

940163

ROUNDTABLE DISCUSSION GROUP ON

Desegregation/Integration and Inclusive Education

**FINAL REPORT TO:
STATE BOARD OF EDUCATION
AND
STATE LEGISLATURE**

FEBRUARY 1994

Consultant's Report

THIS MOTION WAS ADOPTED BY THE FULL BOARD ON 2-8-94

The Desegregation/Integration and Inclusive Education committee recommends that the State Board of Education accept the Desegregation Roundtable Report and request staff to submit the report to the 1994 Legislature, with a transmittal letter that will include the following recommended changes to the report:

1. Modify the draft policy statement in the proposed desegregation rule to include the Legislature and Governor in the recognition of state responsibility, and include a statement of the need for the Legislature and Governor to work with the Board to support this initiative.
2. Refine the definition of "equal educational outcomes" to clarify that: 1) enrollment of learners in certain remedial classes (e.g. LEP, migrant programs, etc.) would not be included as one of the factors in determining whether the district is closing the learning gap, and 2) that only students who have been in the district for a certain number of years would be included in the analysis.
3. Recognize that the State Board of Education does not have the authority to waive statutory law in reconstituting schools, and that the State Board of Education should develop recommendations to the Legislature regarding:
 - A. The granting of statutory waivers to local school boards to reconstitute schools, and
 - B. Statutes that may have a negative effect on accomplishing the goals of desegregation.
4. Include a maximum percentage of learners of color in any given school site (85%), unless a waiver is specifically granted by the State Board of Education.

5. Request legislative funding to evaluate magnet schools as to their effectiveness in reducing learning gaps.
6. Rephrase the draft policy statement in the proposed educational diversity rule to state that "the more knowledge a person has about others, the more they shall come to understand and appreciate their commonalities and differences."
7. Remove any references to State Board of Education funding authority in proposed rule language.
8. Include a request for legislative funding for grant awards to schools with exemplary educational diversity programs.

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INTRODUCTION

Following the passage of Chapter No. 224 H.F. No. 350 Sec. 46, the State Board of Education (SBE), in compliance with this new legislation, convened a roundtable discussion group to make modifications in the existing rules regarding the desegregation of Minnesota's public schools. The SBE convened a "Planning Committee" to assist in choosing the members of the Roundtable and the selection of a facilitator for the discussion meetings. The Planning committee consisted of SBE members Patsy Randell, Georgina Stephens and Tom Lindquist; SBE Executive Director Marsha Gronseth; Matthew Little, NAACP; Elaine Salinas, Urban Coalition; Lyle Baker, Minneapolis Special District #1; Julio Almanza, St. Paul School District #625; Jackie Fraedrich, Robbinsdale School District #281; and Minnesota Department of Education staff members Pat Edwards, Lorie Schulstad, Barbara Stilwell, and Robert Wedl.

After interviewing persons interested in serving as facilitator of the Roundtable discussions, the Planning Committee invited Dr. Richard Green to serve as the facilitator. Dr. Green, the Interim President of Metropolitan State University, was on leave from Honeywell Inc. where he served as Director of Education Affairs. Dr. Green chaired all twelve (12) meetings of the Roundtable and facilitated the rule revision process.

The results of those meetings are summarized in this report and the final recommendations are presented to the SBE and the Minnesota State Legislature for appropriate action. The final documents reflect the input from a broad range of Minnesota citizens who participated in the meetings of interested peers and consultants. As mandated by the Minnesota Legislature, the proposed rule changes should result in a desegregation rule that better fulfills the promise of equal education opportunity.

Dr. Richard Green
Roundtable Facilitator

EXECUTIVE SUMMARY

A PARTIAL REVIEW OF THE DISCUSSION HIGHLIGHTS OF THE DESEGREGATION/INTEGRATION AND EDUCATION DIVERSITY RULES

DESEGREGATION/INTEGRATION RULE

A. Introduction:

The following is a summary of the recommendations made by Desegregation/Integration Roundtable. The Roundtable completed its initial work at its meeting on December 29 and made its report to the State Board of Education on January 11 and 31, 1994. While the Roundtable did not reach consensus on all points, there was consensus regarding the majority of the policies and direction being proposed. The broad issues recommended are:

1. The principles of Brown v. Board of Education are the driving force behind the Roundtable recommendations;
2. Student learning and assuring racial balance are key to a successful desegregation policy;
3. Movement of students across district lines should be voluntary on the part of students and their families;
4. Involvement of school districts in planning and implementing a metropolitan system for desegregation should be mandatory;
5. The State must assume the excess costs of implementing systems necessary for successful implementation of desegregation/integration; and,
6. Other agencies need legislative and metropolitan leadership with respect to implementing policies regarding transportation systems, housing policies, jobs/economic policies if the metro area is to avoid totally segregated urban center consisting primarily of persons living in poverty.

B. Policies:

The following is a summary of the portion of the proposal which will be included in the "Policy" section of the rule.

1. The United States Supreme Court decision of Brown v. Board of Education, which provides that segregated schools are in and of themselves unequal, is reaffirmed as a basic tenant.
2. Schools must provide opportunities for learning which will result in the attainment of equal education outcomes for all learners. This is a new definition of "equal education opportunity." "Opportunity" is no longer the key variable. Results are more important. The learning gap will need to be eliminated in areas including achievement, dropout rates, percentages of learners in special education and other remedial programs and percentages of learners in honors classes. A learning gap of less than .5 standard deviation is considered to be the goal.
3. The policy recognizes that poverty is a key variable to learning success. Recognizing the relationship between race and poverty is made in the policy.
4. Education is the responsibility of the state. Therefore desegregation is a joint responsibility of the state and segregated school districts.
5. Desegregation efforts should be shared by all learners and not be borne only by learners of color.
6. Staff development and recruitment of staff of color are crucial components of desegregation/learning plans.
7. Sites councils, communities and parents must be involved in the development, implementation and evaluation of desegregation/integration /learning gap plans.
8. The unique political status of American Indians is recognized. Clarifying that magnet schools designed to address the language and culture of American Indians are not, by definition, segregated.
9. The commissioner has a crucial leadership role in assisting districts in designing programs to desegregate schools, ensuring that student learning occurs.
10. Schools and other governmental agencies must collaborate in addressing the issues which cause segregation to occur.

C. Definition of Segregation

The definition of segregation is intentional or unintentional separation of learners of color or staff within a building or school district.

The following criteria defines a segregated district:

1. Any district in the metro area which has a district wide average that is 15% or more over the metro-wide learners of color percentage. (At the present time, only Minneapolis and St. Paul meet this definition.)
2. Any district in the metro area:
 - a.) which has less than 10 percent learners of color in the district; or,
 - b.) is below one-half of the metro-wide area learners of color percentage.
(The current metro average is 16 percent.)

A district shall use (a) or (b), whichever is greater.

The following criteria would apply to buildings within a district:

1. In a district which has over 50 percent learners of color, any school site defines segregated school sites that varies by more than 20 percent above or below the school district average for the grade levels served by that school site. (For example, Minneapolis at 60 percent could have buildings as high as 80 percent learners of color but no lower than 40 percent.)
2. In a district that has less than 50 percent learners of color, a school site that varies by more than 15 percent above or below the school district average for the grade levels served by that school site.
3. A school site that is a metro-wide or state sponsored magnet school where the population of learners of color is less than 15 percent above the metro-wide learners of color percentage or exceeds 50 percent learners of color.
4. Schools designed primarily for attendance by American Indians to address culturally relevant curriculum shall be open to all students but shall not be considered to be segregated.

D. Special Provisions for Metro Enrollment

1. Any learner of color in a district which has 50 percent or more learners of color could at any time transfer to a district which is segregated and be granted the same rights as resident learners.

2. Any white learner from a segregated district would be able to transfer to a school district which has 50 percent or more learners of color and be granted the same rights as resident learners.
3. Any learner would be able to apply for admission to a state or metro magnet school as long as it is not considered segregated.

• **E. Districts Required to Submit a Desegregation/Learning Plan**

1. All segregated districts and districts with sites which are considered segregated will submit a desegregation/integration plan.
2. All districts with 30 or more learners of color will need to submit a plan which will address the elimination of the performance gap in the areas defined in the rule for diverse groups of learners.

F. Plan Contents

The Desegregation/Integration Plan is measurable and results oriented. For those districts who will need to write a plan, the Plan will need to include provisions for addressing both the percentages of learners of color and how the performance gap will be closed. The plan is to be developed with assistance from the communities it is designed to serve. The plan will address the recruitment strategies for teachers and staff of color, staff development district-wide, etc. A new provision will address how the local school board will have the authority to reconstitute the district if the progress toward reducing the performance gap is not attained over a period of time. Ultimately, if the gap is not reduced, the state board would assume responsibility for that site.

G. Commissioner/Minnesota Department of Education Responsibility

1. The commissioner/MDE is responsible for providing direction and assistance to schools and other agencies and for monitoring the implementation of the rule.
2. The SBE will assume responsibility for school sites which, after a period of 8 years, have not closed the learning gap.

EDUCATION DIVERSITY RULE

A. Introduction

The State Board of Education initiated a revision of the Inclusive Education Rule, MR 3500.0550, (Multicultural and Gender Fair Curriculum Rule) in the summer of 1991. This action was taken in conjunction with the process of revising the Desegregation Rule, Chapter 3535, since the Board viewed the Inclusive Education Rule as a companion to the Desegregation Rule. Roundtable discussion meetings were mandated by the state legislature to review the proposed drafts of the Inclusive Education and Desegregation Rule which had been written by ad hoc committees in 1992.

The intent of the Inclusive Education Rule was for Minnesota school districts to adopt a written plan for an inclusive educational curriculum. Revision of this rule was to clarify the language and to shift the curricular focus from a level of awareness to one of making decisions and taking actions concerning social issues.

B. Policy, Definitions, and Compliance

In an effort to clarify this rule, a policy, definitions and compliance procedures were added. The following revisions were made:

1. The title of the rule was changed to eliminate any confusion with the concept of inclusion as the concept relates to the special education definition. Additionally, the alteration was made to emphasize a focus on diversity within the school's curriculum.
2. The policy statement emphasizes that society's strength lies in its diversity. For that reason, a district's curriculum should have a greater focus on the diverse groups within our society so that learning experiences and environments are multi-cultural, gender fair, disability aware and free of bias.
3. Definitions were added to further clarify the meaning of the following terms: cultural, isolation, diversity, equal educational outcomes, equal educational opportunity, equity, and ethnic.
4. Specifications for and contents of the plan were expanded. The districts are now required to submit a revised plan which includes a policy statement, advisory committee membership procedures, curricular and instructional goals emphasizing an expanded emphasis on diversity, and methods for assessing stereotypical language and images.
5. Staff development activities were clarified to address issues and barriers, contributions and the plan contents.

6. The timeline for submission has been altered and status reports are due every three years.
8. A timeline has been added for districts which have been found to be in noncompliance.
9. Compliance procedures have been added which include incentives and sanctions.

I. PURPOSE OF THE REPORT

The Roundtable Discussion Group was requested by the legislature to review the current Desegregation/Inclusive Education Rules and recommend specific changes to improve the rule. The deliberations of the Roundtable were very intense and painstakingly thorough. The participants provided input informed from both personal and professional vantage points. They also were able to benefit from the excellent presentations from several local and national consultants. Thus the report represents the combined input of more than 60 participants, consultants, and staff, and the consensus reflection of the approximately 40 Roundtable members who attended all or a significant number of the meetings.

The report is provided in a format that highlights the proposed changes in the Desegregation/Integration Rule and the Education Diversity Rule, and at the same time emphasizes the importance of the two as companion proposals for legislative action. The diversity of the composition of the Roundtable membership is highlighted as a significant factor in the review process. This was done to accommodate the legislative guidelines and to highlight the importance of developing consensus understanding of the issues among the communities of Minnesota. Also, the appendix contains the final versions of the proposed rules as well as the agenda for all of the meetings. More complete information such as minutes of the meetings and resource materials used may be obtained from the Minnesota Department of Education.

II. CHARGE TO THE ROUNDTABLE

A. Legislative Charge

The State Board of Education was charged by the Minnesota State Legislature to convene several Roundtable discussion meetings to address issues regarding the Board's proposed changes to the Desegregation and Inclusive Education Rules. The Roundtable was to recommend changes in the Desegregation rule to better fulfill the promise of equal education opportunity articulated in the landmark U.S. Supreme Court case of *Brown v. Board of Education*.

The actual text of the legislative action reads as follows:

The state board of education shall convene several roundtable discussion meetings to address issues regarding the board's proposed changes to the desegregation and inclusive education rules. Participants in these discussion meetings will include, but not be limited to, representatives of the three cities of the first class, NAACP, Urban League, Urban Coalition, American Indian Affairs Council, Asian-Pacific Council, Spanish-Speaking Affairs Council, Centro Cultural Chicano, Chicanos y Latinos Unidos En Servicio, Division of Indian Works, Lao Family Community of Minnesota, Women's Association of Hmong and Lao, Hmong American Partnership, Council on Black Minnesotans, state board's desegregation task forces, parents, students, and representatives of suburban districts.

*The purpose of these discussions shall be to recommend changes in the desegregation rule to better fulfill the promise of equal educational opportunity articulated in the landmark United States Supreme Court case of *Brown v Board of Education*.*

The issues to be discussed at these meetings shall at a minimum include:

- 1. standards for approving or disapproving desegregation plans;*
- 2. implementation and compliance issues;*
- 3. thresholds for requiring desegregation plans;*
- 4. legally permissible alternative approaches to meeting the needs of students of color;*
- 5. methods for preventing resegregation in urban districts, including metropolitan-wide desegregation approaches;*
- 6. fiscal implications of proposed changes;*
- 7. housing and transportation issues relating to segregation;*
- 8. a review of current demographics and enrollment trends; and*
- 9. how all students may participate in open enrollment under a desegregation plan.*

The state board shall utilize nationally known legal and research experts to the extent possible to assist in the discussions. The department of education shall provide staff for these meetings. The state board of education shall report to the legislature on the results of these discussions by January 1, 1994, prior to commencing the formal rule making process.

CHAPTER No. 224 H.F. No. 350 Sec. 46 (Desegregation Rule)

• **B. STATE BOARD OF EDUCATION WORKING ASSUMPTIONS**

The State Board of Education recognizes that modifications of its current rules regarding the desegregation of Minnesota's schools are necessary. The following working assumptions have been adopted by the Board in order to provide direction regarding the development of recommendations concerning such modifications.

1. *Desegregation/integration must be addressed on a state-wide basis.*
2. *Desegregation/integration recommendations must be consistent with the board's initiatives relating to enhancing the quality of education, the results-oriented graduation rule, site-based decision-making and increased community/parent involvement.*
3. *The recommendations must include a range of options to facilitate desegregation/integration and improved learning including specially designed education programs that are geared toward specific populations within communities of color.*
4. *The current state board rule defining segregation (15 percent rule) shall be maintained at this time on a transitional basis. However, the state board recognizes that, given the dramatic change in demographics during the last 20 years, this definition may no longer be the only viable means for desegregating school districts.*
5. *Metropolitan desegregation must include meaningful participation by suburban districts.*
6. *The recommendations must not place the responsibility for desegregation primarily on students of color.*
7. *The recommendations will reflect recognition of the unique political status of American Indians.*

8. *The recommendations should recognize that the education community cannot address the issue of integrating society in isolation; it must be done with other governmental agencies.*
9. *Desegregation/integration funding and compensatory funding should be tied to educational programs.*

Adopted: August 10, 1993.

III. ROUNDTABLE PROCESS

A. MEMBERSHIP OF THE ROUNDTABLE

The legislative mandate to seek broad participant representation was accommodated by letters of invitation to the various constituents listed in section II. A of this report. The listings of persons invited and those who participated are found in Appendix A. The twelve (12) meetings of the Roundtable were well attended, with 60 people attending at least one meeting and 37 participants present at all or a majority of the meetings.

B. FOCUS OF ROUNDTABLE MEETINGS

Roundtable Discussion Guidelines:

1. Roundtable objectives for each meeting were restated at the beginning of the meeting.
2. Minutes of previous meeting reviewed.
3. Definitions were updated and provided for reference.
4. Consultants were employed to provide assistance as required.
5. Issues were identified by participants as the individual rules were discussed.
6. Input for changes in the two rules were obtained in full roundtable sessions as well as in small working groups (break out sessions.)
7. Roundtable participants were assigned issues for breakout sessions as necessary to ensure input from diverse groups. The review process also permitted participants to select topics in which they had special interest.

