

**COMMUNITY COUNCIL MEETING - TABLE ONE**  
**FEBRUARY 4, 2012**

**TABLE ONE**

**PROGRAMS & SERVICES FEATURES**

- Youth Rally at State capital
- Youth executive board
- Harambee, Crosswinds
- previous integration plan
- diversity coordinators
- Professional development programs
- Classroom Partnerships
- intersession
- OEI – shared grant writing
- Professional development through OEI
- STLF – Pay it forward tour
- Make decisions for after school programs
- learn to navigate challenging situations @ school – step up – speak up
- integrated environment (Harambee) and Bridges – daily immersion
- anti-bullying
- parent & community involvement
- family has benefitted from immersion environment
- St. Paul Foundation – RACE talks (grants supported – partnership)
- Harambee – site council
- all of it is a good positive ay
- staff development OEI
- Roseville Equity & Integration Advisory
- Foci Area; school programs, Intersession, year round, Harambee, Crosswinds, multi cultural atmosphere
- Bridges; important to parents exposes students to variety of education, social skills, more integration opportunities
- Race, economic family structure, diversity, SPED
- Omnibus bill – petition at school – YEB – civic engagement. Letter writing to legislators, got school admin, teachers, integration leaders involved.
- physical structure of school; environmental science; 4 season availability (ex – 3 study across seasons) link to wood/culture; family involvement/opportunities
- hands on practical work for students
- enrollment small
- innovative approach to integration
- cross discipline teaching
- opportunities for kids to be in school more often – culture of learning
- relationships between school and family. Reading at home – homework

## **TABLE ONE**

### **PROGRAMS & SERVICES FEATURES (CONTINUED)**

- student engagement;
  - Ice Breakers & games
  - lead to deeper thinking
  - makes me want to communicate with teachers, try harder
- Saturday Retreats
  - inspirational speaker
  - step dance, history
  - poetry, self expression
  - M/C food
  - everyone involved
- Arts – bring people together
  - leadership
  - academic and after school
  - theater program
- flexible grouping
  - intervention across all levels
  - G/T across all levels/embedded
  - everybody stands out – everybody's the same
  - Staff – working hard and well despite uncertainty and changes

### **What is missing/What's to Add;**

- early childhood – important to close the gap, and also to increase the enrollment in the schools
- something that really addresses the gap
- we're not telling our stories of success –
  - Individual students
  - teachers
  - how can we distribute these so that others can learn from them
- ways to measure success more broadly
- multiage opportunities could address some concessions we need to make
- governance model – more input, communication, accountability
- more training/education for board related to requirements and obligations of revenue, JPA, etc.
- three priorities; I.B., year round, school foci

## **TABLE ONE**

### **Most critical to keep/add**

- Teaming structure; Bryan Bass/Kathy Griebel
- communication to the public about the schools. What's working well.
- Communicating what is going on/being offered throughout the collaborative using integration dollars
- Integration – true immersion
- after school programs
- intentional/integration that establishes a culture of acceptance and respect for children and diversity
- four-season opportunities to actively learn about environment
- small community – tight relationship among students, families, teachers, community
- meet differentiated needs of student with in the classroom
- CODE; achievement defined beyond test scores

### **What is NOT working well;**

- constant change
- miscommunication
- not sure if leadership in member districts is committed to EMID, integration, mission
- not sure if Admin in member districts is committed to EMID
- not enough communication
- lack of knowledge – Board, public, Admin of collaborative districts
- thus students can't access all that's meant to service
- Board structure – 10 members potentially in competition with each other and EMID
- some students in AVID disappointed – not getting what they thought they were told they were going to get. Example – college trips
- other students really like AVID, depends on the teacher
- CW struggling with enrollment – related to turmoil
- structure of grades – switch schools as a junior
- 7 period day – (+) and (-)
- leadership turnover
- not enough communication back to the member districts about what's working
- don't have time for team meetings
- not broad enough participation from across all districts – why??
- we-re not making progress on closing the gap

## **TABLE ONE**

### **Last Thoughts/Questions/Messages**

What is the increase in integration revenue going to be used for in the member districts? I would like students to be involved in informing this

Admin. Structure of the district should be looked at, revised to save dollars

Look at how dollars are spent in member districts to ensure they've spent consistent with the intent.

Look at 2005 OLA report for recommendation – accountability, etc.

Focus on sustainability.