

MPS Proposal to Reconfigure Minnesota School Boundaries to de-concentrate poverty

- 1. Declare a state interest in reducing concentrations of poverty in school sites.**
 - The percentage of students eligible for free and reduced lunch is directly and inversely related to the percentage of students scoring “proficient” on the state’s reading and math MCA’s.
 - Concentration of poverty powerfully correlates with low academic proficiency.
 - All school district’s efforts to close the achievement gap have more force and effect if applied to lower concentrations of students eligible for free and reduced lunch.
 - Successful de-concentration of poverty reduces cost of compensatory revenue to the state.

- 2. Set a state standard that de-concentrates poverty and aligns school district boundaries to achieve that result.**
 - Set a standard that no school site or district should exceed the statewide average concentration of poverty of 30% by more than 150%.
 - Establishes a concentration factor of 45% as the upper limit for concentration of poverty at any one school site or district.
 - Charge school districts to establish attendance areas to meet the standard.
 - If the district wide average of students eligible for free and reduced lunch is lower than the statewide average then the district wide average is the standard the school district’s attendance areas must meet.

- 3. Set a standard that the twin cities metropolitan area consolidate school district boundaries to create four or five Metropolitan Integration Districts whose concentrations of poverty are less than the statewide average.**
 - Integration district boundaries should connect areas of concentrated poverty with areas of lower concentrations of poverty to facilitate establishing integrated educational programs.
 - Integration districts should capitalize on “two-way” integration strategies that allow suburban white students to attend urban schools near job centers and allow low-income, minority students to attend schools near suburban job centers.
 - Integration policy rule and revenue formula should be redesigned to support integration plans filed by the new integration districts to support racial integration within the new district and school attendance area boundaries.

- 4. Set a standard that rural School Districts have a minimum of 1,000 pupil units.**
 - Consolidated school districts in greater Minnesota should be drawn with regional centers at their core.

5. Charge the Legislative Coordinating Commission Sub-committee on redistricting to draw new school district boundaries in the metropolitan area to meet the new standards of de-concentrating poverty, and the new standard for Greater Minnesota to attain a minimum pupil unit size of 1000.

- Establish new school districts in the new boundaries, dissolving the old districts, transferring assets and powers (levies, bonded debt) and electing a new school board to govern the new school district.
 - New School Districts boundaries created by redistricting Commission.
 - New School boards established with 7 members elected at large.

6. New School Boards (Urban and Rural) would operate under an amended tenure and PELRA statutes to allow:

- Uniform teacher evaluations
- Site based hiring procedures
- District Staff (teachers and principals) not hired at school sites are provided one additional contract year.
- District staff who are not hired in a school for a second year are released from employment.
- Superintendent enjoys unrestricted authority to assign teaching staff and principals.

7. New School District Powers

- New School districts enjoy the following powers and authorities:
 - Operating referenda adopted by board resolution.
 - Reverse referendum places a repeal question on the November ballot if a petition of 15% of votes in the previous election is filed by July 1 of any year.
 - Alternative Facilities Authority
 - Certificates of Participation bonding Authority
 - Acquisition and Betterment Authority
 - School start time authority.

8. New Charter School Authority

- District and collaborative charters
 - Charter schools authorized by or in a collaborative contract with School Districts:
 - Retain student enrollment in the authorizing school district
 - Student achievement data attributes to authorizing district
 - Charter retains autonomy
 - State aid follows the student to the school site.

- Except integration revenue which supports district-wide integration plan.
 - Charter governs curriculum, staffing, school start and end time.
- Charter and School Districts relationships governed by performance contract between two parties.
 - Districts provide transportation within attendance areas established by the school district or the charter provides its own transportation.
 - School district Authorizers may sell services to charters
- School district authorizers offer the charters they authorize and those with whom they enter into collaborative contracts:
 - **Access to School district facilities**
 - Lease aid then covers only operational costs
 - Relieves pressure on lease aid as a formula to cover debt service.
 - District's levy-based facility authorities are placed in service to resident charter students in district facilities.
 - Cash-flow services to address state aids education payment shift.

9. Special education tuition billing repealed.

- Districts and charters who serve students retain financial responsibility for services provided.
- Tuition bill backs among and between school districts, charters and intermediates end.
- Charters and intermediates qualify directly for the special education aids for the students they serve.