8. General flow of the review/discussion process:
 - Full roundtable discussion
 - Working group review
 - Full group discussion
 - Consensus (Nominal group process as necessary)

9. General guidelines for discussions:
 - All participants were encouraged to offer input. As necessary, the facilitator encouraged full participation of members of the roundtable.
 - All input was recorded in the words of the participants without interpretation for full review later.

10. Time was provided at the end of each meeting for public comment.

11. Minutes of the respective meetings served as data and information used in the drafting of the final language for the rule recommendations and changes.

C. USE OF CONSULTANTS

Consultants were employed as determined by the Roundtable participants to fully address the legislative mandated issues. The consultants, their affiliations, and issues and topics addressed are:

1. Henry Buffalo and Larry Leventhal, Attorneys, Minneapolis, MN. "Sovereignty of American Indians." (October 14, 1993)

2. Myron Orfield, Minnesota State Representative. "Metropolitan population data and housing and transportation issues." (October 28, 1993)

3. Gary Orfield, Harvard University. "Nationwide perspective on desegregation issues." (October 28, 1993)

4. Charles Vergon, University of Michigan. "Desegregation/integration policy review." (August 19, 1993)

5. Tom Gillaspay, Minnesota State Demographer. "Review of state-wide population data and projections" (August 19, 1993)

6. David Tatel, Attorney, Washington, DC. "Court ordered desegregation issues." (December 7, 1993)

Panelists:

1. Barbara Stilwell and Lorie Schulstad, MDE
"Overview of Desegregation/Integration Rules" (July 22, 1993)
2. Matthew Little, NAACP
Elaine Salinas, Urban Coalition
Lyle Baker, Minneapolis Public Schools
Dr. Albert de Leon, Asian Pacific Council
"Specific school district and community concerns about the Desegregation Rule" (July 22, 1993)
3. Suzanne Jebe, MDE
Barbara Swanson, MDE
Jackie Fraedrich, Robbinsdale Public School District
Jan Dallenbach, Morton Public School District
"Inclusive Education" (August 31, 1993)
4. Barbara Zohn, MDE
Julio Almanza, St. Paul Public Schools
Elizabeth Hinz, Minneapolis Public Schools
Dr. Morrow, Brooklyn Center
"Open Enrollment" (October 14, 1994)

**IV. ROUNDTABLE RECOMMENDATIONS:
DESEGREGATION/INTEGRATION RULE**

A. Proposed Changes to the Degegregation/Integration Rule

Pursuant to the 1993 legislation, the Roundtable made several recommendations regarding amending the current state board desegregation rule, which was adopted by the State Board of Education in 1973. The complete draft of the proposed rule is found in Appendix D. Some of the key features of the proposed rule changes include:

- amending the current definition of "segregation" to include those districts which have a percentage of student of color population that is less than one-half of the metro-wide average,
- recognizing the need to close the learning gap, as well as racially balancing the schools,
- recognizing that poverty is a key variable in closing the learning gap, and the relationship between race and poverty,

- recognizing that desegregation efforts are not to be borne primarily by students of color,
- recognizing the key role that community members must play in developing desegregation plans,
- recognizing the unique political status of American Indians in defining whether a school site is segregated,
- recognizing a metro-wide approach to school desegregation planning.

B. Legislative Recommendations

The Desegregation/Integration Roundtable recommendations presented to the State Board of Education at its meetings on January 11 and 31, 1994 require that the current desegregation rules be significantly modified so that learners of color, which represent a high percentage of the urban children from families with low incomes, will not only be educated in desegregated environments, but will also benefit from system goals targeted to eliminate the learning gap between learners of color, learners of low socio-economic status, and their white peers. (See Appendix G for fiscal impact.) The system necessary to achieve learning in a desegregated environment will require a metropolitan approach. In order to fully implement the policies being proposed, the following issues need to be addressed by the Minnesota Legislature:

1. Create a metropolitan education planning process to facilitate the coordination of school district implementation of the proposed desegregation/integration rule in areas including:
 - (a) Assisting districts with the development of interdistrict desegregation plans;
 - (b) Develop metropolitan magnet school proposals;
 - (c) Provide leadership regarding staff development;
 - (d) Assist in recruiting teachers of color;
 - (e) Facilitate the development of integrated learning experiences in the summer or other times;
 - (f) Facilitate the development of integrated interdistrict student projects through on-site activities as well as through technology; and
 - (g) Other activities designed to address the principles of diversity and integration.
2. Provide resources for at least one secondary school facilities grant to be used for remodeling a current public or private sector facility for the purpose of developing a metropolitan magnet school(s).
3. Assign responsibility to the Metropolitan Council to provide

metropolitan wide direction regarding housing, transportation, employment and other policies which need to be addressed to assure racially and economically desegregated metropolitan area.

4. Provide resources for school districts which will enable them to:
 - * (a) Provide staff development for desegregation and diversity training;
 - (b) Plan for intradistrict desegregation for those districts needing to develop desegregation plans and/or learning gap reduction efforts;
 - (c) Provide interdistrict transportation for desegregation purposes;
 - (d) Provide outreach to students and families;
 - ** (e) Close the learning gap.
- * Also, remove current restrictions from the staff development revenue which will enable districts to use those revenue for this purpose.
- ** Increase the cap on compensatory funding for districts having a learning gap reduction plan. Require that compensatory revenue follow students to school sites.

5. The legislature should convene a Legislative Study Commission of legislators from committees such as education, transportation, economic development, housing, and others to develop recommendations for developing comprehensive state policy which assures an economically, and thereby desegregated, metropolitan area.
6. Grant the commissioner of education greater authority to disapprove the construction or major remodeling of facilities when such construction would be contrary to the policies of furthering desegregation.
7. Provide additional resources to the Department of Education to assist districts state-wide plan and implement the diversity and desegregation rules.
8. Make modifications in current statutes necessary to:
 - (a) Expand enrollment opportunities which would permit:
 - (1) learners of color to, at any time, transfer to any district which has less than half the metro average percentages of learners of color;
 - (2) white learners to, at any time, transfer to any district which has more than 50 percent learners of color; and,
 - (3) any learner to apply for enrollment in a metro magnet school regardless of color.
 - (b) Provide the state board of education with the authority to order school sites to be reconstituted if they do not meet the learning gap reduction goals over a period of time as provided for in rule.
 - (c) Clarify that the State Art School is a state magnet school and must meet the requirements of the desegregation rule which would mean that it would have to have at least 15 percent above the metro-wide percentage of learners of color.

V. ROUNDTABLE RECOMMENDATIONS: INCLUSIVE EDUCATION RULE

A. EDUCATION DIVERSITY RULE ISSUES AND RECOMMENDATIONS

The Education Diversity Rule (Appendix F) was revised through a long and comprehensive process utilizing input from the ad hoc committee meetings held in 1992

and the current legislative mandated Roundtable Discussion meetings. Several issues surfaced during the discussions which resulted in several modifications to the rule. Issue No.1 concerned the title of the rule. Extensive discussion concerning the title, "Inclusive Education Program Rule," revealed that this language was often confused with the concept of inclusion used in the special education community. Consequently to eliminate the confusion, the title was rewritten to be "Education Diversity Rule" to more clearly reflect the intent of the rule.

Issue No.2 concerned the need to add the policy statement. Previously the rule did not include the philosophy of the State Board of Education with respect to the district's responsibility of educating learners to value diversity and the curricular content and process to prepare them to learn and work successfully within a diverse society.

Issue No.3 addressed definitions. These terms and concepts were defined and added to this rule to assist with clarification of the language within the rule. The terms which were added included: cultural isolation, diversity, equal educational outcomes, equal educational opportunities, equity, and ethnic. Additionally these terms are consistent with the definitions within the Desegregation/Integration Rule to assist with the interpretations and interdependency of the two rules.

Issue No.4 addressed the updating of language within Subpart 3, Establishment of A Plan, to reflect the current terminology.

Issue No.5 addressed the Specifications of the Plan. The discussions reflected that the plan contents were not clearly defined and as comprehensive as the committee members felt it should be. The following additions were made to the plan:

1. a district policy relating to education diversity curriculum;
2. description of the selection process for the membership and the names, signatures and agency affiliation of the members of the advisory committee;
3. an explanation of the committee membership and how it reflects the diversity of the community;
4. an analysis of existing data such as attendance, enrollment patterns, achievement data, participation patterns in course offerings and extracurricular activities across gender, disability and race;
5. a description of goals related to the data which had been collected and the origin of the data base used;
6. a description of goals reflecting the movement of learners from beyond the level of awareness to a level of making decisions and taking actions on social issues;

7. a description of curricular content and instructional strategies which emphasize gender fair interactions, historical and contemporary contributions, civil and human rights movements, sensitivity to end elimination of bias, and Indian heritage and treaty making;
8. evaluation methods to identify stereotypical language and images.

The issues listed under Issue No.5 reflect the in-depth discussions of the Roundtable members concerning the possible elimination of the PER committee. So it was determined that a district may select to use either an existing curriculum committee, such as PER, or establish a new committee.

It was discussed that the district should submit a description of the selection process for the committee's membership and verify the active involvement of the members.

Additional discussion occurred about the issue of the analysis by the district of the data concerning attendance, enrollment, drop-outs, etc. There was much concern that this requirement would add an additional burden on the district to locate and collect these data. The district is not asked to develop new information or submit any new reports. Districts will be asked to use the existing data within its system to analyze what is occurring in the district. These data will be useful for those districts which are required by the revised Desegregation/Integration Rule to submit a learning gap reduction plan.

It was felt by many members of the Roundtable that districts should develop curriculum which encouraged learners to move beyond the level of awareness. A focus of the discussion emphasized that the districts had been at this entry point of learning for sometime and that it was now at the point where learners are to be motivated to make decisions and take action concerning social issues. Additionally, it was felt that the study of the civil and human rights movement in history should be included in the curriculum. Also, that the curriculum should focus on sensitivity to and elimination of racial, gender and disability bias.

Issue No.6 concerning staff development activities reflects the desire of the committee members to expand and clarify the content of the activities. The discussion supported the need to have the district staff understand the components of the Education Diversity Plan of the district. Additionally, the staff development activities must address issues and barriers, and contributions of these groups.

Issue No.7 concerns the addition of Compliance Procedures. The committee discussion reflects the need to add this section to make this a more viable rule. The districts should have available positive incentives which will promote the development of strong plans. Also, penalties or sanctions should be in place if the district is found to be in noncompliance.

B. LEGISLATIVE RECOMMENDATIONS

In order to support implementation of the revisions of the Education Diversity Rule, it is recommended that:

1. Additional funding be allocated to districts to support the implementation of the Education Diversity Rule: (formerly Inclusive Education Program Rule, Part 3500.0550)
 - (a) \$2,400 for each school district; or
 - (b) \$5 per pupil unit the first year and \$10 per pupil unit the second year; or
 - (c) the greater of (a) and (b).
2. Add language to the current staff development rule to allow the staff development funds to be expended on the implementation of the Education Diversity Rule.
3. Provide additional staff development funding in the next legislative session.
4. Provide additional resources to the Department of Education to assist all districts in the state with the planning and the implementation of the Education Diversity Rule.

See Appendix H. for the fiscal implications of the legislative proposal.

VI. CONCLUDING STATEMENT

Finally, broad public discussion of the proposed changes in the Desegregation/Integration and Education Diversity Rules is necessary and essential for the thorough understanding of this educational endeavor.

To ensure that Minnesota continues to live up to its leadership role in public education, and to help ensure that the issues associated with the Desegregation/Integration Rule are implemented and monitored, the State Board of Education, the Minnesota Department of Education and the Minnesota State Legislature should create a special oversight committee. Everyone interested in the educational, social and economic future of Minnesota is encouraged to review the full report of the Roundtable. The recommended rule changes contain both "carrots" and "sticks". The Roundtable has completed its assignment. The news media, educators, parents, students, legislators and all Minnesota citizens must now do some homework. The initial "stick" must be a sharp pencil; the ultimate "carrot" is a better educated, humane, and productive citizenry.

APPENDICES

APPENDIX A

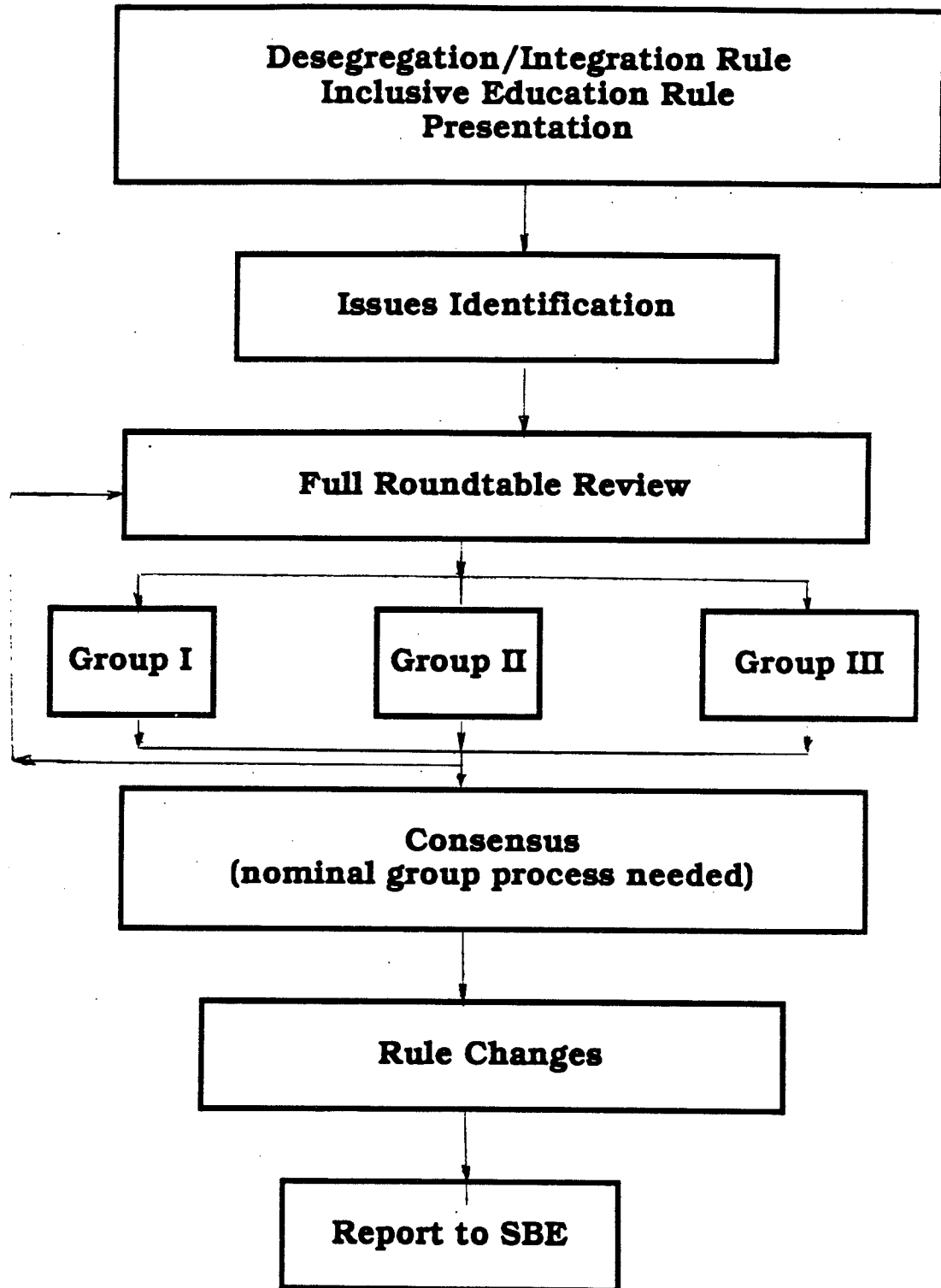
**A. ROUNDTABLE MEMBERSHIP
(Participants in Roundtable Discussions)**

NAME	ORGANIZATION
Tsuchue P. Vang	Hmong American Partnership
Courtney Nelson	MN Assoc. of Student Councils
Jose Santos Jr.	Chicanos Latinos Unido En Servicio
Toni Dahl-Wiski	MN St. Council on Disability
Sharon Cox	Assoc. of Metro. School Districts
Jan Dallenbach	MN Rural Ed. Assoc.
Margaret Moore	Mpls. Urban League
Joyce Shelton	MN Elem. School Principals Assoc.
Bill Riggs	MN Education Assoc.
Arlene Bush	MN School Boards Assoc.
Deloris Henderson	NAACP
Barbara Bearman	MN Suburban Branch, NAACP
Matthew Little	Mpls. NAACP
Frank Taylor	MN Suburban Branch, NAACP
Kathleen Vellenga or Representative	House of Representatives
Kathleen Gulley	MN Alliance of Black Schl. Ed.s
Louise A. Sundin	MN Federation of Teachers
Roberta Everling Hammerlind	Metropolitan Council
Elsa Vega-Perez	MN Hispanic Ed. Program
Albert de Leon	Council on Asian-Pacific Minnesotans
Paula J. Tetzloff	MN Assoc. of Secondary School Principals
John Plocker	MN State Board of Education
Tom Lindquist	MN State School Board
Ed Cook	MN Senate
Janet Cardle	MN PTA/MCOSEE

