

January 2011
vol 8 • no 4

AMSD Calendar

Legislative Preview January 7, 2011

8:00 a.m.—10:00 am
Grand Hall
TIES Building, St. Paul

January 19, 2011 8:00 AM—12:00 PM

**2010 AMSD Winter
Conference**
*"Building a Bridge to
the Next Generation of
Public Education"*
Grand Hall,
TIES Building, St. Paul

January 28, 2011 Executive/Legislative Committee Meeting,

7:30 a.m., TIES Building,
St. Paul

February 4, 2011

**Board of Directors
Meeting,** 7:00 a.m., TIES
Building, St. Paul

AMSD's Mission

*To advocate for state
education policy that enables
metropolitan school districts to
improve student learning.*



Association of
Metropolitan School Districts

Brooklyn Center:

There is life after SEVEN levy defeats!

Brooklyn Center School District is an exceptional place providing an exceptional, personalized educational experience for children. Those from outside the district feel the same way. Thirty five percent of the 1,800 students in this small, 2.8 square mile district are open-enrolled. Through our seven levy defeats, it seems that many of the residents in our district don't see the "gem" that exists in their midst.

Seven times we have gone to the voters asking for levy support. Seven times the voters said no. The eighteen hundred young people, 75% of whom live in poverty, 75% are "non-white," and 15% special education students, continue to trust in the district and staff. The students rely on the dedicated and caring people in our district, whose salaries are among the lowest in the metro, have had budgets slashed, and class sizes continue to grow.

Fortunately, a strong characteristic of this small, hardworking district is that, in Brooklyn Center, "you can have a good idea in the morning and have it implemented by noon." We innovate. We create. We take risks. And we continue to grow without the levy support of our residents.

Thanks to grants and hard work our elementary school, Earle Brown (EB), is an authorized International Baccalaureate PYP (Primary Years Program) World



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From the Chair:

The 2011 legislative session promises to be full of challenges as the governor and legislators face a projected \$6.2 billion budget shortfall. It has never been more important for AMSD board members and citizens concerned about the vitality of public education to be actively engaged in the legislative process. I encourage AMSD board members to attend the AMSD session preview on January 7. This will be a great opportunity to meet many of the newly elected legislators and re-connect with others.

During the session, AMSD offers board members a variety of ways to stay connected:

Website: <http://www.amsd.org/>

Blog: <http://amsdmn.blogspot.com/>

Facebook: In search box, type in AMSD

Twitter: <http://twitter.com/amsdmn>

In addition, you can sign up to receive action alerts on the AMSD web page. Your involvement truly does make a difference!

Patsy Green, school board member from Robbinsdale Area Schools, is chair of AMSD.

Brooklyn Center innovates, creates and takes risks to help students achieve

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School and Brooklyn Center High School (BCHS) is an authorized International Baccalaureate MYP (Middle Years Program) World School. The high school is also an Arts Magnet, recognized as two-time national award winning Magnet School of Excellence two years in a row.

Having re-examined our approach to teaching and learning in the district, we have become the first school district in Minnesota to implement full service community schools district-wide. Read on to learn more about the “what,” “how,” and particularly the “why” of this approach.

Why

Children come to school every day with a variety of barriers to learning (and living). These may be medical, mental illness, dental, homelessness, victims of abuse, chemical addiction, bullying, teen pregnancy/parenting and many more as outlined by UCLA reports. When students are dealing with these barriers, even the finest curriculum and best instruction won't create the learning necessary for them to become successful, productive adults/citizens. There are many agencies, including schools that provide support for children and adults with these barriers, but they are often not connected, aren't easily accessible, and rarely talk to each other.

