Minnesota Department of
Educatiᴏn

Achievement and Integration Plan
July 1, 2014 – June 30, 2017

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

District ISD# and Name: **ISD 0492**
Austin Public Schools
District Status: (RI) Racially Isolated
District (only)
Name of Collaborative: Alliance for
Educational Equity

Superintendent's Name: David Krenz
Phone: (507) 460-1900
E-mail: david.krenz@austin.k12.mn.us

District Office Address:
Street Address: 401 3rd Ave NW
City, State, ZIP: Austin, MN 55912

Document prepared by:
Name: Kristi Beckman
Title: Integration Coordinator
Phone: (507460-1107)
E-mail: Kristi.beckman@austin.k12.mn.us

Board Approval Date: 3-10-2014

Racially Identifiable Schools (RIS) within a District
If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below:

1. Click here to enter text.
2. Click here to enter text.
3. Click here to enter text.

Plans for racially identifiable schools will follow the same format provided for districts within an integration collaborative. The RIS plan section starts on the final page

Integration Collaborative Member Districts
List all districts in your integration collaborative and their integration status: RI=racially isolated district, RIS=racially isolated school, RI/RIS=racially isolated district and racially isolated school, A=adjoining district, V=voluntary district.
Note: If your district is eligible for this program solely because you have one or more racially identifiable schools within your district, you are not currently required to participate in an integration collaborative and may delete the text boxes below.

1. RI ISD# 241 Albert Lea Public Schools
2. A ISD# 500 Southland Public Schools
3. A ISD# 203 Hayfield Public Schools
4. A ISD# 497 Lyle Public Schools
5. RI ISD# 492 Austin Public Schools

Please return this completed plan by March 15, 2014 to mde.integration@state.mn.us.
Electronic submission is required.

Address general questions on the data or plan submission process to Kari-Ann Ediger, Office of Equity and Innovation, 651-582-8269, Kari-Ann.Ediger@state.mn.us

Achievement Goal One

Goal Statement: The proficiency GAP between the White and Non-White and FRP and Non-FRP students enrolled the full academic year for all grades tested within Austin Public Schools on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District by **INCREASING** the proficiency of Non-White and FRP student groups as follows within our District (see table A).

A. Reading *Proficiency INCREASE:*

Name of District	Status	Baseline data	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	*Total Increase*
Austin Public Schools	RI	2012-13					
All students		47.8%	54.3%	60.9%	67.4%	73.9%	*26.1%*
White		58.3%	63.5%	68.7%	73.9%	79.1%	*20.8%*
Non-White		28.3%	37.3%	46.3%	55.2%	64.2%	*35.9%*
Ethnic_Prof. GAP		***29.9%***	***26.2%***	***22.5%***	***18.7%***	***14.9%***	***-15.0%***
Asian		37.6%	45.4%	53.2%	61.0%	68.8%	*31.2%*
Hispanic		26.9%	36.1%	45.2%	54.4%	63.5%	*36.6%*
Black		28.6%	37.5%	46.4%	55.4%	64.3%	*35.7%*
Non-FR		64.5%	68.9%	73.4%	77.9%	82.3%	*17.8%*
FR		34.5%	42.7%	50.8%	59.0%	67.2%	*32.7%*
FR_Prof. GAP		***30.0%***	***26.2%***	***22.6%***	***18.9%***	***15.1%***	***-14.9%***

Delete table rows for student groups not included in your goal statement.

The reading proficiency of all students will increase so that the gap between White and Non-White students is reduced from 29.9% to 14.9%. The gap between FRP and Non-FRP student reading proficiency will be reduced from 30% to 15.1%.

Achievement Goal One: Strategies and Activities

Activity 1: AVID
College Career readiness for underserved students

Activity details:
Increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers
Narrative Description of Strategies/Activities:

AVID students will take an elective class as well as a rigorous course (such as honors or AP) in order to develop skills necessary for high school graduation and college readiness: study skills, organization, critical thinking, collaboration, reading and writing. Tutors will support the students, as well as wrap-around services such as motivational events/speakers, college visits, exam prep, etc.