NAME	ORGAINIZATION
Gleason Glover	MN Urban Coalition
Annabella Romer- LaPage	INROADS/Mpls.-St. Paul, Inc.
Dale Jensen	Minnesota Assoc. of Schl Administrators
Elaine Salinas	Urban Coalition of Minnesota
Jerry Goetz	Rochester Schools
Cynthia Sillers	Moorhead Schools
Marl Ramsey	Osseo Schools
Ron Soberg	Duluth Schools
Julio Almanza	St. Paul Schools
Lyle Baker	Minneapolis Schools
Elizabeth Hinz	Minneapolis Schools
Jackie Fraedrich	Robbinsdale Schools
Seema Kakade	Representative to Student Council
Dokka Holliman	Representative to Student Council
George Jernberg	MN State Board of Education
Kathleen Muellerleile	MN State Board of Education
Marsha Gronseth	MN State Board of Education
Erling Johnson	MN State Board of Education
Al Zdon	MN State Board of Education
Georgina Stephens	MN State Board of Education
Michael West	Urban Coalition of Minnesota
Richard Green	Metro State University
Barbara Stilwell	Minnesota Department of Education
Lorie Schulstad	Minnesota Department of Education
Robert Wedl	Minnesota Department of Education
Patrick Dinya	Mpls. Urban League
Liz Carlson	SEAC
Ed Cook	MN Senate

APPENDIX B

B. Roundtable Operating Procedures



APPENDIX C

C. Agenda of Roundtable Meetings

DESEGREGATION/INCLUSIVE EDUCATION RULE ROUNDTABLE

MEETING SCHEDULE

July 22, 1993	OVERVIEW OF PROCESS	HALF DAY
August 19, 1993	DESEGREGATION	FULL DAY
August 31, 1993	INCLUSIVE EDUCATION	HALF DAY
September 23, 1993	INCLUSIVE EDUCATION	FULL DAY
October 14, 1993	DESEGREGATION	FULL DAY
October 28, 1993	DESEGREGATION	FULL DAY
November 10, 1993	DESEGREGATION	FULL DAY
November 11, 1993	DESEGREGATION	FULL DAY
December 7, 1993	DESEGREGATION	FULL DAY
December 8, 1993	DESEGREGATION	HALF DAY
December 21, 1993	DESEGREGATION/ INCLUSIVE EDUCATION	FULL DAY
December 29, 1993	DESEGREGATION/ INCLUSIVE EDUCATION	FULL DAY

AGENDA

JULY 9, 1993

DESEGREGATION/INCLUSIVE PLANNING MEETING

1. Introduction
2. Overview of Plan and DiscussionRichard Green
3. Discuss Agenda for July 22 Roundtable Meeting and August Meeting
4. How to handle "Inclusive Education Rule"
5. Use of consultants - which ones? When will they be used?

STATE BOARD OF EDUCATION
DESEGREGATION/INCLUSIVE EDUCATION ROUND TABLE #1

AGENDA

Capital View Conference Center

JULY 22, 1993

8:30 A.M. - 12:00 P.M.

- | | |
|---|--|
| 1. Welcome and Introductions | Kathleen Muellerleile |
| a. Purpose of Task Force | Patsy Randall
Georgina Stephens |
| b. Background and current status | Tom Lindquist
Al Zdon |
| 2. Planning Process | Richard Green |
| 3. Review of Proposed Rules | Lorie Schulstad
Barbara Stilwell |
| 4. Issue Identification | |
| a. Previous forums | Tom Lindquist
Al Zdon |
| b. Historical concerns
Panel Presentation | Matthew Little
Elaine Salinas
Lyle Baker
Dr. Albert de Leon |
| 5. Consultants and Other Additional Resources | Richard Green |
| 6. Other Issues or Concerns | Richard Green |
| 7. Agenda Topics for Next Meeting | Richard Green |
| 8. Summary | Richard Green |

MINNESOTA STATE BOARD OF EDUCATION

DESEGREGATION/INCLUSIVE EDUCATION ROUNDTABLE DISCUSSION NO. 2

AUGUST 19, 1993
EARLE BROWN CENTER
8:00 A.M. - 4:00 P.M.

TENTATIVE AGENDA

- 8:00 Registration and Continental Breakfast
- 8:30 Introductions and Review of Minutes of July 22 Meeting
(Attachment)
- 8:45 Discussion of Roundtable Meeting Rules
Richard Green, Facilitator
- 9:00 Review of Roundtable Charge and Updated State Board
Assumptions (Attachment)
Georgina Stephens, State Board of Education
- 9:30 Outcome Based Education Direction in Minnesota -
Review of Video
- 9:45 Break
- 10:00 Minnesota in 2020: Demographics Projection
Tom Gillaspay, State Demographer
- 11:15 Review of Major Issues, Timelines and Consultants
- 11:30 Lunch
- 12:15 Desegregation/Integration Policy
Chuck Vergon, University of Michigan
- 1:30 Discussion
- 2:00 Break
- 2:15 Desegregation/Integration Policy (continued)
- 4:00 Adjourn

**MINNESOTA STATE BOARD OF EDUCATION
DESEGREGATION/INCLUSIVE EDUCATION
ROUNDTABLE DISCUSSION #3**

**August 31, 1993
Kelly Inn, St. Paul, MN
8:00 A.M. - Noon**

TENTATIVE AGENDA

- | | |
|--------------------|---|
| 8:00 - 8:30 | Registration/Continental Breakfast |
| 8:30 | Introduction
Review of Minutes of the Aug. 19 Meeting |
| 8:45 | Panel to Review History and Current Status
of Inclusive Education Rule |
| 9:45 | BREAK |
| 10:00 | Discussion: Cultural Isolation |
| 10:30 | Review of Public Comment & Recommendations |
| 11:00 | Small Group Discussions |
| 11:45 | Summary/Next Meeting |
| 12:00 | Adjourn |

AGENDA

Desegregation/Inclusive Education Roundtable Meeting #4

SEPTEMBER 23, 1993

Capitol View Center

8:30 a.m. - 4:00 p.m.

- 8:00 Coffee and Rolls
- 8:30 Welcome, Introductions
Review of Minutes from August 30, 1993 Meeting
- 8:45 Small Group Meetings
Subpart of Inclusive Education Rule
- 9:45 BREAK
- 10:00 Small Groups Report Back to Whole Committee and
Discussion
- 10:45 Small Group Review other parts of Rule
- 11:30 Report back to Whole Committee
- 12:00-12:45 Lunch
- 12:45 Determine other Issues Small Groups to Review
- 1:15 Small Group Meetings
- 2:00 BREAK
- 2:15 Report Back to Whole Committee
- 2:45 Determine Specific Recommendations on Inclusive
Education Rule for Staff to Begin Rewrite
- 3:45 Summary and Evaluation

**NEXT MEETING: OCTOBER 14 AT KELLY INN, ST. PAUL
8:30 A.M. TO 4:00 P.M.**

**Desegregation/Inclusive Education
Roundtable Meeting #5
Kelly Inn
October 14, 1993
8:30- 4:00**

- 8:30 Welcome/Introductions - *Richard Green*
- 8:40 Review of past minutes - *Richard Green*
- 8:45 Distribution of revised inclusive ed - *Barbara Stilwell & Lorie Schulstad*
Highlights of changes, complete response sheet
- 9:00 Sovereignty of American Indians - *Henry Buffalo & Larry Leventhal*
- 9:45 Questions and answers
- 10:10 -BREAK-
- 10:25 Small group meetings: Policy/.0500 Criteria 4 Subparts/.0400 Duties of
local board
- 11:45 LUNCH
- 12:30 Report to large group
- 1:00 Small group meetings
- 1:50 Report to large group
- 2:30 Panel on "Open Enrollment"
- 3:30 Questions and answers plus "wrap up"
- *Barbara Zohn (MDE)* *Dr. Morrow (Brooklyn Center)*
Elizabeth Hinz (Mpls) *Julio Almanza (St. Paul)*

DESEGREGATION ROUNDTABLE #6

October 28, 1993
Capitol View Conference Center

8:30	Welcome, Introductions	<i>Richard Green</i>
	Review of Minutes of the October 14th Meeting	<i>Richard Green</i>
8:45	Greetings	<i>Linda Powell, Commissioner</i>
9:00	Minnesota Issues, Housing, Transportation	<i>Myron Orfield, State Representative</i>
10:15	BREAK	
10:30	Nationwide Perspective Desegregation Issues	<i>Gary Orfield, Harvard University</i>
11:45	LUNCH	
12:30	Roundtable Discussion of Criteria	
1:15	Small Groups (criteria, contents, definitions)	
2:30	Report back to Large Group	
3:20	Wrap-up and Adjournment	

**NEXT MEETINGS: NOVEMBER 10 & 11 AT THE
KELLY INN, ST. PAUL**

Desegregation Roundtable #7
November 10, 1993
Kelly Inn

Agenda

- | | | |
|-------|--|---|
| 8:30 | Welcome, introduction
Review of minutes | <i>Richard Green</i> |
| 8:45 | Distribute revised "Diversity
Curriculum Rule" | <i>Barbara Stilwell
Lorie Schulstad</i> |
| 9:00 | Overview of the day:
- small groups
- definition, criteria, contents of plan | <i>Richard Green</i> |
| 10:30 | - BREAK- | |
| 10:45 | Large group (report back) | |
| 12:00 | Lunch | |
| 12:45 | Small groups
district plan, training/recruitment,
racial composition | |
| 2:15 | Large group reports | |
| 4:00 | Adjournment | |

Desegregation Roundtable #8

November 11, 1993

Kelly Inn

Agenda

8:30	Review of 11/10/93 decisions	<i>Richard Green</i>
8:45	Small groups -Submission of the plan -Continual review/penalty noncompliance	<i>Integration Council</i>
9:45	- BREAK -	
10:00	Report to large group	
10:45	Review of Integration plan/penalty	
11:30	Lunch	
12:45	Open discussion of recommendations to legislature	
3:00	Adjournment	

NEXT MEETINGS: December 7th and 8th at the Kelly Inn

DESEGREGATION ROUNDTABLE #9

KELLY INN

December 7, 1993

AGENDA

- | | | |
|-------|--|----------------------|
| 8:30 | Welcome, Introductions | <i>Richard Green</i> |
| 8:45 | Presentation and Discussion | <i>David Tattel</i> |
| 10:00 | Break | |
| 10:45 | Reading and Review of
Desegregation/Integration
Rule Revision | <i>Richard Green</i> |
| 12:00 | LUNCH | |
| 12:45 | Continue with Reaction to
Desegregation/Integration Rule
Changes | |
| 4:00 | Adjournment | |

DESEGREGATION ROUNDTABLE #10

KELLY INN

December 8, 1993

AGENDA

- 8:30 Welcome, *Richard Green*
Review of Progress from Dec. 7
- 8:45 Large Group Discussion:
Recommendations for Legislature
Review of 9 Questions posed in Legislation
- 10:00 Break
- 10:45 Continue Discussion
- 11:45 LUNCH
- 12:30 Continue Discussion
- 1:30 Closure Activities for Rule Drafts
Adjournment

DESEGREGATION ROUNDTABLE #11

December 21, 1993

AGENDA

- 9:00 Welcome
Approval of Minutes of Last
Two Meetings *Richard Green*
- 9:10 Review of Desegregation/Integration
Rule Revision dated 12/10/93 *Richard Green*
- 9:30 Update on State Board of Education
Meeting *Lorie Schulstad*
Barbara Stilwell
- 10:00 Discussion of Recommendations to
Legislature on Funding
- Adjournment
- Noon LUNCH

HAPPY HOLIDAYS

APPENDIX D

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SUBJECT TO REVISION

Chapter 3535
State Board of Education
Equality Of Education Opportunity,
School Desegregation/Integration, And Prohibition Of Discrimination
Practices

January 10, 1994

Rules Relating to Equality of Educational Opportunity, and School
Desegregation/Integration, Chapter 3535

3535.0300

3535.0200 POLICY

~~The State Board of Education recognizes many causes for inequality in educational opportunity, among which are racial segregation. The State Board of Education agrees with the United States Senate Report of the Select Committee on Equal Educational Opportunities that, "the evidence, taken as a whole, strongly supports the value of integrated education, sensitively conducted, in improving academic achievement of disadvantaged children, and in increasing mutual understanding among learners from all backgrounds."~~

~~The State Board of Education recognizes its duty to aid in the elimination of racial segregation in Minnesota public schools and, therefore, adopts these rules, the purpose of which are to direct and assist each school district in the identification of and the elimination of racial segregation which may exist in the public schools within the district. The rules which follow are designed to implement the policy of the State Board of Education as set forth in "Educational Leadership Role for Department of Education and Board of Education in Providing Equal Educational Opportunity," November 9, 1970.~~

The State Board of Education (hereinafter referred to as "the State Board") reaffirms the holding of the United States Supreme Court in *Brown v. Board of Education* that racially segregated schools are inherently unequal. Racial segregation in schools prevents equal educational opportunity and leads to segregation in the broader society. In addition to its obligations to ensure desegregated/integrated schools in Minnesota, the State Board in 1983, assumed the legal responsibility to eliminate racial segregation in the Minneapolis Special School District No. 1. In reliance upon the State Board's action, the federal district court dissolved its supervision of the Minneapolis Public School's

desegregation plan. *Booker v. Special School District No. 1*, No. 4-71 Civ. 382 4 (D. Minn. 1983) (memorandum order June 8, 1983). Since that time, housing and migration patterns in the state's metropolitan areas have rendered effective desegregation impossible within the boundaries of individual school districts. The State Board thus recognizes and declares that the responsibility to desegregate schools within each of the state's metropolitan areas is shared by the State Board and all school districts in each metropolitan area.

To further these principles set forth in *Brown vs. Board*, it is the policy of the State Board to ensure access to opportunities or settings that result in equal educational outcomes for diverse groups of learners educated in Minnesota. It is the policy of the State Board to prevent the concentration of racial and socioeconomic segregation in the schools and to ensure that school districts shall participate in a fair measure to help prevent racial, and socioeconomic segregation.

Since education is the responsibility of the State, desegregation/integration is not the responsibility of a single district, rather a broader sharing of responsibility between and among districts and between districts and the State. Thus, the State Board recognizes the need for interdistrict efforts to promote Desegregation/Integration.

Desegregation/Integration efforts should be shared by all learners and not borne only by learners of color. Equitable treatment of all learners should occur in an atmosphere free of discrimination so all learners attend school in a positive learning environment.

An integral part of local district desegregation plans must be staff development for teachers and staff as well as the districts' efforts to recruit staff of color for each school site.

The State Board is committed to the involvement of site councils and community and parental involvement in the development, implementation and evaluation of Desegregation/Integration plans.

The State Board recognizes the unique political status of American Indian learners. Neither the State Board nor school districts may adopt policies or practices which would have the effect of undermining federal Indian education statutes and programs.

The State Board recognizes that long term success in school desegregation is influenced by policies and practices of other governmental authorities. The State Board and local school districts will therefore seek ways for focusing decisions regarding housing, jobs, planning and transportation on promoting desegregation.

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The following rules are promulgated pursuant to the Board's legal duty to assure effective desegregation in Minnesota's public schools.

3535.0200

3535.0300 DEFINITIONS

Subpart 1. Scope

For the purpose of M.R. 3535.0200 to 3535.2200 .1300, the following ~~words and phrases~~ terms defined in these parts shall have the meanings ascribed to them.

~~Subpart 2c~~ Equal Educational Opportunity

~~"Equal educational opportunity" is defined as the provision of educational processes where each child of school age residing within a school district has equal access to the educational programs of the district essential to his needs and abilities regardless of racial or socioeconomic background.~~

Subpart 2 Equal Educational Opportunity

Equal educational opportunity is fair and equitable access to programs and resources that support equal educational outcomes including the provisions 3535.0550 "Diversity Curriculum Rule."

