

AMSD Calendar

APRIL 12, 2007

Executive Committee Meeting, 7 a.m.
TIES Building, St. Paul

APRIL 18, 2007

Virtual Rally
Contact Governor Tim Pawlenty and your legislators to urge them to support public education. Further details will be coming.

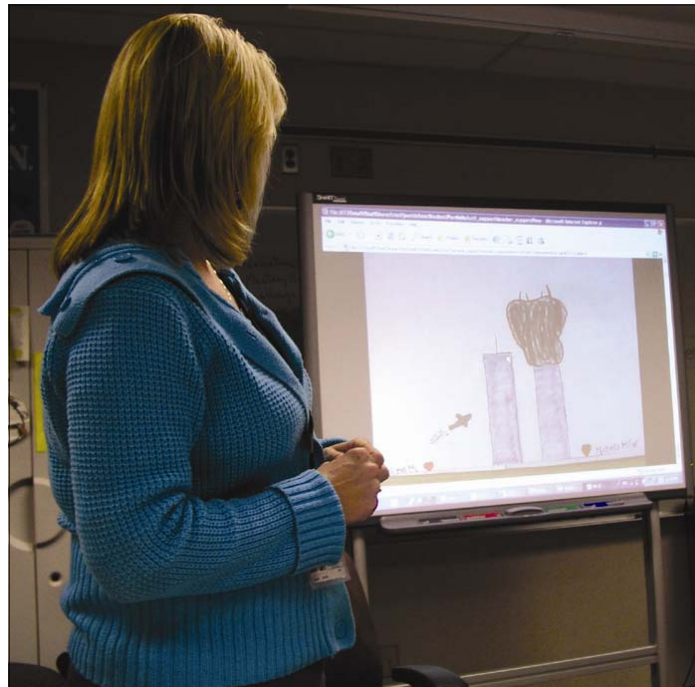
APRIL 19, 2007

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

MAY 3, 2007

Executive Committee Meeting, 7 a.m.
TIES Building, St. Paul

Shakopee Public Schools teachers brush up on technology integration



Sun Path art teacher Jane Smith shows her web site to fellow students during the Intel® Teach to the Future Essentials Course. Smith was one of 19 teachers to take the course which is designed to help teachers incorporate technology into their curriculum.

Recently, 19 Shakopee teachers took part in a special program that taught them to incorporate technology in any classroom.

Shakopee Public Schools joined districts from around the world by participating in the Intel® Teach to the Future Essentials Course. The program is a professional development course that helps educators effectively use technology to promote 21st century learning. More than 3 million teachers in 35 countries have completed the course, which was launched in 2000.

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From the Chair

As legislators prepare to recess for a spring break, three different proposals for funding our schools are now on the table. The proposals developed by the Governor, the Senate and the House each take a different approach and each has attractive elements. The level of funding contained in the House and Senate proposals comes much closer to recognizing the needs of our schools. The Governor's budget proposal contains \$189 million in one-time money which can be very helpful if it is targeted to investments like technology, but one-time money cannot be used to fund core programs.

The Senate bill aims to "fix" special education funding by having the state fulfill its obligation to fund its formula. Since 2003, the state has severely under-funded special education, forcing school districts to pay for mandated special education programs with dollars meant for regular instruction. The Senate special education funding proposal would be a major step in the direction of restoring