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

AVID is a well-researched intervention with much data available to support its effectiveness. For research information, visit: http://www.avid.org/dl/res_research/research_review.pdf

Key Indicators of Progress (KIP)

The reading proficiency of all students will increase so that the gap between White and Non-White students is reduced from 29.9% to 14.9%. The gap between FRP and Non-FRP student reading proficiency will be reduced from 30% to 15.1%.

2) *Measures to track implementation and progress*:
Baseline data will be gathered around the following areas:
-Achievement Data (MCA)
-Graduation Rate
-Number of seniors completing one or more college-level course options
-ACT test scores
-GPA
-PLAN test scores

Achievement Goal One: Strategies and Activities

Activity 2: Success Coaches
Family Engagement program

Activity details:
FE programs designed to increase student achievment
Narrative Description of Strategies/Activities:
The Success Coach Program is a family engagement and empowerment program. Coaches identify and respond proactively to barriers, and work with parents and students to take charge of their success. They hold frequent meetings to promote parent empowerment, understanding of the school system, and

community connections. The integration program supports the salaries, benefits, and in-district transportation costs of eleven bilingual, bicultural coaches who work with families, students and staff to promote academic and social success and access to resources. They have also been an integral part of helping our districts understand cultural differences and have helped us address students and families in a more effective way. They collaborate across districts when possible to create efficiencies and promote inter-district opportunities for students and parents.

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.
For more information on the Epstein model and the philosophy behind the success coach program, visit: http://www.sps186.org/downloads/table/13040/6TypesJ.Epstien.pdf

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity*:
The reading proficiency of all students will increase so that the gap between White and Non-White students is reduced from 29.9% to 14.9%. The gap between FRP and Non-FRP student reading proficiency will be reduced from 30% to 15.1%.

2) *Measures to track implementation and progress*:
Baseline data will be gathered in the following areas:
-Selected questions on the Minnesota Student Survey (see attached)
-Attendance

Achievement Goal One: Strategies and Activities

Activity 3: Young Scholars
Research based interventions that include formative assessment practivces to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments adn aligned with Worlds Best Workforce (Sec. 29, subd.2(b))

Activity details:
Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd. 2(b))

Narrative Description of Strategies/Activities:

Young Scholar groups target students that have demonstrated high-ability in their

Nonverbal reasoning skills on the CogAT assessment, and in observation in whole group lessons. The Young Scholars model provides equity of opportunity for students with demonstrated high-ability to have access to complex, in-depth instruction. Young Scholars nurtures the development of the students' critical thinking and problem solving skills so they are able to access other advanced academic options later in their school experience. By recognizing high potential in students and helping to develop their talent, we are able to offer an innovative entry point for many students who are typically underrepresented in our Gifted and Talented programs. Young Scholars is currently available to students in grades K, 1 and 2. We will expand the program to include students in grades 3 and 4 as well.

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.
Horn, C. (2014). The Young Scholars Model. In C. Adams, & K. Chandler, Effective Program Models for Gifted Students From Underserved Populations (pp. 45-60). Waco: Prufrock Press, Inc.

This article describes the Young Scholar model that was developed in Fairfax, VA to provide access to advanced academic opportunities for students who are culturally, linguistically, and/or economically diverse in the elementary grades. Their finding show that 94% of the Young Scholars are enrolled in advanced academic courses in the high school [gifted and talented center, honors, AP, or IB classes], and 78% of those students are earning A's and B's.