Subpart 3 Equal Educational Outcomes

Equal educational outcomes are those educational results that demonstrate equal/equitable progress being achieved across racially and economically diverse groups of learners. The results and progress are to be determined by the use of multiple, non-discriminatory processes. Areas where equal educational outcomes are to be attained include: academic achievement, dropout rates, rates of suspension/expulsions, percentages of learners enrolled in remedial or special education classes, and percentages of learners enrolled in advanced or honor classes. Equal educational outcomes will be achieved when the gap between learners of color and white learners is not greater than .5 standard deviation in each of the areas identified in this subpart.

Subpart 3 4 ~~Minority group students~~ **Learners of Color.**

~~The term "minority group students"~~ "Learners of color" is defined as students who are Black are persons who identify themselves or are identified in the general categories of African/Black Americans, American Indian/Alaskan Natives; oriental Asian/Pacific Americans, or Chicano/Latino Americans ~~The term "Spanish-surnamed American" includes persons of Mexican, Puerto Rican or Spanish origin and ancestry.~~

- Minnesota Indian learners possess a dual status as learners of color and as members of sovereign tribal nations.

Subpart 5 **Metropolitan Area (Metro Area)**

The metropolitan area includes school districts in the following counties: Anoka, Carver, Dakota, Hennepin, Ramsey, Scott and Washington.

Subpart 6 **Desegregation**

"Desegregation" is the process of eliminating intentional or unintentional separation of learners of color or staff of color within a school district.

Subpart 7 **Integration**

Integration is the result of eliminating barriers in bringing about equal educational outcomes for diverse groups of learners.

Subpart 8 **Racially Isolated District**

Any school district which exceeds 50 percent learners of color.

Subpart 9 **Reconstituted School Site**

A school site whose staff is reassigned to other schools within the district because the learners of that site have not made adequate progress toward reducing the gaps for learners of color identified in Subpart 3.

Subpart 10 Resegregation

"Resegregation" is intentional or unintentional separation of or discrimination against learners of color or staff of color within a desegregated building or school district.

Subpart 4-11 Segregation

~~Segregation occurs in a public school district when the minority composition of the pupils in any school building exceeds the minority racial composition of the student population of the entire district, for the grade levels served by that school building, by more than 15 percent.~~

- A. "Segregation" is intentional or unintentional separation of learners of color or staff of color within a building or school district.
- B. A district is considered to be segregated when:
1. A metro area district has a district-wide average that is 15 percent or more over the metro-wide learners of color percentage; or,
 2. A district in the metropolitan area:
 - a) has less than 10 percent learners of color in the district;
or,
 - b) is below 1/2 of the metro-wide learners of color percentage.A district shall use (a) or (b) whichever is greater.
- C. A school site is considered to be segregated when:
1. A school site, in a district which is over 50 percent learners of color, varies by more than 20 percent above or below the school district average for the grade levels served by that school site.
 2. A school site, in a district which has less than 50 percent learners of color, varies by more than 15 percent above or below the school district average for the grade levels served by that school site.
 3. The school site is a metro-wide or state sponsored magnet school where the population of learners of color is less than 15% above the metro-wide learners of color percentage or exceeds 50% learners of color.

- D. If a school district chooses to establish a school which is designed primarily for attendance by American Indian learners which includes a culturally relevant curriculum, then that school is not a segregated school. Any learner in the district may choose to attend such a school. However, no learners may be required to attend such a school.
- E. In further recognition of the political status of American Indian tribes and learners, this rule does not apply to schools on/near reservation areas where the percentage of American Indian learners exceeds the percentages for learners of color established in B, C, and D of this subpart.
- F. Until September 1, 1996, the following definition shall be in effect:

Segregation occurs in a public school district when the composition of learners of color in any school building exceeds the learners of color percentage of the entire district by more than 15 percent for the grade levels served by that school building.

M.S. 121.11

Subpart 12 Unique Political Status

Unique political status is derived from the treaty making relationship between sovereign tribal nations and the United States Government.

M.S. 121.11 Subdivision 7, 12; 124.14

Subpart 13 State Magnet Schools

Public schools established under the provisions of Minn. Stat §*****

Subpart 14 Metro Magnet Schools

Public schools established under the provisions of Minn. Stat §*****

3535.0700 0400 STANDARDS SCHOOL DISTRICT DESEGREGATION /INTEGRATION PLAN

~~The 15 percentage points requirement of part 3535.0200, shall be used as the standard for local school boards in the process of developing plans to remove racial segregation in the district. Notwithstanding the 15 percentage points standard, the commissioner shall, if the local board can justify an educational reason for a variance to the State Board of Education from the comprehensive school desegregation plan submitted, approve school desegregation plans that vary from the standard except the variance may not cause any school building to exceed 50 percent minority enrollment.~~

~~An educational reason shall include the effect on bicultural and bilingual programs, making magnet schools available to minorities, effectiveness of school pairing programs, and other educational programs that should result in a better education for the children involved. In determining whether the educational reason put forth by the district justifies the variance, the State Board of Education shall determine whether other alternatives are educationally and economically available to the district such that the variance is not needed.~~

M.S. 121.11 Subdivisions 7,12; 124.14

Subpart 1. Which Districts Must Submit a Desegregation/Integration Plan.

- A. Districts meeting the criteria specified in 3535.0300 Subp. 11 must submit a plan which addresses the provisions of Subpart 2, A and B of this section.
- B. Any district which has 30 or more learners of color must submit a plan which addresses the provisions of Subpart 2A, 2 and 3 of this section.

Subpart 2 Desegregation/Integration Plan Contents

- A. Each district specified in M.R. 3535.0400 Subpart 1A must develop a measurable and results-oriented desegregation /integration plan. The plan shall demonstrate that all efforts and actions to be taken are equitable and nondiscriminatory. The plan shall include the following:

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1. District goals and strategies for achieving them as provided in Subpart 2.B. which bring the district into compliance with the provisions of 3535.0300 Subp. 11 which assures that the district and its learning sites will not be segregated.;
2. District learning site goals, and strategies for achieving them, which when achieved will result in the elimination of the gap between learners of color and white learners in the areas listed in 3535.0300 Subp. 3 Equal Educational Outcomes. Once a learning site has eliminated the learning gap at that site, its plan need only be designed to maintain the equal educational outcome status at that site; and
3. A description of the criteria and strategies used to measure the results of the plan.

The Desegregation/Integration Plan must include an array of options to allow for district flexibility for implementation of a plan which establishes desegregation/integration within a district. Any documentation which the district deems appropriate and supportive of the goals and purposes of the desegregation/integration plan shall also be submitted.

B. The desegregation/integration plan referred to in Subpart 2.A.1 of this section must include but not be limited to the following:

1. Desegregation/Integration strategies, both inter and intra district;
2. Desegregation/Integration activities and procedures and their intended effects;
3. Elimination of inter and intra district resegregation patterns such as tracking and enrollment patterns in courses or programs;
4. Anticipated building and remodeling programs or other sites and programs to be utilized in desegregation/integration efforts;
5. District staffing practices to retain, recruit, and prepare educators and staff of color;
6. District affirmative action plans and staff assignment;
7. Transportation;
8. Goals from Education Diversity Rule M.R. 3535.0550, Subpart 4b and 4c;
9. Staff development plan;

10. Summary of comments and recommendations made at community forums and the districts' response to such;
 11. Summary of comments and recommendations made by the Community Integration Council; and
 12. Timelines for the implementation of each of the above.
- C. For those districts choosing to consolidate or to form a consortium of districts to address desegregation/integration, the plan shall describe the governance structure for implementation of the plan.
- D. School districts located in the same county as racially isolated school districts and school districts located in the metropolitan area must address how they will reduce the disparities in the racial composition of the learners of their district(s) and the racially isolated school district(s).

SUBPART 3 COMMUNITY FORUMS

Districts requested to submit Desegregation/Integration Plans shall hold a community forum to discuss and record public comment on the proposed effects of the Plan on the community and schools. A summary of the comments from the community forum shall be included in the report to the commissioner.

~~3535.1000 METHODS TO CONSIDER IN THE FORMULATION OF THE PLAN.~~

~~In the formulation of plans to eliminate and prevent racial segregation in schools, local boards shall consider and employ methods that are educationally sound and administratively and economically feasible. Such methods may include but are not limited to: school pairings and groupings; grade reorganization; alteration of school attendance zones and boundaries; pupil reassignment and such optional transfers as are consistent with these requirements; establishment of educational parks and plazas; rearrangements of school feeder patterns; voluntary metropolitan or inter-district cooperative plans; specialized or "magnet" schools, differentiated curricular or other program offerings at schools serving children predominately of different racial~~

~~groups at the same grade level; reassignments of faculty, staff, and other personnel, affirmative recruitment, hiring, and assignment practices to ensure that each system's personnel corps, as well as the faculty, staff, and other personnel at all attendance centers within systems, become and remain broadly representative racially.~~

SUBPART 3535.0500 ESTABLISHMENT OF A COMMUNITY INTEGRATION COUNCIL

A. The local school board for those districts as specified in M.R., 3535.0400 Subpart 1, shall establish a local Community Integration Council. A consortium of districts may cooperate to establish one Community Integration Council. The purpose of the Community Integration Council shall be to:

- 1) advise and report to the local board on the development and implementation of the district's Desegregation/Integration Plan;
- 2) serve as a communications link with the community;
- 3) review and monitor the implementation of the Desegregation/Integration Plan;
- 4) provide input to the content of the Desegregation/Integration Plan; and
- 5) review district staff development plan as it relates to desegregation/integration.

B. Composition of the Community Integration Council:

1. The overall composition of the Community Integration Council shall be culturally and racially diverse. The Council's composition shall have substantial input by communities of color or reflect the constituency of people of color within the school district.

To the extent possible, the Community Integration Council shall include the following members:

- a) Parents or guardians;
- b) Learners;

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- c) Community agency representatives (social services, migrant services, employment, mental health personnel, public and private agencies, etc.);
- d) Law enforcement representative;
- e) Housing representative;
- f) Transportation representative;
- g) Representative of a local business;
- h) Local city and county representative;
- i) Representative of post secondary education or higher education institutions;
- j) School administrator;
- k) Teachers and school support staff;
- l) School board member;
- m) Site council members; and,
- n) Others appointed by the local school board.

The majority composition of the committee shall be persons who are not employees of the district.

- 2. For communities that have a significant American Indian population, an elder of the community may be considered to serve on the Community Integration Council.
- 3. To encourage the participation of non-English speaking constituencies, the district shall make interpreters/translators available to the council.
- 4. If a district already has an existing committee available whose composition reflects the various groups listed above, the committee may be used for the purposes described in M.R. 3535.0500, Subpart 4. (A).

~~3535.1200 CONSIDERATION OF EQUITY IN DEVELOPING THE PLAN.~~

~~All plans to effect school desegregation and integration shall be equitable and nondiscriminatory. Within the constraints imposed by feasibility and educational soundness, inconvenience, or burdens occasioned by desegregation shall be shared by all and not borne disproportionately by pupils and parents of minority group students.~~

~~3535.1300 NO USE OF PUPIL GROUPING OR CLASSIFICATION.~~

~~Local board shall not adopt or maintain pupil grouping or classification practices, such as tracking, which result in racial segregation of pupil's within a given school.~~

3535.0600 DUTIES OF LOCAL BOARDS, TO SUBMIT DATA ON RACIAL COMPOSITION AND DESEGREGATION/INTEGRATION PLANS.

Subpart 1. Submission of Data Regarding Racial Composition

~~Each local board shall, if segregation is found to exist in any of its schools submit to the commissioner a comprehensive plan for the elimination of such segregation that will meet the requirements of parts 3535.0200 to 3535.2200; submit information to the commissioner on the progress of implementation of any comprehensive plan which has been approved; and implement in accordance with its schedule a comprehensive plan which has been approved. The penalty for noncompliance with parts 3535.0200 to 3535.2200 shall be the reduction of state aids pursuant to Minnesota Statutes 1971, Section 124.15.~~

A. Timeline for Submission of Data

~~Each~~ All local boards shall submit to the Commissioner by November 15 of each year data indicating the number of learners by race for each of the school sites under its jurisdiction. If a local board fails to submit such data by November 15 annually, the commissioner shall notify the local school board of noncompliance. A reasonable time of 15 days shall be allowed for compliance. The local board shall submit data, as required within 30 calendar days of notification by the commissioner.

B. Options for Determining Race

In order to collect information from reports, all local school boards shall employ one racial or cultural identification procedure in the order of preference as follows:

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- 1) Parent or guardian identification, with parent or guardian being encouraged to discuss the identification rationale with the learner prior to the identification;
- 2) Age-appropriate learner self-identification, when parent or guardian identification is not an option; or
- 3) Sight counts may be employed only if parent, guardian, or learner self-identification methods are not possible. Districts shall utilize written guidelines to develop sight counts as administered by the principal or designee.
- 4) In districts where the American Indian population is over 10 or more learners, the State Indian Education Act Statutory Committee, in consultation with American Indian parents they represent, may select as their count one of the following methods:
 - a) parent/guardian self-identification;
 - b) the Federal Indian Education Act - Title V Count (Indian Certification Form #506); or
 - c) a district shall use the same method of count as for other learners.

Subpart 2. 35S35.0600 Submission Of The Desegregation/ Integration Plan.

~~The commissioner shall examine the data which are submitted pursuant to part 3535.0500. Whenever the commissioner finds from the examination of such data that segregation exists in any public school, he shall in writing within 30 days after receipt of data notify the local board having jurisdiction over said school that such finding has been made. The commissioner may after data has been submitted and examined, pursuant to parts 3535.0500 and 3535.0600 determine from additional data received at any subsequent time that a condition of segregation exists and request action to correct the situation. Any local board receiving notification of the existence of segregation shall forthwith prepare a comprehensive plan to eliminate such segregation and shall file a copy of such plan with the commissioner within 90 days after the receipt of the notification.~~

~~If the local board fails to submit a plan within 90 days, the commissioner shall notify the local board of noncompliance. A reasonable time of 15 days shall be allowed for compliance.~~

A. Timelines for Submission of Desegregation/Integration Plan

Each district defined in M.R. 3535.0400 Subpart 1 shall submit its Desegregation/Integration Plan within the following timelines:

- A. By January 1, 1996, all required districts shall submit Desegregation/Integration Plans to the Commissioner.
- B. All plans shall be subject to continuing review and evaluation by districts at least every three years after the date of initial approval or more frequently as directed by the commissioner. Districts shall submit amendments or modifications to the Desegregation/Integration Plan. The implementation of any proposed amendments or modifications shall not take effect until it has been approved by the commissioner.

Subpart 3 Data Regarding Closing the Performance Gap

By November 15, 1998 and annully thereafter, districts required to implement a performance gap reduction plan shall submit data, as required by the commissioner, to document its compliance or lack thereof.

3535.0700 METRO ENROLLMENT OPTIONS

- A. In addition to the provisions of the open enrollment statutes learners of color from a racially isolated school district shall at any time, have the right to transfer to any other district which is segregated under the provisions of 3535.0300 Subpart 11, B.2 and be granted the same rights as if the learner resides in that district. Transportation shall be the responsibility of the receiving district, consistant with the provisions of Minnesota statutes.
- B. In addition to the provisions of the open enrollment statutes, white learners from a school district which is segregated under the provisions of 3535.0300 Subpart 11, B.2 shall, at

any time, have the right to transfer to a racially isolated school district and be granted the same rights as if the learner resides in that district. Transportation shall be the responsibility of the receiving district consistent with the provisions of Minnesota statutes.

- C. Any learner has the right to apply for admission to a state or metro-wide magnet school provided the school meets the provisions of 3535.0300 Subpart 11 C.3.

**3535.1500- .0800 REVIEW OF THE DESEGREGATION/
INTEGRATION PLAN BY THE COMMISSIONER**

Subpart 1. Review.

The Commissioner shall review any district desegregation/integration plans or amendment submitted under these provisions and shall determine whether they comply with the requirements of these rules M.R. 3535.0400. If the commissioner determines that the plan will eliminate segregation in the schools of the district submitting the plan, and that the dates for implementation of the plan will not exceed two years, and that any proposed transportation to achieve desegregation is not restricted to minority students, he shall approve the plan and notify the State Board of Education and the local board within 30 days.

Subpart 2. Approval

Within 60 days of receipt, the commissioner shall notify the local board of the plan approval if it has been deemed likely to promote desegregation/integration. The commissioner shall provide the local board of education such technical assistance and services as requested by the local board and deemed necessary by the commissioner in order to implement the plan. If the commissioner finds that the plan will not eliminate segregation in the schools of the district submitting the plan, or that the dates for implementation will exceed two years or that any transportation to achieve desegregation is restricted to minority students, he shall reject the plan.