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AMSD's Mission

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



**Association of
Metropolitan School Districts**

Review of MN House and Senate Funding Proposals and Governor's Recommendations

| POLICY AREA | GOVERNOR | HOUSE | SENATE |
|-----------------------------------|--|---|---|
| All-Day Kindergarten | No proposal. | Increases the pupil weight from 0.557 to 0.86 for FY09 onward, representing roughly \$94 million in funding state-wide. | No proposal. |
| Basic Formula | Increases formula by 2% per year for FY08 and FY09, raising formula to \$5,074 and \$5,176 respectively. Total increase over the biennium is \$319.5 million. | Increases formula by 3% per year for FY08 and FY09, raising formula to \$5,125 and \$5,280 respectively. Total increase over the biennium is \$441.4 million. | No action in E-12 omnibus bill; 2% increase to formula in SF 1611 as amended, representing a total increase over biennium of \$292.7 million. |
| Location Equity Index | No proposal. | Establishes location equity revenue as a component of general education, and puts a formula in place to allocate revenue to districts with higher wage and housing costs. Appropriates \$500,000 total for FY08. | Proposes a funding study to continue the work of P.S. Minnesota. |
| Q-Comp | Increases the limit on state total basic Q-Comp aid by 10% annually starting in FY09, and link Q-Comp allowance to the basic formula allowance. | No change to current law. | Freezes districts accepted by March 10, 2007, and places prohibition on new Q-Comp districts until 2012. |
| Referendum Revenue | No proposal. | Changes ballot language for renewal of existing levies, and indexes the equalization factors to a statewide per-pupil referendum market value. The increase in equalization factors provides \$38.8 million in property tax relief. | No proposal. |
| Successful Schools Program | Appropriates \$75 million annually in FY08 and FY09 to provide one-time reward payments for schools awarded three or more stars on the State School Report Card. | No proposal. | No proposal. |

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Summary of legislative proposals and Governor's recommendations