Olszewski-Kubilius, P., & Clarenbah, J. (2012). Unlocking Emergent Talent: Supporting High Achievement of Low-Income, High-Ability Students. Washington, DC: National Association for Gifted Children. http://www.nagc.org/uploadedFiles/Conventions_and_Seminars/National_Research_Summit/Unlocking %20Emergent%20Talent%20FULL%20No-Tint.pdf

This report was released to bring awareness to educators to identify and develop the talent of all students who are capable of high achievement including low-income and culturally and linguistically diverse students who too often are overlooked by educators who see high performance on ability or achievement tests as the sole indication of high ability. The overarching theme focuses on teaching to students' strengths, rather than their deficits. Four main suggestions included 1. multiple pathways and entry points to gifted services, 2. inclusive identification processes and procedures, 3. Professional

development for educators and community education for parents, and 4. more access to academic rigor throughout the day

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity*: The reading proficiency of all students will increase so that the gap between White and Non-White students is reduced from 29.9% to 14.9%. The gap between FRP and Non-FRP student reading proficiency will be reduced from 30% to 15.1%.

2) *Measures to track implementation and progress*: Baseline data will be gathered in the following areas for student participants:
-Achievement Data
-Scantron assessments
-Number of students working with GT teachers
-DIBELS
-Reading Levels

Achievement Goal One: Strategies and Activities

Activity 4: Equity Teams
Training teachers & administrators

Activity details:
Professional development resources and training for improving achievement of all students
Narrative Description of Strategies/Activities:

Equity teams are staff teams coordinated by a teacher in each building that promote equity and cultural competence activities for staff and students in collaboration with the district equity leadership team. Staff development efforts focus on cultural awareness, understanding of cultural communication styles, differentiated instruction, and incorporating multiple perspectives into instruction. Staff also work to ensure that the climate in their buildings is welcoming and safe for all students.

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.
Click here to enter text.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity*: The reading proficiency of all students will increase so that the gap between White and Non-White students is reduced from 29.9% to 14.9%. The gap between FRP and Non-FRP student reading proficiency will be reduced from 30% to 15.1%.

2) *Measures to track implementation and progress*:
-Number of staff involved in professional development opportunities
-Responses to select items on MN Student Survey (see attached)

Achievement Goal One: Strategies and Activities

Activity 5: Be Your Best
College Career readiness for underserved students

Activity details:

Increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers
Narrative Description of Strategies/Activities:

An eight-week summer college prep academy devoted to preparing students age 16-22 for college through instruction in college prep reading and math, career exploration, and college success strategies. Social-emotional activities, tutors and academic advising also provide support for the students.

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.
Click here to enter text.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity*:
The reading proficiency of all students will increase so that the gap between White and Non-White students is reduced from 29.9% to 14.9%. The gap between FRP and Non-FRP student reading proficiency will be reduced from 30% to 15.1%.

2) *Measures to track implementation and progress*:
Baseline data will be gathered regarding the following areas:
-Achievement Data
-Number of students completing one or more college-level course options
-PSEO
-ACT
-GPA
-Graduation Rate

Achievement Goal One: Strategies and Activities

Activity 6: ACT Prep Academy
College Career readiness for underserved students

Activity details:
Increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers
Narrative Description of Strategies/Activities:

As our districts move toward using the ACT as a high school assessment, we recognize that our underrepresented students often lack access to rigorous programs providing them the skills and knowledge necessary to achieve at high levels on college entrance exams. Our collaborative will work together to develop an ACT prep class that is accessible to all students in our member districts.

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.
Click here to enter text.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity*:

The reading proficiency of all students will increase so that the gap between White and Non-White students is reduced from 29.9% to 14.9%. The gap between FRP and Non-FRP student reading proficiency will be reduced from 30% to 15.1%.

Achievement Goal One: Strategies and Activities

Activity 7: CLEP Testing and Preparation
College Career readiness for underserved students

Activity details:
Increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers

Narrative Description of Strategies/Activities:
Albert Lea is piloting a program that would allow them to become a CLEP testing site. As

2) *Measures to track implementation and progress*:
-Attendance
-ACT scores

we learn more about the program, we may have the opportunity to build a network among our collaborative districts to offer test prep sessions to students enrolled in similar classes across districts. Students would then have the opportunity to take the CLEP test locally in Albert Lea instead of travelling to other locations at a greater distance. Austin will learn more about this opportunity during the initial year of our plan and may become engaged in this collaborative endeavor in the second and third year of our plan.

