

September 2019
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New School Year Brings New Changes Throughout Brooklyn Center Community Schools

As the 2019-2020 school year kicks off, Brooklyn Center Community Schools (BCCS) is excited for the fresh start and hope a new school year brings. Going into its final year of the 2020 strategic plan, BCCS has laid out four priority areas for its work.

“We have a really clear path of what needs to be done to improve the academic experience for all of our learners,” said superintendent Dr. Carly Baker. “Our district is made up of problem solvers, solution seekers and adults who love mentoring the minds of our young people.”

The four focus areas for this school year include:

- Trust through transparency
- Define and declare a commitment to racial equity
- Social emotional learning
- Moving the needle: identify methods to measure the district's work

Commitment to Racial Equity

The most important focus area is the district's explicit commitment to racial equity, Baker said. This work will be accomplished through several key partnerships. First, the district has started working with Innocent Classroom, an organization with a vision to rebuild teacher-student relationships in school districts. This training will be an ongoing coaching experience that recenters staff mindsets to focus on the student experience.

“When we met with other schools that had gone through this training, teachers reported they were happier, more engaged in their school community and felt more able to support their students,” said Jena Carlson, director of curriculum and instruction. “We are eager to bring this learning to our community and for the direct impact it will have on our students' school experience.”

The second initiative to further equity work is around Culturally Linguistically Responsive Practice (CLR), from Dr. Sharroky Hollie. This will be the district's third year providing CLR learning to staff members. This work helps to create welcoming environments that celebrate what students bring to the classroom. This year, the district will continue to provide support through a CLR Lead model. These 15 teachers model, coach and help their colleagues deepen and develop their CLR learning.

Curriculum, instructional changes

Alignment with curriculum has been a focus for several years and has been significantly refined

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An Earle Brown Elementary STEAM family meets their new teacher at Open House on August 26.

September 6, 2019 Board of Directors Meeting

7 a.m.
Quora Education Center
NE Metro 916
Little Canada
<https://goo.gl/maps/EG2bcsS9zuK2>

September 20, 2019 Executive/Legislative Committee Meeting

7:30 a.m.
Room 304
Anderson Center
Bethel University
Arden Hills

October 4, 2019 Board of Directors Meeting

7 a.m.
Quora Education Center
NE Metro 916
Little Canada
<https://goo.gl/maps/EG2bcsS9zuK2>

October 25, 2019 Executive/Legislative Committee Meeting

7:30 a.m.
Room 304
Anderson Center
Bethel University
Arden Hills

AMSD's Mission

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



Association of
Metropolitan School Districts

From the Chair

While there aren't any federal or state elections this fall, there are a number of important school board races and referendum questions on the November ballot. As this month's research article notes, 12 AMSD member school districts have important referendum questions on the ballot this fall. If you have questions or need additional information about your local referendum, I urge you to contact your local school officials. If you have a school board election, I encourage you to find out where the candidates stand on important education issues. In addition, you can find information about voting, including how to register and how to vote early by mail or in person on the Minnesota Secretary of State's website: <http://www.sos.state.mn.us/elections-voting/>. Most importantly, make sure you exercise your right to VOTE!

Andrea Cuene, school board member, Wayzata Public Schools, is chair of AMSD.

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during that time. This year, BCCS will focus on math and literacy development and supports. Elementary teachers piloted a math intervention and enrichment program during summer programs. Students that participated in three 15-minute sessions each week demonstrated significant growth and skill mastery over the course of summer programming. The platform provides personalized learning based on a diagnostic assessment. Some of these students were working beyond their grade-level expectations.

Middle school math teachers spent time this summer collaborating on the development of rigorous math units. They also identified common misconceptions students have when learning math and how to address those potential barriers to learning. Our high school math teachers spent last spring identifying appropriate textbooks to use with year four math students. The new textbooks will be introduced this fall.

Because of an adjustment made to the master schedule, Earle Brown Elementary STEAM (EBE) redesigned how they support student learning. The new time in the schedule is called What I Need (WIN). Building administration and the curriculum and instruction team will work directly with teachers to support the development and implementation of WIN time instructional practices that meet the needs of students in the areas of reading and math.

Start and end time changes

The master schedule changes were the result of a change in start and end times, which were implemented for the 2019-2020 school year. The change was necessary to best meet the needs of students and because of research that shows best practices for school day lengths and start times. EBE had a long school day for its young learners and the decision was made to slightly shorten the school day and start earlier in the morning. Previously, school started at 8:45 a.m. This fall, school starts at 7:45 a.m. and ends at 2:05 p.m.