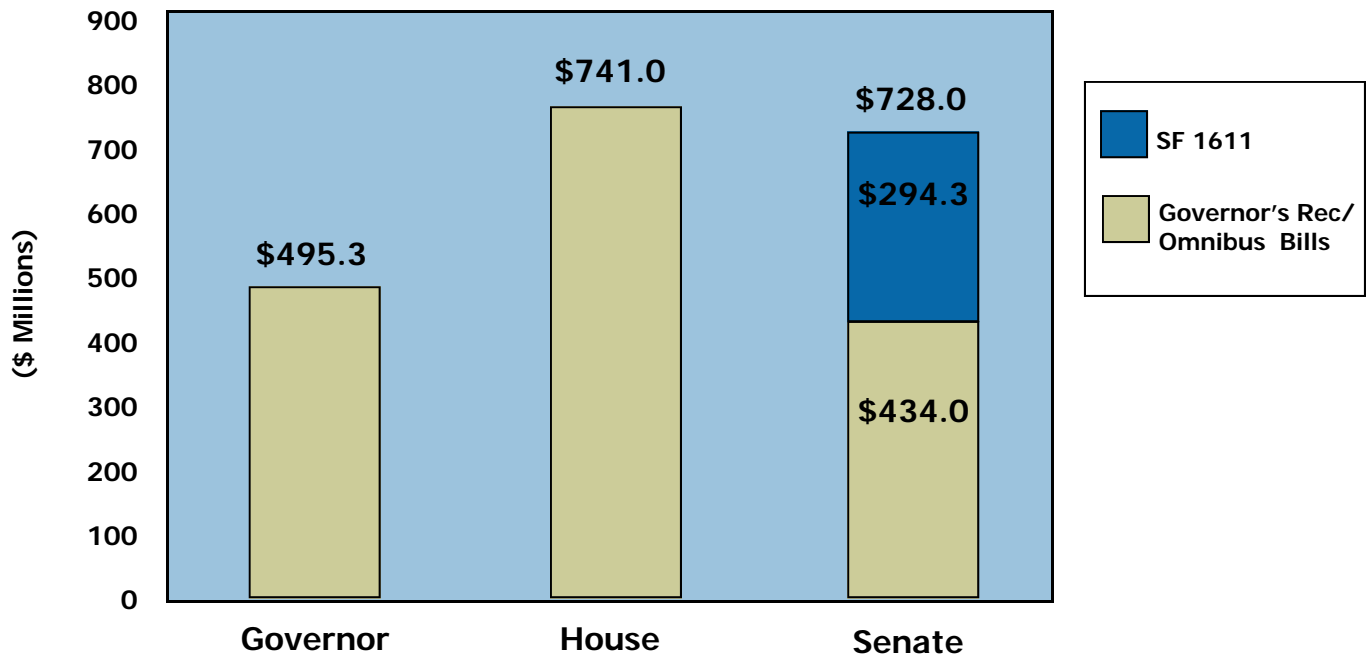
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| POLICY AREA | GOVERNOR | HOUSE | SENATE |
|--|--|--|--|
| State Special Education Formula (Regular Appropriation) | Increases special education funding by 2% annually in FY08 and FY09, representing an increase for the biennium of \$29.8 million. | Changes special education reimbursement from second prior year to current year. Raises statewide cap from \$529 million to \$572 million for FY08, and to \$573 million, \$574 million and \$576 million in FY09-11, respectively. | Changes special education reimbursement from second prior year to current year. Fully funds special education formula, reflecting additional funding of \$123 million in FY07, \$164 million for FY08 and \$196 million in FY09. Restores a 4.6% inflationary growth factor for regular special education funding. |
| State Special Education Formula (Excess Cost Appropriation) | Increases the appropriation for excess cost by 2% annually in FY08 and FY09, or \$4.8 million over the biennium. | Excess cost aid grows from \$105 million in FY07 to \$128 million in FY08, \$129 million in FY09-10, and \$130 million in FY11. | Reinstates a 2% inflationary growth factor for the excess cost formula, and fully funds the formula (\$126 million for FY07, \$109 million for FY08, and \$111 million for FY09). |
| Technology Funding | Recommends \$19 million annually to improve school technology capacity and increase use of online curriculum, for \$38 million over the biennium. | Provides \$29 million in one-time technology aid. Appropriates \$8.86 million for telecommunications access aid. | Increases the appropriation for telecommunications aid by \$8.29 million for the biennium. |
| ECFE | No proposal. | Restores the ECFE formula to \$120 per pupil for a total appropriation of \$5.5 million. | Restores the ECFE formula to \$120 per pupil for a total appropriation of \$5.5 million. |
| Prekindergarten Education Allowance System | Appropriates \$392,000 in FY08 and \$28.5 million annually thereafter to fund an early childhood scholarship fund, and recommends \$8.2 million over the biennium for school readiness measures. | Establishes the Scholarship Demonstration Project which funds two scholarships in rural MN, to be run by the MN Early Learning Foundation (MELF) and the Department of Human Services, for families with incomes less than 185% of the federal poverty level. The demonstration project is for 2008 and 2009 only. | E-12 omnibus bill appropriates \$2.1 million for early childhood allowances as a pilot program over the 2008-9 biennium. SF 406 appropriates \$53.9 million for the program in FY09, increasing to \$87.2 million in FY10 and \$107.8 million in FY11. |

See related chart on Page 4
and

Visit AMSD's web site at www.amsd.org for a more detailed comparison.

New Ongoing K-12 Funding Proposed Figures for 2008-09 Biennium



Figures reflect appropriations for K-12 programs only. House appropriations and Governor's recommendation include funding for 2008-9 biennium only, while Senate figures include current-year appropriation for special education as well as 2008-9 biennium funding. Property tax relief appropriations are not included.

Compromise bill could provide funding necessary for MN students

(Continued from Page 1)

integrity to our education funding system and providing significant relief to strapped school district budgets.

The House bill provides a three percent inflationary increase in the basic formula for each year of the biennium. The basic formula is the most important funding stream for the general education program. The House bill also makes significant progress toward funding voluntary full day kindergarten. Research continues to mount showing that full day kindergarten enhances student achievement and prepares students so they can succeed in first grade. The House bill also creates a location equity index that would recognize the higher labor costs facing metropolitan school districts. If metropolitan school districts are ever going to reduce their heavy reli-

ance on the operating referendum, it is imperative that the funding formula include the location equity index.