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.
Click here to enter text.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity*:
The reading proficiency of all students will increase so that the gap between White and Non-White students is reduced from 29.9% to 14.9%. The gap between FRP and Non-FRP student reading proficiency will be reduced from 30% to 15.1%.

2) *Measures to track implementation and progress*:
-Attendance at inter-district study sessions
-Number of Students receiving college credit through CLEP testing.

Integration Goal One

Integration SMART goal statement for your collaborative:

In order to increase racial and economic integration between districts in the Alliance for Educational Equity Collaborative, the collaborative will create opportunities for sustained interactions between inter-district students that promote intercultural understanding and academic achievement. Underserved students, especially those who qualify for free or reduced lunch or are first

generation college students will be especially encouraged to attend.

To achieve this goal, each district will work with the collaborative to identify students to participate in ongoing, integrated activities. Students will be recruited in order to represent the collaborative as follows:
50%—Austin students
30%--Albert Lea students
7%--Southland students

Integration Goal One: Strategies and Activities

Because collaborative integration activities should be listed in this section, include collaborative member district data to create yearly targets. Highlight those activities, data, and yearly targets which represent your own district's efforts. All integration activities should involve the racially isolated district, but may not involve each member district.

Activity 1: Project E³
Integrated Learning Environments

Activity details:
Innovative programs that will increase racial and economic integration within the targeted school or district
Narrative Description of Strategies/Activities:
Project E^3: Environmental Engineering for Everyone is an inter-district Saturday and summer program focused on math and science enrichment. The cohort-based model will allow 75 students in grades 4-6 to spend 8 Saturdays during the course of the school year and five weeks during the summer exploring science and math through interactive, engaging, high-level environmental engineering units. All member districts will send student participants and contribute through both integration and incentive revenue. A complete program proposal is included as an appendix to the plan.

If you selected the option above for *Research based interventions that include formative assessment practices*, please give the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.
Click here to enter text.

Key Indicators of Progress (KIP)
SMART goal for this strategy/activity:
In order to increase racial and economic integration between districts in the Alliance for Educational Equity Collaborative, the collaborative will create opportunities for sustained interactions between inter-district students that promote intercultural understanding and academic achievement. Underserved students, especially those who qualify for free or reduced lunch or are first generation college students will be especially encouraged to attend.

To achieve this goal, each district will work with the collaborative to identify students to participate in ongoing, integrated activities. Students will be recruited in order to represent the collaborative as follows:
50%—Austin students
30%--Albert Lea students
7%--Southland students
7%--Hayfield Students
6%--Lyle students

Research to support Project E3 (designed based on Project EXCITE)
Cockrell, K. (2014). Project EXCITE. In C. Adams, & K. Chandler, Effective Program Models for Gifted Students From Underserved Populations (pp. 1-13). Waco: Prufrock Press, Inc.

This article describes the Project EXCITE collaborative project that was developed in Chicago, IL in collaboration with Northwestern University's School of Education and Social Policy through its Center for Talent Development to provide access to advanced academic opportunities for

students who are culturally, linguistically, and/or economically diverse in the elementary grades. Students enrolled in EXCITE closed the achievement gap in their community [Evanston, IL] by grade 8 based on their scores on the state assessment; 70% of EXCITE students enter high school with having completed one or more years of high school math, putting them on track to complete BC Calculus by 12th grade.

Integration Goal One: Strategies and Activities

Because collaborative integration activities should be listed in this section, include collaborative member district data to create yearly targets. Highlight those activities, data, and yearly targets which represent your own district's efforts. All integration activities should involve the racially isolated district, but may not involve each member district.

