



Learning Together -
It Matters



**NORTHWEST SUBURBAN
INTEGRATION SCHOOL DISTRICT**
A Global Community Learning and Growing Together



Twin Cities Regional Integration School Districts Overview and Purpose

East Metro Integration District
Northwest Suburban Integration School District
West Metro Education Program

January 2014

Minneapolis, St. Paul, Suburban East, Suburban Northwest, and Suburban West Metro School districts form three separate regional voluntary integration Joint Powers School Districts, or collaboratives. Each integration school district has its own formal Joint Powers Agreement, funding mechanism, and governance board and structure. Together, their 29 member districts enroll approximately 300,000 students; thus, the positive impact of persistent and long term work together in the region continues to positively impact thousands of students and staff through educational services and programs based on their mutual values, goals, and expectations.

Ultimately, all of us are working toward the same big picture goal of educating students to become successful citizens of Minnesota and of the World. This includes imparting or instilling a love of learning, habits of listening and learning from others, academic and workplace skills that are valued within the global work force, and the ability to find joy in work, life, and play in multicultural multiethnic communities.

Together and individually, the integration districts provide programs, services, support and leadership intended to yield downstream (future) results by providing

- I. Assistance to their members in establishing conditions within school districts, schools, and classrooms that are most likely to result in academic success at high levels for all students with few, if any, achievement disparities among various groups of students.
- II. Assistance to their members in establishing the conditions within school districts, schools, and classrooms that are most likely to result in students' development of high levels of cultural awareness, effective communication across racial groups and critical thinking skills.

- III. A lowering of the naturally occurring parochial boundaries that exist in school districts and foster collaboration and the leveraging of ideas, personnel and resources among members of the integration districts, with the belief that “None of us is as smart as all of us.”
- IV. A platform or vantage point from which to examine current educational policies and practices through an interracial lens; and, to identify adjustments to them that will ensure that all students have opportunities to achieve academically. In so doing students and society will realize the maximum benefit from their schooling.

The regional Integration School Districts accomplish the above through the following activities, among others.

- A. Stand alone Magnet Schools that enroll students from all other member districts and some non-member districts.
- B. Magnet Schools within each of the member districts that attract students from other member districts.
- C. Professional development courses, workshops, programs, and services.
- D. Within school and within district student programs and services.
- E. Cross-district student programs and services.
- F. Shared purchasing services.
- G. Sharing staff across districts to create efficiencies and maximize financial resources.
- H. Creation of multi-district collegial groups that provide opportunities for staff to share and learn strategies and successful practices from colleagues in multiple districts.
- I. Joint advocacy for policies and practices that support the mutual goals of the integration districts.