	September 11-Oct. 11
2-7	MAP - Measures of Academic Progress ☼ ☼	Reading and Math	April 23-May 18
3-5	Minnesota Comprehensive Assessments Series II (MCA-II) ☆	Reading	April 24-25
3-5	Minnesota Comprehensive Assessments Series II (MCA-II) ☆	Math	May 1-2
3-5 and 8	OLSAT 8 - Otis Lennon School Ability Test ☼	School related tasks	September 26-Oct. 6
4-9 and 11-12	MTELL - Mathematics Test for English Language Learners (ELL only) ☆ ☼	Math	Oct. 2-27 (Fall Test)
3-8 and 11	MTELL - Mathematics Test for English Language Learners (ELL only) ☆ ☼	Math	April 16-27
3-12	TEAE - Test of Emerging Academic English ☆	Reading Writing	April 16-27
5, 8 and High School	Minnesota Comprehensive Assessments Series II (MCA-II) ☼ ☼	Science	April 30-May 25 (Fall Test)
6	Minnesota Writes! ☆	Writing	April 24
6	Orleans Hanna Algebra Prognosis Test ☼	Math	March
6-7-9	DRP - Degrees of Reading Power (optional) ☼	Reading	Fall Spring
6-8	Minnesota Comprehensive Assessments Series II (MCA-II) ☆	Reading	April 25
6-8	Minnesota Comprehensive Assessments Series II (MCA-II) ☆	Math	May 1
8	SAT 10 - Stanford Achievement Test ☼	Reading Math Language Arts	September 26-Oct. 6
9	Grade 9 GRAD Test of Written Composition ☆	Writing	April 10
9	COPS & CAPS - Career Occupational Preference System and Career Ability Placement Survey ☼	Career Occupational Career Ability Survey	Fall Winter Spring
9-12	Grades 9-12 GRAD BST Written Composition Retest ☆	Writing	July 24
10	Basic Skills Test - BST	Written Composition	January 23
10	Minnesota Comprehensive Assessments Series II (MCA-II) ☆	Reading	April 25
10	PLAN ☼	English Math Science Career	Fall Winter
10-12	Basic Skills Test - BST Retest ☆	Reading	September 19
10-12	Basic Skills Test - BST Retest ☆	Math	February 6
10-12	Basic Skills Test - BST Retest ☆	Reading	February 8
10-12	Basic Skills Test - BST Mathematics Retest ☆	Math	July 25
10-12	Basic Skills Test - BST Reading Retest ☆	Reading	July 26
11	Minnesota Comprehensive Assessments Series II (MCA-II) ☆	Math	April 25
12 (seniors only)	Basic Skills Test - BST Retest ☆	Writing	April 10
12 (seniors only)	Basic Skills Test - BST Retest ☆	Math	April 11
12 (seniors only)	Basic Skills Test - BST Retest ☆	Reading	April 12

- ☼ required for Title I schools that provide services to kindergarten students
- ☼ required by District 196
- ☆ required by federal state government

NOTE: ELL - English Language Learners  
☼ test administered on computer

## Various methods and tests used to measure student achievement, ability and performance

District 196 uses a variety of tests to measure student achievement and performance, to determine student ability and to evaluate curriculum. The following is a list of tests the district uses and what each measures:

- ❑ **Stanford: Tenth Edition (SAT 10)** – The SAT 10 compares the achievement of District 196 students with a representative sample of students from across the nation in four subtests (reading comprehension, math procedures problem solving and language)
- ❑ **Otis-Lennon School Abilities Test: Eighth Edition (OLSAT 8)** – The OLSAT 8 assesses a student’s general intellectual and problem-solving skills. Teachers use the information to evaluate the different learning styles of students, to identify students for special programs and to compare expected achievement with actual learning.
- ❑ **Measures of Academic Progress (MAP)** – This assessment is unique in that it is administered on a computer and adapts to the student’s ability, accurately measuring what a child knows and needs to learn. In addition, MAP will measure academic growth over time, independent of grade level or age.
- ❑ **Summer Survey** – The Summer Survey is a set of 3 tasks that define a student’s strengths and areas that will need support on entry to first grade. The tasks will engage students in reading and writing activities that they will find comfortable and enjoyable.
- ❑ **Developmental Reading Assessment (DRA)** – The DRA is a quick, accurate, research-based assessment that helps target instruction for student success. The assessment helps teachers pinpoint students’ strengths and abilities as readers.
- ❑ **Degrees of Reading Power (DRP)** – DRP provides criterion and nationally normed-reference information about students’ reading comprehension skills.
- ❑ **Orleans Hanna Algebra Prognosis Test (third edition)** – The Orleans Hanna confirms teachers’ opinions about students’ readiness for algebra. Problem-solving items reflect NCTM Curriculum and Evaluation Standards for School Mathematics and today’s algebra curriculum.
- ❑ **Career Occupational Preference System (COPS) and Career Ability Placement Survey (CAPS)** – COPS, which includes job activity items reflecting the increased use of computers along with similar other current trends in occupations, provides job activity interest scores related to occupational clusters. The CAPS is a comprehensive, multi-dimensional battery designed to efficiently measure abilities keyed to entry requirements of the majority of jobs in each of 14 occupational clusters.
- ❑ **PLAN®** – A test developed by ACT to assess student preparation for post-secondary education. It is a comprehensive guidance resource that helps students measure their current academic development, explore career training options and make plans for the remaining years of high school and post-graduation years.
- ❑ **Fitness Test** – These tests are developed by district elementary school and middle school physical education teachers and given to students in grades 1-8 twice a year.
- ❑ **Work Sampling System (WSS)** – The Work Sampling System (WSS) provides a framework for the systematic observation of a child’s knowledge, skills and abilities demonstrated during regular classroom activities in order to plan instruction that is based on each child’s strengths and needs.
- ❑ **Basic Skills Tests (BSTs)** – Students must pass state-developed Basic Skills reading and math tests to be eligible to receive a high school diploma. Students have multiple opportunities to pass the Basic Skills tests, at least once each year until graduation.
- ❑ **Graduation-Required Assessment for Diploma (GRAD) tests** – Students must pass state GRAD tests in reading, mathematics and writing in order to graduate from high school.
- ❑ **Minnesota Comprehensive Assessments (MCA-IIIs)** – The MCA-IIIs are state-developed tests in reading for all students in grades 3-8 and 10, and math for all students in grades 3-8 and 11. The MCA-IIIs are used to measure individual student achievement and there are no passing score requirements. Science Test will be administered in grades 5, 8 and 10.
- ❑ **Minnesota Writes!** – Originally called the Grade 5 Writing MCA. Since writing is not part of NCLB, the test was not included in the new MCA-II series. Instead, it was given a new name and moved to grade 6.
- ❑ **Test of Emerging Academic English (TEAE)** – The TEAE is designed to assess the progressing acquisition of academic English by students with limited English proficiency (LEP).
- ❑ **Minnesota – Student Oral Language Observation Matrix (MN-SOLOM)** – The MN-SOLOM is designed for teachers to observe students’ oral language production and comprehension in a variety of classroom settings.
- ❑ **Test of Emerging Academic English, Listening & Speaking (TEAELS)** – TEAELS is a new computer-delivered assessment of the listening and speaking skills of English language learners in the development stages.
- ❑ **Mathematics Test for English Language Learners (MTELL)** – The MTELL is a new series of online assessments that will serve as a bridge to the math MCA-IIIs for qualifying English language learners in grades 3-8 and 11.



INDEPENDENT SCHOOL DISTRICT 196  
Rosemount, Minnesota  
*Educating our students to reach their full potential*

### School Board Agenda Item

Meeting Date: **11/27/06** Place on Agenda: **Consent** Action Requested: **Approval** Exhibit: **A-1**

Topic: **Minutes of November 13, 2006 Regular School Board Meeting**

Presenter(s): **Julie Vreyens**

Title(s): **Board Secretary**

Approval for Agenda:

#### CALL TO ORDER

Chairperson Rob Duchscher called the regular School Board meeting to order at 6 p.m., November 13, 2006 at Dakota Ridge School.

#### ATTENDANCE

Present: Joel Albright, Rob Duchscher, chairperson; Bruce Endler, clerk; Jackie Magnuson, treasurer; Mike Roseen; Kevin Sampers, vice chairperson, Bob Schutte and Superintendent John D. Currie.

#### PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by the School Board.

#### APPROVAL OF AGENDA

Motion by Roseen, seconded by Schutte and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve the revised agenda.

#### RECOGNITION

The School Board recognized:

- The Rosemount High School Marching Band, lead by drum majors Stefanie Berkopec, Amanda Kreun and Laura Mattson, that was named Minnesota State Champions at the Youth in Music Marching Band Championship, and who also received outstanding in winds and color guard;
- Jean Schuster, Eagan High School, who was named Spanish Teacher of the Year, and
- Angela Olson, Eagan High School, who was named Minnesota Class AA Ms. Soccer.

#### SUPERINTENDENT'S RECOGNITION OF STAFF/STUDENTS

Superintendent Currie recognized:

- Linda Albertson, Jean Schuster and Gayle Carlson, Eagan High School, recipients of the Minnesota Council on the Teaching of Languages and Culture STAR Awards;
- Mark Obarski, Eagan High School, Section 3AA and Minnesota State Girls' Soccer Coach of the Year;
- Staff, students and parents of Northview Elementary School for Northview's validation as a Minnesota School of Excellence by the Minnesota Elementary School Principals Association;
- Literary arts magazines at Eastview and Rosemount high schools that received awards from the National Scholastic Press Association;
- Jodene Wartman, Eagan High School, who was honored as an Outstanding Individual in Communication and Theater by the Communication and Theater

#### FOR BOARD SECRETARY USE ONLY

Motion by:

Seconded by:

Voting for:

Voting against:

Abstaining:

**SUPERINTENDENT'S  
RECOGNITION OF  
STAFF/STUDENTS**  
(continued)

- Association of Minnesota:
- Kevin Dirksen, Eagan High School science teacher and Jenny Davis, Northview Elementary School kindergarten teacher, who were nominated by coworkers and received TIES Exceptional Teacher Awards;
  - Apple Valley High School boys' soccer team that won the Class AA state championship, and the Rosemount High School boys team who also participated in the Class AA state tournament;
  - Rosemount Irish football team, who will play Lakeville South at the Metrodome for a spot in the Class 5A championship game;
  - Dakota United Hawks adapted soccer team that won the state championship in the PI division and the CI team who placed third;
  - Rosemount High School boys' cross-country team, who placed second in the Class AA state meet;
  - Apple Valley boys' cross country and Eastview girls' soccer teams who were named academic team champions in Section 6AA;
  - Eagan High School volleyball team, who finished fourth at state, and
  - Food and nutrition services employees from Rosemount Middle School who were awarded the Most Creative Theme in a districtwide contest during National School Lunch Week; and employees from Rosemount High School who were awarded the Most Patriotic Theme.

**SPECIAL COMMUNI-  
CATION REQUESTS**

There were no Special Communication Requests.

**OPEN FORUM**

There were no requests to speak during Open Forum.

**CONSENT**

Motion by Magnuson, seconded by Albright and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve the following Consent agenda items:

- Minutes Minutes of the October 16, 2006 regular School Board meeting (Exhibit A);
- Claims Claims for October 7 through November 3, 2006 (Exhibit B-1);
- Electronic Funds Electronic funds transfer schedule October 7 through November 3, 2006 (Exhibit B-2);
- Investments Schedule of investments for October 7 through November 3, 2006 (Exhibit B-3);
- Treasurer's Report Treasurer's Report for the month ending September 30, 2006 (Exhibit B-4);
- Alternative Methods of Dissemination of Bids and Requests Use of the district website as an alternative method of dissemination of bids and requests (Exhibit B-5). For the next six months, bids will be posted online at [www.district196.org/legalnotices/](http://www.district196.org/legalnotices/) and in the official newspaper;
- Personnel Personnel separations, leaves of absence and new staff (Exhibit C-1);
- Letter of Agreement with DCUE – Lacrosse Coaches Letter of Agreement with Dakota County United Educators (DCUE) regarding compensation for lacrosse coaches (Exhibit C-2);
- Agreement for Clinical Nursing Experience Agreement for Clinical Nursing Experience with College of St. Catherine Nursing Program (Exhibit D-1);
- Joint Powers Agreement – City of Lakeville Amended and Restated Joint Powers Agreement with the City of Lakeville relating to a park shelter building on the Parkview property (Exhibit D-2);

Expulsion of a Student	Resolution to expel the student immediately, for the remainder of the 2006-07 school year, continuing through and including June 7, 2007 (Exhibit D-3), and
Expulsion of a Student	Resolution to expel the student immediately, for the remainder of the 2006-07 school year, continuing through and including June 7, 2007 (Exhibit D-4).
Suspension of the Rules	Motion by Endler, seconded by Magnuson and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to suspend the rules and hear the 2005-06 Audited Financial Reports (Exhibit F), so that Partner Bill Lauer of Malloy, Montague, Karnowski, Radosevich & Co., P.A., (MMKR) could report and leave to attend another School Board meeting.

**NEW BUSINESS**

Audited Comprehensive Annual Financial Report for 2005-06	MMKR Partner Bill Lauer presented an overview of the <i>2005-06 Comprehensive Annual Financial Report</i> (Exhibit F) that summarized key financial results for the year ending June 30, 2006. Specifically, the report explained differences between the projected budget and actual revenues and expenditures. The district prepared the report in conformance with Government Accountings Standards Board (GASB) Statement No. 34 entitled <i>Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments</i> . The auditors found the district’s financial records to be in excellent condition on June 30, 2006.
---	---

The board is scheduled to act on the *2005-06 Comprehensive Annual Financial Report* at its November 27, 2006 board meeting.

**REPORTS**

Measures of Academic Progress (MAP)	Assessment Coordinator Michelle DeMers reported that the Measures of Academic Progress (MAP) was developed by Northwest Evaluation (NWEA) to measure individual student progress in school (Exhibit E). In fall 2005 MAP assessments were administered for the first time in reading and math to students in grades 2, 3 and 6. Reading goals included: word recognition; comprehension: informational; comprehension: narrative, and literature. Math goals included: number sense and computation; functions and algebra; statistics and probability, and geometry and measurement.
-------------------------------------	---

MAP is a national-normed computerized adaptive test. The difficulty of the test is adjusted to the student’s performance. The student’s score depends on how many questions are answered correctly and the difficulty of each question. Student performance on MAP assessments is measured in Rasch Unit (RIT) scores. RIT is a unit of measure that used individual item difficulty values to estimate student achievement, thus results for individual grade levels are reported as fall and spring RIT scores, Growth Mean, Mean Growth Target and Growth Index. Growth Mean is the average change in RIT scores from fall to spring. Mean Growth Target is the average amount of RIT growth from fall to spring observed in the most recent NWEA norming study. Growth Index is the RIT score by which the student exceeded the Target RIT, fell short of the Target RIT or exactly met the Target RIT. RIT scores from the fall administration determine individual growth target goals for the spring.

DeMers shared the following statistical data about individual students who met or exceeded their growth targets in math:



MAP (continued)

- 1,107 out of 1,855 grade 2 students, or almost 60 percent;
- 1,280 out of 1,856 grade 3 students, or 69 percent, and
- 1,003 out of 2,094 grade 6 students, or almost 48 percent.

Data about individual students who met or exceeded their growth targets in reading was:

- 1,066 out of 1,851 grade 2 students, or almost 58 percent;
- 1,194 out of 1,858 grade 3 students, or a little over 64 percent, and
- 1,217 out of 2,077 grade 6 students, or almost 59 percent.

During 2006-07 DeMers reported all students in grades 2 through 7 will take MAP reading and math assessments in the fall and spring. These assessments provide results in three parts: instantly, within 24 hours and more detailed data within two or three weeks. Half-day workshops will be provided to all reading and math teachers. Results will be used to analyze strengths and concerns on individual students which help guide individual instruction all results will be shared with parents in June.

**OLD BUSINESS**

There were no Old Business items.

**NEW BUSINESS (continued)**

Magnet School  
Recommendations

Integration/Equity Education Coordinator Scott Thomas presented background information, the magnet school rationale and the basis for the recommendations. Magnet school recommendations include themes and structure, school choice and transportation, enrollment process and timeline.

The magnet school themes recommended are as follows:

- Cedar Park Elementary – Science, Technology, Engineering and Math (STEM);
- Diamond Path Elementary – International Studies, and
- Glacier Hills Elementary – Arts and Science.

Magnet School Coordinator Michelle deKam Palmieri shared examples of traditional and magnet school schedules and core curriculum units. She described school choice and transportation options available to all parents, and explained that parents would be responsible for mid-day transportation for a kindergarten student who does not also register for the Kindergarten Plus program.

Director of Elementary Education Julie Olson summarized the options available for students who currently attend Cedar Park, Diamond Path and Glacier Hills:

- Continue to attend the school as a magnet school;
- Continue to attend the school but in a traditional strand;
- Preference to attend another magnet school option with transportation provided, or
- Apply for a transfer to attend another 196 elementary school.

Olson noted that all students who live in District 196 will have the opportunity to apply for any of the three magnet schools. Students who live outside the district boundaries may apply to any magnet school but will be considered after selection of District 196 students is completed. In addition, she reviewed the enrollment process, guidelines and timeline outlined in Exhibit G.

Magnet School Recommendations (continued) Board members expressed appreciation for all the work staff members have invested in developing a proposal for magnet schools and responding to board members' questions. The School Board will be asked to act on the magnet school themes and structure, transportation guidelines and enrollment process at its November 27, 2006 board meeting.

Policy 602, Instruction Administrative Assistant to the Superintendent Kim Craven presented the first reading of Policy 602, Instruction (Exhibit I) with proposed changes to clarify the circumstances under which instruction will be provided to students who are unable to receive instruction at their regular school.

The board is scheduled to act on proposed changes to Policy 602, Instruction at its November 27, 2006 board meeting.

## OTHER ACTION

Refinancing Option for Dakota Ridge School Lease Revenue Bonds Director of Finance Jeff Solomon noted that at the October 16 board meeting the board authorized the administration to obtain proposals for refunding of the Lease Revenue Bonds used to finance Dakota Ridge School.

Ehlers & Associates representative Carolyn Drude presented results of the two proposals received from Wells Fargo and RBC Capital Markets. Ehlers believes that the advantages and flexibility of the Wells Fargo proposal outweigh the slightly higher savings estimated for the RBC proposal and recommends the board authorize the administration to execute a lease purchase agreement with Wells Fargo Brokerage Services for the purpose of financing a current refunding of the 1997 Facility Lease Revenue bonds, issued by Dakota County Housing and Redevelopment Authority on behalf of the district.

Motion by Magnuson, seconded by Roseen and carried by roll call vote with Endler, Magnuson, Roseen, Sampers, Schutte, Albright and Duchscher voting in favor, no members voting in opposition and no members abstaining, to approve the Resolution Approving and Authorizing the Execution and Delivery of a Lease Agreement, Escrow Agreement and Other Documents and Certificates Related Thereto presented in Exhibit H-Revised.

Proposed Additional Classrooms at Cedar Park, Echo Park and Southview Superintendent John Currie presented a proposal for additional classrooms using funds from the June 2004 facilities referendum. The Review and Comment for the referendum noted the need to replace temporary/portable classrooms with permanent classrooms. Based on projected enrollments, there is a need for an additional four classrooms at Echo Park Elementary School and three additional classrooms at Southview Elementary School to continue toward the goal of having all students out of portables by 2008. In addition, there is a need for two additional science classrooms at Cedar Park Elementary School to provide space and enhance the Science, Technology, Engineering and Math (STEM) experience for students.

Motion by Sampers, seconded by Endler and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve additional classrooms at Echo Park, Southview and Cedar Park elementary schools (Exhibit J).

Structural Balance – Building Chiefs Association of Rosemount Jeff Solomon reported Minnesota Statute 123B.749 (2003) requires the School Board to determine “that the expenditures will not exceed available funds” during the period of the agreement before approving a collective bargaining agreement.

Structural Balance –  
Building Chiefs  
Association of Rosemount  
(continued)

Solomon provided data and recommended approval of a resolution stating the proposed agreement with the Building Chiefs Association of Rosemount will not cause structural imbalance in the district's budget during the term of the agreement (Exhibit K).

Motion by Magnuson, seconded by Schutte and carried by roll call vote with Magnuson, Roseen, Sampers, Schutte, Albright, Endler and Duchscher voting in favor, no members voting in opposition and no members abstaining, to approve the resolution presented in Exhibit K.

Collective Bargaining  
Agreement with Building  
Chiefs Association of  
Rosemount

Director of Human Resources Tom Pederstuen shared results of collective bargaining with the Building Chiefs Association of Rosemount, who represent the maintenance chiefs, head groundskeeper and building chiefs. In addition to minor contract language, the terms of the two-year agreement, effective July 1, 2006 through June 30, 2008, includes increasing:

- District health insurance contributions as of July 1, 2006 to \$363 for single, \$817 for single plus one dependent and \$1,083 for family, and as of July 1, 2007 to \$420 for single, \$938 for single plus one dependent and \$1,244 for family, and
- Each step of the salary schedule by three percent each year.

Motion by Endler, seconded by Sampers and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve the compensation and benefits presented in Exhibit L.

## **SCHOOL BOARD MEMBER AND SUPERINTENDENT UPDATES**

Bruce Endler noted in addition to the fabulous job the Rosemount High School band did with their first place finish at the state competition, the Eastview High School band placed third at state.

Endler thanked principals Mary Jelinek, Thomas Lake Elementary; Kathy Carl, Northview Elementary; Kevin Samsel, Greenleaf Elementary and Greg Clausen, Rosemount High for his great school visits where he heard about Mix It Up Days, leadership characteristics and styles, mentor programs, alignment of school goals with district goals, work on the book *Failure Is Not An Option* and advances in technology.

Jackie Magnuson congratulated Apple Valley High School teacher and volleyball coach Walt Weaver who is retiring after 31 years in the district. Weaver, the only volleyball coach at AVHS, has a record of 656 wins, 196 loses and 1 tie.

Superintendent Currie noted that Community Education coordinated the Back-to-School Supplies Project for the 11<sup>th</sup> year and provided more than 2,000 students with supplies to start the school year. Currie recognized Community Education employee Jan Stoven for her efforts and thanked the generosity of nearly 30 businesses, organizations and families, including the Apple Valley American Legion and Auxiliary, Apple Valley Police Department, Lighthouse Community Church, Office Max, Anchor Bank, Apple Valley seniors, Fairview Ridges Hospital, Moms' Club-Eagan West, Shepherd of the Valley Lutheran Church and Thomson-West, to name just a few.

Currie announced our district was one of 54 school districts that participated in the procurement card or "p card" program last year. We were one of 22 school districts to receive a rebate based on our volume of use of the p card. Of the total \$67,000 that was rebated to school districts, District 196 received a rebate of \$26,133 based on purchases made last year.

**SCHOOL BOARD  
MEMBER AND  
SUPERINTENDENT  
UPDATES (continued)**

Duchscher announced the next regularly scheduled School Board meeting will be held at 6 p.m., Monday, November 27, 2006 at Dakota Ridge School.

**ADJOURNMENT**

Motion by Roseen, seconded by Endler and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to adjourn the meeting. The meeting was adjourned at 7:55 p.m.

---

Minutes are subject to board approval. Board exhibits are on file with the official board minutes in the Superintendent's Office.

---

Minutes 11-13-06/1-7



INDEPENDENT SCHOOL DISTRICT 196  
Rosemount, Minnesota  
*Educating our students to reach their full potential*

### School Board Agenda Item

Meeting Date: **12/11/06** Place on Agenda: **Consent** Action Requested: **Approval** Exhibit: **A**

Topic: **Minutes of November 27, 2006 Regular School Board Meeting**

Presenter(s): **Julie Vreyens**

Title(s): **Board Secretary**

Approval for Agenda:

**CALL TO ORDER**

Chairperson Rob Duchscher called the regular School Board meeting to order at 6:03 p.m., November 27, 2006 at Dakota Ridge School.

**ATTENDANCE**

Present: Joel Albright, Rob Duchscher, chairperson; Bruce Endler, clerk; Jackie Magnuson, treasurer; Mike Roseen; Kevin Sampers, vice chairperson, Bob Schutte and Superintendent John D. Currie.

**PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was led by the School Board.

**MOMENT OF SILENCE**

There was a moment of silence in memory of Neil Okeson, a 5th grade teacher at Thomas Lake Elementary School, who passed away.

**APPROVAL OF AGENDA**

Motion by Roseen, seconded by Albright and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve the agenda.

**RECOGNITION**

The School Board recognized:

- The Apple Valley High School boys' soccer players, who were the Class AA Boys' Soccer State Champions, and
- The Dakota United Hawks players and managers, who were the Adapted Soccer PI Division State Champions.

**SUPERINTENDENT'S RECOGNITION OF STAFF/STUDENTS**

Superintendent Currie recognized:

- Sixteen middle school students who were selected for all-state middle school choirs by the Minnesota chapter of the American Choral Directors Association, and
- Speech teams from Eagan and Apple Valley high schools that finished in second and third place, respectively, at the prestigious Glenbrooks Speech and Debate Tournament held in Chicago earlier this month.

**SPECIAL COMMUNICATION REQUESTS**

There were no Special Communication Requests.

**OPEN FORUM**

There were no requests to speak during Open Forum.

**FOR BOARD SECRETARY USE ONLY**

Motion by:

Seconded by:

Voting for:

Voting against:

Abstaining:

## CONSENT

Motion by Schutte, seconded by Magnuson and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve the following Consent agenda items:

Minutes	Minutes of the November 13, 2006 regular School Board meeting (Exhibit A-1) and the November 20, 2006 special School Board meeting (Exhibit A-2);
Claims	Claims for November 4-17, 2006 (Exhibit B-1);
Electronic Funds	Electronic funds transfer schedule for November 4-17, 2006 (Exhibit B-2);
Investments	Schedule of investments for November 4-17, 2006 (Exhibit B-3, revised);
Treasurer's Report	Treasurer's Report for the month ending October 31, 2006 (Exhibit B-4);
Gifts	Gifts received during November 2006 (Exhibit B-5);
2006-07 Bus Purchase	Purchase of five special education school buses and two Type III mini-buses from Høglund Bus Company for a total of \$520,641 plus tax and title (Exhibit B-6);
2007-08 Bus Purchase	Purchase of nine special education school buses from Høglund Bus Company for a total of \$821,897 plus tax and title (Exhibit B-7);
Personnel	Personnel separations, leaves of absence and new staff (Exhibit C);
Individual Employee Agreement	Employment Agreement and Waiver of Continuing Contract Rights with a Southview Elementary School teacher (Exhibit D-1), and
Apple Valley Commons II Mediation Settlement Agreement	Mediation Settlement Agreement on Apple Valley Commons II, the former leased space for the Area Learning Center, Transition Plus and Pathway programs (Exhibit D-2).