M.S. 121.11 Subdivisions 7,12; 124.14

3535.0900 PENALTY FOR FAILURE TO COMPLY

- A. If a district fails to collect and report the data required by 3535.0500 Subpart 1 or fails to submit or meet the goals of the Desegregation/Integration Plan provided in 3535.0400 Subpart 2.A.1., the commissioner shall provide assistance regarding the submission of the data or the development of the Plan. Continued noncompliance shall result in action pursuant to Minn. Stat. §124.15.
- B. If a district fails to reduce the performance gap as provided by 3535.0400 Subpart 2.A.2. after a three year period, the following procedure shall be followed:
1. Within 60 days after receipt of the gap reduction data the commissioner shall inform the district whether the goals of the plan are being achieved satisfactorily for each site.
 2. If satisfactory progress has not been achieved, the commissioner shall monitor the school site within 30 days of the notification of noncompliance.
 3. The commissioner shall provide assistance to the site to develop strategies to work towards achieving goals within 60 days following the monitoring.
 4. Within one year after receiving technical assistance and revising the plan, if the site is still in noncompliance, the commissioner shall direct that the site be reconstituted.
 5. The school district may appeal the commissioner's directive regarding site reconstitution before the State Board of Education.
 6. If the State Board upholds the commissioner's decision that the school must be reconstituted, the school site must be reconstituted by the beginning of the next school year.
 7. By the end of three years following being reconstituted, if the school site has not achieved the goals of the Plan for closing the gap, the State Board will assume the responsibility of the education of the children at the site and develop a plan for equitable educational outcomes of those students.

3535.1000 CONSIDERATION OF DESEGREGATION WHEN PLANNING NEW SCHOOL SITES.

All decisions by local boards concerning selection of sites for new schools and additions to existing facilities shall take into account, and give maximum effect to, the requirements of eliminating and preventing racial as well as socioeconomic segregation in schools. The commissioner will not approve sites for new school building construction or plans for addition to existing buildings when such approval will perpetuate or increase racial segregation.

~~3535.0900 TRANSPORTATION TIME STANDARD.~~

~~If to alleviate the isolation of minority group students, required transportation would exceed more than one hour trip per day, then a standard may be determined by the commissioner based on the data presented by the district for each such school within the district.~~

~~3535.0900 CONTENTS OF COMPREHENSIVE PLAN~~

~~The comprehensive plan, submitted pursuant to part 3535.0600 .0800 shall contain a detailed description of the actions to be taken by the local board to eliminate segregation. Each plan shall contain a detailed description of the actions to be taken by the local board to eliminate segregation. Each plan shall contain: an explicit commitment by the local board to fulfill the requirements of these rules; a detailed description of the specific actions to be taken to correct racial segregation of students and faculty, showing the intended effect of each action proposed with respect to the entire plan, and each specific action proposed in the plan; a time table showing dates of initial implementation and completion; evidence that broad community participation and involvement was secured in the planning and development of the plan; and specific affirmative proposals to ensure that the integration process provides an effective learning environment for all children based upon mutual cultural and personal respect. The plan shall also include a narrative description of changes in the staffing patterns of the school district, curriculum changes to meet the needs of students in a desegregated environment, any anticipated building or remodeling programs, present and projected attendance patterns, staff preparation or projected in-service training programs. The implementation period shall not exceed two years. The plan shall specify the effect which each proposed action will have on the racial composition of each school within the district and shall include projections of the~~

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~~racial composition of each school within the district which may be expected upon completion of the plan.~~

Stat Auth: M.S. 121.11 Subdivisions 7,12 and 124.14

~~3535.1600 NOTIFICATION OF REJECTION OF THE PLAN.~~

~~The commissioner shall notify the local board of the rejection of the plan within 30 days. The notice shall specify the reasons for the rejection of the plan, the revision necessary to make the plan satisfactory, and a period of 45 days in which the local board shall submit a revised plan.~~

~~3535.1700 NOTIFICATION OF FAILURE TO COMPLY.~~

~~If no revised plan is received within 45 days, or if the revised plan fails to contain the revisions specified by the commissioner, or if the plan fails to meet the requirements of parts 3535.0200 to 3535.22200 the commissioner shall notify the local board of action to be taken pursuant to part 3535.0400.~~

~~3535.1800 SUBMISSION OF INFORMATION ON IMPLEMENTATION OF PLAN.~~

~~If a local board has submitted a plan which has been approved by the commissioner, the local board shall submit to the commissioner at such times as he shall request, such information as he deems necessary concerning the implementation of the plan. If the local board fails to submit such information, the commissioner shall notify the local board of the noncompliance. A reasonable time of 15 days shall be allowed for correction of noncompliance.~~

~~3535.1900 IMPLEMENTATION OF THE PLAN.~~

~~The commissioner shall examine the information requested to part 3535.1800. If he determines that there is any discrepancy between the schedule in the plan as approved and the progress which has been achieved in the implementation of the plan, he shall notify the local board of noncompliance. A reasonable time, which shall be determined~~

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~~by the commissioner according to the nature of the discrepancy shall be allowed for correction of the discrepancy.~~

~~3535.2000 APPEARANCE BEFORE THE STATE BOARD.~~

~~Any school district aggrieved by a decision required by the commissioner by parts 3535.0200 to 3535.2200 may serve a written request on the State Board of Education within 30 days of any such decision to appear before said board.~~

~~The appearance shall be made at the next regular state board meeting following receipt of such request. Following such appearance the board may in writing support, modify, or reject the commissioner's decision. Any such notice served by a school district shall stay any proceeding pursuant to Minnesota Statutes 1971, section 124.15 to reduce state aids for noncompliance with parts 3535.0200 to 3535.2200 until a determination by the board.~~

~~3535.2100 NOTICES.~~

~~Any notice to a local board which is required by these rules shall be written and shall be sent by certified mail, to the superintendent, and to the clerk of the local board of the district at their respective business addresses. For the purpose of parts 3535.0200, the business address of the clerk of the local board is deemed to be the main administrative office of the district.~~

~~The content of any notice of noncompliance shall be such as specified in Minnesota Statutes 1971, section 124.15, subdivision 3. The reasonable time for correction of noncompliance shall be such as specified in parts 3535.0200 to 3535.2200.~~

~~3535.2200 NO DISTRICT EXEMPT FROM PART 3535.0500.~~

~~At no time shall any local board be exempt from the reporting requirements of part 3535.0500.~~

PROHIBITION OF DISCRIMINATORY PRACTICES IN EDUCATION
~~3535.2300~~ .1000 POLICY

The policy of the State Board of Education is to assure compliance with state and federal law prohibiting discrimination because of age, race, color, creed, religion, national origin, gender, marital status, status with regard to public assistance, sexual orientation, or disability and to promote the elimination of these discriminatory practices in public schools and public educational agencies under its general supervision.

M.S. 124.15 Subdivision 2a

~~3535.2400~~ .1100 DUTIES OF LOCAL BOARDS, PENALTY FOR FAILURE TO COMPLY RELATING TO DISCRIMINATORY PRACTICES IN EDUCATION

Each local board shall submit to the commissioner such data as specified in M.R. ~~3535.2500~~ .1000 for purposes of determining that the educational program is meeting provisions of state and federal law prohibiting discrimination on the grounds listed in M.R. ~~3535.2300~~ .0800.

Each local board shall comply with all state and federal law prohibiting discrimination on the grounds listed in M.R. ~~3535.2300~~ .0800.

Each local board shall direct the superintendent to coordinate, implement, and report to the local board the district's efforts to comply with M.R. ~~3535.2300~~ .0800 to ~~3535.2900~~ .1300.

Each local school board shall, pursuant to Title IX of the Educational Amendments of 1972 (Public Law Number 92-318), disseminate on a continuing basis its policy of nondiscrimination on the basis of gender.

The penalty for noncompliance with M.R. ~~3535.2300~~ .0800 to ~~3535.2900~~ .1300 shall be the reduction of state aids pursuant to M.S., Section 124.15.

M.S. 124.15 Subdivision 2a

~~3535.2500~~ .1200 COMPLIANCE REPORTS AND SUBMISSION OF DATA RELATING TO DISCRIMINATORY PRACTICES

Annually, on November 15, each school board shall submit to the commissioner a statement of compliance with state and federal law prohibiting discrimination on the grounds specified in M.R. 3535.2300 .0800 and, in support of that statement, shall complete the form contained in M.R. 3535.9920, and submit a report as required by Code of Federal Regulations, title 29, section 1602.41 (EEO-5 report), showing the number of certificated and noncertificated personnel employed which belong to each race and gender for each of the schools under its jurisdiction.

The statement of compliance required by M.S., Section 124.15, Subdivision 2a, shall be specified in M.R. 3535.9910.

The form to be completed in support of the assurance statement shall be specified in M.R. 3535.9920.

M.S. 124.15 Subdivision 2a

3535-2600 .1300 NOTICES

The content of any notice of noncompliance shall be such as is specified in Minnesota Statutes, section 124.15, Subdivision 3.

Any notice to a local board which is required by M.R. 3535-2300 .0800 to 3535-2900 .1200 shall be written and shall be sent by certified mail to the superintendent and to the clerk of the local board of the district at their respective business addresses. For the purposes of M.R. 3535-2300 .0800 to 3535-2900 .1200 the business address of the clerk of the local board is deemed to be the main administrative office of the district.

The commissioner shall provide to each school district in the state of Minnesota the documents specified in M.R. 3535.9920, and shall update the material as needed to insure compliance.

M.S. 124.15 Subdivision 2a

3535-2700 .1400 APPEAL OF COMMISSIONER'S DETERMINATION

Any school district aggrieved by a decision required of the commissioner under M.R. 3535-2300 .0800 to 3535-2900 .1200 may dispute that decision with the State Board of Education pursuant to M.S., Section 124.15, Subdivision 4.

M.S. 124.15 Subdivision 2a

~~3535.2800~~ .1500 DUTIES OF THE COMMISSIONER

Upon receipt of the school board's assurance of compliance and the supporting data, the commissioner shall:

In order to determine whether special state aid shall be withheld, process the data and forward it to the commissioner of human rights, pursuant to M.S., Section 124.15, Subdivision 5a.

In order to determine whether a violation of federal laws prohibiting discrimination has occurred: within 90 days of the receipt of the data, the commissioner of education shall review it to determine whether a school district is in compliance with federal law prohibiting discrimination; if, after review of the data, it appears to the commissioner that a violation of federal law exists, ~~he~~ the commissioner shall make a prompt investigation; and if the investigation indicates noncompliance with federal law, the commissioner shall inform the school district. If the noncompliance cannot be resolved by informal means, the commissioner may proceed to suspend or terminate federal assistance.

M.S. 124.15 Subdivision 2a

~~3535.2900~~ EXEMPTIONS

~~No district shall be exempt from parts 3535.2300 to 3535.2900~~

~~M.S. 124.15 subd 2a~~

APPENDIX E

APPENDIX E

E. Districts Impacted by the Enrollment Thresholds

Fall 92-93 Enrollment

Metro Districts having 30% or more learners of color

Dst. No.	Dst. Name	No. of Minority Students	%Minority
1	Minneapolis	25002	54.84
625	St. Paul	21770	44.35

Metro Districts having less than 10% learners of color

Dst. No.	Dst. Name	No. of Minority Students	%Minority
11	Anoka-Hennepin		5.09
12	Centennial		3.92
14	Fridley		7.09
15	St. Francis		2.99
16	Spring Lake Park		5.75
108	Norwood		1.81
110	Waconia		2.08
111	Watertown-Mayer		0.78
112	Chaska		3.32
6	South St. Paul		7.34
192	Farmington		2.19
194	Lakeville		2.86
195	Randolph		0
196	Rosemount		6.23
199	Inver Grove		5.02
200	Hastings		2.16
270	Hopkins		7.39
272	Eden Prairie		5.52
273	Edina		4.57
276	Minnetonka		3.25
277	Westonka		3.77
278	Orono		2.89
282	St. Anthony		9.94
283	St. Louis Park		9.09
284	Wayzata		5.26
621	Mounds View		7.96
622	North St. Paul		6.49
624	White Bear Lake		4.21
716	Belle Plaine		0.1
717	Jordan		0.39
719	Prior Lake		0.28
720	Shakopee		3.8
721	New Prague		0.29
831	Forest Lake		2.54
832	Mahtomedi		2.36
833	South Washington		5.7
834	Stillwater		2.42

School Districts that have more than 30 students of color and are outside
th seven county metro area

Fall 92-93 Enrollment

Dst. No.	Dst. Name	Total Minority	% Min.
4	McGregor	43	7.23
22	Detroit Lakes	329	11.22
23	Frazee	87	6.21
25	Pine Point	46	100
31	Bemidji	769	13.16
32	Blackduck	63	7.34
36	Kelliher	49	15.65
38	Red Lake	1040	100
47	Sauk Rapids	33	1.07
77	Mankato	297	3.88
84	Sleepy Eye	114	14.07
88	New Ulm	89	3
93	Carlton	90	11.02
94	Cloquet	362	13
113	Walker-Akeley	123	12.35
115	Cass Lake	585	58.79
118	Remer	90	15.63
129	Montevideo	31	1.66
138	North Branch	32	1.08
141	Chisago Lakes	38	1.27
147	Dilworth	38	6.65
152	Moorhead	713	9.81
162	Bagley	205	16.4
166	Cook County	84	11.72
173	Mountain Lake	131	21.91
177	Windom	53	4.39
181	Brainerd	164	2.19
186	Pequot Lakes	36	3.39
206	Alexandria	57	1.29
240	Blue Earth	76	5.31
241	Albert Lea	306	6.9
252	Cannon Falls	31	1.92
255	Pine Island	38	3.29
256	Red Wing	174	4.19
309	Park Rapids	118	5.96
316	Coleraine	97	6.15
317	Deer River	235	19.86
318	Grand Rapids	220	4.34
324	Jackson	70	5.79
332	Mora	47	2.42
345	New London-Spicer	35	1.91
347	Willmar	659	13.07
361	International Falls	128	6.64
394	Montgomery	39	3.26
413	Marshall	138	5.85
415	Lynd	32	23.36
417	Tracy	40	4.67
422	Glencoe	97	6.24
423	Hutchinson	92	2.75
432	Mahnomen	447	51.03

435	Waubun	319	53.08
442	Oslo	34	12.59
446	Warren	42	6.51
454	Fairmont	82	3.59
465	Litchfield	104	4.76
466	Dassel-Cokato	40	1.87
473	Isle	31	5.88
477	Princeton	79	2.73
480	Onamia	197	19.9
482	Little Falls	70	1.72
492	Austin	197	4.4
508	St. Peter	54	2.61
518	Worthington	337	12.94
521	Ada	31	4.96
526	Twin Valley	36	11.25
534	Stewartville	34	1.89
535	Rochester	1847	9.64
544	Fergus Falls	56	1.61
548	Pelican Rapids	44	3.47
549	Perham	41	2.35
564	Thief River Falls	81	3.35
573	Hinckley	69	6.53
578	Pine City	42	2.2
583	Pipestone	77	5.39
593	Crookston	271	12.57
595	East Grand Forks	338	15.49
601	Fosston	35	4.77
630	Red Lake Falls	47	9.63
637	Redwood Falls	74	4.7
648	Danube	34	10.12
652	Morton	58	40.28
655	Sacred Heart	34	8.27
656	Faribault	244	5.23
659	Northfield	135	3.98
678	Greenbush	44	11.96
690	Warroad	99	6.68
695	Chisholm	53	4.22
696	Ely	35	3.62
700	Hermantown	37	2.04
701	Hibbing	71	1.87
706	Virginia	100	4.3
707	Nett Lake	52	100
709	Duluth	981	6.69
710	St. Louis County	309	12.43
728	Elk River	212	2.86
732	Gaylord	54	7.68
742	St. Cloud	360	3.03
756	Blooming Prairie	139	13.06
761	Owatonna	121	2.58
769	Morris	37	2.92
793	Staples	31	1.77

801 Browns Valley	43	13.74
829 Waseca	65	2.71
836 Butterfield	37	13.96
837 Madelia	97	14.59
840 St. James	185	12.47
846 Breckenridge	53	4.83
858 St. Charles	108	9.17
861 Winona	170	3.3
876 Annandale	36	1.89
877 Buffalo	59	1.29
882 Monticello	57	1.82
883 Rockford	40	2.57
894 Granite Falls	66	6.8
911 Cambridge-Isanti	131	2.88
912 Milaca	37	2.19
2071 Lake Crystal-Welcome	42	3.07
2125 Triton	54	4.01
2174 Pine River-Backus	40	2.98
2397 LeSueur-Henderson	59	3.96
2527 Halstad-Hendrum	73	14.69
2534 Olivia-Bird Island-L	65	5.93
2580 East Central	93	8.35

APPENDIX F

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~~INCLUSIVE EDUCATIONAL PROGRAMS RULE~~

"Education Diversity Rule"

January 4, 1994

PART 3500.0550

Subpart 1. Policy

The strength of our society lies in its diversity. It is the policy of the Minnesota State Board of Education (Board) to provide equal access to opportunities that result in equal educational outcomes for diverse groups of learners in Minnesota.