What

Community Schools are an approach that seeks to work with partners to create meaningful and timely connections and collaborations to better serve students and families. Action taken in Brooklyn Center includes:

- Convening 100+ partners from public, non-profit, & private agencies.
- Opened a “gold standard” Health Resource Center at Brooklyn Center High School. All construction costs have been donated. All children, infancy to high school, now have access to free or low-cost medical, dental, mental health, and vision services.
- Expanded services at our family resource center, Community Corner. Family Resource Rooms are also open in each building (EB and HS).
- Tutoring/mentoring opportunities for children by BBBS, Life Coaches, Sanneh Foundation, Finley Foundation).
- Providing after school programs that are tied to academics (50% of students participating). Elementary “extended day” includes YMCA and Targeted Services. At the high school activities and tutoring are provided by 21st Century Learning Center and Athletics.
- Addressing employee wellness and reducing health care costs through NeoPath, a telemedicine program with a physician on-site once a week.
- A comprehensive Teen Parent & Child Care Center serving pre-natal through kindergarten, is in development. However, much of it is already in place and being provided by the district and multiple partners.

How Much

It makes strong fiscal sense to leverage our collaborative partnerships in this manner. Consider:

- When all partners providing similar programs (such as mentoring) to students are convened, services aren't duplicated, and partners work together, rather than competing with one another. Reducing duplication allows us to use energy and resources in other areas.
- With multiple partners involved in an effort the total costs can be reduced by using already committed funds to create a new, more effective and efficient “whole.”
- With many of the services being provided onsite, transportation costs are greatly reduced for families and the service providers.
- Shared space means reduced costs for all partners.

If done correctly, community schools can be a money-saver – as it is the ultimate in “shared services.”

Links: MSBA Journal, “Putting on a Clinic” page 14: <http://issuu.com/msbajournal/docs/2010novdecjournal>

Star Tribune Articles:

<http://www.startribune.com/local/north/43234902.html>

<http://www.startribune.com/local/north/102737234.html>

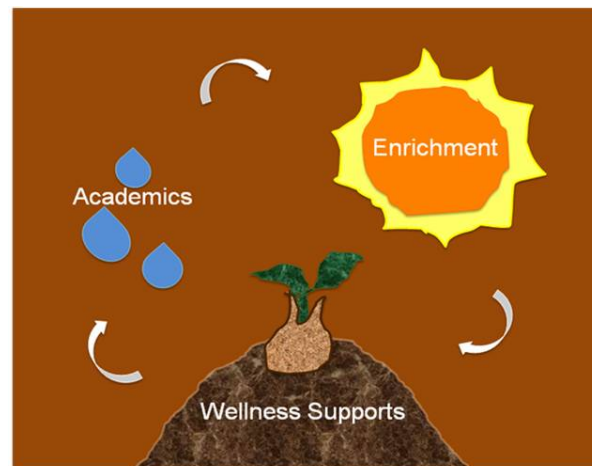
<http://www.startribune.com/local/north/110713069.html>

MN Medicine Article:

<http://www.minnesotamedicine.com/PastIssues/September2010/CoverStorySept2010/tabid/3545/Default.aspx>

District Website:

www.brookentr.k12.mn.us



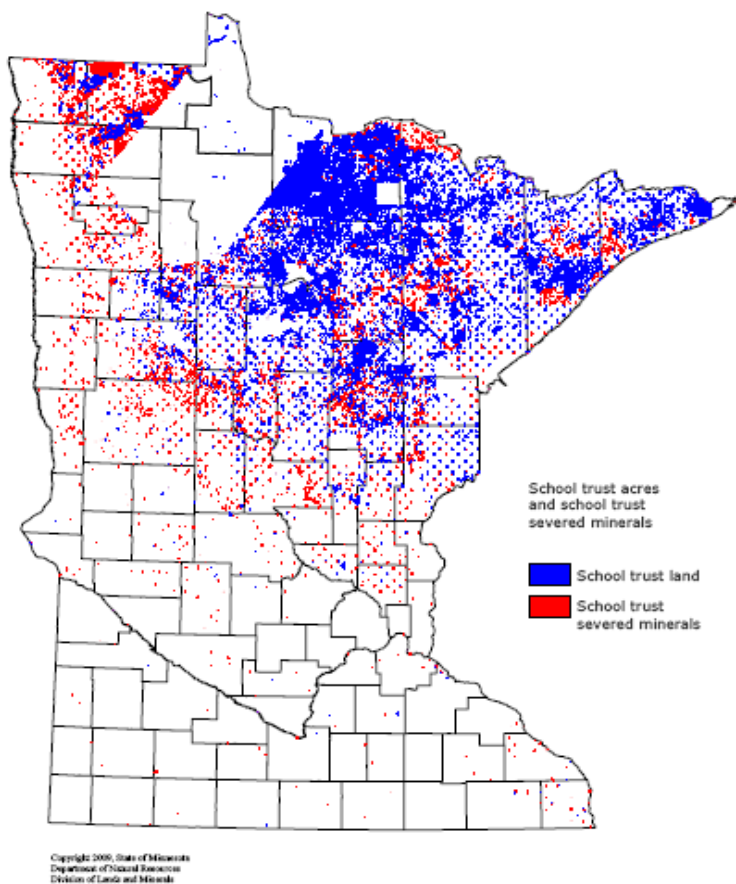
This month's member spotlight was submitted by Keith Lester, Superintendent of Brooklyn Center Community Schools and Julie Ha Truong, Brooklyn Center Community School Project Manager.

School Trust Lands: Ensuring the Legacy for Our Students

In 2008, Minnesota voters passed the Clean Water, Land and Legacy Amendment, dedicating funding to protect the environment and preserve cultural heritage. This notion of dedicated funding is not a new phenomenon in state government, and in fact, began with our state's inception. When Minnesota became a state, the federal government granted Minnesota more than 2.5 million acres of land and 1 million acres of mineral rights to be constitutionally dedicated "for the benefit of schools" and thus creating what is now known as, "school trust lands."

While school trust lands have been around since the beginning of statehood, many Minnesotans are unaware of their existence and further unaware of the value they bring to Minnesota schools. The school trust lands are primarily located in the northeastern portions of the state in 56 different counties. The lands are managed by the Minnesota Department of Natural Resources (DNR).

Minnesota School Trust Lands and School Trust Severed Mineral Rights



Source: Minnesota's School Trust Lands Biennial Report, Minnesota Department of Natural Resources, December 2009

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AMSD Members: Anoka-Hennepin, Bloomington, Brooklyn Center, Burnsville, Columbia Heights, East Metro Integration District 6067, Eden Prairie, Edina, Elk River, Fridley, Hopkins, Intermediate District 287, Intermediate District 917 (Associate Member), Inver Grove Heights, Mahtomedi, Minneapolis, MSU Mankato Center for Engaged Leadership (Associate Member), Minnetonka, Mounds View, Intermediate School North St. Paul/Maplewood/Oakdale, Northeast Metro District 916 (Associate Member), Northwest Suburban Integration District (Associate Member), Orono, Osseo Area Schools, Richfield, Robbinsdale, Roseville, Rosemount-Apple Valley-Eagan, Shakopee, South St. Paul, Spring Lake Park, St. Anthony/New Brighton, St. Cloud, St. Louis Park, St. Paul, Stillwater, TIES (Associate Member), Wayzata, West Metro Education Program, West St. Paul, and White Bear Lake.

Better management of school trust lands needed

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Revenue from the lands are generated from the sale of timber, wild rice leases, mining leases, state forest camp-ground fees, lakeshore leases, easements across state trust land, utility licenses, sale of land, surface use and rents and royalties on taconite iron ore that is removed from the land. Forest management costs and mineral management expenses are taken first from the revenue. The remaining revenue is then invested by the State Board of Investment and is deposited into the permanent school trust fund. The permanent school trust fund is over \$600 million. The interest and earnings made on the permanent school trust fund go directly to Minnesota school districts. Management of the investments and market conditions greatly affect the outcome for the schools. Before the State Board of Investment took over in the 1990's, investments were limited. Up until 2010, the revenue school districts received from the trust fund was directly offset against other funds. In 2010, the school trust fund will pay out \$28 per pupil and schools may use it for any purpose.