## REPORTS

Minnesota Comprehensive Assessments – Series II (MCA-IIs)	Assessment Coordinator Michelle DeMers reported on results of the Minnesota Comprehensive Assessments – Series II (MCA-IIs) in reading and math that were given last spring to students in grades 3 through 8, 10 and 11 (Exhibit E). This was the first time that MCA-IIs were given, which means this is the baseline data that will be used to compare future results.
---	---

The MCA-IIs were developed by the state to measure progress on Minnesota Academic Standards and determine whether individual schools and school districts are making Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB) requirements. MCA-IIs are criterion-referenced tests where the student's score is determined by how much of the expected knowledge is demonstrated on the test. There is no comparison to what any other student accomplishes. The student's score reflects his or her achievement in the specific content area.

Student performance on the MCA-IIs is measured by a scaled score that is placed in one of four achievement levels, defined by the state as:

- Exceeds standards;
- Meets standards;
- Partially meets standards, or
- Does not meet standards.

MCA-IIs (continued)

DeMers said the percentage of District 196 students exceeding the academic standards in reading and math was higher than the state average for all grades tested. She said schools will use the data to identify areas where groups of students are having difficulty and cautioned people not to use data from this one test to determine whether a school is successful.

## **OLD BUSINESS**

Audited Comprehensive Annual Financial Report for 2005-06

An overview of the 2005-06 audited financial report was presented at the November 13, 2006 School Board meeting.

The report shows that the district ended the fiscal year on June 30, 2006 with a general fund balance of \$30.2 million, or approximately 12 percent of the total general fund expenditures for the year. The report also shows the district had actual general fund revenues of \$240 million, approximately \$2 million more than anticipated, and general fund expenditures of \$247.5 million, or about \$2.7 million less than budgeted.

Motion by Sampers, seconded by Magnuson and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve the 2005-06 Audited Comprehensive Annual Financial Report (Exhibit F).

Magnet School Recommendations

Director of Elementary Education Julie Olson noted the recommendations for magnet schools were presented at the November 13 board meeting. The recommendations included themes and structure, transportation, enrollment process and timeline. Olson asked the board to approve the recommendations outlined in Exhibit G.

Motion by Endler, seconded by Schutte and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve the Magnet School Recommendations as outlined in Exhibit G.

Policy 602, Instruction

Administrative Assistant to the Superintendent Kim Craven presented the second reading of Policy 602, Instruction, which clarifies the circumstances in which instruction will be provided to students who are unable to receive instruction at their regular school.

Motion by Roseen, seconded by Albright and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve changes to Policy 602, Instruction (Exhibit H).

## **NEW BUSINESS**

High School Course Revisions for 2007-08

Director of State and Federal Programs Jane Berenz reviewed proposed high school course revisions for 2007-08. Revisions include 11 courses to be added, nine courses to be replicated, 13 courses to be dropped and five courses to be restructured and have a change of title. The proposed revisions satisfy requirements of the Minnesota Academic Standards and reflect student interest. The board is scheduled to act on the proposed high school course revisions at its December 11, 2006 board meeting.

## **OTHER ACTION**

There were no Other Action items.

**SCHOOL BOARD  
MEMBER AND  
SUPERINTENDENT  
UPDATES**

Bruce Endler commented on the Curriculum and Instruction Advisory Council (CIAC) and Gifted and Talented Advisory Council (GTAC) meetings he attended. Endler thanked elementary principals Marge Gruenes, Cedar Park; Gary Anger, Red Pine and Tom Idstrom, Rosemount, and Rosemount Middle School principal Mary Thompson, for recent visits to their schools.

Bob Schutte encouraged residents to visit schools and attend activities that are being held at schools throughout the district.

Superintendent Currie spoke about the challenges students across the nation are facing and the need for students to take more rigorous courses to prepare for competition in a global economy. To meet this need, District 196 offers advanced placement (AP) courses in language arts, math, science, social studies and world languages. These courses provide students the opportunity to earn college credit in these subjects by obtaining a score of 3 or higher on an AP exam.

Currie reported that last year 1,404 District 196 high school students took a total of 2,282 AP exams, with 78 percent of students earning a 3 or higher. In addition, there were 274 students, or 20 percent of District 196 participants, named AP Scholars by the College Board for earning a score of 3 or higher on at least three different AP exams.

In January and February when high school students register for classes, Currie encouraged them to consider taking AP courses and to explore other opportunities that will challenge them academically.

Duchscher announced the next regularly scheduled School Board meeting will be held at 6 p.m., Monday, December 11, 2006 at Dakota Ridge School.

**ADJOURNMENT**

Motion by Schutte, seconded by Roseen and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to adjourn the meeting. The meeting was adjourned at 7:02 p.m.

---

Minutes are subject to board approval. Board exhibits are on file with the official board minutes in the Superintendent's Office.

---



INDEPENDENT SCHOOL DISTRICT 196  
Rosemount, Minnesota  
*Educating our students to reach their full potential*

Series Number 201.6AR Adopted April 1997 Revised November 2006

Title School Board Committee Descriptions

---

**1. Audit and Finance**

- 1.1 The Audit and Finance Committee shall review and study a variety of financial issues, including the following, with the assistance of the superintendent and designated staff.
  - 1.1.1 Annual audit;
  - 1.1.2 Preliminary budget;
  - 1.1.3 Final budget;
  - 1.1.4 Annual levy;
  - 1.1.5 Capital expenditure budget;
  - 1.1.6 Five-year fund balance projections and budget models;
  - 1.1.7 Policies, regulations and procedures regarding finances, and
  - 1.1.8 Other related areas as needed.
- 1.2 Members of the Audit and Finance Committee will also serve as ex-officio members on the Budget Advisory Council (BAC). Committee members make membership recommendations for BAC membership to the School Board (as described in 702.2.3AR, Budget Advisory Council).

**2. Curriculum and Instruction**

- 2.1 The Curriculum and Instruction Committee shall work with the superintendent, the director of state and federal programs and other staff to review, study and, as requested, develop recommendations pertaining to what and how students are taught. Members of this committee will also serve on the Curriculum and Instruction Advisory Council (CIAC) as ex-officio members.
- 2.2 Specifically, the Curriculum and Instruction Committee will take the following actions:
  - 2.2.1 Review administrative proposals concerning curriculum and instruction and make recommendations about such proposals, as requested;
  - 2.2.2 Regularly review activities, developments and issues concerning curriculum and instruction in District 196, and

- 2.2.3 Make recommendations for membership on the CIAC to the School Board (as described in 601.2.2AR, Curriculum and Instruction Advisory Council).
  - 2.3 A member of the Curriculum and Instruction Committee will serve as an ex-officio member of the Gifted and Talented Advisory Council (GTAC).
3. **Legislative** – The role of the Legislative Committee is to be informed about legislative issues affecting the district, and to help plan and coordinate district efforts to promote legislative efforts that support District 196 programs.
4. **Personnel and Negotiations**
  - 4.1 The Personnel and Negotiations Committee shall review personnel matters with the administration, and work with the superintendent and administration to plan for and participate in negotiations with district bargaining groups.
  - 4.2 Specifically, the Personnel and Negotiations Committee shall do the following:
    - 4.2.1 Develop recommendations and tentative agreements as requested;
    - 4.2.2 Hear and develop recommendations on employee grievances which have been through the grievance process;
    - 4.2.3 Review administrative proposals concerning personnel and personnel policies, as requested;
    - 4.2.4 Develop annual evaluation processes with the superintendent to be used to evaluate the superintendent and the board, and
    - 4.2.5 Monitor and update the salary system for non-union employees.
5. **Policy Review** – The role of the Policy Review Committee is to review new and revised board policies before they are presented to the full board. The committee reviews all policies that would not logically be reviewed by another board committee.

INDEPENDENT SCHOOL DISTRICT 196  
Rosemount, Minnesota  
*Educating our students to reach their full potential*

Series Number 405.7AR Adopted November 1987 Revised August 2006

Title Harassment, Discrimination, Violence or Hazing by District Personnel

**1. Definitions**

- 1.1 Sexual Harassment – Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually-motivated physical conduct, other verbal or physical conduct or communication of a sexual nature when:
  - 1.1.1 Submission to that conduct or communication is made a term or condition, explicitly or implicitly, of employment, public service or education; or
  - 1.1.2 Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment, public services or education, or
  - 1.1.3 That conduct or communication has the purpose or effect of substantially interfering with an individual's employment, public services or education, or creating an intimidating, hostile or offensive employment, public services or educational environment.
- 1.2 Violence – For purposes of this policy, violence is a physical act of aggression or force or the threat of aggression or force that is based upon that person's sex, race, religion, color, creed, national origin, marital status, disability, status with regard to public assistance, sexual orientation, membership or activity in a local human rights commission or age.
- 1.3 Harassment Based on Race, Religion, Color, Creed, National Origin, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Membership or Activity in a Local Human Rights Commission or Age – Harassment consists of physical or verbal conduct or communication that is demeaning or hostile to an individual's status related to one or more of the categories listed above when:
  - 1.3.1 Submission to that conduct or communication is made a term or condition, explicitly or implicitly, of employment, public service or education; or
  - 1.3.2 Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment, public services or education; or
  - 1.3.3 That conduct or communication has the purpose or effect of substantially interfering with an individual's employment, public services or education, or creating an intimidating, hostile or offensive employment, public services or educational environment.
- 1.4 Discrimination – Discrimination means to segregate or separate on the basis of an individual's sex, race, religion, color, creed, national origin, marital status, disability, status with regard to public assistance, sexual orientation, membership or activity in a local human rights commission or age, except where authorized by law.

1.5 Hazing

1.5.1 Hazing means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization. Hazing may occur on or off school property and during or after school hours. Hazing includes, but is not limited to:

1.5.1.1 Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.

1.5.1.2 Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

1.5.1.3 Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

1.5.1.4 Any activity that intimidates or threatens the student with ostracism; that subjects a student to extreme mental stress, embarrassment, shame or humiliation; that adversely affects the mental health or dignity of the student, or discourages the student from remaining in school.

1.5.1.5 Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

1.5.2 Student organization means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities and particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

1.6 District 196 Personnel – For the purposes of this regulation, “District 196 personnel” includes School Board members, district employees, agents, volunteers, contractors and/or other persons subject to the supervision and control of the district.

2. **Filing a Complaint** – Any person who believes he or she has been the victim of illegal harassment, discrimination, violence or hazing by District 196 personnel, or any third person with knowledge or belief of conduct which may constitute harassment, discrimination, violence or hazing by District 196 personnel, shall immediately report the alleged conduct to the appropriate District 196 official, verbally or in writing (refer to District Procedure 405.7.2P, Report of Alleged Harassment, Discrimination, Violence or Hazing by District Personnel).

2.1 Alleged harassment, discrimination, violence or hazing of a student, district personnel or visitor by District 196 personnel, shall be reported to the principal, counselor, psychologist, teacher or one of the District 196 Human Rights Officers (Director of Human Resources or School District Attorney). The principal may

request, but may not insist upon, a written complaint. The reporting party or complainant is encouraged to use the report form (District Procedure 405.7.2P, Report of Alleged Harassment, Discrimination, Violence or Hazing by District Personnel), but oral reports shall be considered complaints as well. The counselor, psychologist or teacher shall immediately report such knowledge to the principal or to one of the District 196 Human Rights Officers.

2.1.1 Upon receipt of such a report, the principal shall immediately notify one of the District 196 Human Rights Officers, without screening or investigating the report, and shall report the complaint to law enforcement authorities, if required by section 3 below. The principal shall forward a copy of the complaint to the District 196 Human Rights Officer as soon as practicable, with a copy sent to the Director of Elementary Education or the Director of Secondary Education if the alleged victim is a student.

2.1.2 Failure of a teacher or administrator to immediately forward any report or complaint of harassment, discrimination, violence or hazing as required in sections 2.1 and 2.1.1 above may result in disciplinary action.

2.2 Alleged harassment, discrimination, violence or hazing by a school principal, or central office or other district personnel shall be reported to one of the District 196 Human Rights Officers.

2.3 The Director of Human Resources and the School District Attorney are designated as the District 196 Human Rights Officers for cases involving district personnel. Alleged harassment, discrimination, violence or hazing by one of the Human Rights Officers shall be reported to the Superintendent.

2.4 Submission of a good faith complaint or report of harassment, discrimination, violence or hazing shall not affect the present or future employment access to public services or education of the person making the complaint or report.

2.5 Nothing in this regulation shall prevent any person from reporting harassment, discrimination, violence or hazing directly to one of the District 196 Human Rights Officers or to the Superintendent.

### **3. Reporting Complaints to Law Enforcement Authorities**

3.1 In accordance with state law and District Administrative Regulation 506.4AR, Reporting Suspected Maltreatment of a Minor, the principal will immediately report to the proper authorities any cases in which there is an allegation or possibility of child physical or sexual abuse or neglect, such as cases in which:

3.1.1 A person responsible for a child's care inflicts physical injury on the child, or

3.1.2 A person responsible for a child's care or in a position of authority over a child subjects the child to acts which violate laws on criminal sexual conduct, prostitution or use of minors in obscene acts or

3.1.3 A person responsible for a child's care neglects the child.

3.2 If there is an allegation of a crime having been committed (e.g., assault or criminal sexual assault), the principal will report the complaint to law enforcement authorities unless he or she determines other action is appropriate after consulting with one of the district Human Rights Officers.

- 4. Investigation of Complaint** – Upon receipt of a report or complaint of alleged harassment, discrimination, violence or hazing, the District 196 Human Rights Officer shall inform the Superintendent and immediately undertake or authorize an investigation.
- 4.1 The investigation may be conducted by school or district officials or by a third party chosen by the district. This district or district-authorized investigation shall take place even if the complainant asks that the matter not be investigated, and even if the complaint is also being investigated by the authorities, except in cases of child sexual abuse which the district has no obligation to investigate and for which investigations are to be carried out by the authorities. In some cases, the district may elect to postpone or delegate an investigation in deference to another investigation of the same conduct by the authorities.
- 4.2 In determining whether the alleged conduct constitutes harassment, discrimination, violence or hazing, the district shall consider: the surrounding circumstances, the nature and severity of the behavior, prior incidents or past or continuing patterns of behavior, the relationship between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of district policy requires a determination based on all the facts and surrounding circumstances.
- 4.3 The investigation may consist of: personal interviews with the complainant, personal interviews with the individual(s) against whom the complaint is filed (separate from the interviews with the complainant), personal interviews with others who may have knowledge of the alleged incident(s) or circumstances which led to the complaint and any other methods and documents deemed pertinent by the investigator.
- 4.4 The district may, at its discretion, take immediate steps to protect the complainant, students, employees or other district personnel pending completion of the investigation.
- 4.5 In all cases, the alleged perpetrator shall be notified that retaliation against the individual who filed the complaint or those contacted in the course of investigating the complaint is cause for disciplinary action.
- 4.6 The district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed and the witnesses, as much as possible, consistent with the district's legal obligation to investigate, to take appropriate action and to conform with any discovery or disclosure obligations.

**5. Investigation Report**

- 5.1 The investigation shall be completed as soon as is practicable, and the investigator shall submit a report on the alleged harassment or hazing by district personnel to the Human Rights Officer and the Superintendent once the investigation is complete. (If the complaint involves the Superintendent, the report may be filed directly with the School Board.) The report shall include a determination of whether the allegations have been substantiated as fact and whether they appear to be violations of district policy. If the alleged victim is a student, a copy of the report should also be sent to either the Director of Secondary Education or the Director of Elementary Education.
- 5.2 The complainant will be notified in writing when the investigation is complete and information will be shared to the extent permitted by data privacy laws.

**6. District Action**

- 6.1 Upon receipt of a report that the complaint is valid, the district shall take such action as appropriate based on the results of the investigation. Such action may include, but is not limited to, warning, suspension, transfer, remediation and/or termination of employment.
  - 6.2 The district shall discipline or take appropriate action against any district personnel who retaliates against any person who reports alleged harassment, discrimination, violence or hazing, or against any person who testifies, participates in or assists in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment, discrimination, violence or hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.
  - 6.3 Any district action shall be consistent with requirements of applicable collective bargaining agreements, state and federal statutes, and district policies.
  - 6.4 If the district determines that harassment, discrimination, violence or hazing, did take place, the district will contact the complainant approximately 15 calendar days after the investigation is complete (Procedure 405.7.6.5P, Follow-Up Report on Complaint of Harassment, Discrimination, Violence or Hazing by District Personnel) to determine whether any further incidents have taken place.
7. **Right to Alternative Complaint Procedures** – This regulation does not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

**8. Notice to Student and District Personnel of This Policy**

- 8.1 The School District shall make students and district personnel aware of this policy and regulation.
- 8.2 The district shall make information about this policy and regulation available to students and parents/guardians annually, including publication of this regulation in the annual *Student Rights and Responsibilities Handbook*.
- 8.3 The district shall conspicuously post this regulation and the names of the District 196 Human Rights Officers, with the officers' mailing address and telephone numbers, in each school building in areas accessible to students and district personnel.
- 8.4 This regulation will be reviewed at least annually for compliance with state and federal law.

---

**References:** - Minnesota Statute 626.556, Reporting of maltreatment minors  
- Minnesota Statutes Chapter 363A, Minnesota Human Rights Act  
- Minnesota Statute 121A.03, Sexual, religious, and racial harassment and violence policy  
- Minnesota Statute 121A.69, Hazing policy  
- District 196 Policy 506, Student Welfare  
- District 196 Administrative Regulation 506.4AR, Reporting Suspected Maltreatment of a Minor  
- District 196 Procedure 506.4P, Report of Suspected Maltreatment of a Minor - CONFIDENTIAL DATA

## 2006-07 DISTRICT GOALS

### A. CURRICULUM, INSTRUCTION AND ASSESSMENT

*Continue to provide a comprehensive curriculum for all students that reflects best curricular practices, provides quality instruction, and uses assessment data to increase student achievement.*

- Complete development of a Quality Compensation plan designed to improve instruction and increase student achievement in the district. Submit the plan to the Minnesota Department of Education and district teachers for approval, begin to implement the staff development component and prepare for full implementation of the plan in 2007-08.
- Continue the review cycle for the language arts (K-5), English (grades 11-12) and social studies (grades k-8 and 11-12) curriculum, and the district's program for English Language Learners.
- Analyze state and local assessment information and make changes to instruction and programming to improve student learning.
- Implement additional changes to gifted and talented programming that were recommended to the School Board in 2005-06, including clustering at the elementary school level and an advanced science challenge and language arts curriculum differentiation at the middle school level.
- Review special education programming to ensure use of best practices to meet student needs effectively with district resources.
- Assess curricular component of early childhood offerings and revise as needed.

### B. SCHOOL COMMUNITY

*Continue to foster an engaged, trusting and supportive school community through increased awareness, communication and public involvement.*

- Solicit community input to further define the focus for three elementary magnet schools scheduled to begin in fall 2007.
- Continue to inform the community of legislative actions that impact education in our district.
- Use surveys to gather input that the district calendar committee can use in developing school calendars for the 2007-08 and 2008-09 school years.
- Monitor the effectiveness of the new elementary reporting system that is being implemented this year.
- Monitor school enrollments and capacities to determine open enrollment options for students living outside the district.
- Evaluate parent education activities and expand offerings where appropriate.

### C. BUDGET AND FINANCE

*Maintain the financial health of the district without compromising our mission and beliefs.*

- Update and maintain the district's fiscal five-year operational plan and make budget adjustments as necessary.
- Continue to communicate the district's fiscal health accurately and completely.
- Monitor increasing costs for employee health care and special education services and seek ways to minimize the impact on district resources.

*- continued -*



#### **D. FACILITIES**

*Continue to provide school facilities and equipment that are safe and support our mission of teaching and learning.*

- Complete construction and facilities improvements approved in the 2004 bond referendum.
- Complete installation of the fiber optic network project to provide improved communication capabilities from and between district buildings.

#### **E. SAFETY AND SECURITY**

*Continue to ensure the safety and security of students, staff and visitors to our district schools and offices.*

- Implement changing regulations on school safety, maintain vigilance and use of best practices in all aspects of student and staff safety.
- Complete the installation of cameras and access control door systems in all district schools.
- Encourage increased communication between students and adults in our schools and in the community on issues related to student safety.

###



INDEPENDENT SCHOOL DISTRICT 196  
Rosemount, Minnesota  
*Educating our students to reach their full potential*

**School Board Agenda Item**

Meeting Date: **04/24/06** Place on Agenda: **Consent** Action Requested: **Approval** Exhibit: **A-1**

Topic: **Minutes of March 27, 2006 Regular School Board Meeting**

Presenter(s): **Julie Vreyens**

Title(s): **Board Secretary**

Approval for Agenda:

**CALL TO ORDER**

Chairperson Rob Duhscher called the regular School Board meeting to order at 6 p.m., March 27, 2006 at Dakota Ridge School.

**ATTENDANCE**

Present: Rob Duhscher, chairperson; Bruce Endler, clerk; Jackie Magnuson, treasurer; Mike Roseen, Kevin Sampers, vice chairperson; Bob Schutte and Acting Superintendent Julie Olson.

Absent: Joel Albright.

**PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was led by the School Board.

**MOMENT OF SILENCE**

School Board Chairperson Rob Duhscher asked those present to take a moment to remember Lottie Trom, program support assistant, Diamond Path Elementary School; Abby Szott, 12<sup>th</sup> grade student, Eagan High School, and Donnisha Brooks, 10<sup>th</sup> grade student, Eastview High School, who recently passed away.

**APPROVAL OF AGENDA**

Motion by Roseen, seconded by Endler and carried, with six members voting in favor, no members voting in opposition and no members abstaining, to approve the agenda.

**RECOGNITION**

The School Board recognized the following students:

Business Professionals of American (BPA)

Jessica Lao and Tom Carter, Eastview High School, who placed first in Small Business Management Team, and Joshua Airman, Eagan High School, who placed first in Extemporaneous Speech at the state Business Professionals of America (BPA) competition.

Winter Knowledge Master Open Team

Members of the Valley Middle School 6<sup>th</sup> grade winter Knowledge Master Open Team who finished with the highest score of the 23 Minnesota school districts that participated, and 23rd of the 389 schools nationwide.

High Kick Precision Dance Team

Members of the Eastview High School dance team, which won first place in the high kick portion of the state dance team competition and finished state runner-up in the jazz competition.

**FOR BOARD SECRETARY USE ONLY**

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Voting for: \_\_\_\_\_

Voting against: \_\_\_\_\_

Abstaining: \_\_\_\_\_

Wrestling Team Champions	Members of the Apple Valley High School wrestling team, which won the Class AAA state championship.
Individual Wrestling Champions	Destin McCauley and Matt Mincey, who won individual state wrestling championships at 103 and 125 pounds, respectively, for Apple Valley High School.
Triple A Award Finalists	Irina Vaynerman, Eastview High School and Ben Thompson, Apple Valley High School, who received Triple A (Academics, Athletics and Arts) awards.
ExCEL Award Winners	Kelsey Eliason, Eastview High School and Xiaoying Lou, Apple Valley High School, who were named ExCEL (Excellence in Community, Education and Leadership) Award winners.
State Diving Champion	P.J. Rongitsch, Eastview High School, who won the Class AA state diving title.
Mr. Hockey	David Fischer, Apple Valley High School, who was named Minnesota's Mr. Hockey.
Distributive Education Clubs of America (DECA)	Sarah Knight, Kelsey Mulheam and Leslie Quinn, Rosemount High School, and Patricia Dullum, Lindsay Erickson, Trista Neuhaus and Diane Ruff, Apple Valley High School, who placed first in Market Research Report and Marketing Plan Service, respectively, at the state Distributive Education Clubs of America (DECA) conference. Matt Yasgar, Apple Valley High School, who helped raise approximately \$10,000 for muscular dystrophy at the DECA state conference.
Science Olympiad	First place Science Olympiad winners from Eastview High School Dan Dorseh and Devin Kalafut, Wright Stuff; Dan Dorseh and Sean Kalafut, Scrambler, and Devin Tunseth and Brandon Boxler, Ecology, and from Apple Valley High School Amy Thai and Kristen Nelson, Forensics Chemistry, and Martin Schroeder and Karen Bieraugel, Practical Problem Solving.

**SUPERINTENDENT'S  
RECOGNITION OF  
STAFF/STUDENTS**

Acting Superintendent Julie Olson recognized media specialists and other library employees. April is School Library and Media Month and April 2-8 is National Library Week.

**SPECIAL COMMUNICATION REQUEST**

There was no Special Communication Request.

**OPEN FORUM**

There were no requests to speak during Open Forum.

**CONSENT**

Motion by Schutte, seconded by Roseen and carried, with six members voting in favor, no members voting in opposition and no members abstaining, to approve the following Consent agenda items:

Minutes	Minutes of the March 13, 2006 regular School Board meeting (Exhibit A);
ABE Workforce Investment Grant	A \$7,750 Workforce Investment Assistance grant to Community Education Adult Basic Education for English language training at Ergotron (Exhibit B);
2005-06 Casework Project, Change Order #1	Change order #1 to Meisinger Construction for \$11,468 to the 2005-06 casework project contract for additional casework at Echo Park Elementary School art room and replace additional shut-off valves (Exhibit C-1);

2006-07 Acoustical Ceiling Replacement Project	The 2006-07 acoustical ceiling replacement project bid award to Kirk Acoustics, Inc. for \$75,300 (Exhibit C-2);
2006-07 Carpet and Other Flooring Replacement Project	The 2006-07 carpet and other flooring replacement project Base Bid A (Dakota Hills Middle School and Eagan High School) award to Commercial Flooring Services for \$269,995 and Base Bid B (Oak Ridge and Woodland elementary schools, and Rosemount and Valley middle schools) award to St. Paul Linoleum and Carpet Company for \$506,205 (Exhibit C-3);
Claims	Claims for March 4 through 17, 2006 (Exhibit D-1);
Electronic Funds Transfer Schedule	Electronic funds transfer schedule for March 4 through 17, 2006 (Exhibit D-2);
Investments	Schedule of investments for March 4 through 17, 2006 (Exhibit D-3);
Treasurer's Report	Treasurer's report for the month ending February 28, 2006 (Exhibit D-4);
Gifts	Gifts received during March 2006 (Exhibit D-5);
Long/Triple Jump Relocation Bid	Eagan High School long/triple jump relocation bid award to Meisinger Construction for \$110,600 (Exhibit D-6);
Cisco Core Networking Equipment Purchase	A contract with EnPointe Technologies to purchase Cisco network equipment product based on the state contract and not to exceed \$477,364.19 (Exhibit D-7);
Personnel	Personnel separations, leaves of absence and new staff (Exhibit E-1);
Sabbatical Leaves of Absence	Sabbatical leave for 2006-07 of Jennifer McCarty Plucker, language arts teacher and literacy coordinator at Eastview High School (Exhibit E-2), and
Student Expulsion	Resolution to expel the student immediately, for the remainder of the 2005-06 school year, continuing through and including June 8, 2006 (Exhibit F).