Activity 2: Robotics
Integrated Learning Environments

Activity details:
Increase cultural fluency, competency, and interaction
Narrative Description of Strategies/Activities:

As a complement to our math, science and engineering program, students from around the collaborative will be recruited to participate in Robotics teams. In Grades 4-5, students participate in First Lego League tournaments, working in inter-district team building sessions on three separate Saturdays before traveling together to regional competition. Students in Grades 6-8 work in inter-district Vex robot teams and will also collaborate on multiple occasions in inter-district cooperative learning environments before competing.

If you selected the option above for *Research based interventions that include formative assessment practices*, please give the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

Key Indicators of Progress (KIP)
SMART goal for this strategy/activity:

In order to increase racial and economic integration between districts in the Alliance for Educational Equity Collaborative, the collaborative will create opportunities for sustained interactions between inter-district students that promote intercultural understanding and academic achievement. Underserved students, especially those who qualify for free or reduced lunch or are first generation college students will be especially encouraged to attend.

To achieve this goal, each district will work with the collaborative to identify students to participate in ongoing, integrated activities. Students will be recruited in order to represent the collaborative as follows:
50%—Austin students
30%--Albert Lea students
7%--Southland students
7%--Hayfield Students
6%--Lyle students

Yearly Targets Table. Provide any relevant baseline data.

Title	2014	2015	2016	2017	**Total**
Austin	5 teams	6 teams	6 teams	6 teams	6 teams
Albert Lea		1 team	2 teams	2 teams	2 teams
Hayfield	Planning for one team	2 teams	2 teams	2 teams	2 teams
Southland	1 team	1 team	1 team	1 team	1 team
Lyle			1 team	1 team	1 team
Total					12 teams

Integration Goal One: Strategies and Activities

Activity 3: Classroom Partnerships
Integrated Learning Environments

Activity details:
Increase cultural fluency, competency, and interaction
Narrative Description of Strategies/Activities:

Teachers and students in Austin, Hayfield, Southland, Lyle and Albert Lea work with partner classrooms in another district to exchange letters, blog posts, video book reviews, and other communications. They also get together in person to explore each other's communities in the spring and fall..

If you selected the option above for *Research based interventions that include formative assessment practices*, please give the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.
Click here to enter text.

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:

In order to increase racial and economic integration between districts in the Alliance for Educational Equity Collaborative, the collaborative will create opportunities for sustained interactions between inter-district students that promote intercultural understanding and academic achievement. Underserved students, especially those who qualify for free or reduced lunch or are first generation college students will be especially encouraged to attend.

To achieve this goal, each district will work with the collaborative to identify students to participate in ongoing, integrated activities. Students will be recruited in order to represent the collaborative as follows:
50%—Austin students

30%--Albert Lea students   7%--Hayfield Students
7%--Southland students   6%--Lyle students

Example Table. Provide any relevant baseline data.

Title	2014	2015	2016	2017	**Total**
Austin	4 classrooms	4 classrooms	4 classrooms	4 classrooms	
Albert Lea	2 classrooms	2 classroom	2 classrooms	2 classrooms	
Hayfield		2 classrooms	2 classrooms	2 classrooms	
Southland	2 classrooms	2 classrooms	2 classrooms	2 classrooms	
Lyle	1 classroom	1 classroom	1 classroom	1 classroom	
Total					

Integration Goal One: Strategies and Activities
Activity 4: Language and Culture Exploratory Course
Integrated Learning Environments

Activity details:
Increase cultural fluency, competency, and interaction
Narrative Description of Strategies/Activities:

These classes are a special extension of our classroom partnerships and will give students a chance to explore various cultures and languages, including those commonly spoken among families in our communities. Guest speakers from diverse backgrounds in our collaborative area will interact with students using Skype and/or video conferencing technology. Students work together across districts on collaborative projects using technology.

If you selected the option above for *Research based interventions that include formative assessment practices*, please give the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.
Click here to enter text.