The State Board is committed to educational excellence, equity, and success for every learner. A mark of educational excellence, equity, and success will be the extent to which curriculum and instruction reflects the diversity of the people of the United States and the State of Minnesota. The more knowledge a person has about others and their differences, the more they shall come to understand and appreciate their commonalities.

Since a number of school districts in Minnesota are currently isolated, every school district in the State of Minnesota shall develop and implement a curriculum to assure that learning experiences and environments are multi-cultural, gender fair, disability aware and free of bias.

Schools are responsible for creating positive learning environments to ensure success for learners as they prepare to live and work in a diverse society.

Subpart 2. Definitions

For the purpose of M.R. 3500.0550 the terms defined in this subpart shall have the following meanings ascribed to them.

- A. Cultural Isolation: is the lack of cultural diversity within the community and school setting.
- B. Diversity: means individuals and groups who are of different racial, ethnic, and cultural backgrounds, individuals with disabilities, and both genders that live together in a global society.

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- C. Equal Educational Outcomes: are educational results that demonstrate equal/equitable progress across racially /culturally/economically diverse groups of learners. The results and progress are to be determined by the use of multiple, non-discriminatory assessment processes.
- D. Equal Education Opportunity: is fair and equitable access to programs and resources that support equal educational outcomes.
- E. Equity: is access and distribution of resources based on learners' differential needs and free from bias and favoritism resulting in equitable educational outcomes.
- F. Ethnic: means groups of people united by commonalities, traits, history, and customs.

Subpart 3. Establishment Of A Plan

The school board in each district shall adopt a written plan to ensure that the curriculum and instruction emphasizes diversity within the United States in the educational programs. A diverse curriculum is one which is developed and delivered so that students, learners and staff gain an understanding and respect for the historical and contemporary contributions of:

- A. ~~The cultural diversity of the United States. Individuals and groups from different racial, ethnic and cultural backgrounds to society.~~ Special emphasis must be placed on persons who identify themselves or are identified in the general categories of African/Black Americans, American Indian/Alaskan Natives, Asian Americans/Pacific Islanders Asian/Pacific Americans, and Chicano/Latino Americans. The program must reflect the wide range of contributions by, roles open to Americans of all races and cultures and differing perspectives and experiences of diverse races and cultures.
- B. ~~The historical and contemporary contributions of women and men. Both genders to society.~~ Special emphasis must be placed on the contributions of women. The program must reflect the wide

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range of contributions and roles open to American women and men and differing perspectives and experiences of both genders.

- C. ~~The historical and contemporary contributions by handicapped persons individuals with disabilities to society.~~ Special emphasis must be placed on representing all disability areas. The program must reflect the wide range of contributions by, roles open to handicapped Americans and differing perspectives of individuals with disabilities.

Subpart 4. Specifications For The Plan

~~The current plan~~ Each district must submit a plan which includes:

- A. ~~address the manner in which the multicultural and gender fair concepts in Subpart 1, items A, B, and C, are to be incorporated into the curriculum goals, learner outcomes, and evaluation processes established in the district;~~
The district's policy relating to the education diversity curriculum.
- B. Description of membership and the extent and type of involvement of an advisory committee in the development, implementation, monitoring, evaluation, review and revision of the plan.
The district may select to use either an existing curriculum advisory committee such as (PER) established by M.S. 126.66, Subd. 2 or establish an Education Diversity Committee.
- 1) The composition of the selected committee shall include but not be limited to representatives of:
 - (a) persons of color;
 - (b) both genders;
 - (c) individuals with disabilities; and
 - (d) for those districts with a desegregation/integration committee as specified in M.R. 3535.0500, B, a liaison from that committee.
 - 2) The district shall submit with the plan:
 - (a) description of selection process for committee membership;
 - (b) names and signatures of all current committee members and their positions or agencies represented;

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- (c) ~~include Evidence of substantive involvement by women, persons of color, and handicapped persons individuals with disabilities in the development of the plan;~~
 - (1) Where a district is unable to recruit local people of color or individuals with disabilities, the district shall utilize resource people of color or individuals with disabilities available in the region, state or nation;
 - (2) If it is necessary to use this option, the district shall submit names and signatures of resource people as well as evidence of their involvement on the committee.
 - d. explanation of how the committee membership reflects the diversity of the community.
~~include evidence of involvement by women, persons of color, and handicapped persons in the development of the plan. In communities with no persons of color, the district shall utilize resource people available in the region, state, or nation whenever the plan is developed, reviewed, or revised;~~
- 3) The Education Diversity Committee shall review and analyze existing data within the district (such as MINCRIS or MARSS data). The data to be reviewed shall include the following areas but may not necessarily be limited to:
- a) the projected attendance and enrollment patterns by disability, gender and race of each school within the district for the next three years;
 - b) the achievement data disaggregated by race, gender, and disability, and a determination if achievement is comparable across gender, disability and race.;
 - c) the rates of attendance, dropout, absenteeism, expulsion, suspension, and determination if comparable across disability, race and gender;
 - d) per building staffing assignment data and hiring practices based on race and culture, gender, and disability; and,
 - e) the participation patterns in course offerings and extracurricular activities across gender, disability and race.

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~~include specific goals, objectives, and implementation timelines for the curriculum processes, content and materials needed for each of the areas in Subpart 1.~~

C. Description of:

- 1) Goals related to the data collected pursuant to Subpart 4 B (3) which would address equal and equitable access to every area of education for all people of color, individuals with disabilities and both genders. The district shall submit with the plan which data base was used to determine the goals.
- 2) Specific goals and objectives for learners which reflect movement beyond the level of awareness to a level of making decisions on social issues and taking actions which support (a) the concept of inclusion, respecting diversity, being culturally sensitive and capable of living and working with people of color; (b) the concept of respecting both genders; and (c) the concept of inclusion and respecting individuals with disabilities.
- 3) Curricular content and instructional strategies:
 - (a) which ensure that interactions between and among learners and instructors are gender fair;
 - (b) which incorporates the historical and contemporary contributions of women, people of color and individuals with disabilities;
 - (c) which incorporates the civil rights and human rights movements, their history, philosophical foundations and current issues in relation to state and local schools and the nation;
 - (d) which incorporate a sensitivity to and elimination of racial, gender and disability bias; and
 - (e) which incorporate Indian heritage and treaty making.
- 4) Evaluation methods used to assess materials for stereotypical language, and images, such as Indian logos; and
- 5) Timelines for implementation across curricular areas related to goals and objectives.

- D. ~~Include procedures for systematic monitoring and evaluation of the plan; and~~

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Description of the staff development plan for all staff which shall include but not be limited to:

- 1) addressing issues and barriers related to valuing women, people of color, and individuals with disabilities;
- 2) addressing contributions of individuals with disabilities, people of color, and women to society, and
- 3) addressing the Education Diversity Plan components.

- E. ~~Include a description of the program planned to inservice all staff in the areas related to Subpart 1, items A, B, C, and Subpart 2, items D and E.~~

Description of procedures for:

- 1) implementation of the plan and
- 2) systematic monitoring and evaluation of the plan.

Subpart 3 5. **Filing, Reports, Review, and Revision**

- A. All districts must have a current, approved plan on file.
- B. Each district shall submit a revision of the districts' Education Diversity Plan in conjunction with the initial date of approval of the local district's "Inclusive Education Program Plan" upon adoption of this rule by the State Board of Education
- C. Following the state approval of the districts' Education Diversity Plan the district or district consortium shall submit a status report on the implementation of the Plan every three years to the Commissioner.
- D. If a district is determined to be in noncompliance, the district will submit a plan to correct those areas that are determined to be noncompliant within six months of notification of noncompliance.

Subpart 6. **Compliance Procedures**

- A. Review: The commissioner shall review all required Education Diversity Rule plans submitted under the provisions and shall determine whether it complies with Subpart 4.

DRAFT

Subject to Revision

- B. The commissioner shall notify the local board of the rejection of the plan within 30 days. The notice shall specify the reasons for the rejection of the plan, the revision necessary to make the plan satisfactory, and a period of 45 days in which the local board shall submit a revised plan.
- C. Eligibility for incentives shall include those plans submitted and approved by the Commissioner including those exemplary components as submitted in Subpart 4.
1. Those plans submitted and approved by the Commissioner having included one or more of the following actions, but not limited to those actions, shall be eligible for incentives:
 - a) planning efforts which promote inclusion of learners of color, individuals with disabilities, and women within the curriculum;
 - b) implementation of interdistrict or multi-district programs to meet educational needs of individuals with disabilities, women, and learners of color,
 - c) interdistrict staff development plans and programs.
 2. Types Of Incentives:
 - a) statewide nomination for exemplary programs to be recognized by the Governor and funding to support a presentation of the program on a local or national basis;
and
 - b) grants for the development of pilot curriculum programs.
- D. Penalties
1. Sanctions may be imposed for one or more of the following reasons:
 - a) noncompliance; by not submitting plans as required;
 - b) composition of the selected advisory committee reviewing the Education Diversity Plan does not include substantive involvement of people of color, individuals with disabilities, or women;

DRAFT

Subject to Revision

- c) continued pattern of non-approval of the Education Diversity plan; or
 - d) any other sanctions as deemed appropriate by the commissioner.
2. Types of Sanctions: Districts who do not develop and implement an Education Diversity Plan may have one or more of the following sanctions imposed as determined by Subpart 6-D:
- a) special focus on-site monitoring;
 - b) withdrawal of state funds;
 - c) state appointment of an administrator to assist with the development and implementation of the plan, and the district would be responsible for the administrative salary; or;
 - d) daily fines per learner to the district.

The Commissioner of Education shall determine all sanctions to be employed for noncompliance with the Education Diversity Plan.

~~Effective Date: Minnesota Rules, part 3500.0550, is effective June 1, 1990. The plan required to be adopted under Subpart 1 must be adopted before that date and must be in effect and on file in the district and with the Commissioner of Education by that date.~~

~~Adopted on December 13, 1988; final version printed in the State Register, May 30, 1989.~~

APPENDIX G

**Desegregation/Integration Roundtable
Discussion Group Proposed Budget Summary**

Estimated
Cost
F.Y. 1995
Future
Years

(\$ = 000s)

1. Metropolitan Education Planning Process		\$ 250.0	\$ 250.0
2. Cooperative Secondary Facilities Grants		\$ 6,000.0	\$ TBD
3. Metropolitan Council Policy Role		\$ no cost	\$ no cost
4. Additional Resources for Metropolitan School Districts			
a) Increase Staff Development Revenue			
b) Desegregation Planning/Learning Gap Reduction Plans			
i) Categorical grant \$10 per pupil unit (Excludes Mpls and St. Paul) 100% Amount \$3,552.0 85% Amount		\$ 3,019.2	\$ 3,552.0
or ii) Expanded used of existing staff development revenue		\$ no cost	\$ no cost
c) Interdistrict Desegregation Transportation 100% Amount \$200.0 85% Amount (See attached transportation detail page) (* = To Be Determined)		\$ 170.0	\$ 200.0 *
d) Outreach to Students and Families		\$ 100.0	\$ 100.0
e) Closing the Gap			
■ Teachers of Color program Increase F.Y. 1995 appropriation to \$1,000.0 F.Y.1995 appropriation is \$300.0		\$ 700.0	\$ 700.0
■ Alternative Licensure-Minority Teacher Incentives Increase F.Y 1995 appropriation to \$300.0 F.Y. 1995 appropriation is \$100.0		\$ 200.0	\$ 600.0
i) Change in the AFDC Cap Increase cap from .65 to .8 100% Amount FY 1995 \$10,834.9 85% Amount 100% Amount FY 1996 \$14,446.5		\$ 9,209.7	\$ 13,904.8
or ii) Change in the AFDC cap 100% Amount FY 1995 \$25,359.5 Increase cap from .65 to 1 100% Amount FY 1996 \$33,812.6 85% Amount		\$ 21,555.6	\$ 32,544.6
5. Legislative Study Commission for Comprehensive State Policy on Metropolitan Desegregation		\$ no cost	\$ no cost
6. Commissioner of Education Facility Review and Comment		\$ no cost	\$ no cost
7. Minnesota Department of Education Staff Positions (2) staff positions		\$ 120.0	\$ 120.0
8. Modification of Current Statutes			
a) Enrollment Options Opportunities		\$ no cost	\$ no cost
b) State Board of Education Role		\$ no cost	\$ no cost
c) State Art School Role		\$ no cost	\$ no cost

Total Estimated Cost Ranges:

Low	\$ 16,749.7	\$ 15,874.8
High	\$ 32,114.8	\$ 38,066.6

#46

METROPUP
02/02/94

METROPOLITAN AREA PUPIL UNITS PROJECTED FOR 1994-95

THE PUPIL UNITS SHOWN HERE ARE BASED ON DISTRICTS' UNADJUSTED ADM PROJECTIONS AS SUBMITTED TO THE MDE IN JUNE 1993.

				A	B
				1994-95	
				PUPIL UNITS	\$10 X A
7 COUNTY TOTAL:				447,567	4,475,669
MINNEAPOLIS/ST PAUL:				92,362	923,617
OTHER:				355,205	3,552,051
1	1	3	27 MINNEAPOLIS	47,843	478,428
2	625	1	62 ST. PAUL	44,519	445,189
3	6	3	19 SOUTH ST. PAUL	3,928	39,278
4	11	1	2 ANOKA-HENNEPIN	42,454	424,543
5	12	1	2 CENTENNIAL	5,876	58,755
6	13	1	2 COLUMBIA HEIGHTS	3,590	35,899
7	14	1	2 FRIDLEY	2,816	28,156
8	15	1	2 ST. FRANCIS	6,140	61,398
9	16	1	2 SPRING LAKE PARK	4,658	46,578
10	108	1	10 NORWOOD	1,247	12,469
11	110	1	10 WACONIA	1,606	16,057
12	111	1	10 WATERTOWN-MAYER	1,535	15,351
13	112	1	10 CHASKA	6,004	60,044
14	191	1	19 BURNSVILLE	12,241	122,414
15	192	1	19 FARMINGTON	3,573	35,728
16	194	1	19 LAKEVILLE	7,911	79,113
17	195	1	19 RANDOLPH	427	4,267
18	196	1	19 ROSEMOUNT-APPLE	28,448	284,478
19	197	1	19 WEST ST. PAUL	5,310	53,101
20	199	1	19 INVER GROVE	4,678	46,780
21	200	1	19 HASTINGS	5,756	57,555
22	270	1	27 HOPKINS	8,801	88,008
23	271	1	27 BLOOMINGTON	13,287	132,867
24	272	1	27 EDEN PRAIRIE	9,495	94,953
25	273	1	27 EDINA	6,678	66,783
26	276	1	27 MINNETONKA	8,121	81,205
27	277	1	27 WESTONKA	2,669	26,685
28	278	1	27 ORONO	2,543	25,432
29	279	1	27 OSSEO	24,379	243,790
30	280	1	27 RICHFIELD	5,216	52,161
31	281	1	27 ROBBINSDALE	15,721	157,207
32	282	1	27 ST. ANTHONY-NEW	1,079	10,794
33	283	1	27 ST. LOUIS PARK	5,082	50,819
34	284	1	27 WAYZATA	8,863	88,630
35	286	1	27 BROOKLYN CENTER	1,503	15,033
36	621	1	62 MOUNDS VIEW	13,374	133,740
37	622	1	62 NORTH ST. PAUL-M	11,811	118,111
38	623	1	62 ROSEVILLE	7,613	76,127
39	624	1	62 WHITE BEAR LAKE	11,189	111,890
40	716	1	70 BELLE PLAINE	1,189	11,886
41	717	1	70 JORDAN	1,266	12,665
42	719	1	70 PRIOR LAKE	4,710	47,102
43	720	1	70 SHAKOPEE	3,321	33,207
44	721	1	70 NEW PRAGUE	2,244	22,443
45	831	1	82 FOREST LAKE	8,733	87,331
46	832	1	82 MAHTOMEDI	2,863	28,628
47	833	1	82 SOUTH WASHINGTON	15,456	154,564
48	834	1	82 STILLWATER	9,803	98,026

DESEGREGATION/INTEGRATION TRANSPORTATION ANALYSIS

Background data:

FY 93 Desegregation Transportation Cost per Pupil Transported:

Minneapolis	\$378	St. Paul	\$318	Duluth	\$470
State Average	\$356				

District X cost estimate for transporting 200 students to a magnet school located near the district border: \$50,000 (\$250/pupil).