## REPORTS

Elementary Report Card and Reporting System	<p>Director of Elementary Education Julie Olson reported on the formation of a Report Card Committee in January 2005 to address the changes that have been made to the district's curriculum over the past 12 years, since the last time the elementary report card was reviewed. The committee's task was to review the current elementary report card, make recommendations for revisions and implement the revisions.</p> <p>The following purpose statement was used to guide and re-affirm recommendations. "The purpose of the report card is to communicate a student's achievement, behavior and effort based on our district expectations and standards. This information reflects how a student is performing at designated times throughout the year."</p> <p>The proposed elementary reporting system includes:</p> <ul style="list-style-type: none"> <li>• Changing the academic calendar from quarters to trimesters, with a mid-term format;</li> </ul>
---	---

Elementary Report Card  
and Reporting System  
(continued)

- Implementing a new report card format and descriptors based on the use of rubrics, and
- Revising the calendar schedule for parent/teacher conferences.

The committee determined that a report card:

- Is one component of a comprehensive, multi-dimensional reporting system;
- Present a clear picture of a student's academic strengths and weaknesses;
- Be concise and understandable;
- Be easy for parents to interpret;
- Be designed to be completed in a reasonable amount of time, and
- Educators should separate information about a student's academic performance from work habits, effort and other social skills.

Parent and teacher focus groups were held, proposed report card revisions were shared with all elementary teachers and additional revisions were made based on their feedback.

Dr. Olson highlighted proposed changes to a report card and mid-term checkpoint. She also shared one rubric for language arts and one for work habits and social skills which provide, by grade level, a brief description or characteristics of what district expectations are for each area of the report card. Rubrics give parents and students information about student's performance in relation to clearly articulated goals or standards. These rubrics would be shared with parents at orientation or back-to-school nights in the fall and also be available online.

Next steps include communicating with parents, providing professional development for teachers, developing a teacher guide and electronic versions.

Olson said these changes will provide clearer communication of student achievement, behavior and effort based on district expectations and standards; better alignment between curricula, instruction and assessment, and consistent reporting across the district.

## **OLD BUSINESS**

### Staffing Allocation Guidelines for 2006-07

Director of Human Resources Tom Pederstuen asked the board to approve the 2006-07 staffing allocation guidelines (Exhibit H). The guidelines were presented at the March 13 School Board meeting and include the following changes:

- Combining, separating or changing categories in K-12 staffing;
- Adding new federal and state programs;
- Updating special education disability categories, and
- Removing police liaisons, which are contracted services.

Motion by Sampers, seconded by Magnuson and carried, with six members voting in favor, no members voting in opposition and no members abstaining, to approve the 2006-07 staffing allocation guidelines in Exhibit H.

## **NEW BUSINESS**

### 2006-07 School Calendar Changes

Tom Pederstuen presented proposed changes to the 2006-07 school calendar to reflect elementary schools moving to a trimester schedule and holding conferences at the same time as the middle schools (Exhibit I). The board is expected to take action on the revised calendar at its April 24, 2006 board meeting.

**OTHER ACTION**

Resolution Declaring District 196 Clerical and Secretarial Employees Appreciation Week

Dr. Olson presented a resolution recognizing the vital role played by clerical and secretarial employees in supporting the education of students and declaring April 24-28, 2006 *District 196 Clerical and Secretarial Employees Appreciation Week* (Exhibit J). The clerical and secretarial group includes more than 875 employees – including school and building secretaries, bookkeepers, accounting clerks, student support assistants, receptionists, computer clerks, instructional clerks, program support assistants, library and media clerks, teaching assistants and Assurance of Mastery clerks.

Motion by Roseen, seconded by Endler and carried by roll call vote with Magnuson, Roseen, Sampers, Schutte, Endler and Duchscher voting in favor of the resolution. No members voted in opposition and no members abstained.

Cedar Park Elementary School Attendance Area Options

Director of Federal and State Rule Implementation Jane Berenz began her presentation with a video that English language learners from Oak Ridge Elementary School created at the request of Minnesota Governor Tim Pawlenty for his presentation at the National Governor’s Association, in Washington, D.C.

In June 2004 the Minnesota Department of Education notified the district that two schools – Cedar Park in Apple Valley and Glacier Hills in Eagan – had enrollments that were more than 20 percentage points higher than the district elementary school average for students of color. As a result of having two racially identifiable schools as defined by the Minnesota Desegregation Rule, the district was required to develop, approve and implement an integration and educational equity plan that uses voluntary strategies to increase racial balance at these schools.

To meet the state rule mandate, the district formed an Attendance Area Task Force to develop a plan for racial balance. Berenz reviewed the Attendance Area Task Force recommendation for parent choice for families living in census subarea 13 CK and currently in the Cedar Park Elementary Attendance Area beginning with the 2006-07 school year:

- Students who are the oldest or only child in their family entering kindergarten have the choice of attending Greenleaf, Thomas Lake or Diamond Path elementary schools. Cedar Park would no longer be their assigned attendance area.
- Students who are the oldest or only child in their family in Grade 1 have the choice of attending Greenleaf, Thomas Lake or Diamond Path elementary schools or remaining at Cedar Park Elementary School.
- Students who are new to census subarea 13 CK for the 2006-07 school year have the choice of attending Greenleaf, Thomas Lake or Diamond Path elementary schools. Cedar Park would not be their assigned attendance area.

Motion by Endler, seconded by Magnuson and carried, with six members voting in favor, no members voting in opposition and no members abstaining, to approve the Cedar Park Attendance Area Options outlined in Exhibit K.

**SCHOOL BOARD  
MEMBER AND  
SUPERINTENDENT  
UPDATES**

Bruce Endler thanked Shamon Park Elementary School Grade 3 Teacher Janet Borgschatz for her many years of service to the district and wished her all the best in retirement. He commented on the high expectations the district sets, how our students deliver, and is pleased the board and administration provide the opportunities for that kind of student success. Endler noted he was able to participate in secondary literacy workshops being conducted by the district and encouraged all secondary teachers to take advantage of this training.

Dr. Julie Olson reported that District 196 was named a Gold Medal School District (top 16 percent in the nation) by the *Expansion Management* magazine in its 15<sup>th</sup> annual Education Quotient issue. The magazine compares more than 2,800 school districts across the country on how well they are preparing students for the workforce.

Chairperson Duchscher announced the next regularly scheduled School Board meeting will be held at 6 p.m., Monday, April 24, 2006 at Dakota Ridge School.

**ADJOURNMENT**

Motion by Endler, seconded by Roseen and carried, with six members voting in favor, no members voting in opposition and no members abstaining, to adjourn the meeting. The meeting adjourned at 7:30 p.m.

---

Minutes are subject to board approval. Board exhibits are on file with the official board minutes in the Superintendent's Office.

---



INDEPENDENT SCHOOL DISTRICT 196  
Rosemount, Minnesota  
*Educating our students to reach their full potential*

## School Board Agenda Item

Meeting Date: 11/13/06 Place on Agenda: **Consent** Action Requested: **Approval** Exhibit: **A**

Topic: **Minutes of October 16, 2006 Regular School Board Meeting**

Presenter(s): **Julie Vreyens**

Title(s): **Board Secretary**

Approval for Agenda:

### CALL TO ORDER

Chairperson Rob Duetscher called the regular School Board meeting to order at 6:05 p.m., October 16, 2006 at Dakota Ridge School.

### ATTENDANCE

Present: Joel Albright, Rob Duetscher, chairperson; Mike Roseen; Kevin Sampers, vice chairperson, Bob Schutte and Superintendent John D. Currie.

Absent: Bruce Endler, clerk and Jackie Magnuson, treasurer.

### PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by the School Board.

### MOMENT OF SILENCE

There was a moment of silence in memory of Craig Kusick, Rosemount High School physical education teacher, and Nicholas Kyle, a third grade student from Greenleaf Elementary School, who both recently passed away.

### APPROVAL OF AGENDA

Motion by Roseen, seconded by Sampers and carried, with five members voting in favor, no members voting in opposition and no members abstaining, to approve the agenda.

### RECOGNITION

The School Board recognized:

- 2007 National Merit Scholarship students:
  - Rosemount High School – semifinalists Ara Celi Dicostanzo, Dan Johnson and Anna Lehn; and commended Norah Carroll and Josh Luppess;
  - Apple Valley High School – semifinalists Ben Cohen, James Geddes, Xiaoying Lou, Martin Schroeder and Iosif Sorokin; and commended Aaron Ford, Kristina Gontcharova, Sarah Hansen, Mary Imsdahl, Matt Wams and Nicholas Wilson;
  - School of Environmental Studies – semifinalist Alyssa Clouch;
  - Eagan High School – semifinalists Matthew Amdahl, Naomi Chen, Timothy Olson and Jennifer Stanull; and commended Kaitlin Keyworth, Austin Lynch, Meggan Ranheim, Elizabeth Sparks and Leigh Stutler, and
  - Eastview High School – semifinalists Jean Chung and Pallavi Kannan, and Jean Mbachu (National Achievement); and commended Michelle

**FOR BOARD SECRETARY USE ONLY**

Motion by:

Seconded by:

Voting for:

Voting against:

Abstaining:



**RECOGNITION**  
(continued)

Aderhold, Sean Gibbons, Abigail Herman, Nicholas Mangano, Sara Michalski, Caitlin Race and Lucas Vanderlinden, and Stephanie Brogdon and Dawn Franklin-Erickson (National Achievement);

- Students who received Achievement Awards in Writing from the National Council of Teachers of English:
  - Apple Valley High School – Sarah Hansen and Xiaoying Lou;
  - Eagan High School – Cornelia Reynolds and Elizabeth Sparks, and
  - Eastview High School – Stephen Edwards, Hanna McKeen, Caitlin Race and Philip Titcombe, and
- Kelly O'Rourke Johns, who received a 2006 Community Contribution Award from the Minnesota Community Education Association.

**SUPERINTENDENT'S  
RECOGNITION OF  
STAFF/STUDENTS**

Superintendent Currie recognized:

- Leigh Stutler, Eagan High School, who was named a scholar in the National Hispanic Recognition Program by the College Board;
- Jean Chung, Eastview High School, who earned a perfect score on the American College Test (ACT), and
- Our approximately 200 employees in the Facilities Department, which was one of only 12 districts in the nation to receive a 2006 Facilities Masters Award from the Association of School Business Officials (ASBO) International.

**SPECIAL COMMUNI-  
CATION REQUESTS**

There were no Special Communication Requests.

**OPEN FORUM**

There were no requests to speak during Open Forum.

**CONSENT**

Motion by Roseen, seconded by Schutte and carried, with five members voting in favor, no members voting in opposition and no members abstaining, to approve the following Consent agenda items:

Minutes

Minutes of the September 25, 2006 regular School Board meeting (Exhibit A-1) and October 9, 2006 special School Board meeting (Exhibit A-2);

2006-07 Exterior Wall Rehabilitation Project, Change Order #1

Change Order #1 with A.J. Spanjers, an addition of \$15,160, for additional masonry work at Scott Highlands and Thomas Lake schools (Exhibit B-1);

2006-07 Hardscape Rehabilitation Project, Change Order #1

Change Order #1 with Pine Bend Paving, an addition of \$23,727.25, for additional work at Apple Valley, Rosemount High, Black Hawk, Pinewood, Rosemount Elementary and Westview schools (Exhibit B-2);

Claims

Claims for September 16 through October 6, 2006 (Exhibit C-1);

Electronic Funds

Electronic funds transfer schedule September 16 through October 6, 2006 (Exhibit C-2);

Investments

Schedule of investments for September 16 through October 6, 2006 (Exhibit C-3);

Treasurer's Reports

Treasurer's Reports for the months ending June 30, July 31 and August 31, 2006 (Exhibit C-4);

Gifts

Gifts received during October 2006 (Exhibit C-5);

Personnel

Personnel separations, leaves of absence and new staff (Exhibit D-1);

Student Teacher Agreement	Student teacher agreement with University of Wisconsin-Stout (Exhibit D-2);
Expulsion of a Student	The resolution to expel a student immediately, for the remainder of the 2006-07 school year, continuing through and including June 7, 2007 (Exhibit E), and
Coordinated School Health Council Stipend Grant	The Coordinated School Health Council \$1,500 stipend grant (Exhibit F).

## REPORTS

Magnet Schools Update

Director of Elementary Education Julie Olson presented background information since June 2004 when the district received notification from the Minnesota Department of Education (MDE) that Cedar Park and Glacier Hills elementary schools were “racially identifiable” and the MDE required the district to develop an integration plan to create racial balance. The MDE desegregation rule requires schools and communities to work together to design and implement educationally justifiable, effective, voluntary strategies that provide meaningful choices of integrated learning environments for students and their families.

One of the strategies in the Integration Plan was the formation of two task forces – the Attendance Area Options Task Force and the Magnet Program Options Task Force – which met from December 2005 through March 2006 to solicit input from community members and staff. Both task forces recommended consideration of magnet school development at Cedar Park, Diamond Path and Glacier Hills elementary schools. Diamond Path was recommended due to its declining enrollment and central geographic location.

In March 2006 a districtwide parent survey was completed with results indicating parents wanted additional educational choices to be offered. The survey also provided the first look at the magnet themes that parents would most consider for their children. In May 2006 parent input sessions were held at Diamond Path and Glacier Hills while Cedar Park completed a parent interest survey. Throughout spring and summer, staff members explored proposed themes using input from parents and staff, and magnet school specialists were hired at the three schools to help guide and develop the magnet school effort.

The Magnet School Steering Committee began meeting in July 2006. Members include the principal and magnet school specialist from each of the three schools, the districtwide magnet school specialist and several District Office staff members. Public relations consultant Barb Nicol was hired and by September 2006 staff members were visiting schools and researching best practices relative to the proposed themes.

Staff and community engagement sessions were held using audience response technology to gather input and share immediate results with the participants. Confirmed in the sessions were the themes, preferences within the themes and interest in selecting a magnet school for their children. Of the 400 participants from across the district, 64% indicated they would strongly consider magnet schools, 24% would somewhat consider and less than 4% were not at all interested.

Olson shared the Magnet School Steering Committee magnet theme recommendations which were based on information from:

Magnet Schools Update  
(continued)

- March magnet school community survey;
- Recommendations from the Magnet Program Options and Attendance Area Options task forces;
- Committee research into magnet school best practices;
- Magnet school visits;
- Attendance at three National Magnet Schools of American conferences, and
- September staff and community engagement sessions.

All 18 elementary schools will continue to offer the district's core curriculum in science, math, language arts and social studies. In addition, the magnet schools will offer innovative ways to meet students learning goals through their specific theme.

The proposed theme for each of the magnet schools is as follows:

- Cedar Park Elementary School – Science, Technology, Engineering and Math (STEM) for students who enjoy challenges and investigating the world around them. It will offer a hands-on curriculum using technology as a strong tool for learning in all areas. The engineering component will provide real world applications for learning.
- Diamond Path Elementary School – International Studies for students to gain a deeper understanding of the world, the world's people and the role they play in it. An international perspective will be developed through the study of world languages which will be fundamental to the school.
- Glacier Hills Elementary School – Arts and Science will build on students' natural curiosity by providing inquiry-based lab experiences and enriching arts programs. A range of technology and communications systems will be incorporated throughout the day and offer a rigorous interdisciplinary approach to nurture and challenge young learners.

Tentative plans include sending home information about magnet schools in December or early January with the registrations due about February 1. Olson encouraged interested parents to monitor the district website to obtain updated information as the district moves forward in the process.

Olson closed by noting the School Board may expect recommendations for the magnet school application, lottery process and transportation at the November board meetings and that staff will continue to work on developing details of what each magnet school will look like when it opens in fall 2007.

Official October 1, 2006  
Enrollment

Student Information Supervisor Kim Reis reported the official October 1, 2006 student enrollment for all schools and programs is 28,040, a decrease of 229 students (.081 percent) from the October 2005 enrollment of 28,269. The actual enrollment is above the projection of 27,776 by 264 students or 0.95 percent. It was noted this includes an increase of 55 students (or 4.6 percent) in special education programs. Reis noted October 1 enrollments continued to be stable during the last four years (Exhibit G).

World-Class Schools

Superintendent John Currie said that on October 6 more than 25 Minnesota school system leaders, along with University of Minnesota President Robert Bruininks, introduced *Minnesota's Promise: World-Class Schools, World-Class State*. This report is a call to action to transform education in Minnesota for the global information age and includes eight traits for creating a system to educate our students to compete in our global economy.

World-Class Schools  
(continued)

The eight traits identified are (not listed in any particular order):

1. There are many academic roads, but all are rigorous and lead to higher education;
2. Educational investment starts early;
3. Learning takes as much time as it takes;
4. Great educators have great support;
5. Data and research inform teaching and improve learning every day;
6. Funding is predictable and sufficient to produce world-class performance;
7. Services for students with special needs emphasize outcomes, not processes, and
8. Global citizenship is a core academic subject.

Participating superintendents believe they need to:

- Frame the questions and frame the discussion of education in Minnesota;
- Listen to the communities for whom they work;
- Develop options to provide a world-class education for students, not only in Minnesota but across the nation, and
- Shadow the future by talking to parents about what they see facing students as they pursue additional education and become productive, happy adults.

While there were over 200 attendees on October 6 and everyone agreed we need a vision for Minnesota schools, half said there currently is no vision and half said there is one but we do not commonly share it. The consensus from that group is that we need to get together and have a non-partisan, shared consensus model of what we want schools to become.

## OLD BUSINESS

Annual Report on  
Curriculum, Instruction and  
Student Achievement

Administrative Assistant to the Superintendent Kim Craven asked the board to approve the *Annual Report on Curriculum, Instruction and Student Achievement for 2005-06* presented in Exhibit H.

Motion by Sampers, seconded by Albright and carried, with five members voting in favor, no members voting in opposition and no members abstaining, to approve the *Annual Report on Curriculum, Instruction and Student Achievement for 2005-06* as presented in Exhibit H.

Policy 503, Student Rights  
and Responsibilities

Craven asked the board to approve the proposed changes to Policy 503, Student Rights and Responsibilities in the area of Prohibition of Harassment, Discrimination, Violence or Hazing presented in Exhibit I.

Motion by Albright, seconded by Sampers and carried, with five members voting in favor, no members voting in opposition and no members abstaining, to approve changes to Policy 503, Students Rights and Responsibilities.

Policy 601, Educational  
Programs

Craven asked the board to approve the proposed changes to Policy 601, Educational Programs presented in Exhibit J.

Motion by Schutte, seconded by Roseen and carried, with five members voting in favor, no members voting in opposition and no members abstaining, to approve changes to Policy 601, Educational Programs.

## NEW BUSINESS

There were no New Business items.

## OTHER ACTION

Maintenance Support  
Employees Appreciation  
Week: October 23-27, 2006

Superintendent Currie presented a resolution recognizing the vital role played by maintenance employees in supporting the education of students and declared October 23-27, 2006 as District 196 Maintenance Support Employees Appreciation Week (Exhibit K).

Motion by Roseen, seconded by Albright, and carried by roll call vote with Albright, Roseen, Sampers, Schutte and Duchscher voting in favor of the resolution. No members voted in opposition and no members abstained.

American Education Week:  
November 12-18, 2006

Superintendent Currie presented a resolution declaring November 12-18, 2006 as American Education Week in District 196 (Exhibit L).

Motion by Albright, seconded by Schutte, and carried by roll call vote with Roseen, Sampers, Schutte, Albright and Duchscher voting in favor of the resolution. No members voted in opposition and no members abstained.

Refunding of Bonds for the  
School of Environmental  
Studies (SES)

Director of Finance Jeff Solomon reported representatives of the City of Apple Valley contacted the school district with a potential refunding opportunity on bonds issued in 1998 to finance the School of Environmental Studies (SES). Based on recent estimates from the city's financial advisor, the school district and Apple Valley Economic Development Authority believe there is sufficient savings opportunity to pursue a refunding of existing debt. Solomon noted there are only certain times these bonds are available for refunding.

Motion by Sampers, seconded by Roseen and carried by roll call vote with Sampers, Schutte, Albright, Roseen and Duchscher voting in favor, no members voting in opposition and no members abstaining, to approve the Resolution Amending and Restating Resolution Authorizing the Issuance of \$6,400,000 Public Project Revenue Refunding Bonds, Series 1998 (Independent School District No. 196 Lease Obligations) and the Execution and Delivery of a Second Supplement to Lease Agreement and a Continuing Disclosure Agreement in Connection Therewith as presented in Exhibit M.

Refunding Opportunity for  
Dakota Ridge School

Solomon shared background information on financing Dakota Ridge School with Lease Revenue Bonds when it was built in 1997 and noted the bonds are callable February 2007. The district has been exploring options for refunding with Ehlers & Associates (Exhibit N).

Motion by Schutte, seconded by Albright and carried, with five members voting in favor, no members voting in opposition and no members abstaining, to authorize the administration to obtain proposals for refunding for the Lease Revenue Bonds used to finance the Dakota Ridge School and bring the proposals to the Board for further consideration.

Structural Balance – Food  
and Nutrition Services

Solomon reported Minnesota Statute 123B.749 (2003) requires the School Board to determine "that the expenditures will not exceed available funds" during the period of the agreement before approving a collective bargaining agreement. He provided data and recommended approval of a resolution stating the proposed agreement with the Food and Nutrition Services Employees will not cause structural imbalance in the district's budget during the term of the agreement (Exhibit O).

Structural Balance – Food and Nutrition Services (continued) Motion by Roseen, seconded by Sampers and carried by roll call vote with Schutte, Albright, Roseen, Sampers and Duchscher voting in favor, no members voting in opposition and no members abstaining, to approve the resolution presented in Exhibit O.

Structural Balance – Vehicle Service Technicians Solomon also provided data and recommended approval of a resolution stating the proposed agreement with the Vehicle Service Technicians will not cause structural imbalance in the district’s budget during the term of the agreement (Exhibit P).

Motion by Albright, seconded by Schutte and carried by roll call vote with Albright, Roseen, Sampers, Schutte and Duchscher voting in favor, no members voting in opposition and no members abstaining, to approve the resolution presented in Exhibit P.

Collective Bargaining Agreement with Food and Nutrition Services Employees Director of Human Resources Tom Pederstuen shared results of collective bargaining with Local 320, who represent the food and nutrition services employees. In addition to minor contract language, the terms of the two-year agreement, effective July 1, 2006 through June 30, 2008, includes increasing:

- District health insurance contributions as of July 1, 2006 to \$367 for single, \$696 for single plus one dependent and \$922 for family, and as of July 1, 2007 to \$420 for single, \$807 for single plus one dependent and \$1,070 for family, and
- Each step of the salary schedule by 3 percent each year.

Motion by Sampers, seconded by Roseen and carried, with five members voting in favor, no members voting in opposition and no members abstaining, to approve the compensation and benefits presented in Exhibit Q.

Collective Bargaining Agreement with Vehicle Service Technicians Pederstuen also shared results of collective bargaining with Local 320, who represent the vehicle service technicians. In addition to minor contract language, the terms of the two-year agreement, effective July 1, 2006 through June 30, 2008, includes increasing:

- District health insurance contributions as of July 1, 2006 to \$367 for single, \$816 for single plus one dependent and \$1,057 for family, and as of July 1, 2007 to \$420 for single, \$938 for single plus one dependent and \$1,226 for family, and
- Each step of the salary schedule by 3 percent each year.

Motion by Schutte, seconded by Albright and carried, with five members voting in favor, no members voting in opposition and no members abstaining, to approve the compensation and benefits presented in Exhibit R.

**SCHOOL BOARD  
MEMBER AND  
SUPERINTENDENT  
UPDATES**

Kevin Sampers reported the Board Legislative Committee began meeting to form the district’s 2007 legislative platform. He noted issues discussed were the rising costs of special education and health insurance premiums; funding pre-kindergarten activities, full funding for all-day kindergarten and ramifications of moving to an all-day kindergarten program. Sampers said one of the major issues out there is that some of the equalization proposals on the table shift more burden to property taxes and remove it from the state.

**SCHOOL BOARD  
MEMBER AND  
SUPERINTENDENT  
UPDATES (continued)**

Superintendent Currie shared that earlier this month the Foundation for Early Childhood Family Services and a parent organization called UNITE 196 cosponsored a legislative forum featuring candidates from Districts 36, 37, 38 and 40. It was videotaped and will be replayed on local cable channels.

Currie also encouraged parents to attend the October 28 Parent Education Conference at Eastview High School which features over 35 workshops and a keynote speaker.

He reminded people the district is conducting an online calendar survey; noted Governor Pawlenty proclaimed the week of October 14-21 as Gifted and Talented Youth Week in Minnesota, and reported the district is nearing completion of all school construction projects. Currie said funds will be available to eliminate more portables at Cedar Park, Echo Park and Southview elementary schools and to add a two-classroom addition at Cedar Park Elementary School.

Duchscher announced the next regularly scheduled School Board meeting will be held at 6 p.m., Monday, November 13, 2006 at Dakota Ridge School.

**ADJOURNMENT**

Motion by Roseen, seconded by Sampers and carried, with five members voting in favor, no members voting in opposition and no members abstaining, to adjourn the meeting. The meeting was adjourned at 8:10 p.m.

---

Minutes are subject to board approval. Board exhibits are on file with the official board minutes in the Superintendent's Office.

---



INDEPENDENT SCHOOL DISTRICT 196  
Rosemount, Minnesota  
*Educating our students to reach their full potential*

### School Board Agenda Item

Meeting Date: **11/27/06** Place on Agenda: **Consent** Action Requested: **Approval** Exhibit: **A-1**

Topic: **Minutes of November 13, 2006 Regular School Board Meeting**

Presenter(s): **Julie Vreyens**

Title(s): **Board Secretary**

Approval for Agenda:

#### CALL TO ORDER

Chairperson Rob Duchscher called the regular School Board meeting to order at 6 p.m., November 13, 2006 at Dakota Ridge School.

#### ATTENDANCE

Present: Joel Albright, Rob Duchscher, chairperson; Bruce Endler, clerk; Jackie Magnuson, treasurer; Mike Roseen; Kevin Sampers, vice chairperson, Bob Schutte and Superintendent John D. Currie.

#### PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by the School Board.

#### APPROVAL OF AGENDA

Motion by Roseen, seconded by Schutte and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve the revised agenda.

#### RECOGNITION

The School Board recognized:

- The Rosemount High School Marching Band, lead by drum majors Stefanie Berkopec, Amanda Kreun and Laura Mattson, that was named Minnesota State Champions at the Youth in Music Marching Band Championship, and who also received outstanding in winds and color guard;
- Jean Schuster, Eagan High School, who was named Spanish Teacher of the Year, and
- Angela Olson, Eagan High School, who was named Minnesota Class AA Ms. Soccer.