“We are fortunate to have a strong community schools model,” said Seth Ryan, director of community engagement. “Because of this, we are able to offer free after-school programs, snacks, an evening meal and transportation home for our students. These resources have helped families navigate the early end time at our elementary school.”

Brooklyn Center Middle and High School STEAM (BCS) also changed start and end times this school year. BCS previously started school at 7:25 a.m. Research suggests teenagers should not be in school until after 8:30 a.m. so that they can get the recommended eight and a half hours or more of sleep. BCS also experienced a large amount of first-hour tardies. Because of these reasons, the new start time was moved to 8:45 a.m. The school will release at 3:20 p.m. at south campus and 3:35 p.m. at north campus.



Brooklyn Center Middle & High School STEAM students are excited to explore their newly remodeled classroom spaces.

Construction projects

In November 2018, voters in BCCS approved two funding requests. The first question increased the district’s operating levy by providing an additional \$210 per student annually for school operations. The second question provided \$29.9 million in construction funds to increase and remodel classroom spaces, improve school security, provide separate entrances and classroom areas for middle school and high school students and address deferred maintenance needs.

Construction officially started in January 2018 at BCS. Because of the scope of the projects, part of the building could not be used for classroom instruction during the remodel. While the west wing was being completed, middle school students were moved to the north wing of the building and high school students were moved offsite to a temporary campus, south campus. The main campus was temporarily renamed north campus. The west wing of the building was completed this summer and middle school staff and students moved into their new spaces for the start of the 2019-2020 school year. Work started in the north wing of the

building and will be completed for the 2020-2021 school year. At that time, high school staff and students will move into those learning spaces and the lease at south campus will end.

Construction at EBE began shortly after school ended in June 2019. Rooms were remodeled and staff moved into their new spaces in time for school start. A second-floor addition to accommodate for more STEAM learning and a new secure entrance are currently being built. Construction will be completed for the 2020-2021 school year.

“Change is certainly in the air for the BC community,” Baker said. “Our classroom experience is being retooled from the inside out. I’m so thankful for all of the support from staff, families and the community to make these changes successful.”

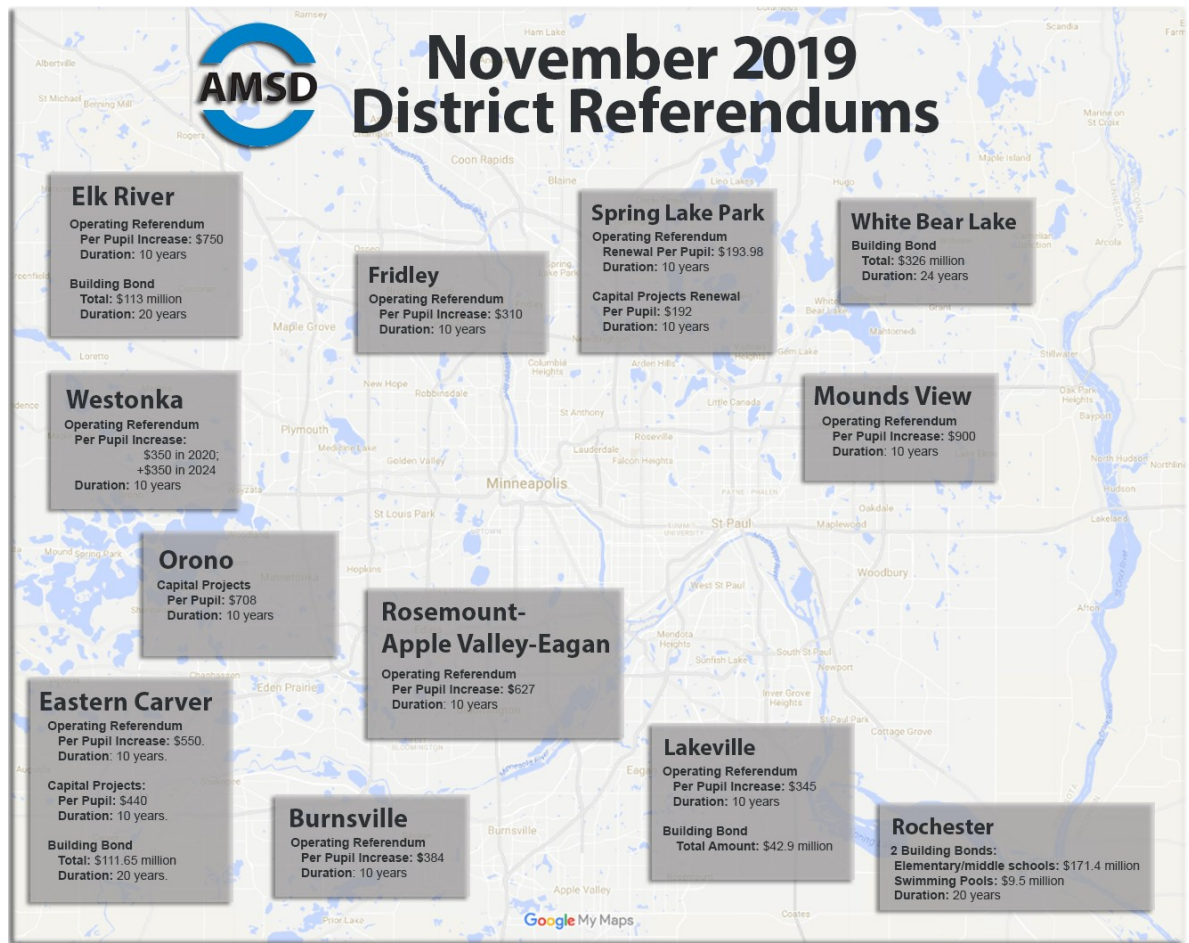
This month’s member spotlight was submitted by Tara Drey, Director of Communications, Brooklyn Center Community Schools.