In 1998, the Legislative Auditor published a report on the state's management of the school trust fund lands and the permanent school trust fund. The report highlighted the need for reform of the Permanent School Fund Advisory Committee (PSFAC) including increased reporting by the DNR and improved management. Reform efforts on permanent school trust fund oversight were passed by the legislature in 2008 and the legislature ended the practice of offsetting revenue school districts received from the trust fund. The efforts, led by the Permanent School Fund Advisory Committee (PSFAC), have sought to bring new energy and attention to school trust lands. Their goal for reform includes improving oversight and management of the lands. Partnering with the legislature and the DNR, PSFAC has also explored working on ways to exchange lands that currently generate little or no revenue for students. In August of 2010, lands in Koochiching County and Cass County were approved for exchange by the PSFCA so that more profitable lands could be acquired as school trust lands. PSFAC cites this most recent exchange proposal as an example of the need for increased management reform and making sure that the lands are being used to their highest potential and bringing the most dollars into the classroom. The group is currently working with the U.S. Forest Service to sell and exchange 86,000 acres of school trust lands that are located in the Boundary Waters Canoe Area Wilderness.

PSFAC has also looked at other state models to redefine management and accountability of school trust lands in Minnesota. One example of success in school trust land management has been in Utah. There, the Children's Land Alliance Supporting Schools (CLASS) and the Utah School and Institutional Trust Lands Administration have worked together to create a separate, independent agency that oversees the trust fund and runs it with a business model perspective. This new model has turned Utah's interests and dividends from \$8 million into \$120 million for their schools.

During the 2010 Session, Rep. Denise Dittrich (District 47A) and Sen. Charles Wiger (District 55) introduced [HF 3475](#) and [SF 3042](#). The legislation created an independent agency (separate from the DNR) that would administer and manage the school trust lands in hopes of greatly enhancing the trust fund's earnings potential. The bill did not pass last year but legislators plan to pursue this important issue again during the 2011 session.

Minnesota School Trust Lands by County

County	School Trust Land Acres	County	School Trust Land Acres
AITKIN	134,849	LAKE OF THE WOODS	4,636
ANOKA	644	LESUEUR	80
BECKER	16,081	MAHONOMEN	7,307
BELTRAMI	60,843	MARSHALL	22,398
BENTON	120	MARTIN	51
BIG STONE	94	MCLEOD	1
BLUE EARTH	7	MEEKER	41
CARLTON	21,851	MILLE LACS	4,478
CASS	150,753	MORRISON	2,884
CHIPPEWA	11	NICOLLET	1
CHISAGO	120	NORMAN	320
CLAY	321	OTTER TAIL	2,562
CLEARWATER	21,558	PENNINGTON	2,340
COOK	121,635	PINE	22,985
CROW WING	24,013	POLK	1,135
DAKOTA	110	POPE	80
DOUGLAS	160	RED LAKE	760
FILLMORE	120	ROSEAU	46,569
GOODHUE	227	SAINT LOUIS	481,828
HOUSTON	220	SCOTT	1
HUBBARD	29,346	SHERBURNE	1,156
ISANTI	200	SIBLEY	41
ITASCA	293,646	STEARNS	495
KANABEC	3,731	TODD	3,267
KANDIYOHI	200	TRAVERSE	40
KITTSON	14,929	WADENA	6,128
KOOCHICHING	854,137	WINONA	122
LAKE	159,251	YELLOW MEDICINE	2

Note: The 31 counties not listed in this table do not contain school trust land.

Source: Minnesota's School Trust Lands Biennial Report, Minnesota Department of Natural Resources, December 2009