#### SUPERINTENDENT'S RECOGNITION OF STAFF/STUDENTS

Superintendent Currie recognized:

- Linda Albertson, Jean Schuster and Gayle Carlson, Eagan High School, recipients of the Minnesota Council on the Teaching of Languages and Culture STAR Awards;
- Mark Obarski, Eagan High School, Section 3AA and Minnesota State Girls' Soccer Coach of the Year;
- Staff, students and parents of Northview Elementary School for Northview's validation as a Minnesota School of Excellence by the Minnesota Elementary School Principals Association;
- Literary arts magazines at Eastview and Rosemount high schools that received awards from the National Scholastic Press Association;
- Jodene Wartman, Eagan High School, who was honored as an Outstanding Individual in Communication and Theater by the Communication and Theater

**FOR BOARD SECRETARY USE ONLY**

Motion by:

Seconded by:

Voting for:

Voting against:

Abstaining:



**SUPERINTENDENT'S  
RECOGNITION OF  
STAFF/STUDENTS**  
(continued)

- Association of Minnesota:
- Kevin Dirksen, Eagan High School science teacher and Jenny Davis, Northview Elementary School kindergarten teacher, who were nominated by coworkers and received TIES Exceptional Teacher Awards;
  - Apple Valley High School boys' soccer team that won the Class AA state championship, and the Rosemount High School boys team who also participated in the Class AA state tournament;
  - Rosemount Irish football team, who will play Lakeville South at the Metrodome for a spot in the Class 5A championship game;
  - Dakota United Hawks adapted soccer team that won the state championship in the PI division and the C1 team who placed third;
  - Rosemount High School boys' cross-country team, who placed second in the Class AA state meet;
  - Apple Valley boys' cross country and Eastview girls' soccer teams who were named academic team champions in Section 6AA;
  - Eagan High School volleyball team, who finished fourth at state, and
  - Food and nutrition services employees from Rosemount Middle School who were awarded the Most Creative Theme in a districtwide contest during National School Lunch Week; and employees from Rosemount High School who were awarded the Most Patriotic Theme.

**SPECIAL COMMUNI-  
CATION REQUESTS**

There were no Special Communication Requests.

**OPEN FORUM**

There were no requests to speak during Open Forum.

**CONSENT**

Motion by Magnuson, seconded by Albright and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve the following Consent agenda items:

Minutes	Minutes of the October 16, 2006 regular School Board meeting (Exhibit A);
Claims	Claims for October 7 through November 3, 2006 (Exhibit B-1);
Electronic Funds	Electronic funds transfer schedule October 7 through November 3, 2006 (Exhibit B-2);
Investments	Schedule of investments for October 7 through November 3, 2006 (Exhibit B-3);
Treasurer's Report	Treasurer's Report for the month ending September 30, 2006 (Exhibit B-4);
Alternative Methods of Dissemination of Bids and Requests	Use of the district website as an alternative method of dissemination of bids and requests (Exhibit B-5). For the next six months, bids will be posted online at <a href="http://www.district196.org/legalnotices/">www.district196.org/legalnotices/</a> and in the official newspaper;
Personnel	Personnel separations, leaves of absence and new staff (Exhibit C-1);
Letter of Agreement with DCUE – Lacrosse Coaches	Letter of Agreement with Dakota County United Educators (DCUE) regarding compensation for lacrosse coaches (Exhibit C-2);
Agreement for Clinical Nursing Experience	Agreement for Clinical Nursing Experience with College of St. Catherine Nursing Program (Exhibit D-1);
Joint Powers Agreement – City of Lakeville	Amended and Restated Joint Powers Agreement with the City of Lakeville relating to a park shelter building on the Parkview property (Exhibit D-2);

Expulsion of a Student	Resolution to expel the student immediately, for the remainder of the 2006-07 school year, continuing through and including June 7, 2007 (Exhibit D-3), and
Expulsion of a Student	Resolution to expel the student immediately, for the remainder of the 2006-07 school year, continuing through and including June 7, 2007 (Exhibit D-4).
Suspension of the Rules	Motion by Endler, seconded by Magnuson and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to suspend the rules and hear the 2005-06 Audited Financial Reports (Exhibit F), so that Partner Bill Lauer of Malloy, Montague, Kamowski, Radosevich & Co., P.A., (MMKR) could report and leave to attend another School Board meeting.

**NEW BUSINESS**

Audited Comprehensive Annual Financial Report for 2005-06	MMKR Partner Bill Lauer presented an overview of the <i>2005-06 Comprehensive Annual Financial Report</i> (Exhibit F) that summarized key financial results for the year ending June 30, 2006. Specifically, the report explained differences between the projected budget and actual revenues and expenditures. The district prepared the report in conformance with Government Accountings Standards Board (GASB) Statement No. 34 entitled <i>Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments</i> . The auditors found the district’s financial records to be in excellent condition on June 30, 2006.
---	---

The board is scheduled to act on the *2005-06 Comprehensive Annual Financial Report* at its November 27, 2006 board meeting.

**REPORTS**

Measures of Academic Progress (MAP)	Assessment Coordinator Michelle DeMers reported that the Measures of Academic Progress (MAP) was developed by Northwest Evaluation (NWEA) to measure individual student progress in school (Exhibit E). In fall 2005 MAP assessments were administered for the first time in reading and math to students in grades 2, 3 and 6. Reading goals included: word recognition; comprehension: informational; comprehension: narrative, and literature. Math goals included: number sense and computation; functions and algebra; statistics and probability, and geometry and measurement.
-------------------------------------	---

MAP is a national-normed computerized adaptive test. The difficulty of the test is adjusted to the student’s performance. The student’s score depends on how many questions are answered correctly and the difficulty of each question. Student performance on MAP assessments is measured in Rasch Unit (RIT) scores. RIT is a unit of measure that used individual item difficulty values to estimate student achievement, thus results for individual grade levels are reported as fall and spring RIT scores, Growth Mean, Mean Growth Target and Growth Index. Growth Mean is the average change in RIT scores from fall to spring. Mean Growth Target is the average amount of RIT growth from fall to spring observed in the most recent NWEA norming study. Growth Index is the RIT score by which the student exceeded the Target RIT, fell short of the Target RIT or exactly met the Target RIT. RIT scores from the fall administration determine individual growth target goals for the spring.

DeMers shared the following statistical data about individual students who met or exceeded their growth targets in math:

MAP (continued)

- 1,107 out of 1,855 grade 2 students, or almost 60 percent;
- 1,280 out of 1,856 grade 3 students, or 69 percent, and
- 1,003 out of 2,094 grade 6 students, or almost 48 percent.

Data about individual students who met or exceeded their growth targets in reading was:

- 1,066 out of 1,851 grade 2 students, or almost 58 percent;
- 1,194 out of 1,858 grade 3 students, or a little over 64 percent, and
- 1,217 out of 2,077 grade 6 students, or almost 59 percent.

During 2006-07 DeMers reported all students in grades 2 through 7 will take MAP reading and math assessments in the fall and spring. These assessments provide results in three parts: instantly, within 24 hours and more detailed data within two or three weeks. Half-day workshops will be provided to all reading and math teachers. Results will be used to analyze strengths and concerns on individual students which help guide individual instruction all results will be shared with parents in June.

## **OLD BUSINESS**

There were no Old Business items.

## **NEW BUSINESS (continued)**

Magnet School  
Recommendations

Integration/Equity Education Coordinator Scott Thomas presented background information, the magnet school rationale and the basis for the recommendations. Magnet school recommendations include themes and structure, school choice and transportation, enrollment process and timeline.

The magnet school themes recommended are as follows:

- Cedar Park Elementary – Science, Technology, Engineering and Math (STEM);
- Diamond Path Elementary – International Studies, and
- Glacier Hills Elementary – Arts and Science.

Magnet School Coordinator Michelle deKam Palmieri shared examples of traditional and magnet school schedules and core curriculum units. She described school choice and transportation options available to all parents, and explained that parents would be responsible for mid-day transportation for a kindergarten student who does not also register for the Kindergarten Plus program.

Director of Elementary Education Julie Olson summarized the options available for students who currently attend Cedar Park, Diamond Path and Glacier Hills:

- Continue to attend the school as a magnet school;
- Continue to attend the school but in a traditional strand;
- Preference to attend another magnet school option with transportation provided, or
- Apply for a transfer to attend another 196 elementary school.

Olson noted that all students who live in District 196 will have the opportunity to apply for any of the three magnet schools. Students who live outside the district boundaries may apply to any magnet school but will be considered after selection of District 196 students is completed. In addition, she reviewed the enrollment process, guidelines and timeline outlined in Exhibit G.

Magnet School  
Recommendations  
(continued)

Board members expressed appreciation for all the work staff members have invested in developing a proposal for magnet schools and responding to board members' questions. The School Board will be asked to act on the magnet school themes and structure, transportation guidelines and enrollment process at its November 27, 2006 board meeting.

Policy 602, Instruction

Administrative Assistant to the Superintendent Kim Craven presented the first reading of Policy 602, Instruction (Exhibit I) with proposed changes to clarify the circumstances under which instruction will be provided to students who are unable to receive instruction at their regular school.

The board is scheduled to act on proposed changes to Policy 602, Instruction at its November 27, 2006 board meeting.

## **OTHER ACTION**

Refinancing Option for  
Dakota Ridge School  
Lease Revenue Bonds

Director of Finance Jeff Solomon noted that at the October 16 board meeting the board authorized the administration to obtain proposals for refunding of the Lease Revenue Bonds used to finance Dakota Ridge School.

Ehlers & Associates representative Carolyn Drude presented results of the two proposals received from Wells Fargo and RBC Capital Markets. Ehlers believes that the advantages and flexibility of the Wells Fargo proposal outweigh the slightly higher savings estimated for the RBC proposal and recommends the board authorize the administration to execute a lease purchase agreement with Wells Fargo Brokerage Services for the purpose of financing a current refunding of the 1997 Facility Lease Revenue bonds, issued by Dakota County Housing and Redevelopment Authority on behalf of the district.

Motion by Magnuson, seconded by Roseen and carried by roll call vote with Endler, Magnuson, Roseen, Sampers, Schutte, Albright and Duchscher voting in favor, no members voting in opposition and no members abstaining, to approve the Resolution Approving and Authorizing the Execution and Delivery of a Lease Agreement, Escrow Agreement and Other Documents and Certificates Related Thereto presented in Exhibit H-Revised.

Proposed Additional  
Classrooms at Cedar Park,  
Echo Park and Southview

Superintendent John Currie presented a proposal for additional classrooms using funds from the June 2004 facilities referendum. The Review and Comment for the referendum noted the need to replace temporary/portable classrooms with permanent classrooms. Based on projected enrollments, there is a need for an additional four classrooms at Echo Park Elementary School and three additional classrooms at Southview Elementary School to continue toward the goal of having all students out of portables by 2008. In addition, there is a need for two additional science classrooms at Cedar Park Elementary School to provide space and enhance the Science, Technology, Engineering and Math (STEM) experience for students.

Motion by Sampers, seconded by Endler and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve additional classrooms at Echo Park, Southview and Cedar Park elementary schools (Exhibit J).

Structural Balance –  
Building Chiefs  
Association of Rosemount

Jeff Solomon reported Minnesota Statute 123B.749 (2003) requires the School Board to determine "that the expenditures will not exceed available funds" during the period of the agreement before approving a collective bargaining agreement.

Structural Balance –  
Building Chiefs  
Association of Rosemount  
(continued)

Solomon provided data and recommended approval of a resolution stating the proposed agreement with the Building Chiefs Association of Rosemount will not cause structural imbalance in the district's budget during the term of the agreement (Exhibit K).

Motion by Magnuson, seconded by Schutte and carried by roll call vote with Magnuson, Roseen, Sampers, Schutte, Albright, Endler and Duchscher voting in favor, no members voting in opposition and no members abstaining, to approve the resolution presented in Exhibit K.

Collective Bargaining  
Agreement with Building  
Chiefs Association of  
Rosemount

Director of Human Resources Tom Pederstuen shared results of collective bargaining with the Building Chiefs Association of Rosemount, who represent the maintenance chiefs, head groundskeeper and building chiefs. In addition to minor contract language, the terms of the two-year agreement, effective July 1, 2006 through June 30, 2008, includes increasing:

- District health insurance contributions as of July 1, 2006 to \$363 for single, \$817 for single plus one dependent and \$1,083 for family, and as of July 1, 2007 to \$420 for single, \$938 for single plus one dependent and \$1,244 for family, and
- Each step of the salary schedule by three percent each year.

Motion by Endler, seconded by Sampers and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve the compensation and benefits presented in Exhibit L.

## **SCHOOL BOARD MEMBER AND SUPERINTENDENT UPDATES**

Bruce Endler noted in addition to the fabulous job the Rosemount High School band did with their first place finish at the state competition, the Eastview High School band placed third at state.

Endler thanked principals Mary Jelinek, Thomas Lake Elementary; Kathy Carl, Northview Elementary; Kevin Samsel, Greenleaf Elementary and Greg Clausen, Rosemount High for his great school visits where he heard about Mix It Up Days, leadership characteristics and styles, mentor programs, alignment of school goals with district goals, work on the book *Failure Is Not An Option* and advances in technology.

Jackie Magnuson congratulated Apple Valley High School teacher and volleyball coach Walt Weaver who is retiring after 31 years in the district. Weaver, the only volleyball coach at AVHS, has a record of 656 wins, 196 losses and 1 tie.

Superintendent Currie noted that Community Education coordinated the Back-to-School Supplies Project for the 11<sup>th</sup> year and provided more than 2,000 students with supplies to start the school year. Currie recognized Community Education employee Jan Stoven for her efforts and thanked the generosity of nearly 30 businesses, organizations and families, including the Apple Valley American Legion and Auxiliary, Apple Valley Police Department, Lighthouse Community Church, Office Max, Anchor Bank, Apple Valley seniors, Fairview Ridges Hospital, Moms' Club-Eagan West, Shepherd of the Valley Lutheran Church and Thomson-West, to name just a few.

Currie announced our district was one of 54 school districts that participated in the procurement card or "p card" program last year. We were one of 22 school districts to receive a rebate based on our volume of use of the p card. Of the total \$67,000 that was rebated to school districts, District 196 received a rebate of \$26,133 based on purchases made last year.

**SCHOOL BOARD  
MEMBER AND  
SUPERINTENDENT  
UPDATES (continued)**

Duchscher announced the next regularly scheduled School Board meeting will be held at 6 p.m., Monday, November 27, 2006 at Dakota Ridge School.

**ADJOURNMENT**

Motion by Roseen, seconded by Endler and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to adjourn the meeting. The meeting was adjourned at 7:55 p.m.

---

Minutes are subject to board approval. Board exhibits are on file with the official board minutes in the Superintendent's Office.

---

Minutes 11-13-06/1-7



INDEPENDENT SCHOOL DISTRICT 196  
Rosemount, Minnesota  
*Educating our students to reach their full potential*

### School Board Agenda Item

Meeting Date: **12/11/06** Place on Agenda: **Consent** Action Requested: **Approval** Exhibit: **A**

Topic: **Minutes of November 27, 2006 Regular School Board Meeting**

Presenter(s): **Julie Vreyens**

Title(s): **Board Secretary**

Approval for Agenda:

#### CALL TO ORDER

Chairperson Rob Duchscher called the regular School Board meeting to order at 6:03 p.m., November 27, 2006 at Dakota Ridge School.

#### ATTENDANCE

Present: Joel Albright, Rob Duchscher, chairperson; Bruce Endler, clerk; Jackie Magnuson, treasurer; Mike Roseen; Kevin Sampers, vice chairperson, Bob Schutte and Superintendent John D. Currie.

#### PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by the School Board.

#### MOMENT OF SILENCE

There was a moment of silence in memory of Neil Okeson, a 5th grade teacher at Thomas Lake Elementary School, who passed away.

#### APPROVAL OF AGENDA

Motion by Roseen, seconded by Albright and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve the agenda.

#### RECOGNITION

The School Board recognized:

- The Apple Valley High School boys' soccer players, who were the Class AA Boys' Soccer State Champions, and
- The Dakota United Hawks players and managers, who were the Adapted Soccer PI Division State Champions.

#### SUPERINTENDENT'S RECOGNITION OF STAFF/STUDENTS

Superintendent Currie recognized:

- Sixteen middle school students who were selected for all-state middle school choirs by the Minnesota chapter of the American Choral Directors Association, and
- Speech teams from Eagan and Apple Valley high schools that finished in second and third place, respectively, at the prestigious Glenbrooks Speech and Debate Tournament held in Chicago earlier this month.

#### SPECIAL COMMUNICATION REQUESTS

There were no Special Communication Requests.

#### OPEN FORUM

There were no requests to speak during Open Forum.

**FOR BOARD SECRETARY USE ONLY**

Motion by:

Seconded by:

Voting for:

Voting against:

Abstaining:

## CONSENT

Motion by Schutte, seconded by Magnuson and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve the following Consent agenda items:

Minutes	Minutes of the November 13, 2006 regular School Board meeting (Exhibit A-1) and the November 20, 2006 special School Board meeting (Exhibit A-2);
Claims	Claims for November 4-17, 2006 (Exhibit B-1);
Electronic Funds	Electronic funds transfer schedule for November 4-17, 2006 (Exhibit B-2);
Investments	Schedule of investments for November 4-17, 2006 (Exhibit B-3, revised);
Treasurer's Report	Treasurer's Report for the month ending October 31, 2006 (Exhibit B-4);
Gifts	Gifts received during November 2006 (Exhibit B-5);
2006-07 Bus Purchase	Purchase of five special education school buses and two Type III mini-buses from Høglund Bus Company for a total of \$520,641 plus tax and title (Exhibit B-6);
2007-08 Bus Purchase	Purchase of nine special education school buses from Høglund Bus Company for a total of \$821,897 plus tax and title (Exhibit B-7);
Personnel	Personnel separations, leaves of absence and new staff (Exhibit C);
Individual Employee Agreement	Employment Agreement and Waiver of Continuing Contract Rights with a Southview Elementary School teacher (Exhibit D-1), and
Apple Valley Commons II Mediation Settlement Agreement	Mediation Settlement Agreement on Apple Valley Commons II, the former leased space for the Area Learning Center, Transition Plus and Pathway programs (Exhibit D-2).

## REPORTS

Minnesota Comprehensive Assessments – Series II (MCA-IIs)	Assessment Coordinator Michelle DeMers reported on results of the Minnesota Comprehensive Assessments – Series II (MCA-IIs) in reading and math that were given last spring to students in grades 3 through 8, 10 and 11 (Exhibit E). This was the first time that MCA-IIs were given, which means this is the baseline data that will be used to compare future results.
---	---

The MCA-IIs were developed by the state to measure progress on Minnesota Academic Standards and determine whether individual schools and school districts are making Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB) requirements. MCA-IIs are criterion-referenced tests where the student's score is determined by how much of the expected knowledge is demonstrated on the test. There is no comparison to what any other student accomplishes. The student's score reflects his or her achievement in the specific content area.

Student performance on the MCA-IIs is measured by a scaled score that is placed in one of four achievement levels, defined by the state as:

- Exceeds standards;
- Meets standards;
- Partially meets standards, or
- Does not meet standards.



MCA-IIs (continued)

DeMers said the percentage of District 196 students exceeding the academic standards in reading and math was higher than the state average for all grades tested. She said schools will use the data to identify areas where groups of students are having difficulty and cautioned people not to use data from this one test to determine whether a school is successful.

## **OLD BUSINESS**

Audited Comprehensive Annual Financial Report for 2005-06

An overview of the 2005-06 audited financial report was presented at the November 13, 2006 School Board meeting.

The report shows that the district ended the fiscal year on June 30, 2006 with a general fund balance of \$30.2 million, or approximately 12 percent of the total general fund expenditures for the year. The report also shows the district had actual general fund revenues of \$240 million, approximately \$2 million more than anticipated, and general fund expenditures of \$247.5 million, or about \$2.7 million less than budgeted.

Motion by Sampers, seconded by Magnuson and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve the 2005-06 Audited Comprehensive Annual Financial Report (Exhibit F).

Magnet School Recommendations

Director of Elementary Education Julie Olson noted the recommendations for magnet schools were presented at the November 13 board meeting. The recommendations included themes and structure, transportation, enrollment process and timeline. Olson asked the board to approve the recommendations outlined in Exhibit G.

Motion by Endler, seconded by Schutte and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve the Magnet School Recommendations as outlined in Exhibit G.

Policy 602, Instruction

Administrative Assistant to the Superintendent Kim Craven presented the second reading of Policy 602, Instruction, which clarifies the circumstances in which instruction will be provided to students who are unable to receive instruction at their regular school.

Motion by Roseen, seconded by Albright and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to approve changes to Policy 602, Instruction (Exhibit H).

## **NEW BUSINESS**

High School Course Revisions for 2007-08

Director of State and Federal Programs Jane Berenz reviewed proposed high school course revisions for 2007-08. Revisions include 11 courses to be added, nine courses to be replicated, 13 courses to be dropped and five courses to be restructured and have a change of title. The proposed revisions satisfy requirements of the Minnesota Academic Standards and reflect student interest. The board is scheduled to act on the proposed high school course revisions at its December 11, 2006 board meeting.

## **OTHER ACTION**

There were no Other Action items.

**SCHOOL BOARD  
MEMBER AND  
SUPERINTENDENT  
UPDATES**

Bruce Endler commented on the Curriculum and Instruction Advisory Council (CIAC) and Gifted and Talented Advisory Council (GTAC) meetings he attended. Endler thanked elementary principals Marge Gruenes, Cedar Park; Gary Anger, Red Pine and Tom Idstrom, Rosemount, and Rosemount Middle School principal Mary Thompson, for recent visits to their schools.

Bob Schutte encouraged residents to visit schools and attend activities that are being held at schools throughout the district.

Superintendent Currie spoke about the challenges students across the nation are facing and the need for students to take more rigorous courses to prepare for competition in a global economy. To meet this need, District 196 offers advanced placement (AP) courses in language arts, math, science, social studies and world languages. These courses provide students the opportunity to earn college credit in these subjects by obtaining a score of 3 or higher on an AP exam.

Currie reported that last year 1,404 District 196 high school students took a total of 2,282 AP exams, with 78 percent of students earning a 3 or higher. In addition, there were 274 students, or 20 percent of District 196 participants, named AP Scholars by the College Board for earning a score of 3 or higher on at least three different AP exams.

In January and February when high school students register for classes, Currie encouraged them to consider taking AP courses and to explore other opportunities that will challenge them academically.

Duchscher announced the next regularly scheduled School Board meeting will be held at 6 p.m., Monday, December 11, 2006 at Dakota Ridge School.

**ADJOURNMENT**

Motion by Schutte, seconded by Roseen and carried, with seven members voting in favor, no members voting in opposition and no members abstaining, to adjourn the meeting. The meeting was adjourned at 7:02 p.m.

---

Minutes are subject to board approval. Board exhibits are on file with the official board minutes in the Superintendent's Office.

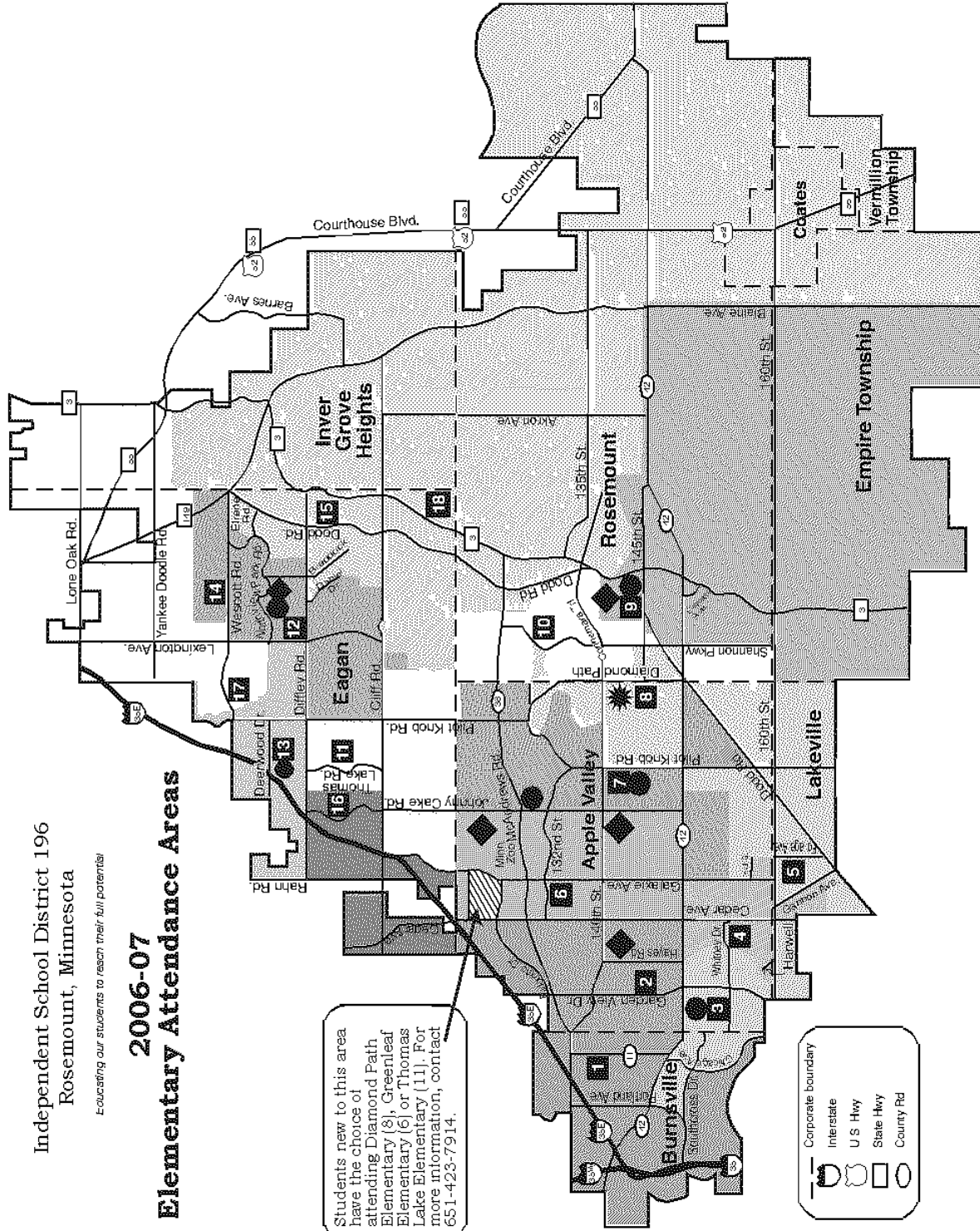
---

Independent School District 196  
Rosemount, Minnesota

*Focusing our students to reach their full potential*

**2006-07  
Elementary Attendance Areas**

Students new to this area have the choice of attending Diamond Path Elementary (8), Greenleaf Elementary (6) or Thomas Lake Elementary (11). For more information, contact 651-423-7914.