The table is now set to develop a compromise bill that could make significant progress toward providing the funding necessary to give all Minnesota students the opportunity to meet state and federal performance standards. A bill that would require the state to live up to its special education funding obligations, provide a three percent increase in the basic formula allowance and invest in full day kindergarten and quality early childhood programs would help reestablish Minnesota's reputation as a national leader in public education.

Jane Eckert, school board member from St. Anthony/New Brighton, is chair of the Association of Metropolitan School Districts.

AMSD Members: Bloomington, Brooklyn Center, Burnsville, Chaska, 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, North St. Paul/Maplewood/Oakdale, Orono, Richfield, Robbinsdale, Roseville, Shakopee, South St. Paul, Spring Lake Park, St. Anthony/New Brighton, St. Louis Park, St. Paul, Wayzata, West Metro Education Program, and West St. Paul

Intel course helps teachers create technology-rich units

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In Shakopee, teachers representing elementary through high school, and subjects ranging from English to earth science, learned how to incorporate technology tools and resources into their current curriculum to enhance student learning. The course was taught by three fellow teachers, Dale Anderson, Karen Reuss, and Tara Tanghe, who spent an additional 40 hours learning to teach the course last summer.

Through the Intel Teach to the Future Essentials Course, teachers learn how, when, and where to incorporate technology tools and resources into their current curriculum. The course includes hands-on use of the internet, web page design, and multimedia software as well as offers new ways to align and assess lesson plans with state and national standards. Teachers leave the course prepared to implement a technology-rich unit.

Instead of a book report or essay, Bruce Finke, junior high English teacher, will ask students reading *The Giver* to do a PowerPoint presentation, a brochure, or a web page to demonstrate their knowledge of the material.

“They will create a fictitious utopian society and promote it in a new way,” Finke said. “They can imagine that they are a travel agent or an employee of their society’s Chamber of Commerce. What a great way for students to see some real life skills’ value in their English class.”

Wade Laughlin, high school English teacher, had a similar idea for his unit on Richard Wright’s book, *Black Boy*.

“Students choose to design a vocabulary website, publish a historical brochure, or create a thematic PowerPoint. Students will become ‘experts’ in the vocabulary, history and themes of the novel by presenting them via technology.”

In Bonnie Haugen’s junior high earth science class, students will get to experiment with meteorology.

“My students will observe the weather for five days and use internet weather

reports as well as classroom lab experiences to create a web site that will show their predictions for the weekend weather.”

Even elementary age children can take advantage of the skills taught to their teachers. Jenn Johnson, second grade teacher, plans to teach her students how to use PowerPoint to exhibit their understanding of plants. Media specialist Gina Light teamed up with fourth grade teacher Heather Meger to create a year-long social studies program.

“First, the students design a PowerPoint presentation about Minnesota geography,” Meger said. “Second, they pair up to create a newsletter about Minnesota history. In the final project, they design a web page about a branch of Minnesota government.”

Intel® Teach to the Future is part of the Intel® Innovation in Education initiative, a sustained commitment – in collaboration with educators and government leaders worldwide – to help today’s students develop the higher-level thinking skills they need to participate and succeed in a knowledge-based economy. For more information, visit www.intel.com/education.

This month’s member spotlight was submitted by Shakopee Public Schools Communications Coordinator Jackie Colby.



Intel class members, from left, Ford Rolfsrud, Jenn Johnson, Karen Reuss, Heather Meger, Wade Laughlin, Gina Light, Elisa Mulmed, Bonnie Haugen, Jackie Yego, Dale Anderson, Sue Marsh, Barb Kuhlman, Jane Smith, Carmen Barbone, Tara Tanghe, Kelly Affeldt, Ellen Goettsch, Bruce Finke, Holly Hales, Tania Drexler-Gutierrez. Missing: Steve Hutchens and LuAnn Walker.