12 AMSD Districts on the November Ballot with Referendums

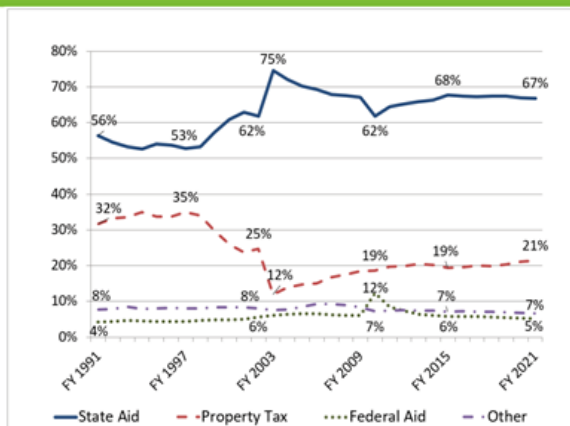
Twelve AMSD school districts will have 17 referendum questions on the ballot on Nov. 5. The ballot questions range from operating referendum renewals or increases to building bond proposals. The chart on pages 4-5 outlines the AMSD member district referendum questions and includes a link to the school district website where detailed information about the referendum questions can be found. Voters are encouraged to contact their local school officials if they have questions about their local referendum.

Why referendums are necessary

While the state provides the largest share of operating costs for school districts, referendums deliver critical resources necessary for basic programming. As AMSD Executive Director Scott Croonquist [recently noted to the Saint Paul Pioneer Press](#): “I think voters understand that in Minnesota, education funding is really a state and local partnership.” According to MDE figures at the end of the 2019 session, local property taxes provided about 21 percent of the revenue for Minnesota school districts; the state provided 67 percent, and federal funding accounted for 6 percent. In fact, 99 percent of Minnesota school districts have an operating referendum in place — a clear sign of the importance of this source of revenue. Metropolitan school districts are particularly reliant on voter-approved referendum because Minnesota, unlike many other states, does not account for regional variations in operating costs. As a result, metro area school districts depend on the operating referendum to cover market-driven labor cost differentials.



E-12 Education Revenue by Source
All Funds – 2019 End of Session



Source: Minnesota Department of Education

School districts also rely on capital projects referendums to provide the technology their students need to succeed in our digital economy, while bond referendums are needed to build and maintain safe and secure facilities for students, staff and the public.

While the governor and legislators did increase funding in the 2019 session — including a 2 percent per-year formula increase, and stabilizing the Special Education Cross-Subsidy — the reality is that it was not enough to cover inflationary costs faced by school districts and make up for years of underfunding. According to the Star Tribune, [many AMSD districts still had to make cuts](#).