**Elementary Schools**

1. Echo Park
2. Westview
3. Southview
4. Cedar Park
5. Parkview
6. Greenleaf
7. Highland
8. Diamond Path
9. Rosemount
10. Shannon Park
11. Thomas Lake
12. Northview
13. Deerwood
14. Woodland
15. Pinewood
16. Oak Ridge
17. Glacier Hills
18. Red Pine

Elementary schools  
 Middle schools  
 High schools  
 Dakota Ridge School (special education school for district students)

To verify the attendance area for a specific address, call the Student Information Office at 651-423-7641 or go to [http://www.district196.org/boundary\\_search.cfm](http://www.district196.org/boundary_search.cfm)

Corporate boundary  
 Interstate  
 U S Hwy  
 State Hwy  
 County Rd

Cartographer: Rosemount Public Schools, 2006-07. All rights reserved. Date: 8/14/06

Secretary Margaret Spellings  
US Department of Education  
400 Maryland Ave SW  
Washington DC 20202-6200

Dear Secretary Spellings,

I have recently been informed that Minnesota Public School District 196 will be submitting a proposal for funding under the Magnet Schools Assistance Program. I am writing this letter in support of their application. This funding would allow District 196 to carry out their state approved plan to convert three traditional schools into magnet schools, each with their own concentrated theme. These magnet schools will offer innovative ways to meet students' learning goals through a particular focus and will offer parents increased choices in their child's education.

Magnet schools help school districts enhance student learning, narrow the achievement gap, and encourage innovative educational methods and practices that can help raise the bar for all schools. Programs such as the Science, Technology, Engineering, and Math theme at Cedar Park Elementary and the International Studies theme at Diamond Path Elementary, will use a hands-on curriculum to involve the students in asking questions and finding answers to real world issues. This type of education benefits the entire community, and I look forward to the introduction of such programs to District 196.

At this time when it is crucially important to continue bringing our schools to a higher level of academic performance, I enthusiastically support District 196's proposal for funding under the Magnet Schools Assistance Program.

Please let my staff know if you have additional questions.

Sincerely,

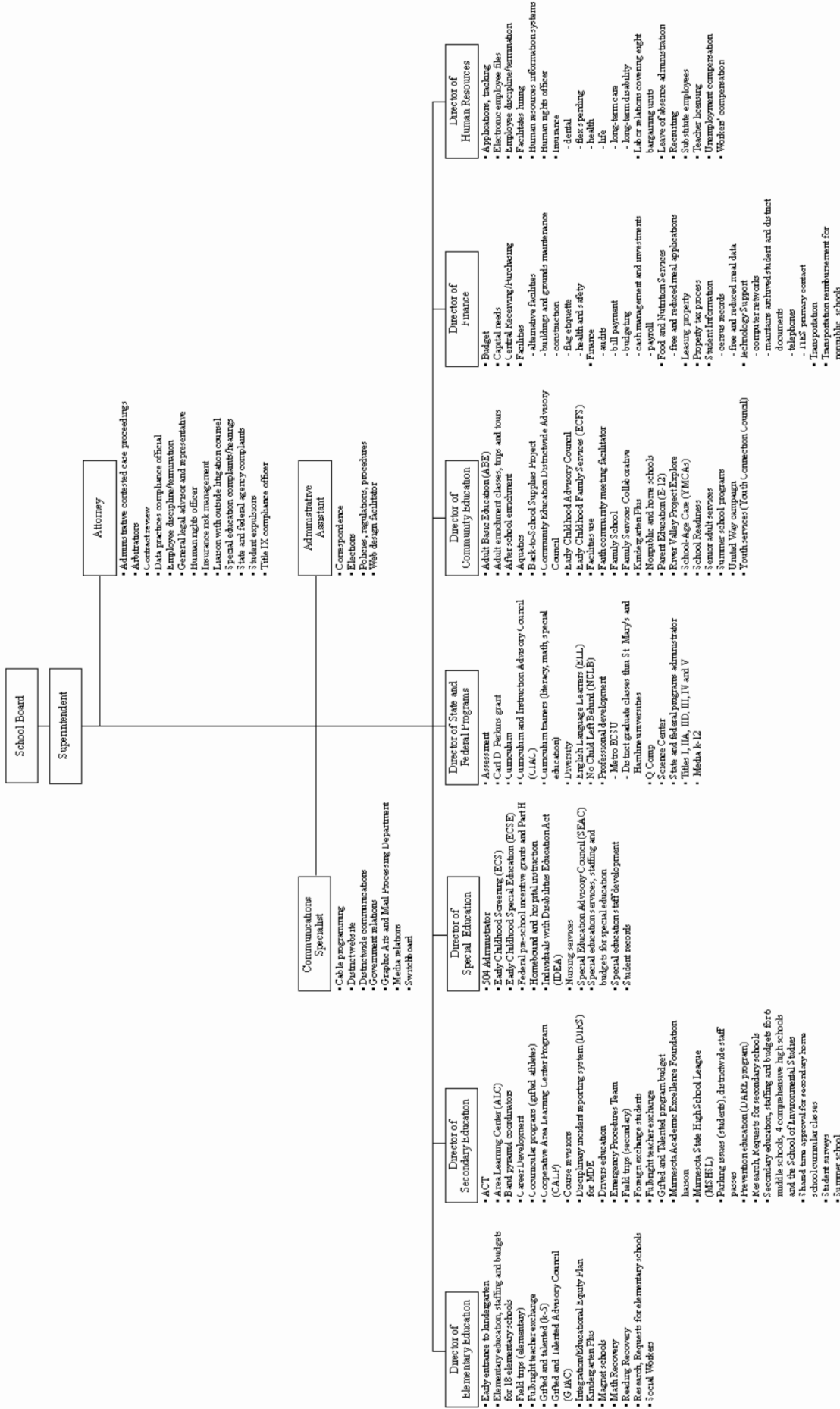
A handwritten signature in black ink that reads "Amy Klobuchar". The signature is written in a cursive, flowing style.

Amy Klobuchar  
U.S. Senator

INDEPENDENT SCHOOL DISTRICT 196

Rosemount, Minnesota

Enriching our students to reach their full potential



INDEPENDENT SCHOOL DISTRICT 196  
*Educating our students to reach their full potential*

Elementary Magnet School Enrollment Process

Magnet schools are being established to help achieve racial balance in our district by providing parents choice for their children through theme-based, learning environments in addition to those in their neighborhood schools.

Members of the Magnet School Steering Committee have established the following guidelines for eligibility and selection of students for the magnet schools.

**School Choice and Transportation**

Any elementary student who lives in the district will have the opportunity to apply for any of the three magnet schools. Enrollment will be determined by the process described below.

Transportation will be provided using existing district transportation guidelines as defined in Policy 707 Student Transportation.

Kindergarten applicants who live outside of the attendance area of the magnet school will be encouraged to apply for Kindergarten Plus. There is a fee for this extended day experience. Scholarship dollars are available for those who qualify. If parents choose the half-day kindergarten program at a magnet school, district transportation will be provided one way only; parents will be responsible for providing mid-day transportation.

Students who live outside district boundaries may apply to any magnet school but will be considered after the selection of district students is completed. No district transportation will be provided for non-residents except as defined in Policy 502 Student Transfers, section 3.6.

**Guidelines**

1. District 196 will provide a fair and open process for enrolling students in the magnet schools. This process will be reviewed annually.
2. Each year, the district will publish the timeline and process for application and selection.
3. The annual application and selection process will be administered by the Magnet School Coordinator, with final approval from the Superintendent.
4. To qualify as an applicant for spaces remaining after all attendance area enrollments are complete, a family must complete and submit an application on or before February 1, 2007.
5. If the number of applicants exceeds available space, a random selection process will determine placement or wait list status for each of the elementary magnet schools.
6. Families will be notified of placement or wait list status by February 15, 2007. Those placed must accept or decline by March 1, 2007.
7. Once enrolled, students may remain at the magnet school as long as their enrollment continues uninterrupted.
8. Other student transfers will follow Policy 502 Student Transfers, and its related administrative regulations.

**Enrollment Provisions**

**Attendance Area Enrollment**

The following students will be enrolled if they indicate their intent to attend the magnet school (no application necessary):

- Students who currently attend or live in the attendance area of a magnet school.
- Incoming kindergarten students who live in the attendance area of a magnet school.
- Applicants who live outside of the attendance area of a magnet school, but have one or more siblings currently enrolled there.
- Students who move into the attendance area of a magnet school.
- Students who are District 196 residents and attend daycare in the attendance area of a magnet school, in accordance with Policy 502 Student Transfers.

All other students must complete the magnet school application process to be considered for enrollment.

**Enrollment Process**

Placements will be made by a random draw from the following applicant groups in the order listed below. To preserve gender equity, applicants within each group will be sorted by gender, and applications will be drawn alternately from each gender set. If a second choice school is indicated on the application, this will be considered after all first choices in the applicant group have been processed. If space no longer remains when a name is drawn, the student will be added to a waiting list for his/her first choice school.

Order	Enrollment	Cedar Park	Diamond Path	Glacier Hills
1	Attendance Area Enrollment	Students currently enrolled and/or residing in the attendance area of a magnet school		
2a	Reserved Enrollment	Diamond Path* and Glacier Hills* students	Cedar Park* students eligible for free or reduced priced meals	Cedar Park* students
2b			Cedar Park* students	Diamond Path* students
2c			Glacier Hills* students	
3a	General Enrollment	District 196 residents		
3b		Non-district Residents		

*\*denotes current students and incoming kindergarten students*

**Reserved Enrollment Process**

Cedar Park Elementary meets the statutory description of a racially identifiable school and is named in the integration plan of District 196. Students in the Reserved Enrollment will be enrolled in the following order:

1. Cedar Park students (current and incoming kindergarten) who qualify for free or reduced-price school meals applying to Diamond Path.
2. Other Cedar Park students (current and incoming kindergarten) applying to attend Diamond Path.
3. Cedar Park students (current and incoming kindergarten) applying to attend Glacier Hills.
4. Diamond Path and Glacier Hills students (current and incoming kindergarten) applying for a magnet school other than their own.

**General Enrollment Process**

Students in the General Enrollment will be randomly selected in the following order:

1. All remaining applicants who are District 196 residents.
2. All applicants who are non-district residents.

April 26, 2007

Secretary Margaret Spellings  
US Department of Education  
400 Maryland Ave SW  
Washington DC 20202-6200

Dear Ms. Spellings:

I have recently been informed that Independent School District 196 will be submitting a proposal for funding under the Magnet Schools Assistance Program. For this reason, it gives me pleasure to endorse such a proposal, as I have been a strong supporter of magnet schools and believe that this proposal with its emphasis of hands-on, project based teaching and learning will bring significant opportunities to all members this school district's community. I believe this district's request has some unique characteristics:

- This is a new and innovative program in District 196. This is the first time it has offered magnet schools
- The themes are STEM (science tech engineering and math), International Studies and Arts and Science
- Students are selected through a random lottery from across the district
- Parents now have an expanded capacity to choose a school for their child, and
- District 196 has an approved desegregation plan from the state of Minnesota.

Magnet school programs allow opportunities for school leaders to think "outside the box" and to constantly improve their skills and efforts. I am very excited to have these brave new leaders in my school district. Please support their proposal request.

Sincerely,

Representative Shelley Madore



JOHN KLINE  
2ND DISTRICT, MINNESOTA  
WASHINGTON OFFICE:  
1429 LONGWORTH HOUSE OFFICE BUILDING  
WASHINGTON, D.C. 20515  
(202) 225-2271 FAX: (202) 225-2595

DISTRICT OFFICE:  
101 WEST BURNSVILLE PARKWAY  
SUITE 201  
BURNSVILLE, MN 55337  
(952) 808-1213 FAX: (952) 808-1261



Congress of the United States  
House of Representatives

COMMITTEES:  
ARMED SERVICES  
EDUCATION AND LABOR

April 18, 2007

Secretary Margaret Spellings  
U.S. Department of Education  
400 Maryland Ave SW  
Washington, DC 20202-6200

Dear Secretary Spellings:

I have recently been informed that Minnesota school district 196 encompassing Apple Valley, Eagan, and Rosemount, will be submitting a proposal for funding under the Magnet Schools Assistance Program. For this reason, it gives me great pleasure to endorse such a proposal, as I have been a strong supporter of magnet schools and believe that this proposal with its emphasis on hands-on, project based teaching and learning will bring significant opportunities to all members of the district 196 school community.

One of the great strengths of the magnet schools program is that it provides opportunities for school leaders to "think outside the box" and constantly improve their efforts on behalf of their students. Programs with themes in Arts and Science; Science, Technology, Engineering and Math; and International Studies promise to excite children and their families while at the same time addressing specific needs that children have in the core content areas. In today's learning environment, programs that stimulate and foster children's natural curiosity in concentrated areas become vital tools for bringing our schools to higher levels of academic performance.

Sincerely,

A handwritten signature in cursive script that reads "John Kline".

JOHN KLINE  
Member of Congress

JK:cje

NORM COLEMAN  
MINNESOTA

## United States Senate

WASHINGTON, DC 20510-2307

<http://coleman.senate.gov>

April 23, 2007

Honorable Margaret Spellings  
U.S. Secretary of Education  
400 Maryland Avenue SW  
Washington, DC 20002

Dear Secretary Spellings:

I am writing to support the application by District 196 for a Department of Education Office of Innovation and Improvement Magnet Schools Assistance Program. (MSAP)

This grant would support a new and innovative magnet school program for the students of District 196. The program would be comprised of three themed magnet schools: Science, Technology, Engineering, Math, International Studies, and Arts and Sciences and would provide students with the opportunity to participate in more hands-on learning, gain a further level of international perspective, and increase their exposure to technology. All of these elements will help District 196 students become more competitive in today's global society.

Thank you for your consideration of this grant application for District 196.

Sincerely,



Norm Coleman  
United States Senate

COMMITTEE ON  
HOMELAND SECURITY AND  
GOVERNMENTAL AFFAIRS  
RANKING MEMBER  
PERMANENT SUBCOMMITTEE ON INVESTIGATIONS

COMMITTEE ON  
FOREIGN RELATIONS  
RANKING MEMBER  
SUBCOMMITTEE ON  
NEAR EASTERN AND SOUTH AND CENTRAL ASIAN AFFAIRS

COMMITTEE ON  
AGRICULTURE, NUTRITION, AND FORESTRY

COMMITTEE ON  
SMALL BUSINESS AND ENTREPRENEURSHIP

SPECIAL COMMITTEE ON AGING

HART SENATE OFFICE BUILDING  
SUITE 320  
WASHINGTON, DC 20510-2307  
TEL: (202) 224-5641  
FAX: (202) 224-1152

2550 UNIVERSITY AVENUE WEST  
SUITE 100N  
ST. PAUL, MN 55114-1098  
TEL: (651) 645-0323  
FAX: (651) 645-3110

12 CIVIC CENTER PLAZA  
SUITE 2167  
MANKATO PLACE  
MANKATO, MN 56001-7781  
TEL: (507) 625-6800  
FAX: (507) 625-9427

200 NORTH BANK CENTER  
2068 NORTHEAST 3RD STREET  
GRAND RAPIDS, MN 55744  
TEL: (218) 327-9333  
FAX: (218) 327-8637

810 4TH AVENUE SOUTH  
SUITE 203  
MOORHEAD, MN 56560  
TEL: (218) 477-3106  
FAX: (218) 477-3109

## Magnet Program Options Task Force

### Purpose

To determine what magnet programs would be appropriate to establish in our schools and make a recommendation to the Superintendent

### Authority

The Magnet Program Options Task Force recommends to the Superintendent. The Superintendent recommends and reports to the School Board.

### Membership

- School Administration**
  - 2 Elementary Principals from the racially identified schools **Marge or Jeff**
  - 1 Elementary Principal from the paired schools **Pam Haldeman**
  - 2 Elementary Principals at large **Mary Jelinek**
  - 2-4 Middle School Administrators **TBD**
- School Board**
  - Member (Ex-officio) **TBD**
- District Office**
  - Elementary Curriculum Staff Member **Renee Ervasti**
  - Elementary Director **Julie Olson**
  - Federal and State Programs Director **Jane Berenz**
  - Integration and Equity Coordinator **Scott Thomas**
  - Integration Enrichment Specialist **Laurie Ollhoff**
  - Secondary Curriculum Staff Member **TBD**
  - Secondary Director **Mark Parr**
  - Technology Specialist **Andrew Baldwin**
- Parent/community**
  - 1 Community Collaboration Council Member **Umo Udo(?)**
  - 1 ELP Task Force Member **Paula Osegard**
  - 1 CIAC Member **TBD**
- Teachers**
  - 2 Integration Coordinators one from each cluster **Helen Jacobse** –
  - 2 ELP Task Force Members one elementary and one middle school **Pam McDonald and TBD**
  - 2 Teachers at large - one elementary and one middle school **Michelle deKam Palmieri and TBD**

### Schedule of Meetings

First Meeting Monday, December 19<sup>th</sup> 1:30 4:00 P.M.  
Later meetings will be scheduled at the first meeting. There will be approximately 6-8 additional meetings from 3-4 hours in length from the beginning of January through mid-March. In addition, there may be some optional visits to school sites.

**Timeline**

Second reading to the board- March 13  
First reading to the board February 27  
Committee work completed by February 17  
Committee work started December 19

**PROCESS**

December: Initial meeting Background  
Integration background  
ELP Task Force  
Research on Magnet Schools

January: Survey and/or Focus Groups or parents and staff  
Select surveys  
Determine focus groups  
Complete surveys and focus groups

February: Initial draft of recommendations to administrator, invited audience of parents, members o groups, CCC, ELP Task Force, CIAC, focus group participants.

Open forum public hearings  
Refine recommendation based on feedback to present to the School Board on February 27<sup>th</sup>



INDEPENDENT SCHOOL DISTRICT 196  
Rosemount, Minnesota  
*Educating our students to reach their full potential*

**School Board Agenda Item**

Meeting Date: **11/13/06** Place on Agenda: **New Business** Action Requested: **Review** Exhibit: **G**

Topic: **Magnet School Recommendations**

Presenter(s): **Julie Olson** Title(s): **Director of Elementary Education** Approval for Agenda:  
**Scott Thomas and** **Integration/Equity Education Coordinator**  
**Michelle deKam Palmieri** **Magnet School Coordinator**

**Background**

In June 2004, District 196 received notice from the Minnesota Department of Education that there were two elementary schools that were "racially identifiable," meaning that the population of students of color in these schools was significantly higher than other elementary schools in the district. When this happens the Minnesota Desegregation Rule requires schools and communities to work together to design and implement educationally justifiable, effective, voluntary strategies that provide meaningful choices of integrated learning environments for students and their families. The state required our district to develop a plan to achieve racial balance within the district. Our district's integration plan was developed by a Community Collaboration Council of citizens and staff, and approved by the School Board in December 2004.

An Attendance Area Options Task Force was formed in December 2005 to study issues affecting enrollment in district elementary schools and make recommendations with respect to the racially identified schools. In May 2006 this group recommended a change to the 13CK (Cedar Knolls) attendance area. In addition, the task force recommended consideration of magnet school development at Cedar Park, Diamond Path and Glacier Hills elementary schools.

A Magnet Program Options Task Force was also formed in December 2005 to begin exploring the creation of magnet schools. This group researched the history and effectiveness of magnet schools, visited magnet school sites, attended conferences and surveyed district parents to assess their interest in different magnet school offerings. The task force made recommendations to pursue the development of magnet schools.

In July 2006 a district Magnet School Steering Committee was formed to oversee the development of magnet schools. Seven community and three staff engagement sessions were held in September to solicit more input on the proposed magnet schools. Staff members at the three schools began magnet school visits as well.

The Magnet School Steering Committee recommends that elementary magnet schools be established to help achieve racial balance in our district by providing parents choice for their children through theme-based, learning environments in addition to those in their neighborhood schools.

**THEMES AND STRUCTURE**

The recommended magnet school themes are: Science, Technology, Engineering and Math at Cedar Park; International Studies at Diamond Path, and Arts and Science at Glacier Hills.

***FOR BOARD SECRETARY USE ONLY***

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Voting for: \_\_\_\_\_

Voting against: \_\_\_\_\_

Abstaining: \_\_\_\_\_

Beginning in 2007-08 it is recommended that these be magnet schools with a traditional strand, which is like the program currently available at these schools. This traditional strand would be available only for students living in the school attendance area and would be available only if a minimum number of students choose to participate.

### **TRANSPORTATION**

Transportation will be provided, according to the district's transportation guidelines, to all District 196 students who apply for and are selected to attend any of the three magnet schools. Kindergarten applicants who live outside of the attendance area of the magnet school will be encouraged to apply for Kindergarten Plus, a full-day kindergarten program for which there is a fee. If parents choose the half-day kindergarten program at a magnet school, district transportation will be provided one way only; parents will be responsible for providing mid-day transportation. No district transportation will be provided for non-resident students except as defined in Policy 502, section 3.6.

### **ENROLLMENT PROCESS**

Any student who lives in the district will have the opportunity to apply for any of the three magnet schools. Students who live outside district boundaries may apply to any magnet school but will be considered after the selection of district students is completed.

#### Guidelines

1. District 196 will provide a fair and open process for enrolling students in the magnet schools. This process will be reviewed annually.
2. Each year the district will publish the timeline and process for application and selection.
3. The annual application and selection process will be administered by the magnet school coordinator with final approval from the superintendent.
4. To qualify as an applicant for spaces remaining after all automatic enrollments are complete, a family must complete and submit an application on or before February 1, 2007.
5. If the number of applicants exceeds available space, a random selection process will determine placement or wait list status for each of the elementary magnet schools.
6. Families will be notified of placement or wait list status by February 15, 2007. Those placed must accept or decline by March 1, 2007.
7. Once enrolled, students may remain at the magnet school as long as their enrollment continues uninterrupted.
8. Other student transfers will follow Policy 502, Student Transfers, and its related administrative regulations.

The enrollment process will provide for enrolling students in the following three groups: attendance area enrollment, reserved enrollment and general enrollment. To preserve gender equity, applicants within each group will be sorted by gender and applications will be drawn alternately from each gender set. If a second choice school is indicated on the application, it will be considered after all first choices in the applicant group have been processed. If space no longer remains when a name is drawn, the student will be added to a waiting list for his/her first choice school. Placements will be made by a random draw from the following applicant groups in the order listed below.

#### Attendance Area Enrollment

The following students will be enrolled if they indicate their intent to attend the magnet school (no formal application necessary):

- Students who currently attend or live in the attendance area of a magnet school;
- Preschool students who live in the attendance area of a magnet school;
- Applicants who live outside of the attendance area of a magnet school, but have one or more siblings currently enrolled there, and
- Students who move in to the attendance area of a magnet school.

All other students must complete the magnet school application process to be considered for enrollment.

#### Reserved Enrollment

Cedar Park Elementary meets the statutory description of racially identifiable school and is named in the district's integration plan. Students in the reserved enrollment process will be enrolled in the following order:

1. Cedar Park students who qualify for free or reduced-price school meals applying to Diamond Path;
2. Other Cedar Park students applying to attend Diamond Path;
3. Cedar Park students applying to attend Glacier Hills, and
4. Diamond Path and Glacier Hills students applying for a magnet school other than their own.

### General Enrollment

Students in the general enrollment process will be randomly selected in the following order:

1. All remaining applicants who are District 196 residents, and
2. All non-district resident applications.

### Projected Timeline

**December:** Preliminary information shared

**January:** Magnet schools promoted districtwide

**Early January:** Information shared with families currently attending three magnet schools (Parent indication of enrollment intent due January 19, 2007)

**Mid-January:** School tours and open houses

**January 29-February 1:** Kindergarten registration week at all elementary schools

**February 1:** Magnet applications due

**February 15:** All families informed of magnet placements

**March 1:** Families must accept or decline placements

**March 15:** Kindergarten Plus applications due

**Early April:** Kindergarten families informed of Kindergarten or Kindergarten Plus status

### **Recommendation**

Approve the magnet school themes and structure, transportation guidelines and enrollment process as outlined above at the November 27, 2006 board meeting.

### **Alternatives**

Suggest changes to the recommendation.



INDEPENDENT SCHOOL DISTRICT 196  
Rosemount, Minnesota  
*Educating our students to reach their full potential*

**School Board Agenda Item**

Meeting Date: **11/27/06** Place on Agenda: **Old Business** Action Requested: **Approval** Exhibit: **G**

Topic: **Magnet School Recommendations**

Presenter(s): **Julie Olson**

Title(s): **Director of Elementary Education** Approval for Agenda:

**Background**

In June 2004, District 196 received notice from the Minnesota Department of Education that there were two elementary schools that were "racially identifiable," meaning that the population of students of color in these schools was significantly higher than other elementary schools in the district. When this happens the Minnesota Desegregation Rule requires schools and communities to work together to design and implement educationally justifiable, effective, voluntary strategies that provide meaningful choices of integrated learning environments for students and their families. The state required our district to develop a plan to achieve racial balance within the district. Our district's integration plan was developed by a Community Collaboration Council of citizens and staff, and approved by the School Board in December 2004.

An Attendance Area Options Task Force was formed in December 2005 to study issues affecting enrollment in district elementary schools and make recommendations with respect to the racially identified schools. In May 2006 this group recommended a change to the 13CK (Cedar Knolls) attendance area. In addition, the task force recommended consideration of magnet school development at Cedar Park, Diamond Path and Glacier Hills elementary schools.

A Magnet Program Options Task Force was also formed in December 2005 to begin exploring the creation of magnet schools. This group researched the history and effectiveness of magnet schools, visited magnet school sites, attended conferences and surveyed district parents to assess their interest in different magnet school offerings. The task force made recommendations to pursue the development of magnet schools.

In July 2006 a district Magnet School Steering Committee was formed to oversee the development of magnet schools. Seven community and three staff engagement sessions were held in September to solicit more input on the proposed magnet schools. Staff members at the three schools began magnet school visits as well.

The Magnet School Steering Committee recommends that elementary magnet schools be established to help achieve racial balance in our district by providing parents choice for their children through theme-based, learning environments in addition to those in their neighborhood schools.

**THEMES AND STRUCTURE**

The recommended magnet school themes are: Science, Technology, Engineering and Math at Cedar Park; International Studies at Diamond Path, and Arts and Science at Glacier Hills.

***FOR BOARD SECRETARY USE ONLY***

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Voting for: \_\_\_\_\_

Voting against: \_\_\_\_\_

Abstaining: \_\_\_\_\_



Beginning in 2007-08 it is recommended that these be magnet schools with a traditional strand, which is like the program currently available at these schools. This traditional strand would be available only for students living in the school attendance area and would be available only if a minimum number of students choose to participate.