District Y cost estimate for transporting 200 students to a magnet school located near the district border: \$92,000 (\$460/pupil).

State average cost per student for disabled student transportation = \$1,906.

Assumptions:

200 students from District X transported to magnet school near district border.

200 students from District Y transported to magnet school near district border.

50 students from other suburban districts transported to magnet school in an urban area.

Cost Estimate:

Assuming an average cost of \$400/pupil for District X and District Y transportation, total cost for 400 students equals \$160,000.

Assuming double this amount for the remaining 50 students (\$800/pupil), total cost for 50 students equals \$40,000.

Total projected cost = \$200,000.

Funding Proposal:

For the first year a district participates in this program, reimburse 100 percent of the cost for approved transportation from state aid. For subsequent years, provide funding through the nonregular funding formula. Modifications would be needed in the nonregular transportation funding formula to ensure that districts are funded equitably for this transportation. Specifically, the computation of desegregation transportation revenue should be separated from remaining nonregular revenue; adjustments to base year funding levels should be computed using the growth in number of students transported under this program, rather than growth in total district ADM.

1994-95 AND 1995-96 AFDC REVENUE GAINS UNDER TWO FUNDING OPTIONS

AFDCAL13
02/03/94

DISTRICTS ARE LISTED IN DESCENDING ORDER OF AFDC CONCENTRATION.

A CONCENTRATION OF AT LEAST .115 IS REQUIRED TO GAIN REVENUE UNDER THE FUNDING OPTIONS.

		A	B	C	D	E	F	G	H	I	J	K	L		
		AFDC PERCENT	REVENUE UNDER OLD FORMULA	REVENUE UNDER EXISTING NEW FORMULA	OPTION #1: IF MAXIMUM PU PER AFDC PUPIL = 0.8	OPTION #2: IF MAXIMUM PU PER AFDC PUPIL = 1.0	CURRENT LAW 1994-95 REVENUE = .25 X B + .75 X C	1994-95 REVENUE UNDER OPTION #1 = .25 X B + .75 X D	1994-95 REVENUE UNDER OPTION #2 = .25 X B + .75 X E	1994-95 GAIN UNDER OPTION #1 = G-F	1994-95 GAIN UNDER OPTION #2 = H-F	1995-96 GAIN UNDER OPTION #1 = D-C	1995-96 GAIN UNDER OPTION #2 = E-C		
TOTAL:										10,834,898	25,359,477	14,446,530	33,812,636		
1	25	1	PINE POINT	0.5693	73,710	79,853	98,280	122,850	78,317	92,138	110,565	13,821	32,248	18,428	42,998
2	38	1	RED LAKE	0.5647	1,118,880	1,212,120	1,491,840	1,864,800	1,188,810	1,398,600	1,678,320	209,790	489,510	279,720	652,680
3	115	1	CASS LAKE	0.4526	740,880	802,620	987,840	1,234,800	787,185	926,100	1,111,320	138,915	324,135	185,220	432,180
4	1	3	MINNEAPOLIS	0.3849	30,871,260	33,443,865	41,161,680	51,452,100	32,800,714	38,589,075	46,306,890	5,788,361	13,506,176	7,717,815	18,008,235
5	625	1	ST. PAUL	0.3109	22,428,630	24,297,683	29,904,840	37,381,050	23,830,419	28,035,788	33,642,945	4,205,368	9,812,526	5,607,158	13,083,368
6	2	1	HILL CITY	0.2086	134,190	145,373	163,265	185,630	142,577	155,996	172,770	13,419	30,193	17,892	40,257
7	435	1	WAUBUN	0.1896	219,240	237,510	259,434	288,666	232,943	249,386	271,310	16,443	38,367	21,924	51,156
8	595	1	EAST GRAND FO	0.1814	735,210	796,478	857,745	955,773	781,161	827,111	900,632	45,951	119,472	61,267	159,295
9	286	1	BROOKLYN CENT	0.1682	500,850	542,588	575,978	626,063	532,153	557,196	594,759	25,043	62,606	33,390	83,475
10	593	1	CROOKSTON	0.1673	625,590	677,723	719,429	781,988	664,689	695,969	742,888	31,280	78,199	41,706	104,265
11	709	1	DULUTH	0.1568	4,127,760	4,471,740	4,678,128	5,022,108	4,385,745	4,540,536	4,798,521	154,791	412,776	206,388	550,368
12	118	1	REMER	0.1551	166,320	180,180	188,496	202,356	176,715	182,952	193,347	6,237	16,632	8,316	22,176
13	707	1	NETT LAKE	0.1529	26,460	28,665	29,988	31,752	28,114	29,106	30,429	992	2,315	1,323	3,087
14	57	1	BEARDSLEY	0.1486	35,910	38,903	40,698	42,494	38,154	39,501	40,848	1,347	2,693	1,796	3,591
15	4	1	MCGREGOR	0.1481	166,320	180,180	188,496	196,812	176,715	182,952	189,189	6,237	12,474	8,316	16,632
16	432	1	MAHONEN	0.1471	247,590	268,223	280,602	292,982	263,064	272,349	281,634	9,285	18,569	12,380	24,759
17	317	1	DEER RIVER	0.1462	308,070	333,743	349,146	364,549	327,324	338,877	350,430	11,553	23,105	15,404	30,807
18	94	1	CLOQUET	0.1457	648,270	702,293	723,902	767,120	688,787	704,994	737,407	16,207	48,620	21,609	64,827
19	162	1	BAGLEY	0.1411	325,080	352,170	363,006	379,260	345,398	353,525	365,715	8,127	20,318	10,836	27,090
20	152	1	HOORHEAD	0.1410	1,593,270	1,726,043	1,779,152	1,858,815	1,692,849	1,732,681	1,792,429	39,832	99,579	53,109	132,772
21	31	1	BEMIDJI	0.1391	1,409,940	1,527,435	1,574,433	1,644,930	1,498,061	1,533,310	1,586,182	35,249	88,121	46,998	117,495
22	316	1	COLERAINE	0.1382	398,790	432,023	445,316	458,608	423,714	433,684	443,654	9,970	19,939	13,293	26,586
23	347	1	WILLMAR	0.1368	1,217,160	1,318,590	1,359,162	1,399,734	1,293,233	1,323,662	1,354,090	30,429	60,858	40,572	81,144
24	13	1	COLUMBIA HILIG	0.1327	803,250	870,188	883,575	910,350	853,453	863,494	883,575	10,041	30,122	13,388	40,163
25	158	1	CONVEK	0.1318	52,920	57,330	58,212	59,976	56,228	56,889	58,212	662	1,985	882	2,646
26	480	1	OWAMIA	0.1258	190,890	206,798	209,979	213,161	202,821	205,207	207,593	2,386	4,772	3,181	6,363
27	324	1	JACKSON	0.1228	211,050	274,365	278,586	278,586	258,536	261,702	261,702	3,166	3,166	4,221	4,221

APPENDIX H

APPENDIX H

WEDL 01/26/94			A	B	C
			RESIDENT WADM	GREATER OF \$5 X A OR \$2,400	GREATER OF \$10 X A OR \$2,400
TOTAL:			920,961	4,704,349	9,230,532
1	1	1 AITKIN	1,513	7,566	15,131
2	1	3 MINNEAPOLIS	48,531	242,657	485,314
3	2	1 HILL CITY	369	2,400	3,685
4	4	1 MCGREGOR	681	3,406	6,812
5	6	3 SOUTH ST. PA	3,984	19,920	39,840
6	11	1 ANOKA-HENNEP	43,032	215,162	430,324
7	12	1 CENTENNIAL	5,958	29,791	59,582
8	13	1 COLUMBIA HEI	3,637	18,187	36,374
9	14	1 FRIDLEY	2,855	14,274	28,548
10	15	1 ST. FRANCIS	6,224	31,118	62,237
11	16	1 SPRING LAKE	4,721	23,606	47,212
12	21	1 AUDUBON	422	2,400	4,222
13	22	1 DETROIT LAKE	3,263	16,315	32,630
14	23	1 FRAZEE	1,480	7,402	14,805
15	24	1 LAKE PARK	513	2,564	5,129
16	25	1 PINE POINT	107	2,400	2,400
17	31	1 BEMIDJI	6,177	30,884	61,768
18	32	1 BLACKDUCK	883	4,414	8,828
19	36	1 KELLIHER	310	2,400	3,098
20	38	1 RED LAKE	1,253	6,264	12,527
21	47	1 SAUK RAPIDS	3,862	19,311	38,621
22	51	1 FOLEY	2,154	10,768	21,535
23	55	1 CLINTON-GRAC	597	2,984	5,969
24	57	1 BEARDSLEY	150	2,400	2,400
25	62	1 ORTONVILLE	746	3,732	7,463
26	75	1 ST. CLAIR	646	3,232	6,464
27	77	1 MANKATO	8,439	42,194	84,387
28	81	1 COMFREY	280	2,400	2,800
29	84	1 SLEEPY EYE	777	3,884	7,767
30	85	1 SPRINGFIELD	871	4,354	8,709
31	88	1 NEW ULM	3,224	16,119	32,238
32	91	1 BARNUM	826	4,130	8,260
33	93	1 CARLTON	931	4,657	9,313
34	94	1 CLOQUET	2,644	13,219	26,439
35	95	1 CROMWELL	367	2,400	3,670
36	97	1 MOOSE LAKE	903	4,513	9,027
37	99	1 ESKO	1,089	5,443	10,886
38	100	1 WRENSHALL	450	2,400	4,505
39	108	1 NORWOOD	1,263	6,314	12,628
40	110	1 WACONIA	1,627	8,136	16,272
41	111	1 WATERTOWN-MA	1,556	7,781	15,561
42	112	1 CHASKA	6,089	30,447	60,894
43	113	1 WALKER-AKELE	1,144	5,722	11,443
44	115	1 CASS LAKE	969	4,843	9,686
45	116	1 PILLAGER	785	3,923	7,845
46	118	1 REMER	628	3,140	6,280
47	126	1 CLARA CITY	483	2,413	4,825
48	127	1 MAYNARD	296	2,400	2,955
49	128	1 MILAN	296	2,400	2,962
50	129	1 MONTEVIDEO	1,915	9,577	19,155
51	138	1 NORTH BRANCH	3,328	16,641	33,282
52	139	1 RUSH CITY	969	4,846	9,691
53	145	1 GLYNDON-FELT	819	4,095	8,190
54	146	1 BARNESVILLE	906	4,528	9,057
55	147	1 DILWORTH	681	3,406	6,812
56	150	1 HAWLEY	920	4,600	9,199
57	152	1 MOORHEAD	7,127	35,634	71,268
58	158	1 GONVICK	244	2,400	2,438
59	161	1 CLEARBROOK	424	2,400	4,244
60	162	1 BAGLEY	1,417	7,084	14,168
61	166	1 COOK COUNTY	798	3,991	7,982
62	173	1 MOUNTAIN LAK	664	3,322	6,645
63	175	1 WESTBROOK	303	2,400	3,025
64	177	1 WINDOM	1,309	6,547	13,093
65	178	1 STORDEN-JEFF	348	2,400	3,484
66	181	1 BRAINERD	7,844	39,219	78,437

WEDL		01/26/94		A	B	C
				RESIDENT WADM	GREATER OF \$5 X A OR \$2,400	GREATER OF \$10 X A OR \$2,400
		TOTAL:		920,961	4,704,349	9,230,532
67	182	1	CROSBY-IRONT	1,871	9,356	18,711
68	186	1	PEQUOT LAKES	1,312	6,562	13,124
69	191	1	BURNSVILLE	12,409	62,045	124,089
70	192	1	FARMINGTON	3,621	18,105	36,209
71	194	1	LAKEVILLE	8,024	40,120	80,240
72	195	1	RANDOLPH	432	2,400	4,325
73	196	1	ROSEMOUNT-AP	28,856	144,280	288,559
74	197	1	WEST ST. PAU	5,387	26,936	53,872
75	199	1	INVER GROVE	4,745	23,726	47,453
76	200	1	HASTINGS	5,832	29,158	58,316
77	203	1	HAYFIELD	1,176	5,880	11,760
78	204	1	KASSON-MANTO	1,879	9,394	18,789
79	206	1	ALEXANDRIA	4,952	24,762	49,525
80	207	1	BRANDON	498	2,492	4,985
81	208	1	EVANSVILLE	358	2,400	3,576
82	209	1	KENSINGTON	189	2,400	2,400
83	213	1	OSAKIS	747	3,735	7,470
84	218	1	DELAVAN	203	2,400	2,400
85	219	1	ELMORE	195	2,400	2,400
86	227	1	CHATFIELD	1,055	5,276	10,552
87	228	1	HARMONY	433	2,400	4,329
88	229	1	LANESBORO	481	2,405	4,811
89	233	1	PRESTON-FOUN	659	3,293	6,587
90	238	1	MABEL-CANTON	458	2,400	4,582
91	239	1	RUSHFORD-PET	864	4,322	8,645
92	241	1	ALBERT LEA	5,188	25,940	51,880
93	242	1	ALDEN	444	2,400	4,440
94	243	1	EMMONS	240	2,400	2,400
95	245	1	GLENVILLE	456	2,400	4,563
96	252	1	CANNON FALLS	1,744	8,721	17,442
97	253	1	GOODHUE	643	3,216	6,431
98	254	1	KENYON	814	4,068	8,135
99	255	1	PINE ISLAND	1,306	6,529	13,058
100	256	1	RED WING	4,044	20,220	40,440
101	258	1	WANAMINGO	382	2,400	3,823
102	261	1	ASHBY	335	2,400	3,353
103	262	1	BARRETT	155	2,400	2,400
104	263	1	ELBOW LAKE	552	2,761	5,523
105	264	1	HERMAN-NORCR	273	2,400	2,729
106	265	1	HOFFMAN	287	2,400	2,873
107	270	1	HOPKINS	8,922	44,608	89,217
108	271	1	BLOOMINGTON	13,469	67,344	134,688
109	272	1	EDEN PRAIRIE	9,631	48,154	96,309
110	273	1	EDINA	6,769	33,844	67,688
111	276	1	MINNETONKA	8,234	41,170	82,340
112	277	1	WESTONKA	2,706	13,528	27,056
113	278	1	ORONO	2,577	12,887	25,774
114	279	1	OSSEO	24,719	123,593	247,185
115	280	1	RICHFIELD	5,286	26,431	52,863
116	281	1	ROBBINSDALE	15,939	79,693	159,386
117	282	1	ST. ANTHONY-	1,094	5,469	10,938
118	283	1	ST. LOUIS PA	5,152	25,760	51,521
119	284	1	WAYZATA	8,985	44,927	89,853
120	286	1	BROOKLYN CEN	1,524	7,622	15,243
121	294	1	HOUSTON	620	3,100	6,201
122	297	1	SPRING GROVE	553	2,765	5,531
123	299	1	CALEDONIA	1,146	5,730	11,460
124	300	1	LACRESCENT	1,654	8,269	16,537
125	306	1	LAPORTE	407	2,400	4,072
126	308	1	NEVIS	446	2,400	4,457
127	309	1	PARK RAPIDS	2,238	11,190	22,381
128	314	1	BRAHAM	1,272	6,358	12,717
129	316	1	COLERAINE	1,723	8,614	17,228
130	317	1	DEER RIVER	1,316	6,580	13,159
131	318	1	GRAND RAPIDS	5,689	28,443	56,885
132	319	1	NASHWAUK-KEE	865	4,325	8,650