2019 AMSD Member District Referendum Elections

| # | DISTRICT | OPERATING REFERENDUM | CAPITAL PROJECTS | BUILDING BOND |
|-----|--|---|--|--|
| 191 | Burnsville | <p>Per Pupil increase: \$384 Duration: 10 years</p> <p>The district has proposed to revoke all of its referendum revenue authorization in the total amount of \$1,516.03 per pupil, of which \$291.56 per pupil expires at the end of taxes-payable year 2022 and the remaining \$1,224.47 per pupil expires at the end of taxes-payable year 2027, and to replace this authorization with a single authorization in the amount of the lesser of \$1,900.00 per pupil or the maximum authorization allowed by statute, representing an increase of up to \$383.97 per pupil.</p> | | |
| 112 | Eastern Carver County | <p>Per Pupil increase: \$550 Duration: 10 Years.</p> <p>The district has proposed to increase the general education revenue by \$550 per pupil, subject to an annual increase at the rate of inflation.</p> | <p>Per Pupil: \$440 Duration: 10 years. Purpose: (Security and Technology).</p> | <p>Total: \$111.65 million Duration: 20 years. Purpose: New elementary, deferred maintenance and new bus garage.</p> |
| 728 | Elk River Area Schools | <p>Per Pupil increase: \$750 Duration: 10 years</p> <p>The district has proposed to revoke all of the existing referendum revenue authority, \$467.12 per pupil, and replace it with a new referendum revenue authorization of \$1,217.12 per pupil (an increase of \$750 per pupil), subject to an annual increase at the rate of inflation.</p> | | <p>Total: \$113 million Duration: 20 years Purpose: Security and capital projects.</p> |
| 14 | Fridley Public Schools | <p>Per Pupil increase: \$310 Duration: 10 years</p> <p>The district has proposed to revoke the school district's existing referendum revenue authorization of \$187.43 per pupil, which is scheduled to expire in 2025. We will replace that authorization with a new authorization of \$497.43 per pupil, an increase of \$310 per pupil. The proposed referendum revenue authorization would increase each year by the rate of inflation, and be applicable for 10 years.</p> | | |
| 194 | Lakeville Area Schools | <p>Per Pupil increase: \$345 Duration: 10 Years</p> <p>The district has proposed to increase its general education revenue by \$345 per pupil.</p> | | <p>Amount: \$42.9 million Purpose: School safety infrastructure, technology upgrades, gymnasium and pool additions, new turf practice fields.</p> |

2019 AMSD Member District Referendum Elections

| # | DISTRICT | OPERATING REFERENDUM | CAPITAL PROJECTS | BUILDING BOND |
|-----|--|--|---|---|
| 278 | Orono | | <p>Per Pupil: \$708 Duration: 10 years. Purpose: Replace technology levy</p> | |
| 621 | Mounds View | <p>Per Pupil increase: \$900 Duration: 10 Years The district has proposed to renew the portion of its existing referendum revenue authorization of \$535.06 which is scheduled to expire in 2019 and to revoke the remaining portion of \$300.35 per pupil and to replace that with an authorization of \$1,200.35 per pupil. The proposed new authorization of \$1,735.41 would increase each year by the rate of inflation.</p> | | |
| 535 | Rochester | | | <p>(1) Amount: \$171.4 million Duration: 20 years Purpose: Elementary and middle schools (2) Amount: \$9.5 million Duration: 20 years Purpose: Pools</p> |
| 196 | Rosemount-Apple Valley-Eagan | <p>Per Pupil increase: \$627 Duration: 10 years The district has proposed to revoke the existing referendum of \$939.67 per pupil and replace it with a new referendum revenue authorization of \$1,566.67 per pupil (an increase of \$627 per pupil).</p> | | |
| 16 | Spring Lake Park | <p>Renewal Per Pupil: \$193.98 Duration: 10 years. The district has proposed to renew a portion of its referendum revenue authorization in the amount of \$193.98 per pupil, which expires at the end of taxes-payable year 2019. The renewed authorization is for the amount of \$193.98.</p> | <p>Renewal Per Pupil: \$192 Duration: 10 years</p> | |
| 624 | White Bear Lake | | | <p>Amount: \$326 million Duration: 24 years Purpose: District-wide additions and renovations to accommodate projected enrollment growth; safety and security improvements and deferred maintenance; district-wide classroom and building updates to create flexible learning spaces.</p> |
| 277 | Westonka Public Schools | <p>Per Pupil increase: +\$350 in 2020; +\$350 in 2024 Duration: 10 years. The district currently has three voter-approved operating levies in place, totaling \$1,096 per pupil. The district has proposed to revoke and replace these levies with a single, 10-year levy with a two-step increase. The current levy authority would increase to \$1,446 per pupil for taxes payable 2020-2023 (an increase of \$350 per pupil) and would increase by an additional \$350 per pupil for taxes payable 2024-2029. The proposed new referendum revenue authorizations would increase each year by the rate of inflation.</p> | | |