### **TRANSPORTATION**

Transportation will be provided, according to the district's transportation guidelines, to all District 196 students who apply for and are selected to attend any of the three magnet schools. Kindergarten applicants who live outside of the attendance area of the magnet school will be encouraged to apply for Kindergarten Plus, an extended-day kindergarten program for which there is a fee. If parents choose the half-day kindergarten program at a magnet school, district transportation will be provided one way only; parents will be responsible for providing mid-day transportation. No district transportation will be provided for non-resident students except as defined in Policy 502, section 3.6.

### **ENROLLMENT PROCESS**

Any student who lives in the district will have the opportunity to apply for any of the three magnet schools. Students who live outside district boundaries may apply to any magnet school but will be considered after the selection of district students is completed.

#### Guidelines

1. District 196 will provide a fair and open process for enrolling students in the magnet schools. This process will be reviewed annually.
2. Each year the district will publish the timeline and process for application and selection.
3. The annual application and selection process will be administered by the magnet school coordinator with final approval from the superintendent.
4. To qualify as an applicant for spaces remaining after all attendance area enrollments are complete, a family must complete and submit an application on or before February 1, 2007.
5. If the number of applicants exceeds available space, a random selection process will determine placement or wait list status for each of the elementary magnet schools.
6. Families will be notified of placement or wait list status by February 15, 2007. Those placed must accept or decline by March 1, 2007.
7. Once enrolled, students may remain at the magnet school as long as their enrollment continues uninterrupted.
8. Other student transfers will follow Policy 502, Student Transfers, and its related administrative regulations.

The enrollment process will provide for enrolling students in the following three groups: attendance area enrollment, reserved enrollment and general enrollment. To preserve gender equity, applicants within each group will be sorted by gender and applications will be drawn alternately from each gender set. If a second choice school is indicated on the application, it will be considered after all first choices in the applicant group have been processed. If space no longer remains when a name is drawn, the student will be added to a waiting list for his/her first choice school. Placements will be made by a random draw from the following applicant groups in the order listed below.

#### Attendance Area Enrollment

The following students will be enrolled if they indicate their intent to attend the magnet school (no formal application necessary):

- Students who currently attend or live in the attendance area of a magnet school;
- Incoming kindergarten students who live in the attendance area of a magnet school;
- Applicants who live outside of the attendance area of a magnet school, but have one or more siblings currently enrolled there, and
- Students who move into the attendance area of a magnet school.

All other students must complete the magnet school application process to be considered for enrollment.

#### Reserved Enrollment

Cedar Park Elementary meets the statutory description of racially identifiable school and is named in the district's integration plan. Students in the reserved enrollment will be enrolled in the following order:

1. Cedar Park students (current and incoming kindergarten) who qualify for free or reduced-price school meals applying to Diamond Path;
2. Other Cedar Park students (current and incoming kindergarten) applying to attend Diamond Path;
3. Cedar Park students (current and incoming kindergarten) applying to attend Glacier Hills, and
4. Diamond Path and Glacier Hills students (current and incoming kindergarten) applying for a magnet school other than their own.

#### General Enrollment

Students in the general enrollment will be randomly selected in the following order:

1. All remaining applicants who are District 196 residents, and
2. All applicants who are non-district residents.

#### Projected Timeline

**December:** Preliminary information shared

**January:** Magnet schools promoted districtwide

**Early January:** Information shared with families currently attending three magnet schools (Parent indication of enrollment intent due January 19, 2007)

**Mid-January:** School tours and open houses

**January 29-February 1:** Kindergarten registration week at all elementary schools

**February 1:** Magnet applications due

**February 15:** All families informed of magnet placements

**March 1:** Families must accept or decline placements

**March 15:** Kindergarten Plus applications due

**Early April:** Kindergarten families informed of Kindergarten or Kindergarten Plus status

#### **Recommendation**

Approve the magnet school themes and structure, transportation guidelines and enrollment process as outlined above at the November 27, 2006 board meeting.

#### **Alternatives**

Suggest changes to the recommendation.

## Magnet School Coordinator

### Description Summary:

The Magnet School Coordinator supervises all magnet activities: Curriculum development, staff training, recruitment, screening and selection, articulation and dissemination of innovative practices at the district level in conjunction with the site .

### Responsibilities at the Building Level

- Coordinate the professional development within the magnet focus.
- Establish guidelines and assist with the preparation of budget, financial reports, requisition and inventory.
- Maintain accurate, well-organized records to facilitate monitoring of program goals and objectives.
- Take the leadership role in ongoing evaluation and modification of the program.
- Implement district recruitment policies and procedures.
- Confer with prospective parents and students.
- Identify and/or provide teachers with enrichment materials.
- Identify magnet course offerings and curriculum connections.
- Identify curriculum needs in collaboration with staff; write curriculum and/or monitor curriculum writing.
- Develop collaborative partnerships with community resources.
- Serve as a primary liaison with district support programs.

### Responsibilities at the District Level

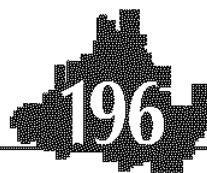
- Develop magnet recruitment policies and procedures.
- Develop an application process.
- Coordinate marketing district-wide.
- Create and maintain district communication about magnets
- Serve on the Magnet Committee
- Manage and monitor grants and district funds that support magnet school programs
- Coordinate resources for magnet schools (i.e. professional development, instructional materials etc.)
- Connect district curriculum with the magnet school theme with district curriculum staff

## **Magnet School Transportation Guidelines**

- Bus transportation will be provided to District 196 residents at the beginning and end of a full school day.
- Half day kindergarten magnet students who live outside of the attendance area of the magnet school will be provided with district transportation for one way only; parents will be responsible for providing mid-day transportation. Half day kindergarten preferences (morning or afternoon) will be worked out with the individual magnet schools.
- There will be one designated pick-up and drop-off site for a student for both morning pick up and afternoon drop off.
- School buses will not enter the walk zone of a school. If a student lives in the walk zone of a school, the student will either walk to the neighborhood school or walk to a bus stop that is located outside of the walk zone (whichever is closer) and proceed take the bus to a magnet school. Likewise, the student will be dropped off at that location at the end of the school day and will walk home from there.
- Generally, existing bus stops in neighborhoods will be used for magnet school pick-ups and drop-offs.
- Color-coded bus tags for student backpacks and color-coded signs in the bus windows will be used for magnet schools.
- Bus stops will be set by August 15. Any students placed in the magnet school after August 15 will need to use one of the existing magnet school bus stops.
- Due to the length of some bus rides, Spanish language and music will be played on the magnet school buses.

		2006						
		Grade	Number of Students	Percent of Students Per Achievement Level				Percent Proficient
				1	2	3	4	
Math	Cedar Park	3	91	6.6	26.4	41.8	25.3	67.1
		4	98	8.2	29.6	37.8	24.5	62.3
		5	101	21.8	23.8	28.7	25.7	54.5
	Diamond Path	3	90	3.3	21.1	48.8	27.8	76.6
		4	100	2.0	18.0	46.0	34.0	80.0
		5	102	18.6	29.4	31.4	20.6	52.0
	Glacier Hills	3	66	0.0	21.2	40.9	37.9	78.8
		4	53	5.7	11.3	43.4	39.6	83.0
		5	63	15.9	19.1	46.0	19.1	65.1
	District 196	3	1943	2.9	11.4	44.3	41.5	85.7
		4	2005	5.6	14.3	42.5	37.6	80.1
		5	2094	11.3	19.5	38.2	31.0	69.2
	State	3	57460	5.5	46.5	46.5	31.3	77.8
		4	57299	11.7	19.3	42.3	26.7	69.0
		5	58590	18.0	23.1	36.8	22.2	58.9
Reading	Cedar Park	3	70	12.9	5.7	34.3	47.1	81.4
		4	81	12.4	24.7	38.3	24.7	63.0
		5	91	4.4	18.7	39.6	37.4	76.9
	Diamond Path	3	85	10.6	12.9	16.5	60.0	76.5
		4	95	0.0	4.2	39.0	56.8	95.8
		5	97	3.1	19.6	52.6	24.7	77.3
	Glacier Hills	3	66	12.1	10.6	25.8	51.5	77.3
		4	51	7.8	5.9	31.4	54.9	86.3
		5	59	3.4	22.0	40.7	33.9	74.6
	District 196	3	1815	12.9	5.7	34.3	47.1	81.4
		4	1889	4.4	9.4	33.2	53.0	86.2
		5	2010	3.5	10.6	39.6	37.4	76.9
	State	3	53827	9.0	9.4	26.5	55.1	81.6
		4	53935	9.5	13.8	34.4	42.3	76.7
		5	55578	8.0	15.0	41.5	35.4	76.9

Mean Score
356.1 454.1 551.7
356.8 458.4 551.4
360.4 460.0 552.3
361.4 459.3 555.8
357.8 455.0 551.8
362.3 454.2 559.6
367.4 468.8 558.0
365.1 463.4 558.8
371.1 464.2 563.6
365.3 459.6 559.1



*"Educating Our Students to Reach Their Full Potential"*

FOR IMMEDIATE RELEASE  
December 20, 2006

Press Inquiries:

Tony Taschner, communications specialist  
651-423-7775  
[tony.taschner@district196.org](mailto:tony.taschner@district196.org)

## ***Spotlight on Schools to showcase District 196 elementary schools*** January 17-18 event will feature magnet school presentations and tours

ROSEMOUNT, Minn. –District 196 is offering special presentations and tours at elementary schools during *Spotlight on Schools* Jan. 17-18 to help parents learn more about the choices available to them. In addition to the option of a neighborhood elementary school, all families are eligible to apply to the three District 196 elementary schools that will become magnet schools in fall 2007:

- Arts and Science at Glacier Hills Elementary School in Eagan;
- International Studies at Diamond Path Elementary School in Apple Valley; and
- Science, Technology, Engineering and Math (STEM) at Cedar Park Elementary School in Apple Valley.

"Families are always welcome to visit our schools," said Superintendent John D. Currie. "We hope that by offering parents two special days of tours and presentations they will take advantage of the opportunity to visit and learn more about what happens in our elementary schools."

The Jan. 17 and 18 *Spotlight on Schools* includes the following:

- All three magnet schools (Cedar Park, Diamond Path and Glacier Hills) will offer one-hour presentations and school tours starting at 10 a.m., 2 p.m. and 6:30 p.m. Families are welcome to attend any of these presentations.
- Families interested in visiting any of the 15 neighborhood elementary schools can call the school(s) to schedule a tour.

Preschool and elementary families who live in District 196 will receive the "Guide to Elementary Schools" in early January. The guide outlines what is offered in all District 196 elementary schools, explains the magnet school application process and provides a checklist of ideas on how to select a school. The guide will also be available online at [www.district196.org/MagnetSchools](http://www.district196.org/MagnetSchools) in early January.

Families new to the district and those interested in exploring their options should find the timing of the *Spotlight on Schools* especially helpful due to other important dates that follow:

- Jan. 30-Feb. 1** – Kindergarten Registration Week at all District 196 elementary schools. Parents who plan to apply to have their kindergarten child attend one of the magnet schools should still register their child at their neighborhood attendance-area school during this week.
- Feb. 1** – Magnet school applications are due. There are no fees to attend magnet schools and transportation will be provided to all district magnet school students who live at least one-half mile from their magnet school.
- March 15** – Kindergarten Plus applications are due. Kindergarten Plus is an optional, fee-based extended-day program that complements traditional half-day kindergarten.

For more information about the magnet schools, visit [www.district196.org/MagnetSchools](http://www.district196.org/MagnetSchools) or contact Michelle deKam Palmieri, magnet schools coordinator, at 651-423-7911 or [michelle.palmieri@district196.org](mailto:michelle.palmieri@district196.org).

###

*District 196 serves more than 28,000 students in early childhood, K-12 and special education programs combined, and offers Community Education programs and services for residents of all ages. District 196 includes all or part of Rosemount, Apple Valley, Eagan, Burnsville, Coates, Inver Grove Heights, Lakeville and Empire and Vermillion townships. For more information, visit [www.district196.org](http://www.district196.org).*

**MAGNET SCHOOLS ASSISTANCE PROGRAM ASSURANCES**


In accordance with section 5305(b)(2) of the No Child Left Behind Act, the applicant hereby assures and certifies that it will—

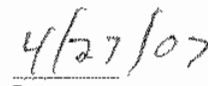
- (A) use grant funds under this part for the purposes specified in section 5301(b);
- (B) employ highly qualified teachers in the courses of instruction assisted under this part;
- (C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;
- (D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;
- (E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;
- (F) carry out a high-quality education program that will encourage greater parental decisionmaking and involvement; and
- (G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

\* \* \* \* \*

If the applicant has an approved desegregation plan—

The applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

  
\_\_\_\_\_  
Signature of Authorized  
Representative

  
\_\_\_\_\_  
Date



**Barbara Nicol, APR**  
President  
Barbara Nicol Public Relations

(b)(6)	(b)(6)
(b)(6)	FAX: (612) 926-6224 • (b)(6)

\*\*\*\*\*

Barb Nicol has **20+ years experience in the communications field**. She spent six years with an advertising agency and two years as Communications Director for a consortium of private colleges prior to founding Barbara Nicol Public Relations in 1990.

Barb's firm **serves the public relations needs of clients in the education and non-profit sectors**. Her services include strategic communications planning, publication development and marketing training.

Barb has **worked with dozens of school districts and educational associations**, and has presented at local, regional and national conferences on school marketing and communications strategies. She is a past-president of the Minnesota School Public Relations Association (MinnSPRA) and has received the Public Relations Society of America APR accreditation, a credential given to PR professionals who demonstrate expert knowledge, experience and judgement in public relations (APR - Accredited in Public Relations).

**Clients have included:** several Minnesota school districts; Jefferson County and Douglas County School Districts (Colorado); the National School Public Relations Association (NSPRA); MESPA (Minnesota Elementary School Principals Association); MASSP (Minnesota Association of Secondary School Principals); MASA (Minnesota Association of School Administrators); MACAC (Minnesota Association for College Admission Counseling); the Minneapolis Youth Coordinating Board; the Minnesota Private College Council; the University of Minnesota-Center for Early Education and Development; and Dakota County.

**Project work includes:** development and implementation of strategic marketing or communications plans; workshops on marketing and customer service; publication writing and development; project management; and program evaluation.

**To discuss a potential project or communications need**, contact Barb anytime at 612-920-2279 or [bnpr@isd.net](mailto:bnpr@isd.net).

(b)(6)
--------

**Erin E. Grimsrud**

(b)(6)

Home: (b)(6)  
Cell: (b)(6)

[grim0096@tc.umn.edu](mailto:grim0096@tc.umn.edu)

**Objective:** Seeking a full time teaching position in art.

**Education:**

2004-2006	Minnesota State University, Mankato	Master of Arts in Teaching;
2003-2004	Minnesota State University, Mankato	Teaching License: K-12 Art
1999-2003	University of Minnesota, Twin Cities	BA: Art and Art History
1995-1999	Zumbrota-Mazeppa High School	

**Teaching Experience/Significant Work Experience:**

Glacier Hills Elementary School, ISD 196: Art/Cultural Studies Teacher  
September, 2005 - present  
Principal: Jeff Holten

Zumbrota-Mazeppa School District: Substitute Teacher, all areas  
January, 2005 - May, 2005  
High School Principal: Erick Enger  
Middle School Principal: Richard Meyerhofer  
Elementary School Principal: David Fleming

Kenyon-Wanamingo Elementary School: Long Term Substitute, Art and Technology  
January 21-March 4, 2005  
Principal/Superintendent: Jeff Evert

Roosevelt Elementary School, Faribault: Student Teaching  
October 25-November 23, 2004 (half time)  
November 29-December 17, 2004 (full time)  
Cooperating Teacher: Cindy Orr

Faribault Middle School: Student Teaching  
August 27-October 19, 2004 (full time)  
October 25-November 23, 2004 (half time)  
Cooperating Teacher: Ed Kane

Zumbrota-Mazeppa Community Education: Art clinics and Basketball camps, grades 3-8  
Summer, 2003  
Employer: Kathy Kensinger

St. Ambrose Catholic Church, Woodbury: Summer Stretch Summer Camp  
Summer, 2000  
Employer: Heidi Toussaint

**Community Service:**

St. Paul's Catholic Church, Zumbrota: Sixth Grade Sunday School  
Every Sunday, September, 2003-May, 2004  
Coordinator: Pat O'Banion

Woodbury YMCA: Teen Dances and Overnights  
Fall/Winter, 2001  
Coordinator: Bryana Grovender

**Other Skills/Media of Interest:**

(b)(6)

**References:**

Jeff Holten  
Principal, Glacier Hills Elementary School  
3825 Glacier Dr.  
Eagan, MN 55123  
Work: (651) 683-8570  
Voice Mail # (651) 683-8570  
E-Mail: jeff.holten@district196.org

Ed Kane  
Art Teacher, Faribault Middle School (b)(6)

(b)(6)

Jeff Evert  
Superintendent/Principal  
Kenyon-Wanamingo Elementary School  
225 3<sup>rd</sup> Ave.  
Wanamingo, MN 55983  
(507) 824-2211

## Ivan Luis Ayon

(b)(6)

<b>OBJECTIVE</b>	To obtain a long-term position as a Spanish Language Teacher at a secondary school.
<b>EDUCATION</b>	<b>Teacher Certification</b> , Lawrence University, Appleton, WI <b>Bachelor of Arts in Spanish and Education</b> , 2005, Lawrence University, Appleton, WI Completed one semester of studying abroad in the ISA program, Universidad de Granada, Granada, Spain
<b>TEACHING EXPERIENCE</b>	<u>Apple Valley High School</u> , Rosemount, MN (2006) English Language Learners Substitute Teacher <ul style="list-style-type: none"><li><input type="checkbox"/> Developed units and prepared meaningful lesson plans to involve all learners in agreement with curriculum standards.</li><li><input type="checkbox"/> Advised and assisted a wide range of ESL students during daily sessions of study hall.</li><li><input type="checkbox"/> Evaluated student progress by utilizing various forms of assessment tools.</li><li><input type="checkbox"/> Engaged in parent teacher conferences to provide open lines of communication between parent, teacher, and student.</li></ul> <u>Madison Middle School</u> , Student Teacher, Appleton, WI (2005 to 2006) <ul style="list-style-type: none"><li><input type="checkbox"/> Prepared a variety of instructional activities for individual, cooperative, and whole classroom learning</li><li><input type="checkbox"/> Attended staff and departmental meetings to generate ideas about school community and student development</li><li><input type="checkbox"/> Consulted and integrated instruction with cooperating teacher</li><li><input type="checkbox"/> Assumed classroom management responsibilities</li></ul> <u>Butte Des Morts Elementary School</u> , Student Teacher, Menasha, WI (Fall of 2005) <ul style="list-style-type: none"><li><input type="checkbox"/> Created content based lesson plans for KG-5<sup>th</sup> grade Spanish</li><li><input type="checkbox"/> Modified classroom activities to meet the needs of all learners</li><li><input type="checkbox"/> Maintained high student behavior standards through classroom management techniques</li></ul>
<b>RELATED EXPERIENCE</b>	<u>The Storefront Group</u> , Richfield, MN (2006) Cultural Liaison <ul style="list-style-type: none"><li><input type="checkbox"/> Provided support and guidance to students</li><li><input type="checkbox"/> Facilitated communication between school staff and parents</li></ul> <u>Independent School District 196</u> , Rosemount, MN (2006) <ul style="list-style-type: none"><li><input type="checkbox"/> Mentored young American Indian students as an Indian Education Program Tutor</li><li><input type="checkbox"/> Participated and aided in cultural activities</li><li><input type="checkbox"/> Assisted students in developing reading and writing strategies</li></ul> <u>Appleton Area School District</u> , Interpreter, Appleton, WI (2002 to 2004) <ul style="list-style-type: none"><li><input type="checkbox"/> Interpreted lessons for ESL students</li><li><input type="checkbox"/> Communicated with parents in regards to student progress during conferences</li></ul> <u>Classical Charter School</u> , Spanish Private Tutor, Appleton, WI (2002 to 2003) <ul style="list-style-type: none"><li><input type="checkbox"/> Taught basic Spanish skills to elementary level students</li><li><input type="checkbox"/> Introduced students to Latin American culture and collaborated with teacher on lesson plans for students</li></ul>
<b>ACTIVITIES</b>	*Latin American Student Organization                      *Latino Link *Multi Cultural Affairs Committee                      *Black Organization of Students

*References Available Upon Request*

## **Jianjiang Pan**

(b)(6)

[jon.pan@district196.org](mailto:jon.pan@district196.org)

(b)(6)

**Objective:** Chinese Teacher

**Licenses:** Chinese, ESL, Special Education

**Education:** B A, PLA Foreign Languages Univ. Luoyang, China  
M A, Shanghai Int'l Studies Univ. Shanghai, China  
M A; M Ed, Ohio University, Athens, OH

### **Experience:**

**09/00-Pres.** ESL Teacher  
Independent School District 196, MN

**08/99-08/00** Teacher of Special Education  
Wasaho First Nation School, ON, Canada

**09/98-06/99** ESL Teacher  
Independent School District 196, MN

**01/98-08/98** Teacher of Physically Handicapped  
Byron School, Chicago, IL

**09/91-06/93** English Teacher  
Nanjing Architectural Engineering Institute, China

## Lynn M. Hernandez

(b)(6)

(b)(6)

lynn.hernandez@district196.org

### ELEMENTARY ADMINISTRATOR

*Dedicated to creating an educational environment where **all** who enter feel valued and are empowered to reach their full potential.*

### EDUCATION & CERTIFICATION

Minnesota Teaching License: Grades 1-6	
Administrative License, K-12, Hamline University, St. Paul, Minnesota	August 2003
Master of Arts in Education, Hamline University, St. Paul, Minnesota	May 2002
Teaching Certification, Grades 1-6, Concordia College, Portland, Oregon	March 1993
Bachelor's of Business Administration, University of Texas at Arlington	May 1986

### CAREER PATH

#### **PRINCIPAL**, Diamond Path Elementary School, Apple Valley, MN

Lead, motivate, and support a staff of 100 teachers, clerks, cooks and custodians in a suburban school of approximately 600 students in grades kindergarten through fifth grade. This school is also a site for a center-based program for students with Communication Interaction Disorder (CID) in grades kindergarten through fifth grade.

#### **INSTRUCTIONAL ASSISTANT**, Rosemount Elementary School, Rosemount, MN

##### **August 2001-Present**

Assist the principal in the overall leadership and management of the school. Provide leadership in a variety of settings throughout the school. Serve as the principal's representative in his absence.

#### **FOURTH GRADE TEACHER**, Rosemount Elementary School, Rosemount, MN

##### **August 1996-August 2001**

Taught in a self-contained classroom. Implemented writing process strategies, guided reading strategies, district reading curriculum and literature circles to develop a *balanced approach to literacy*. Incorporated *Cognitively Guided Instruction (CGI)* into the district math curriculum. Utilized *classroom meetings* to create a positive atmosphere while building classroom community.

#### **SUBSTITUTE TEACHER**, Minnesota School Districts 194 & 196

##### **September 1995-June 1996**

Taught grades one through six when regular teacher was absent. Averaged 15-20 teaching days per month due to teacher requests. Also substituted in elementary specialist areas.

#### **STUDENT TEACHER**, Walker Elementary School, Beaverton, Oregon

##### **November 1994-March 1995**

Taught fourth grade for 20 weeks in an urban, ethnically diverse setting.

#### **INSTRUCTIONAL CLERK**, Oak Hills Elementary School, Beaverton, Oregon

##### **November 1992-June 1993**

Assisted three fourth-grade classes by preparing instructional materials, coordinating guest speakers and field trips, assessing instructional materials and compiling student portfolios.

**SUBSTITUTE TEACHER.** Department of Defense Schools, Fort Knox, Kentucky and Munich, Germany

**August 1987-June 1992**

Taught kindergarten through grade twelve when regular teacher was absent, including several long-term assignments of six weeks or more in kindergarten and second grade.

## REFERENCES

Patty Richards, Lead ELL teacher, District #196  
Rosemount Elementary School  
3155 144<sup>th</sup> Street West  
Rosemount, Minnesota 55068  
W(651) 423-7880

(b)(6)

Tom Idstrom, Principal  
Rosemount Elementary School  
3155 144<sup>th</sup> Street West  
Rosemount, Minnesota 55068  
W(651) 423-7690

(b)(6)

Jane Berenz, Director Federal/State  
Rule Implementation  
14445 Diamond Path  
Rosemount, Minnesota 55068  
W(651) 423-7884

(b)(6)

Crisfor Town, Principal  
Pinewood Elementary School  
4300 Dodd Road  
Eagan, MN 55123  
W(651) 683-6980

(b)(6)

(b)(6)

Leadership experience in multiple areas: committee member at both the school and district levels. Extensive skills in curriculum and program development. Strong ability to work effectively and energetically with new and on-going projects: highly organized, dependable, and detail-oriented. Administrative duties: including helping to build school mission, vision and values, site plan development, budget planning and management, analyzing and articulating results, problem-solving, as well as researching and developing policies and procedures. On-going coaching with probationary and tenured teaching staff. Fluent in Italian and basic competence in Spanish. Grant writing experience.

Key Competencies

- Strong leadership skills, Creative thinker, Relationship building, Curriculum development, Commitment to student diversity/integration, Solid written and oral communication skills, Extensive involvement in the arts, Dedication to community involvement, Staff development, Site-based management, Multiple teaching roles, Student-centered

Professional Experience

Table with 3 columns: Dates, Institution Name, and Job Title. Rows include Independent School District 196 District Office (Magnet Schools Coordinator), Diamond Path Elementary (various roles), Hamline University (Adjunct Instructor), and Summer Arts Academy (Art Teacher).

Education

Table with 2 columns: Degree/Status and Institution. Rows include Administrative License (pending), Master of Arts (1992), Bachelor of Science (1991), and Bachelor of Arts (1990).