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:
In order to increase racial and economic integration between districts in the Alliance for Educational Equity Collaborative, the collaborative will create opportunities for sustained interactions between inter-district students that promote intercultural understanding and academic achievement. Underserved students, especially those who qualify for free or reduced lunch or are first generation college students will be especially encouraged to attend.

To achieve this goal, each district will work with the collaborative to identify students to participate in ongoing, integrated activities. Students will be recruited in order to represent the collaborative as follows:
50%—Austin students

Research-Based Practices

Among other requirements, an eligible district must implement effective, research-based interventions that include formative assessment practices to reduce the disparities in student academic performance among the specific categories of students as measured by student progress and growth on state reading and math assessment (Minn. Stat. § 124D.861, Subd. 2 (b)).

If the activities or strategies you've listed above do not include a research based intervention, please use the space below to describe how your plan will meet this requirement. Please give the name of the intervention, any website information, and attach a PDF copy of the research article. Click here to enter text.

Creating Efficiencies and Eliminating Duplicative Programs

Please briefly explain how your district and/or collaborative is working to create efficiencies and eliminate duplicative programs and services, which may include forming collaboratives or a single, seven-county metropolitan partnership of eligible districts for this purpose (Minn. Stat. § 124D.861, Subd. 2 (c)). All members of the Alliance for Educational Equity will collaborate to eliminate duplicative services and make programs and services available to all collaborative member schools and students where inter-district interaction is feasible.

Community Planning

An Achievement and Integration plan shall be developed in a formal community planning process where the isolated school district or racially identifiable school sites are represented by community members who are not district employees and were at least part of the voting membership of the planning body (Minn. Rule 3535.0170, Subp. 3). Please briefly describe the community process used for the collaborative portion of your district's plan and for your Racially Identifiable Schools, if applicable.

Multi-District Collaboration Council:

The Alliance for Educational Equity Integration Collaborative Council is made up of parents, community members, staff and administrators from each of our member districts.

In our planning, the collaborative council has met as a whole and in subcommittees to analyze our data and reflect on current programs and expenditures to ensure that they are aligned to the legislation. We also explored new programs to meet the evolving criteria determined by the state. We are committed to offering quality programs to encourage students to excel

socially and academically in a racially-integrated learning environment. We continue to work to engage the community and stakeholder groups in our planning and program implementation.

A complete list of the advisory committee members is included in Addendum II. Members who serve on the committee represent a wide range of cultures. The final draft of this plan was shared at a February meeting with all collaborative committee members. The collaborative council determined that the plan presented reflected the goals of their districts as well as the collaborative, and was ready to move forward to the individual school boards for

approval and was ready for submission to the Minnesota Department of Education. Each of the school boards in the collaborative has approved the plan on the dates listed in Addendum I.

Addendum I

Alliance for Educational Equity

Integration Plan Approval Dates

District	Board Approval Date
Austin Public Schools	3-10-2014
Albert Lea Public Schools	3-17-2014
Hayfield-Brownsdale Publics	3-10-2014
Lyle Public Schools	3-19-2014
Southland Public Schools	3-17-2014

Addendum II

Collaborative Council Members

Bill Leland	Albert Lea	Board
Dawn Kruse	Albert Lea	Teacher
Judy Knudtson	Albert Lea	Community
Mary Laeger-Hagemeister	Albert Lea	Coordinator
Greg Larson	Austin	Board
Dick Lees	Austin	Board
Kristi Beckman	Austin	Coordinator
Ojoye Akane	Austin	Parent Liaison
Raquel Imbert	Austin	Parent Liaison
Rosa Narvaez	Austin	Community
Santino Deng	Austin	Parent Liaison
Kathy Serratore	Hayfield	Teacher
Jennifer Backer	Lyle	Superintendent
Laura Freund	Southland	Teacher
Pat Graves	Southland	Community
Sandy Jarvis	Southland	Community
Steve Sallee	Southland	Superintendent