WEDL		01/26/94		A	B	C
				RESIDENT WADM	GREATER OF \$5 X A OR \$2,400	GREATER OF \$10 X A OR \$2,400
TOTAL:				920,961	4,704,349	9,230,532
133	323	2	FRANCONIA	32	2,400	2,400
134	324	1	JACKSON	1,280	6,402	12,805
135	325	1	LAKEFIELD	545	2,723	5,446
136	328	1	SIOUX VALLEY	100	2,400	2,400
137	330	1	HERON LAKE-O	454	2,400	4,536
138	332	1	MORA	2,244	11,221	22,442
139	333	1	OGILVIE	890	4,448	8,897
140	341	1	ATWATER	716	3,582	7,164
141	345	1	NEW LONDON-S	2,032	10,159	20,317
142	346	1	RAYMOND	419	2,400	4,193
143	347	1	WILLMAR	5,428	27,138	54,277
144	354	1	KENNEDY	161	2,400	2,400
145	356	1	LANCASTER	200	2,400	2,400
146	361	1	INTERNATIONA	2,206	11,032	22,065
147	362	1	LITTLEFORK-B	448	2,400	4,480
148	363	1	SOUTH KOOCHI	372	2,400	3,718
149	371	1	BELLINGHAM	217	2,400	2,400
150	378	1	DAWSON	873	4,364	8,728
151	381	1	LAKE SUPERIO	2,672	13,359	26,719
152	390	1	LAKE OF THE	943	4,716	9,431
153	391	1	CLEVELAND	558	2,789	5,578
154	392	1	LECENTER	910	4,551	9,103
155	394	1	MONTGOMERY	1,325	6,624	13,248
156	402	1	HENDRICKS	202	2,400	2,400
157	403	1	IVANHOE	410	2,400	4,098
158	404	1	LAKE BENTON	310	2,400	3,102
159	409	1	TYLER	492	2,459	4,919
160	411	1	BALATON	327	2,400	3,270
161	412	1	COTTONWOOD	440	2,400	4,401
162	413	1	MARSHALL	2,545	12,726	25,453
163	414	1	MINNEOTA	687	3,436	6,872
164	415	1	LYND	234	2,400	2,400
165	417	1	TRACY	910	4,548	9,096
166	418	1	RUSSELL	267	2,400	2,668
167	421	1	BROWNTON	403	2,400	4,028
168	422	1	GLENCOE	1,753	8,763	17,526
169	423	1	HUTCHINSON	3,615	18,077	36,155
170	424	1	LESTER PRAIR	544	2,721	5,441
171	425	1	SILVER LAKE	422	2,400	4,218
172	426	1	STEWART	253	2,400	2,526
173	427	1	WINSTED	267	2,400	2,667
174	432	1	MAHNOMEN	1,077	5,385	10,769
175	435	1	WAUBUN	729	3,643	7,287
176	437	1	ARGYLE	286	2,400	2,861
177	440	1	MIDDLE RIVER	210	2,400	2,400
178	441	1	NEWFOLDEN	483	2,413	4,825
179	442	1	OSLO	188	2,400	2,400
180	443	1	STEPHEN	332	2,400	3,316
181	447	1	GRYGLA	279	2,400	2,795
182	451	1	CEYLON	194	2,400	2,400
183	454	1	FAIRMONT	2,550	12,752	25,503
184	458	1	TRUMAN	546	2,731	5,462
185	461	1	COSMOS	334	2,400	3,341
186	463	1	EDEN VALLEY	985	4,925	9,850
187	464	1	GROVE CITY	436	2,400	4,355
188	465	1	LITCHFIELD	2,459	12,293	24,587
189	466	1	DASSEL-COKAT	2,315	11,576	23,152
190	473	1	ISLE	651	3,253	6,505
191	477	1	PRINCETON	3,304	16,522	33,043
192	480	1	ONAMIA	916	4,579	9,159
193	482	1	LITTLE FALLS	4,124	20,618	41,237
194	483	1	MOTLEY	625	3,126	6,253
195	484	1	PIERZ	1,149	5,745	11,490
196	485	1	ROYALTON	958	4,789	9,577
197	486	1	SWANVILLE	480	2,400	4,796
198	487	1	UPSALA	532	2,659	5,318

WEDL		01/26/94		A	B	C
		RESIDENT	GREATER OF		GREATER OF	
		WADM	\$5 X A		\$10 X A	
			OR \$2,400		OR \$2,400	
TOTAL:		920,961	4,704,349		9,230,532	
199	492	1 AUSTIN	4,671	23,353	46,706	
200	495	1 GRAND MEADOW	486	2,430	4,860	
201	497	1 LYLE	332	2,400	3,324	
202	499	1 LEROY	493	2,467	4,934	
203	500	1 SOUTHLAND	746	3,729	7,459	
204	504	1 SLAYTON	868	4,342	8,684	
205	505	1 FULDA	674	3,368	6,736	
206	507	1 NICOLLET	509	2,546	5,093	
207	508	1 ST. PETER	2,335	11,675	23,351	
208	511	1 ADRIAN	630	3,152	6,305	
209	513	1 BREWSTER	294	2,400	2,938	
210	514	1 ELLSWORTH	283	2,400	2,828	
211	516	1 ROUND LAKE	211	2,400	2,400	
212	518	1 WORTHINGTON	2,908	14,541	29,082	
213	521	1 ADA	608	3,041	6,083	
214	522	1 BORUP	143	2,400	2,400	
215	523	1 GARY	145	2,400	2,400	
216	526	1 TWIN VALLEY	433	2,400	4,330	
217	531	1 BYRON	1,552	7,762	15,525	
218	533	1 DOVER-EYOTA	1,020	5,098	10,197	
219	534	1 STEWARTVILLE	1,971	9,855	19,710	
220	535	1 ROCHESTER	17,258	86,291	172,581	
221	542	1 BATTLE LAKE	603	3,013	6,025	
222	544	1 FERGUS FALLS	3,844	19,218	38,436	
223	545	1 HENNING	559	2,796	5,592	
224	547	1 PARKERS PRAI	707	3,536	7,071	
225	548	1 PELICAN RAPI	1,419	7,096	14,192	
226	549	1 PERHAM	1,914	9,569	19,137	
227	550	1 UNDERWOOD	476	2,400	4,764	
228	553	1 NEW YORK MIL	815	4,075	8,151	
229	561	1 GOODRIDGE	277	2,400	2,770	
230	564	1 THIEF RIVER	2,685	13,425	26,849	
231	570	1 FINLAYSON	235	2,400	2,400	
232	573	1 HINCKLEY	1,110	5,548	11,096	
233	577	1 WILLOW RIVER	654	3,269	6,538	
234	578	1 PINE CITY	1,999	9,996	19,992	
235	581	1 EDGERTON	328	2,400	3,282	
236	582	1 JASPER	259	2,400	2,593	
237	583	1 PIPESTONE	1,596	7,981	15,962	
238	584	1 RUTHTON	227	2,400	2,400	
239	592	1 CLIMAX	230	2,400	2,400	
240	593	1 CROOKSTON	2,285	11,424	22,849	
241	595	1 EAST GRAND F	2,496	12,482	24,963	
242	599	1 FERTILE-BELT	607	3,035	6,070	
243	600	1 FISHER	265	2,400	2,645	
244	601	1 FOSSTON	829	4,147	8,293	
245	604	1 MENTOR	201	2,400	2,400	
246	611	1 CYRUS	175	2,400	2,400	
247	621	1 MOUNDS VIEW	13,557	67,784	135,568	
248	622	1 NORTH ST. PA	12,398	61,991	123,981	
249	623	1 ROSEVILLE	7,719	38,597	77,195	
250	624	1 WHITE BEAR L	11,343	56,715	113,430	
251	625	1 ST. PAUL	43,360	216,798	433,596	
252	627	1 OKLEE	324	2,400	3,239	
253	628	1 PLUMMER	248	2,400	2,478	
254	630	1 RED LAKE FAL	681	3,403	6,805	
255	631	1 BELVIEW	178	2,400	2,400	
256	633	1 LAMBERTON	356	2,400	3,565	
257	635	1 MILROY	253	2,400	2,531	
258	636	1 MORGAN	351	2,400	3,512	
259	637	1 REDWOOD FALL	1,368	6,840	13,680	
260	638	1 SANBORN	239	2,400	2,400	
261	640	1 WABASSO	557	2,785	5,569	
262	641	1 WALNUT GROVE	292	2,400	2,918	
263	648	1 DANUBE	336	2,400	3,364	
264	650	1 FRANKLIN	163	2,400	2,400	

WEDL		01726/94	A	B	C
			RESIDENT	GREATER OF	GREATER OF
			WADM	\$5 X A	\$10 X A
			OR \$2,400	OR \$2,400	OR \$2,400
TOTAL:			920,961	4,704,349	9,230,532
265	652	1 MORTON	298	2,400	2,982
266	654	1 RENVILLE	516	2,581	5,162
267	655	1 SACRED HEART	287	2,400	2,871
268	656	1 FARIBAULT	5,152	25,758	51,517
269	659	1 NORTHFIELD	3,960	19,801	39,602
270	669	1 MAGNOLIA	233	2,400	2,400
271	670	1 LUVERNE	1,402	7,010	14,020
272	671	1 HILLS-BEAVER	505	2,525	5,050
273	676	1 BADGER	270	2,400	2,696
274	678	1 GREENBUSH	469	2,400	4,689
275	682	1 ROSEAU	1,616	8,080	16,160
276	690	1 WARROAD	1,732	8,660	17,320
277	695	1 CHISHOLM	1,252	6,260	12,519
278	696	1 ELY	968	4,841	9,683
279	698	1 FLOODWOOD	405	2,400	4,050
280	700	1 HERMANTOWN	2,023	10,116	20,232
281	701	1 HIBBING	3,895	19,476	38,952
282	704	1 PROCTOR	2,580	12,898	25,796
283	706	1 VIRGINIA	2,474	12,369	24,737
284	707	1 NETT LAKE	124	2,400	2,400
285	709	1 DULUTH	16,122	80,610	161,220
286	712	1 MOUNTAIN IRO	1,119	5,596	11,192
287	716	1 BELLE PLAINE	1,204	6,022	12,044
288	717	1 JORDAN	1,284	6,418	12,836
289	719	1 PRIOR LAKE	4,775	23,875	47,749
290	720	1 SHAKOPEE	3,367	16,836	33,673
291	721	1 NEW PRAGUE	2,274	11,372	22,744
292	726	1 BECKER	1,687	8,437	16,874
293	727	1 BIG LAKE	1,747	8,733	17,467
294	728	1 ELK RIVER	8,665	43,325	86,651
295	731	1 ARLINGTON	850	4,252	8,504
296	732	1 GAYLORD	723	3,616	7,231
297	736	1 BELGRADE-ELR	671	3,355	6,710
298	737	1 BROOTEN	438	2,400	4,381
299	738	1 HOLDINGFORD	1,378	6,892	13,784
300	739	1 KIMBALL	1,052	5,262	10,524
301	740	1 MELROSE	1,736	8,681	17,362
302	741	1 PAYNESVILLE	1,543	7,715	15,430
303	742	1 ST. CLOUD	13,493	67,465	134,930
304	743	1 SAUK CENTRE	1,421	7,107	14,213
305	745	1 ALBANY	1,942	9,708	19,416
306	748	1 SARTELL	2,551	12,753	25,507
307	750	1 COLD SPRING	2,424	12,118	24,237
308	756	1 BLOOMING PRA	1,145	5,726	11,452
309	761	1 OWATONNA	5,289	26,443	52,887
310	762	1 ELLENDALE-GE	602	3,009	6,019
311	763	1 MEDFORD	629	3,144	6,289
312	768	1 HANCOCK	363	2,400	3,631
313	769	1 MORRIS	1,283	6,413	12,825
314	771	1 CHOKIO-ALBER	352	2,400	3,521
315	775	1 KERKHOVEN-MJ	732	3,658	7,317
316	777	1 BENSON	1,394	6,969	13,939
317	784	1 APPLETON	685	3,424	6,847
318	786	1 BERTHA-HEWIT	696	3,479	6,959
319	787	1 BROWERVILLE	577	2,883	5,765
320	789	1 CLARISSA	391	2,400	3,906
321	790	1 EAGLE BEND	380	2,400	3,804
322	791	1 GREY EAGLE	313	2,400	3,132
323	792	1 LONG PRAIRIE	1,349	6,744	13,488
324	793	1 STAPLES	1,627	8,137	16,275
325	801	1 BROWNS VALLE	214	2,400	2,400
326	803	1 WHEATON	548	2,738	5,476
327	806	1 ELGIN-MILLVI	709	3,543	7,086
328	810	1 PLAINVIEW	1,381	6,904	13,809
329	811	1 WABASHA	967	4,833	9,666
330	813	1 LAKE CITY	1,651	8,253	16,506

WEDL		01726/94		A	B	C
				RESIDENT	GREATER OF	GREATER OF
				WADM	\$5 X A	\$10 X A
					OR \$2,400	OR \$2,400
TOTAL:				920,961	4,704,349	9,230,532
331	815	2	PRINSBURG	27	2,400	2,400
332	818	1	VERNDALE	475	2,400	4,746
333	820	1	SEBEKA	734	3,670	7,339
334	821	1	MENAHGA	851	4,256	8,512
335	827	1	NEW RICHLAND	738	3,692	7,385
336	829	1	WASECA	2,635	13,174	26,349
337	831	1	FOREST LAKE	8,850	44,250	88,501
338	832	1	MAHTOMEDI	2,902	14,509	29,018
339	833	1	SOUTH WASHIN	15,668	78,341	156,683
340	834	1	STILLWATER	9,938	49,689	99,377
341	836	1	BUTTERFIELD	304	2,400	3,036
342	837	1	MADELIA	733	3,663	7,325
343	840	1	ST. JAMES	1,547	7,736	15,472
344	846	1	BRECKENRIDGE	1,283	6,414	12,827
345	850	1	ROTHSAY	311	2,400	3,112
346	852	1	CAMPBELL-TIN	271	2,400	2,713
347	857	1	LEWISTON	1,018	5,092	10,185
348	858	1	ST. CHARLES	1,224	6,118	12,235
349	861	1	WYNONA	5,373	26,864	53,728
350	876	1	ANNANDALE	2,138	10,692	21,384
351	877	1	BUFFALO	5,058	25,289	50,578
352	879	1	DELANO	1,936	9,680	19,360
353	880	1	HOWARD LAKE	1,017	5,085	10,171
354	881	1	MAPLE LAKE	1,023	5,115	10,230
355	882	1	MONTICELLO	3,669	18,345	36,690
356	883	1	ROCKFORD	1,901	9,503	19,006
357	885	1	ST. MICHAEL-	1,941	9,705	19,410
358	891	1	CANBY	901	4,504	9,009
359	892	1	CLARKFIELD	421	2,400	4,209
360	893	1	ECHO	160	2,400	2,400
361	894	1	GRANITE FALL	1,086	5,430	10,860
362	896	1	WOOD LAKE	185	2,400	2,400
363	911	1	CAMBRIDGE-IS	5,133	25,664	51,327
364	912	1	MILACA	1,953	9,765	19,530
365	914	1	ULEN-HITTERD	435	2,400	4,353
366	918	1	CHANDLER-LAK	290	2,400	2,900
367	2071	1	LAKE CRYSTAL	1,464	7,319	14,638
368	2125	1	TRITON	1,484	7,421	14,841
369	2134	1	UNITED SOUTH	1,406	7,031	14,063
370	2135	1	MAPLE RIVER	1,462	7,310	14,619
371	2137	1	KINGSLAND	1,202	6,011	12,022
372	2142	1	ST. LOUIS CO	3,554	17,772	35,544
373	2143	1	WATERVILLE-E	1,340	6,701	13,402
374	2144	1	CHISAGO LAKE	3,507	17,537	35,073
375	2148	1	BLUE EARTH A	1,713	8,564	17,128
376	2149	1	MINNEWASKA	2,159	10,795	21,590
377	2153	1	MADISON-MARI	783	3,914	7,828
378	2154	1	EVELETH-GILB	1,973	9,865	19,729
379	2155	1	WADENA-DEER	1,552	7,760	15,520
380	2159	1	BUFFALO LAKE	810	4,051	8,103
381	2163	1	WARREN-ALVAR	865	4,325	8,650
382	2174	1	PINE RIVER-B	1,507	7,533	15,066
383	2358	1	KARLSTAD-STR	498	2,492	4,985
384	2359	1	HALLOCK-HUMB	445	2,400	4,446
385	2365	1	G.F.W.	1,219	6,094	12,188
386	2397	1	LESUEUR-HEND	1,628	8,140	16,279
387	2448	1	MARTIN COUNT	1,167	5,835	11,671
388	2527	1	HALSTAD-HEND	524	2,619	5,238
389	2534	1	OLIVIA-BIRD	1,224	6,119	12,237
390	2536	1	GRANADA HUNT	521	2,607	5,215
391	2580	1	SANDSTONE-AS	1,185	5,925	11,850
392	2609	1	WIN-E-MAC	587	2,937	5,875
393	2711	1	MESABI EAST	1,771	8,853	17,707
394	2805	1	ZUMBROTA-MAZ	1,457	7,285	14,571
395	2835	1	JANESVILLE-W	1,132	5,661	11,322