## Committees and Leadership

2006 – present	District 196 Magnet School Steering Committee
2006 – present	District 196 Elementary World Language Task Force
2006 – 2006	District 196 Magnet Program Options Task Force
2003 – 2006	Diamond Path Elementary Instructional Assistant
2004 – 2006	Diamond Path Elementary Lyceum Chair
2005 – 2006	District 196 Diversity Leader
2004 – 2006	Diamond Path Elementary Child Study Team Member and Administrative Designee
2004 – 2006	Diamond Path Elementary ALC Coordinator
2004 – 2006	Diamond Path Elementary Student Assistance Team
2004 – 2006	District 196 Peer Leader
2004 – 2006	District 196 Hmong Art Exhibit Development and Administration
2003 – 2004	District 196 Performance Appraisal System Committee
2000 – 2006	Diamond Path Elementary Testing & Assessment Coordinator
1994 – 2004	Diamond Path Elementary Literacy Steering Committee
1996 – 2000	Professional Literacy Presentations for District 196 and Metro Area Teachers
1996 – 1999	Independent School District 196 Literacy Leader
1995 – 1999	Co-chair, Diamond Path Elementary Site Council
1995 – 2006	Diamond Path Elementary Peer Review Committee
1994 – 1999	Independent School District 196 Language Arts Committee
1994 – 1995	Independent School District 196 Early Literacy Strategies Project
1993 – 1994	Independent School District 196 Primary Literacy Task Force

## Professional Development

- |  |  |
|--|--|
| <input type="checkbox"/> Reading Recovery          | <input type="checkbox"/> Responsive Classroom Levels I & II            |
| <input type="checkbox"/> Six Traits Writing        | <input type="checkbox"/> Gifted & Talented Cluster Differentiation     |
| <input type="checkbox"/> Balanced Literacy Program | <input type="checkbox"/> Cognitively Guided Instruction in Mathematics |
| <input type="checkbox"/> Multiple Intelligences    | <input type="checkbox"/> Danielson's Framework for Teaching            |
| <input type="checkbox"/> Cognitive Coaching        | <input type="checkbox"/> Professional Learning Communities             |
| <input type="checkbox"/> Brain-based Instruction   | <input type="checkbox"/> Courageous Conversations                      |

---

**Monica Erickson Foss**

(b)(6)

---

**Experience**

**ISD#196**

*Rosemount, MN*

**Cedar Park Elementary**

**2002 to Present**

- Teacher on Special Assignment Magnet School Specialist
- Gifted Talented Specialist
- Enrichment Program Teacher
- Designed artist-in-residence programs
- After-school Program Director

**Cedar Park and Parkview ES**

**1998 to 2002**

- Enhanced Learning Program Teacher

**Dakota Hills Middle School**

**1997 to 1998**

- 7<sup>th</sup> Grade Alternative Learning Program Teacher

**Prairie Creek Community School, Northfield, MN**

**1990 to 1997**

- Teacher of multi-age classrooms (2-3, 3-5)
- Wrote interdisciplinary curriculum
- Involved in governance of school, running staff meetings, consensus model of decision making
- Designed arts programs, summer school programs, artist-in-residence programs
- Mentored college students from St. Olaf and Carleton Colleges

**Breck School  
Minneapolis, MN**

**1981 to 1990**

- Guidance Department Resource Teacher for K-12
- Middle School English, U.S. History, and Study Skills Teacher

**Private Practice Tutoring  
Minneapolis, MN**

**1985 to 1990**

- Taught more than fifty private students
- Developed instructional programs in reading, writing, algebra, study skills, and classes for school credit

**Marshall-University High  
Minneapolis, MN**

**1980 to 1981**

- High School Reading Teacher
- Franklin Jr. High Summer School Teacher

**Central Junior High  
Alexandria, MN**

**1976 to 1980**

- Reading Department Chair
- Resource and advisory assistance for faculty

**St. Cloud University**                      **1973 to 1975**  
*St. Cloud, MN*

- Associate Professor, College of Education
- Thomas Gray Campus Lab School 5-6 Teacher

**South St. Paul Public Schools**      **1972 to 1973**  
*St. Paul, MN*

- 3-4<sup>th</sup> grade Teacher

**Racine Public Schools**                      **1971 to 1972**  
*Racine, WI*

- 5-6 Teacher for one half year
- 3<sup>rd</sup> Teacher for one half year

---

<b>Professional Grants/ Honors</b>	2006	Tutorial in Advanced Mathematics: Algebraic Processes and Their Connections to Geometric Structures IT Center for Educational Programs (ITCEP), University of Minnesota, Minneapolis, MN
	2004-05	MN State Arts Board Arts Grant, "How do poets, scientists, and artists observe the world?...How can our children see with wonderment what they usually don't notice?" Target Arts and the Schools Grant
	2003-04	Dakota County Community POWER Grant on Waste Reduction: CPC3R National Rural Electric Association Grant
	2001-2002	MN State Arts Board Arts Grant, "Clowning Around"
	1997	The Wingspread Bramtrust, "The Classroom of Tomorrow" The Johnson Foundation, Wingspread Conference, Racine, WI
	1996	James F. Ackerman Center for Democratic Citizenship Grant Purdue University, West Lafayette, Indiana
	1995	Minnesota Humanities Commission Teacher Institute
	1993	Minnesota Center for Arts Education Professional Opportunity Program (POP) Grant

---

<b>Education</b>	<b>St. Thomas University</b> <i>Minneapolis, MN</i>	2003-2005 Masters, Curriculum and Instruction, Gifted Creative Talented Program (degree program in progress)
	<b>University of Minnesota</b> <i>Minneapolis, MN</i>	1977 M.A., Elementary Education Language Development
	<b>University of Minnesota</b> <i>Minneapolis, MN</i>	1971 B.S., Elementary Education

---

<b>Certification</b>	<b>State of Minnesota</b>	Elementary Education
----------------------	---------------------------	----------------------

Elementary Remedial Reading  
Secondary Remedial Reading

## BARBARA NICOL, APR

(b)(6)

(b)(6)

W: (612) 920-2279; FAX (612) 926-6224. (b)(6)

### PROFILE

Public relations professional with twenty years experience in the communications field, focused on helping child-focused organizations with their public relations and public affairs needs. Areas of expertise include: strategic communications planning; publication development and writing; marketing/communications campaign development and implementation; training; project management; program evaluation.

### EXPERIENCE

**Barbara Nicol Public Relations**, Minneapolis, MN. 8/90-present.

*Public relations consultant; president and owner.*

Develop communications and public affairs strategies, public relations plans and publications for a variety of education and non-profit organizations. Conceptualize, write and produce various strategic tools to meet clients' communications goals and objectives. Conduct workshops on marketing and customer service. Evaluate programs for strategic effectiveness.

**Minnesota Private College Council-Fund-Research Foundation**, St. Paul, MN. 1/89-7/90.

*Director of communications.*

Managed communications program and coordinated cooperative public relations efforts for a consortium of 16 private colleges. Developed and implemented plans to encourage favorable opinions of the colleges through special events, media exposure and publications.

**Sheggeby Advertising, Inc.**, Minneapolis, MN. 11/82-12/88.

*Vice president, business manager, account executive.*

Developed and implemented advertising programs for clients. Supervised creative teams to ensure production of high-quality, on-target advertising materials. Responsible for profitable management of the agency, personnel supervision and vendor negotiations.

### EDUCATION

**University of Minnesota Humphrey Institute**, Master of Public Affairs: Education Policy and Non-Profit Management (2002)

**Public Relations Society of America** Accreditation Program for PR Professionals

- APR (Accredited in Public Relations), Minneapolis, MN (1994)

**University of Wisconsin-Madison**, Bachelor of Arts: Behavioral Science and the Law (1982)

- Honors: Phi Beta Kappa, Dean's List, National Merit Scholar, Graduated with Distinction

### RELEVANT PUBLICATIONS (written during Humphrey Institute coursework)

*Helping Minneapolis Children Enter School Ready to Learn*: a discussion of needs, review of programs and description of other approaches / recommendations

*Understanding the Role of Collaboratives in Minnesota's Children's Mental Health System*: a critical look at how state-mandated collaboratives affect children's mental health care.

*Exploring Leadership Issues Involved in the Achievement Gap in the Minneapolis Public Schools*: an examination of leadership approaches for addressing the gap in achievement between white students and students of color in Minneapolis.

### ORGANIZATIONAL MEMBERSHIPS

Minnesota School Public Relations Association (MinnSPRA), past president

Public Relations Society of America (PRSA accredited - APR)

(b)(6)

(b)(6)

651.423.7914 - Work  
Scott.Thomas@District196.org

## Scott A. Thomas

### Philosophy

I believe in working towards developing healthy, highly functioning communities that have access to critical resources that allow them to become or remain viable.

### District Coordinator/ Administrator

**Integration and Educational Equity Coordinator** (2005 - Present) ISD 196 (Rosemount, Apple Valley, Eagan)  
Develop and implement ISD 196 Integration Equity Plan to become compliant with Minnesota's Desegregation Rule as well as ensure equity and access to resources and programs for ISD 196 students and families.

Responsibilities include:

- Development, implementation, allocation and reconciliation of a \$4.1 million budget that supports a community developed integration plan.
- Research and implement programs that meet the needs of the community within budget and timeframes.
- Hire, train, and evaluate staff.
- Work effectively with stakeholders to create an atmosphere that is oriented towards the goals of the institution and strategic plan as well as provide guidance and support.
- Create and implement programs that are congruent with district goals, philosophy, and state law.
- Collaborate with various individuals and groups to provide training and support for district initiatives.
- Serve as a liaison between community groups and district administration.
- Communicate with the community and state what processes, financial resources and goals are being used to accomplish racial balance within the school district
- Develop articles and briefs for internal and external communication.
- Data collection, analysis and synthesis.
- Develop content outcomes and facilitate workshops for various audiences.
- Leverage existing district resources and maximize their reach.
- Oversee programs that relate to professional development and diversity as well as coordinate continuing education opportunities.
- Report to the School Board and provide updates and advice in relation to the progress of the Integration Equity plan for ISD 196 as well as other issues related to equity and diversity.
- Effective use of technology resources (EXCEL, PowerPoint, Outlook, TIES)
- Elementary Curriculum Review Committee ADHOC member 2006-07

AVID (Advancement Via Individual Determination) District Director (2005-Present) ISD 196

- Oversee and implement the AVID program in two schools and promote district-wide change.
- Support district efforts and advance the mission of AVID in District 196.
- Set direction and coordinate professional learning for successful AVID implementation.
- Collect and report data on student progress for AVID certification.
- Received specific training on classroom observation, instructional strategies that are research based, and overall curriculum of the AVID program.

1998 - 2005 Rosemount, Apple Valley, Eagan Independent School District 196 (ISD 196) Apple Valley, MN

### Social Sciences Educator

- Curriculum design and implementation as well as analyzing student data to identify student needs based on that data
- Classes included learners of all abilities and various backgrounds in a suburban setting. I also incorporated national standards (NASST, NGA) whenever possible in addition to current standards for ISD 196.
- Advisor: Student Council leadership development, event planning, facilitate dialogue between students and staff.
- Design and develop curriculum for Advanced Placement (AP) courses (Geography) that is congruent with College Board requirements.

- Advisor: SAGE (Straights & Gays for Equality) Student group advocating education action for GLBT students.
- Incorporate the use of technology in all aspects of instruction (Mixed media, web based lesson development.

**Saint Mary's University Assistant Program Instructor, Graduate School of Education**

- Human Relations & Diversity
- 6-12 Social Studies Methods

**Leadership**

- Site Equity Coordinator For Apple Valley High School
- Assist in the development of equity and diversity goals for ISD 196.
- Facilitate dialogue with faculty and develop curriculum for colleagues to implement in the classroom
- Identify areas of need and distinguish opportunities for educational development
- Provide data and analysis to school administration on school trends in regards to equity and participation.
- Provide staff with training opportunities
- Social Sciences Curriculum Review Committee
- Integrate state mandates into district curriculum
- Convey the needs of students and staff
- Administer training to colleagues on uses of material
- Education Minnesota (formerly MEA) and Dakota County United Educators (DCUE) Representative
- Disseminate Union information to colleagues
- Represent the wishes and views of Union members
- Member of various committees
- Attend National, state and local meetings
- Negotiate terms and language of NEA and Education Minnesota policies and goals.
- 
- 

**Education  
Honors  
Presentations**

Minnesota State University, Mankato - Mankato, MN (1994-1998)

- M.A.Ed., St. Mary's University, Minnesota (May 2005)
- Hamline University: Administrative Licensure Program (In Progress) (2006-Present)
- B.A., Social Studies, Secondary Education. Emphasis: Sociology, History, Geography
- 1993-1994 St. Mary's University - Winona, MN
- Board of Directors, St. Paul Urban League (2004 - Present)
- Apple Valley Foundation - Director
- Gables at Arbor Pointe Homeowners Association, Vice-President (2002-2005)
- Presidents Award For Outstanding Collegian - Minnesota State University (1998 - First recipient ever to receive such an award for excellence in leadership and academics)
- Recipient of Phi Kappa Psi's top award for outstanding scholarship, leadership and involvement from the Executive Board of the Phi Kappa Psi Fraternity (1997)
- Recipient of the Minnesota State University - College of Education Deans Endowment Scholarship
- Member of Phi Kappa Psi Fraternity
- MN State Board of Education (Student Representative) 1992-1993
- "Closing the Gap - Over and Under Identification of Students of Color in Special Education and Gifted Programs" Summer, 2006
- 
- "Creating an Equitable Classroom - Best Practices" Summer, 2006
- "Reading in the Social Studies" Spring, 2005
- Professional Development for district staff relating to creating equity in the classroom - various dates and schools

Interests

(b)(6)

*Currently Licensed in the State of Minnesota Lic. # 384915*



## Tami Staloch-Schultz

(b)(6)

[tami.staloch-schultz@district196.org](mailto:tami.staloch-schultz@district196.org)

Attain a position as an educational leader in a diverse school where relationships are fostered, continuous improvement for all is valued and increasing student achievement and development is a top priority.

### PROFESSIONAL EXPERIENCE

#### **Magnet School Site Teacher on Special Assignment, July 2006-present**

#### ***Independent School District 196, Glacier Hills Elementary, Eagan, MN***

##### Responsibilities at the building level

- Coordinate the professional development within the magnet focus
- Establish guidelines and assist with the preparation of budget, financial reports, requisition and inventory
- Maintain accurate, well-organized records to facilitate monitoring of program goals and objectives
- Take the leadership role in ongoing evaluation and modification of the program
- Implement district recruitment policies and procedures
- Confer with prospective parents and students
- Identify and/or provided teachers with enrichment material
- Identify magnet course offering and curriculum connections
- Identify curriculum needs in collaboration with staff; write curriculum and/or monitor curriculum writing
- Develop collaborative partnerships with community resources
- Serve as a primary liaison with district support programs

##### Responsibilities at the district level

- Develop magnet recruitment policies and procedures
- Develop an application process
- Coordinate marketing district-wide
- Create and maintain district communication about magnets
- Serve on the magnet committee
- Manage and monitor grants and district funds that support magnet school programs
- Coordinate resources for magnet schools (professional development, instructional materials and people)
- Connect district curriculum with the magnet school theme with district curriculum staff

#### **Instructional Assistant, 1995-2006**      ***Independent School District 196, Pinewood Community School and Glacier Hills Elementary, Eagan, MN***

- Daily management of students in many settings
- Observations of teachers

- Communication with parents
- Administer various tests and assessments
- Building a master schedule
- Organizing and evaluating school wide programs
- Committee work at the district and building level
- Grant writing and administration of funds
- Student advocacy
- Advised student government team
- Supervised facilities, students and staff in curricular and extra-curricular activities
- Assisted staff development opportunities for professional growth
- Gathering, organizing and presenting data
- Collaborated with others to develop building vision
- Oversaw the development of a school-wide enrichment program
- Managed a school-wide enrichment program
- IEP facilitator
- Organized and facilitated the implementation of state standards
- Site Council member including facilitator, secretary and treasurer
- Responsible for many student activity budgets
- Member of building emergency team
- Coordinated basic skill program
- Mentor
- Covered classes for teacher release time

**Elementary Classroom Teacher, 1987-2001**      *Independent School District 196*  
*Northview Elementary School, Pinewood Community School, Glacier Hills*  
*Elementary Eagan, MN 55123*

- Taught 2<sup>nd</sup>, 3<sup>rd</sup> 4<sup>th</sup> and 5<sup>th</sup> grade; all subjects
- Taught Assurance of Mastery skills in small group instruction model
- Assessed student needs and progress
- Parent communication
- Curriculum design and differentiation of instruction
- Collaboration with other staff members
- Organized additional learning opportunities for students
- Implemented standards

**Curriculum Experience**                      *Independent School District 196*

- Curriculum and Instruction Advisory Committee

- Elementary Steering Committee
- Elementary Professional Development Committee
- Building Test Contact for state and district assessments
- Created district level student performance packages
- Member of health, social studies and literacy curriculum committees
- Diversity committee member
- Presented a district workshop for writing
- Wrote several enrichment curriculums for an EXPLORE program

#### **Youth Development**

- Volunteer soccer coach, 2000-2005
- Religion teacher, 2001-2004
- Fourth grade enrichment math volunteer, 2001-02
- Assistant Girls Basketball Coach, 1986-87
- Water Safety Instructor, 1983-1990

#### **Special Training/Workshops/Seminar**

- Restitution and Control Theory
- Professional Learning Communities
- Leading by Design
- Dimensions of Learning
- Graduation Standards
- Outcome Based Education
- Language of Poverty
- Cultural Competency
- Results: The Essential Elements of Improvement
- SMART Schools for Success
- Leading in a Culture of Change
- The Skillful Leader: Confronting Mediocre Teaching
- Anti-bullying strategies
- Data Driven Instruction

#### **EDUCATION**

**Minnesota State University at Mankato Mankato, MN**  
**Specialist Degree in Educational Administration** pursuing  
**MS Educational Leadership and Administration** December 2002

**Mankato State University Mankato, MN**  
**Bachelor of Science, Elementary Education** May 1987  
**Minor in Special Education**

College of St. Benedict's

1982-1983

**REFERENCES**

Jeff Holten, Principal, Glacier Hills Elementary, Eagan 651-683-8570  
Julie Hatzung, Principal, Countryside Elementary, Edina 952-928-2800  
Dale Ahlberg, Instructional Assistant, Pinewood Community School,  
Eagan 651-683-6980

**Janet Gulden**

(b)(6)  
(b)(6) (h), (b)(6) (c), (b)(6) (w), jgulden@charter.net

**Professional Profile**

- Doctoral student in Educational Leadership
- Worked as part of a team of educators in developing three elementary magnet schools
- Course work in school finance, budget preparation, and school change
- Extensive post-masters course work in literacy education and gifted education
- Teaching experience in special education, primary, and intermediate grade levels
- Leadership roles in my elementary building in professional development for teaching staff, student data, literacy curriculum, creation of a professional library, and the expansion of a library of leveled student texts for literacy instruction
- Developed a building-wide system for reporting student progress toward grade level goals and a system for accessing and passing data from year-to-year
- Leader of the implementation and continued development of professional learning communities, including the creation of our school mission and vision
- Worked with a team of teachers to develop a new model for Title One services aimed at better meeting the needs of at-risk students
- Assisted grade level teams in writing SMART goals, action plans, and our building site-plan
- Provided extensive training to grade level teams in MCA test preparation and the use and scoring of the Developmental Reading Assessment
- Assisted principal and behavior support clerk with student discipline issues, including parent involvement
- Trained in Restitution and Control Theory
- Experienced in the challenges of bringing change into a school
- Developing positive and strong relationships with students, staff, and parents is a strength
- Skilled and confident public speaker
- Highly organized
- Member of the Diversity and Equity Committee, District 196
- Presented workshops on literacy during ISD 196 staff development days
- Literacy instructor in ISD 196 graduate credit program, 1996-2004
- Developed a district-wide training video for teachers and parents on literature circles
- Adjunct instructor in literacy education, Hamline University, 1997-2003
- Administrative internship experience at the elementary, middle, and high school levels

**Teaching Experience**

1978-present teacher, Independent School District 196, Rosemount, MN

- Magnet School Specialist (present)
- Title One and classroom literacy support (one year)
- grade five (one year)
- teacher-on-special-assignment for staff development and professional learning communities (one year)
- grade four (twelve years)

- grade two (three years)
- specific learning disabilities k-5 (five years)

**Education**

Hamline University, St. Paul, MN	Doctoral Student in Educational Leadership, 2007
Hamline University	k-12 administrative license, 2005
University of Minnesota	Master of Education, 1995
Augustana College, Sioux Falls, SD	B.A. in elementary and special education, 1978

**Relevant Post-Masters Course Work 1995-2003**

- twenty-two courses in literacy education at the University of Minnesota and Hamline University
- nine courses in gifted education, Hamline University

**Minnesota Licensure**

- Principal k-12
- Elementary Education 1-6
- Specific learning disabilities k-12
- Mild to moderate mentally handicapped k-12
- Moderate to severe mentally handicapped k-12

**References**

Sally Soliday, Principal  
 Echo Park Elementary School  
 14100 County Road 11  
 Burnsville, MN 55337  
 952-431-8390

Jane Berenz, Director of Federal and State Rule Implementation  
 ISD 196  
 14445 Diamond Path  
 Rosemount, MN 55068  
 651-423-7700

Donna Hauger, Literacy Consultant  
 6851 West 135<sup>th</sup> Street  
 Apple Valley, MN 55124  
 952-432-8517

Lynn McGrane, Literacy Trainer  
 ISD 196  
 14445 Diamond Path  
 Rosemount, MN 55068  
 651-423-7700

---

## Richard Todd Carlson

(b)(6)

(b)(6)

(w) 952-431-8750

(b)(6)

### Education

MA	Learning and Human Development Technology	St. Thomas University	1986
BS	Elementary Education	University of Minnesota	1974
BA	Sociology & Anthropology	Carleton College	1970

### Professional Work Experience

School of Environmental Studies Hamline University	Instructor	1996-Present
Ubyy Denmark 1995-96	Adjunct Instructor	1993-Present
Independent School District #196	Visiting Instructor	
Black Hawk Middle School Independent School District #196	School of Environmental Studies Program Design and Development	1994-95
University of St. Thomas	Instructor	1993-94
Independent School District #196	Middle Level Coordinator	1991-92
Rosemount Middle School	Adjunct Instructor	1991-93
Minneapolis Institute of Arts	K-12 Social Studies Coordinator	1988-90
	Instructor/Resource Teacher	1975-88
	Project Designer	1971-73

Mr. Carlson brings substantial experience to the areas of interdisciplinary curriculum design and instruction, including twelve years as a program developer and instructor in the Rosemount Interdisciplinary Project, a prototype in interdisciplinary curriculum built around significant learner outcomes. From 1988-90, Mr. Carlson directed K-12 social studies curriculum development for the district and was responsible for designing curriculum, prioritizing professional development opportunities, and budget management. He was later responsible for coordinating change initiatives across the district's four middle schools and serving as an advisor in interdisciplinary curriculum design at Dakota Hills Middle School. Mr. Carlson coordinated the planning for optional high schools in Independent School District #196. In 1996 he was the first American to teach for a full year in a Danish Folkeskol. He is currently an instructor at the School of Environmental Studies at the Minnesota Zoo, an optional public high school for students in 11<sup>th</sup> and 12<sup>th</sup> grades.

---

---

## Richard Todd Carlson

### INVITED PRESENTATIONS

- Presentation to visiting Australian Scholars, 2007
- Workshops for Buffalo Arts Magnet School, 2007
- Presentation to visiting UK Scholars, 2006
- Presentation to visiting Icelandic Scholars, 2004
- Presentation to George Lucas Foundation, 2001  
"Design and Development of Alternative Schools"
- Presentation to Department of Education, the Netherlands, 2000  
"Educational Futures"
- Presentation to Minnesota Office of the Attorney General/Israeli Educators, 1998  
"Making Change in Education"
- Presentation to U.S. Department of Education, Washington D.C., 1999
- Presentation to Association of International Educators, Atlanta, 1997  
"Interdisciplinary Studies at the Middle Level"
- Presentation to Minnesota Elementary School Principals Association, 1993  
"Interdisciplinary Studies at the Middle Level"
- Presentation to K-12 Social Educators, Prior Lake Schools, 1993  
"Curriculum Frameworks - Futures in Social Studies"
- Practitioners' Paradise, Rochester, MN  
"Interdisciplinary Environments"
- Presentation to Middle Level Educators, Minnetonka Public Schools, 1992  
"Curriculum Visions for Middle School"
- Presentation to Nebraska Cooperative Service Units, 1992  
"Middle Level Curriculum Frameworks"
- Presentations to Midwest Regional Middle School Conference, 1992  
"Interdisciplinary Curriculum Design and Instruction"  
"Building the Interdisciplinary Environment"
- Presentation to Board of Teaching Conference, St. Olaf College, 1992  
"Interdisciplinary Curriculum Design and Instruction"

### PROFESSIONAL CONSULTING



Buffalo Public Schools, 2007  
Department of Education, Holland, 2000  
Ubyy Folkeskol, Denmark, 1996  
Minneapolis Public Schools, 1993  
Prior Lake Public Schools, 1993

#### REFERENCES

Dr. Walter Enloe  
Hamline University

(b)(6)

Dr. Karen Rogers, Assistant Professor of Education  
University of St. Thomas  
2115 Summit Avenue  
St. Paul MN 55105

phone: (612) 962-5386

Dr. Dan Bodette, Principal  
School of Environmental Studies  
12155 Johnny Cake Ridge Road  
Apple Valley, MN

phone: (952) 431-8750

---

## Table 6: Revised Magnet Schools

### Instructions:

For each magnet school identified in Table #2 (Existing Magnet Schools Included in the Project):

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
  - Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
  - If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

### **Magnet School:**

#### Nature of Revision or Change to the Magnet School:

**No revised magnet schools participating in the project. All three elementary magnet schools included in the project are new.**

## Budget Narrative

### Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1968-Mandatory\_District\_196\_Budget\_Narrative.doc**

Attachment 2:

Title: Pages: Uploaded File: **223-Cedar\_Park\_Budget4-25final.xls**

Attachment 3:

Title: Pages: Uploaded File: **9491-Diamond\_PAth\_finalBudget4-24b.xls**

Attachment 4:

Title: Pages: Uploaded File: **6936-Glacier\_Hills\_budget.xls**

### District 196 Budget Narrative

The following narrative describes the resources needed for District 196 to develop three elementary magnet schools: **Cedar Park Science, Technology, Engineering, and Math (STEM) Magnet, Diamond Path International Studies Magnet, and Glacier Hills Arts & Science Magnet**. A school-specific narrative follows for each of the three elementary magnet schools. **All funding requested is for the school level**. Any **district-level support** is an **in-kind contribution** to the project.

#### **Cedar Park Budget Narrative**

Cedar Park has very specific budget requirements in order to make the transition from a neighborhood school to a Science, Technology, Engineering, and Math magnet school. The budget is categorized as follows: Instructional Staff, Technology, Science and Math/Engineering Labs, Resources (literacy, math, science, engineering), Curriculum, Special Programs (Outdoor Learning, Children's Kitchen, Inquiry Room, Learning Partnerships, After-school/Enrichment, Adult Education), and Professional Development.

**Instructional Staff:** The Science, Math/Engineering, Technology, and Spanish specialists are key to the success of the school. They will provide essential professional development for the staff, high quality instruction for the students, a wealth of experiences and resources to enrich the curriculum, and guide the interdisciplinary design as the school works together to create the new model of teaching. The magnet school coordinator (TOSA) is needed to organize and coordinate programs, evaluate learning,

work with the school's education partners, establish new business partnerships, and coordinate communication with the community.

**Technology:** "Academic excellence must be acquired within the context of today's technological environment in order to fully prepare students to thrive in the Digital age." (EnGuage 21<sup>st</sup> Century Skills: Literacy in the Digital Age, North Central Regional Educationanl Laboratory and the Medtiri Group, 2003, [www.ncrel.org/enguage](http://www.ncrel.org/enguage)) Cedar Park's classrooms need to be equipped with technology that engages students and teachers in the process and excitement of learning by enhancing instruction, connecting the classrooms with educational and scientific real-world learning opportunities, and providing up-to-date information and resources. The proper use of technology effectively enhances student participation and achievement and transforms classroom teaching. The Cedar Park technology list has been carefully determined through research, piloting of new equipment, and studying the ISTE NETS for Students Working Document, "What students should know and be able to do to learn effectively and live productively in an increasingly digital world."

A recent technology audit at Cedar Park determined that a \$5000 Cisco wireless system would give the school the correct number of access points to be wireless. This would allow the school to have internet access on all of the time. This is the district standard, but up to each school to provide for itself. This coming year Cedar Park is in line on the district cycle for having old computers replaced and we would like to supplement that district budget with \$9,300 to buy a few more computers to use with the projector systems being put into the classrooms.

Classrooms will be furnished with mounted projector systems. The cords on portable systems are not safe or practical in active elementary classrooms. Screens are a necessary part of the system for they increase visibility and create less glare than the whiteboard, which is healthier for children. We put replacement bulbs into the budget so that we maintain the products.

Cedar Park was very fortunate to have a mobile computer lab this year, which the technology specialist brought from classroom to classroom as he worked with students and teachers. But there was virtually no time available for teachers to use it with their classes, which they need to be able to do. A second mobile lab is essential to be able to develop 21<sup>st</sup> century content knowledge and skills in the context of learning core subjects. We decided on a mobile lab instead of banks of computers for maintenance, convenience, and security reasons. We chose laptop models that had at least one gig of ram and some that would also allow the burning of DVDs for student projects and teacher lessons. By the second year we would like to have a computer library loan system for families. Knowing that laptop batteries wear out after a couple of years, we added batteries to the budget. Once again, maintenance is essential.

Cedar Park teachers are recognizing the learning opportunities provided by the Smartboard, Airliner tablets, and electronic classroom networks. Two teachers started the ball rolling this year by using Smartboards in their classrooms and now more teachers are interested in being trained in their use and have requested one in their classrooms next year. Three other teachers have requested Airliner Tablets to use with projectors. We are offering the technology to interested teachers who are willing to have training rather than demanding that teachers learn how to use the new equipment. We recognize that good

ideas initially catch on through the excitement of a few, and that ultimately the recognized necessity moves others to learn the new technology skills.

Some of the items on the technology list will be placed in the new science and math/engineering rooms: USB probes, USB microscope, and document camera, for example. These rooms will also be wired with the classroom sound system, along with the art room. The digital cameras and video cameras are essential to the classroom curriculum. The outdoor video camera will be used in the Mn Native Habitat and Rain garden learning environments.

**Science and Math/Engineering Labs:** Students will be able to learn in well-equipped science and math/engineering labs supplied with hands-on materials that engage students in rigorous learning. These two new rooms are empty and need to be filled with quality resources. The science, math, engineering, and literacy resource lists are the work of many teachers and the Specialists looking at the current and new curriculum and considering the materials we already have, the National Standards, and the resources used in model programs around the nation. The budget for the first year reflects the need because we have to equip specialized classrooms so they are operational and filled with teaching materials when we open in the fall.

**Curriculum:** Since Cedar Park will use the 2007 edition of *Investigations* as its core math curriculum, each teacher needs a copy. We also need reference copies for Title I, ELL, and specialist teachers. The school will use the *Engineering is Elementary* curriculum from the Museum of Science in Boston and we need to buy the eight units we don't have. (We will be piloting four new EIE units next year with the Science Museum of Minnesota, and will receive those units as a part of the pilot project.)

We will purchase the California Full Option Science Systems 2007 editions. FOSS added a new Astronomy unit for the third grade level, which we need since astronomy was added to the Minnesota State Standards and district curriculum this year. The 2007 FOSS units are written with a large concept, interconnected theme basis and fit well with how the Cedar Park curriculum is being written.

The Comprehension Toolkit is a reading curriculum that instructs teachers in how to teach nonfiction reading. The district literacy trainer will work with our staff using this curriculum. It parallels and compliments the reading instruction used in the district.

The Lego engineering curriculum/materials will be an essential component of the engineering/science/math curriculum, giving a scope and sequence that begins with simple machines in kindergarten and culminates in robotics in fifth grade.

**Special Programs:** Cedar Park has developed a number of program components that are both rigorous and rich in how they will enhance student learning.

The Inquiry Room gives students the opportunity to explore and experiment through open ended and guided inquiry. It will be a valuable learning environment where students can choose what they want to explore from a wide range of educational math, science, and engineering stations as they practice the "fundamental abilities necessary to do scientific inquiry" (*Inquiry and the National Science Standards*, National Research Council, National academies Press, 2000.) We will need to transform an existing classroom into the Inquiry Room, requiring different furniture, equipment and resources from aquariums to math manipulatives. The Inquiry Room will have a complete change of stations focusing on different scientific process themes twice the first year. Two additional sets of stations will be developed the following two years. We plan to be able



to share Inquiry Room curriculum and resources with Crossroads Science School and Glacier Hills Science and Art Magnet.

Mobile science labs: Most of the science will continue to be taught in the classrooms and the mobile science labs will ensure that the equipment necessary for studying specific units will be well organized and readily available for science learning in the classrooms. Since learning will also take place outdoors, one mobile lab, for example, will contain all of the equipment necessary to conduct biological surveys, do water testing, soil and plant sampling, dissecting scopes and field guides for species identification. The mobile labs allow teachers to have the appropriate resources organized and available. Dr. Kevin Williams, U of Minnesota Bell Natural Science Museum, has designed the mobile labs and will oversee their construction. The cost of the labs will vary based on the topic but can be produced for between \$2,000 and \$8,000 each.

The Minnesota Native Habitat Learning Area is being primarily funded by two grants: the Supplemental Environmental Projects Grant (SEP) from the Community Advisory Council to Flint Hills Resources Pine Bend Refinery (CAC) and a matching grant from the Soil Water Conservation District. Both of these grants will help pay for the restoration of native land and the water management. Cedar Park has designed an outdoor learning area within the environment with walking paths, small-area seating (logs, rocks) and a class meeting area.

The Dakota County Park Department and Cedar Park have formed a partnership to offer a comprehensive environmental education program. This program necessitates time this summer for Cedar Park teachers, the park's lead staff naturalist, and the artist to write curriculum. (It is possible that this part of the program might be paid for

through a (b)(4) We will bring all of the Cedar Park students to one of the Dakota County parks three times a year and this budget can cover the county park workshop fees.

The Explorations program will be offered two times next year. In Explorations, teachers and other professionals offer special classes that meet all day long for three days. The students will choose the in-depth class they want to participate in for the three days. Since it is important that the class size be kept small, we will want to offer sixty classes each session. One hundred twenty-five dollars was budgeted per class to pay for instructional materials, field trip scholarship fees, honorariums for guest speakers, and a Cedar Park Explorations tee-shirt.

The Works Technology Museum staff will work with each classroom at Cedar Park on a hands-on engineering project once a year for three years. The students will also take a yearly field trip to the museum. The Works figured out what it would cost them to offer this engineering program to Cedar Park.

The Outdoor Learning Shed will serve a number of purposes. First it will house outdoor project supplies: gardening tools, hoses, etc. Second, it will serve as an environmental learning house for experiments. One part of the roof, for example, will be white shingles, one part black shingles, and the third a living plant roof. Students will be able to run experiments comparing heat absorption. The windows will vary from single pane to triple pane to be able to make scientific comparisons. The design and building of the shed will be a part of the school curriculum as a real-life application of the math and science and engineering learning.

The Children's Kitchen will be built in a corner of the cafeteria and will offer real-life learning opportunities for children to understand and use fractions, measurement, chemistry, etc. It will allow teachers to be able to integrate curriculum very naturally.

The University of Minnesota Arboretum offers quality educational programs for students and professional development opportunities for teachers. It is essential that Cedar Park use the outstanding community resources available to enhance student learning. Many of our students would not get to these educational facilities outside of school, so Cedar Park sees the need to provide these rich learning experiences for its students.

The University of Minnesota Bell Museum of Natural Science offers excellent residencies, workshops, and field-trip opportunities, which will greatly benefit the Cedar Park students. The specific activity appropriate for each grade level is yet to be determined by the staff. Four hundred dollars per classroom was budgeted for Bell Museum student educational programs.

The after-school enrichment program is an essential part of the educational program offered at Cedar Park. We will continue to use state approved integration dollars to pay for the after-school bussing which allows any and every child to participate in the wide palette of learning activities. The money set aside for the University of Minnesota Saturday Enrichment classes is an important part of our plan to close the minority achievement gap by giving students the opportunity to participate in a strong math program with other students from the Twin Cities on a college campus. The budgeted \$4000 covers part of the class registration for the Cedar Park students.

The Community Education Parent Technology Classes are designed to support the information and communications technology literacy of our families. The budget was determined as follows:

Formal Course Series:

Staff - (b)(4) - \$1,500

Curriculum - \$8 x 15 students x 10 classes - \$1,200

Registration Support - \$4 x 15 students x 10 classes - \$600

Marketing - \$150

Cost per series (class size - 15): \$3,450

Number of series offered: 3

Total annual cost: \$10,350

Open Lab Environment

Staff - (b)(4) -

\$9,600

Marketing - \$600

Incidental Supplies - \$250

Total annual cost - \$10,450

**Professional Development:** We acknowledge that teachers are the key to the quality of the education offered at Cedar Park. We have a rigorous professional development program of classes and teacher support in place to prepare the staff for teaching in the STEM school. Also, new instructional teaching models to support an

effective STEM classroom and new interdisciplinary curriculum need to be created. The Science Museum of Minnesota will work closely with Cedar Park for the first three years, providing training, guidance, and resources. The budget for Writing Interdisciplinary Curriculum includes class time and team curriculum writing time with instructor guidance. Dr. Williams' staff will volunteer time with the Cedar Park staff to add their expertise in curriculum writing and knowledge of resources. Mathematics professional development will be provided through the District Math Trainers and work with the University of Minnesota ITCEP program. The Works will guide us in developing an engineering curriculum that melds science, math, technology, problem-solving and creative thinking. Responsive Classroom training continues to be central to our community building, so new staff will need that training. Technology training through TIES is also essential for the staff. The professional development offered at Cedar Park reflects a vision we have for learning that will prepare our students for 21<sup>st</sup> century success.

An International Studies Magnet School requires a substantial investment in materials and personnel outside of what usually exist in an elementary school. Our goal is to enhance learning for all of our students and to provide them with experiences that will help them to become active citizens in a global society.

#### **Diamond Path Budget Narrative**

The budget is categorized as follows: Instructional Staff, Technology, Curriculum and Media, Adult and Family Education, and Professional Development.

**Instructional Staff:** Diamond Path will provide our students with ninety minutes of instruction in Mandarin Chinese or Spanish each week. This requires us to have

something not usually found in an elementary school budget: world language specialists. Our students are selecting to study either Mandarin Chinese or Spanish with the expectation that they will stay with one language throughout their Diamond Path years. More students have selected Spanish than Chinese so this requires us to have two Spanish teachers and one Mandarin Chinese teacher. The initial years of the program require a magnet school specialist to act as a coordinator to organize programs, write curriculum, plan professional development, research other programs with similar themes, network with families, plan partnerships, locate materials, recruit new students, and provide support to teachers and other staff. Technology is essential in an International Studies School. We need a trained teacher to facilitate the use of technology and to train our staff to become users of technology independent of the technology specialist.

Potential costs for these specialists over a three-year period is \$1,087,937.

**Technology:** Technology will provide many valuable connections for our students. In order to help children understand the world in which they live and to develop a point of view about their place in the world, students must have frequent access to technology. Our classrooms need to be equipped with technology that engages students and teachers and enhances instruction by offering real-world learning opportunities. Our technology needs have been carefully determined through research, talking to experts, and piloting of equipment.

A recent technology audit determined the need for a CISCO wireless system to support our wireless needs. This is district standard, but each school must provide this for themselves.

Wireless and mobile labs will help us achieve our technology goals and will provide students with multiple opportunities for global learning. Our existing computer lab with its thirty desktop computers does not provide sufficient access in a school of over six hundred students. Even one wireless lab is inadequate with our large enrollment. Diamond Path is requesting the addition of a lab every year of the project. Among the planned activities with our wireless lab is the ability to communicate with global pen pals. Digital cameras will allow our students to send pictures of artifacts between our schools and schools around the world. Students need daily access to computers for research and information.

The opportunities for global conferencing with other schools and communities are enormous. The use of LCD projectors in the classroom, along with a Polycom video conferencing camera will allow our students to experience the reality of other places in the world. Mounting these projectors is essential for safety and access in active elementary classrooms.

There is widespread interest among our teachers in obtaining interactive white boards, such as SMART boards and airliner tablets. This technology will be offered to teachers interested in receiving training and will allow teachers to support their professional development training by creating inquiry-based and interactive lessons. We anticipate that once a group of teachers begin to use this technology, interest will increase building-wide.

The approximate cost for technology expenses over three years is \$280,000.

**Curriculum Materials:** Global learning must be supported by more than just technology based learning materials. Children must have books in hand that represent

culture and language. Our library plans to make significant additions to the collection of books that represent places around the world. We also need to begin to develop a substantial collection of easy-to-read picture books written in Chinese and Spanish for both our native speakers and our students learning those languages. This will enable students to build fluency in reading and speaking world languages.

An international studies school must have a large collection of maps and globes in each classroom and on display throughout the building. Children need to have hands-on access to these materials so multiple copies are needed in a classroom. Our library needs a section that makes available atlases and other reference materials related to the study of maps and places around the world.

High quality literature must be available in the classrooms for teachers and students. Many children's books offer global and cultural concepts through story and art. Teachers need to have a significant supply of this literature in their classroom. We also need to develop a collection of beginner books written in Spanish and Chinese so that each classroom can have an extensive collection of books to offer children during classroom independent reading.

Our Chinese and Spanish programs are new programs to our school, and while our District has frameworks for language instruction, limited curriculum materials currently exist. This area needs further support and expansion. Our language teachers need to build a collection of instructional materials, cultural artifacts, and texts to support their programs.

The cost for media resources and curriculum materials over a three year period is approximately \$207,000.



**Adult and Family Education:** Many of our families have expressed interest in learning the same world language their children are studying. We plan to offer family education nights where all family members can come and receive world language instruction. Not only will this provide a sense of community in our school and provide relationship-building opportunities, it will enable parents to offer assistance to their children as they complete homework from their world language class.

Our estimated adult and family education cost over three years is \$18,000.

**Professional Development:** On-going professional development is essential to the development and continuation of any quality program. Our goal is to build capacity in every teacher so that when program funds are exhausted the capacity to continue the program will be embedded in our staff. Training in inquiry and interdisciplinary curriculum is essential to the success of our program. A partnership with Hamline University has been developed to provide ongoing inquiry training. Inquiry relates to all curricular areas, provides rigor, and requires students to use higher level thinking skills. Interdisciplinary curriculum is another essential component of successful inquiry. Our staff will receive ongoing training from a district teacher who also is an adjunct instructor at Hamline University.

An international studies school cannot function effectively without staff training in cultural awareness. We cannot teach what we do not know or understand. Training provided by the REACH Center or a similar organization will help our staff to better understand and teach about the world in which we live.

The addition of *Responsive Classroom* training through Origins will continue to build strong relationships in our school community. Again this provides an opportunity to embed knowledge in our staff so that the program will continue.

While summer provides substantial professional development training opportunities there is also a need for curriculum writing development during the school year. Truly effective and innovative curriculum needs to be constantly reworked. Using substitutes to provide release days for teachers to work is essential to a quality program.

The opportunity to attend national conferences is often not available to teachers. Attendance at the International Studies Schools of America and the Magnet Schools of America conferences will enable our teachers to network with other schools with similar themes and provide an opportunity to expand their own base of knowledge. This is another opportunity to build capacity in our staff so that our program can continue when funds have been exhausted.

The professional development costs for this three-year project are \$364,000.

### **Glacier Hills Arts and Science Magnet Budget Narrative**

The quality program design of the Arts and Science magnet school requires specialized instructional strategies and materials to increase the effectiveness of student learning. These will enhance both the arts and science with additional focus on the use of technology in the hands of students.

**Personnel:** Creating a stable, sustaining learning environment necessitates learning specialists in the areas of focus; art, science and Spanish. In addition, for the initial years

a magnet school specialist to coordinate and organize programs, write curriculum, plan professional development, evaluate learning and establish partnerships will be a valuable component. As our world is constantly growing in the realm of technology, a trained teacher to facilitate the use of software programs, data organization and research and provide student and teacher training is essential.

**Professional Development:** The research on best practices for arts and science instruction both navigate towards inquiry, interdisciplinary, hands-on and multiple intelligences. Our school has already begun to invest in poverty and cultural training and community building relating to academic choice. With this in mind, it is imperative that staff receive on-going development in these areas. The budget shows the progression of development in a variety of areas to include the above mentioned over a three-year period of time. The inquiry component can relate to all curricular areas and has the most investment using staff from the Science Museum of Minnesota, Hamline University and the Minnesota Department of Education. A partnership with an instructor from our local district who teaches at Hamline University for interdisciplinary curriculum writing will provide guidance to our staff developing their rigorous, meaningful lessons. There are always opportunities in the metro area of our state to engage experts in brain research and multiple intelligences to further our understanding. In addition, through Origins, we are able to continue learning about building strong academic communities. This continues to be vital as we add new students and families to our program. To increase understanding of race, equity, integration and achievement in the classroom, staff will have opportunities to work with experts in the field of culturally responsible classrooms. TIES classes to provide technology training for staff will be important as we prepare students

for success. A program that increases the literacy of all students through visualizing and painting pictures called Picturing Writing through the University of New Hampshire will have a positive influence in academic achievement and integration of all students.

Curriculum that is innovative and connected to student achievement needs continuous revamping; therefore, release time for teachers to work cooperatively is built into the budget. Attendance at national conferences will allow our specialist teachers, classroom teachers and coordinator to expand their knowledge, stay current and network with other professionals. All of these experiences will increase staff capacity for sustainability of programs.

**Instructional materials:** The creation of a comprehensive arts program at our school will rely heavily on the music specialists, visual arts teacher, media specialist and physical education teacher. They will provide the instruction using updated resources that support the best practices for instruction. These include additional musical instruments, CDs, plays, books, DVDs, brushes, paint, clay, textiles, various paper, outdoor learning kits, international game materials and other resources that will offer unique, hands-on perspectives in learning. Additional materials that will be important are those that enhance the visual literacy becoming prominent in today's world. Many of these involve technology. Items like iPods, digital cameras, video cameras, SMART boards, piano keyboards and educational software will inspire the innovation and creativity we seek from students. A mobile lab will provide opportunities for students to apply technology skills through application. Our current situation with one lab with thirty desk-top computers does not meet the needs of our program for hands-on learning, especially with the increase of multiple achievement tests administered online. Another

resource that will increase the engagement of teachers and students is the LCD projector. The visual, interactive learning possibilities will motivate learning. There are units of study created by outside agencies that can support our theme. These come from the Science Museums, Teaching Tolerance, PCS Edventures, and textbook companies. We would purchase already created materials or contract their services for residencies. Our media specialist will continue to expand titles that support our theme and encourage students to explore possibilities in learning. Instructional supplies necessary to the science learning are things as rocks, insects, plants seeds, soil, plaster, water, live animals, LEGO and K'NEX manipulatives, fishing rods, hooks and line, propane tanks for outdoor survival kits, greenhouse materials, chemicals, solutions, batteries, circuit boards, PCV pipe, non-fiction books and anything students can connect abstract learning with their hands and bodies.

**Supplies:** Many supplies will be necessary to the success of the interactive learning environments we are building. There will need to be stools for the art and science rooms to ensure full circle availability for learning. We will be creating inquiry stations at grade levels to provide more rigorous, in-depth study and experience with the scientific process. This learning environment will require some unique resources to build on the art and science focus. We plan to partner and share resources with Cedar Park to enhance our capability. The elective part of our program to increase integration of students will have particular interest focus and accommodate first through fifth grade students. Some classes will have a multi-age or multi-ability component. This will be an opportunity to involve parents and community experts. The science lab will be equipped with microscopes, slides, terrariums, lights, planting supplies, LEGOs, robotics, simple

machines, goggles, and everyday objects needed for inquiry stations. We envision a greenhouse that would allow for year-round growing opportunities on site. We currently have an outdoor learning area with walking paths, a class meeting area and global garden that we would enhance. A mobile lab would give flexibility to increase use of technology for many purposes in student hands. The range of art, music and media supplies means there are tangible resources for students of all backgrounds to assure achievement and relevance to classroom instruction. Having an array of materials available helps even the playing ground for all types of learners.

Item	Quar Price	Total Year 1	Quar Price	Total Year 2	Quar Price	Total
<b>Professional Library</b>						
Literacy, Libraries,&Learn	1	\$19				\$19.00
Open Minds to Equality	12	24.95				299.4
Inquiry & Nat Science Ed	8	21.99				175.92
Beyond the Science Kit: Inquiry in Action						\$24.00
Pic. Perfect Sci Vol. 1/2	1	\$43.13				\$43.13
Start Young K-2	1	\$15.96				\$15.96
Field Journal	1	\$3.75				\$3.75
Ass. For the Process Skills	1	\$22.50				\$22.50
Insectigations	1	\$12.95				\$12.95
The best of wonder sci	1	\$44.95				\$44.95
Kids & Chem. Large Even	1	\$15.00				\$15.00
Microscope Explorations	1	\$18.86				\$18.86
How Tall/How Short	1	\$6.26				\$6.26
Teaching Chem w/Toys	1	\$21.56				\$21.56
Exploring Ecology	1	\$23.16				\$23.16
Dig In	1	\$17.56				\$17.56
Uncovering Student Ideas	1	\$38.81				\$38.81
Caldecott Connections	1	\$26.96				\$26.96
Seamless Ass. In Sci	1	\$15.95				\$15.95
Mixing it Up	1	\$15.96				\$15.96
Ten-Min. Field Trips	1	\$17.56				\$17.56
Sci for ELL	1	\$19.96				\$19.96
Linking Sci/Literacy	1	\$25.56				\$25.56
Learning/Ass. Process Skills - J		\$33.26				\$33.26
Outdoor Sci classroom	1	\$9.86				\$9.86
Sci Notebooks	1	\$12.56				\$12.56
How to Teach Measurement		\$6.36				\$6.36
Inquiry in Action	1	\$24.95				\$24.95
<b>Total</b>		<b>\$1,011.71</b>				<b>\$500</b>

Item	Quar Price	Total Year 1	Quar Price	Total Year 2	Quar Price	Total
<b>Professional Library</b>						
Literacy, Libraries,&Learn	1	\$19				\$19.00
Open Minds to Equality	12	24.95				299.4
Inquiry & Nat Science Ed	8	21.99				175.92
Beyond the Science Kit: Inquiry in Action						\$24.00
Pic. Perfect Sci Vol. 1/2	1	\$43.13				\$43.13
Start Young K-2	1	\$15.96				\$15.96
Field Journal	1	\$3.75				\$3.75
Ass. For the Process Skills	1	\$22.50				\$22.50
Insectigations	1	\$12.95				\$12.95
The best of wonder sci	1	\$44.95				\$44.95
Kids & Chem. Large Even	1	\$15.00				\$15.00
Microscope Explorations	1	\$18.86				\$18.86
How Tall/How Short	1	\$6.26				\$6.26
Teaching Chem w/Toys	1	\$21.56				\$21.56
Exploring Ecology	1	\$23.16				\$23.16
Dig In	1	\$17.56				\$17.56
Uncovering Student Ideas	1	\$38.81				\$38.81
Caldecott Connections	1	\$26.96				\$26.96
Seamless Ass. In Sci	1	\$15.95				\$15.95
Mixing it Up	1	\$15.96				\$15.96
Ten-Min. Field Trips	1	\$17.56				\$17.56
Sci for ELL	1	\$19.96				\$19.96
Linking Sci/Literacy	1	\$25.56				\$25.56
Learning/Ass. Process Skills - J		\$33.26				\$33.26
Outdoor Sci classroom	1	\$9.86				\$9.86
Sci Notebooks	1	\$12.56				\$12.56
How to Teach Measurement		\$6.36				\$6.36
Inquiry in Action	1	\$24.95				\$24.95
<b>Total</b>		<b>\$1,011.71</b>				<b>\$500</b>



Item	Quar Price	Total Year 1	Quar Price	Total Year 2	Quar Price	Total
<b>Professional Library</b>						
Literacy, Libraries,&Learn	1	\$19				\$19.00
Open Minds to Equality	12	24.95				299.4
Inquiry & Nat Science Ed	8	21.99				175.92
Beyond the Science Kit: Inquiry in Action						\$24.00
Pic. Perfect Sci Vol. 1/2	1	\$43.13				\$43.13
Start Young K-2	1	\$15.96				\$15.96
Field Journal	1	\$3.75				\$3.75
Ass. For the Process Skills	1	\$22.50				\$22.50
Insectigations	1	\$12.95				\$12.95
The best of wonder sci	1	\$44.95				\$44.95
Kids & Chem. Large Even	1	\$15.00				\$15.00
Microscope Explorations	1	\$18.86				\$18.86
How Tall/How Short	1	\$6.26				\$6.26
Teaching Chem w/Toys	1	\$21.56				\$21.56
Exploring Ecology	1	\$23.16				\$23.16
Dig In	1	\$17.56				\$17.56
Uncovering Student Ideas	1	\$38.81				\$38.81
Caldecott Connections	1	\$26.96				\$26.96
Seamless Ass. In Sci	1	\$15.95				\$15.95
Mixing it Up	1	\$15.96				\$15.96
Ten-Min. Field Trips	1	\$17.56				\$17.56
Sci for ELL	1	\$19.96				\$19.96
Linking Sci/Literacy	1	\$25.56				\$25.56
Learning/Ass. Process Skills - J		\$33.26				\$33.26
Outdoor Sci classroom	1	\$9.86				\$9.86
Sci Notebooks	1	\$12.56				\$12.56
How to Teach Measurement		\$6.36				\$6.36
Inquiry in Action	1	\$24.95				\$24.95
<b>Total</b>		<b>\$1,011.71</b>				<b>\$500</b>